Course Outline

Course Name and Section Number: **EDPS 521 B1**

**Year:** 2014

**Adult Learning and Development**

**Term:** ☑ Fall ☐ Winter ☐ Spring ☐ Summer

Course Dates and Location: **Alternating Saturdays 9:00-4:00**

- Sept 6, 20
- Oct 4, 18
- Nov 1, 5, 29

**Room:** 7-140 Ed N

**Instructor Name:** Donna Chovanec, PhD

**Contact information:** 7-144 Ed N, (780) 492-3690, chovanec@ualberta.ca

**Instructor’s office hours:** By appointment

**Instructor’s website:** http://www.edpolicystudies.ualberta.ca/People/Faculty/Chovanec.aspx

**Course website:** https://eclass.srv.ualberta.ca/course/view.php?id=18704

**Required Textbook and Readings**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Edition</th>
<th>Publisher</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baumgartner, L., &amp; Merriam, S. B. (Eds.)</td>
<td>Adult learning and development: Multicultural stories</td>
<td></td>
<td>Krieger Publishing</td>
<td>(required)</td>
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<tr>
<td>Fenwick, T. J.</td>
<td>Learning through experience: Troubling orthodoxies and intersecting questions</td>
<td></td>
<td>Krieger</td>
<td>(optional)</td>
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Additional readings (see information below and on course website)
Course Objectives and Content

The purpose of this course is to examine key theories and issues of adult learning and development and the implication of these for facilitating adult learning. In this course, we explore how the concepts from a variety of literatures – such as sociology, philosophy, psychology, education – inform our understanding of how adults learn. Major components are the exploration of diversity and narrative. This is a core course in the masters program in the Adult Education specialization.

Students will:
- Demonstrate an ability to critically analyze theories of learning and teaching at the adult level;
- Possess clearer and theoretically grounded ideas about their own development and learning processes;
- Grasp the diversity of development and learning processes among adults;
- Be familiar with a broad range of theoretical literature that considers the diversity of adult development and learning processes; and
- Recognize and demonstrate the relationship between theory and personal story in academic work.

Evaluation criteria

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Personal narrative (20%)</td>
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<tr>
<td>Part A: Draft description due September 20</td>
<td></td>
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<tr>
<td>Part B: Analysis due October 4</td>
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<tr>
<td>Group project (20%)</td>
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<tr>
<td>Due on presentation date (October 18, November 1 or November 15)</td>
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<tr>
<td>CSL presentation and poster (15% Cr/nonCR)</td>
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<tr>
<td>Due November 29</td>
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<tr>
<td>Participation (10%)</td>
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<tr>
<td>Regular contributions in class and online</td>
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<tr>
<td>Final paper (35%)</td>
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<tr>
<td>Due December 3</td>
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Assignments

Post all your assignments on the course website. I will provide detailed instructions and evaluation criteria in class. I will post feedback and grades on the course website.

APA style is used in this course. I will evaluate you on correct usage of this method of referencing in your assignments.

1. **Personal narrative (20%)**
   
   **Part A: Draft description Due September 20** (for use in-class only; not to be handed in)
   
   Write a draft of 5 to 8 double-spaced pages in which you explore your personal learning and development. You may use any medium, or combination of media, that helps you to express this aspect of your life, i.e., prose, poetry, song, drawings, photos, personal artifacts.
   
   **Note:** You will NOT hand this in but you will have 15 minutes to informally present highlights of your personal narrative (including artifacts, if desired) to a small group of your classmates in the second class. It is best to begin this assignment before engaging with the readings.
   
   **Part B: Analysis Due October 4**
   
   Write 12 to 15 double-spaced pages in which you combine the description of your personal learning and development (Part A) with a comparison and critique of the traditional theoretical perspectives of learning and development covered in the readings against your personal experience of learning and development.
   
   I will evaluate this two-part assignment based on your ability to:
   
   - describe your experience
   - reflect upon your experience
   - compare your experience to the readings by
     - reflecting further upon your own experience and
     - critically analyzing the usefulness/relevance of the theories to your experience
   - integrate the readings (including relevant quotes properly cited) into your analysis
   
   **NOTE:** This assignment is meant to encourage reflection. I am less concerned about writing skills in this assignment.

2. **Class presentation (20%) Due October 18, November 1 or November 15**
   
   In pre-assigned groups, you will conduct library research on adult learning and development relative to one of the following diversity topics: Gender, social class, OR race/ethnicity. followed by a 60-minute class presentation on your topic area. The presentation should include: relevant connections to your Community Service-Learning experiences, a 10-15 minute learning activity, and 12-15 academic references. Submit your presentation materials for evaluation.

3. **Community Service Learning presentation/poster (Cr/NonCr 15%) Due November 29**
   
   In this course, Community Service Learning (CSL) is assigned in lieu of other options for meeting the course requirements. It is a valuable opportunity to integrate theory and practice and to make a genuine contribution to a community organization. Each student will accomplish 20 hours of service in a community organization as an integral part of the learning experience in this course.
The Learning Center Literacy Association is the partner organization for all students in this course. EDPS 521 students will work collectively with students and staff at the Learning Centre to develop a new literacy course for the Centre. The CSL team will provide further details in the first class. (see attached for project description)

You will not be evaluated/graded for your contribution in the placement. However, a course assignment is associated with the CSL component. In your CSL group, you will produce a 45-minute presentation and a research poster related to your CSL placement that could be submitted to EPS Research Day in April 2015. The poster will complement a class presentation in the last class on November 29. **Together, we will determine the focus and format of this assignment as the CSL experience unfolds.**

4. **Final paper (35%) Due December 3**
   Write 20 to 25 double-spaced pages on the topic: Implications of adult learning and development theory for facilitating adult learning. You will narrow and refine your particular approach and focus for the paper in consultation with the instructor. Evaluation criteria to follow.

**Participation (10%)**
Includes a substantive contribution to:
   (a) in-class discussion and activities during regular attendance
   (b) on-line group discussions

On-line discussions allow you to engage in an intellectual exchange with your classmates between classes. They provide space for you to integrate learning from the various components of the course and to work out your ideas and questions.

The CSL group discussion forum will be open throughout the course. The CSL liaison or I will post regular prompts and questions to encourage discussion about your personal and academic learnings and experiences from the course and CSL placement, but we will not be moderating the discussion. In order to contribute to the collective learning environment, I expect all students to participate by initiating and responding to posts throughout the course.

On-line discussions should include the following:
- reflection, critique and questions about readings
- integrating theoretical material with experience
- reflecting on CSL experiences
- preparing for homework assignments
- getting assistance from classmates

**NOTE:** All assignments must be submitted on the due date. I will deduct two percent (2%) per day from late assignments. Exemptions to the due date and late rule must be discussed with me in advance.
Class Schedule

To be adequately prepared for an intellectual engagement with the content of this course, **readings must be done in advance of class**.

Not all classes have assigned readings. However, when assigned, you are **required** to read those in **bold**, the others are supplementary (see also supplementary readings provided on the course website). There are more assigned readings in the first part of the course and none in the final sessions. Therefore, please adjust your schedule accordingly. Students who come to class prepared to engage with the readings and who read beyond the minimal requirements often achieve higher grades on their assignments.

In addition to textbook chapters, the readings are available through electronic links on eClass or on reserve in H T Coutts library.

1. September 6  Introduction

   Introductions
   Course overview
   Philosophies of adult education
   Overview of adult education
   Introduction to adult learning and development
   Introduction to Community Service-Learning (afternoon)

   Guests
   CSL liaison and community partners
   CGCER rep
   EPSGSA rep

   Assignments
   **Open** CSL On-line Discussion forum

   Readings

   **Mirriam, Caffarella & Baumgartner Chapters 1 & 2**

   **ON RESERVE LC 5254 C663 2006**


2. September 20 Exploring Theoretical Perspectives

Adult development
Adult learning

Guests

Dr. Susie Brigham, Mount St. Vincent University (topic TBA)

Assignments

**Due** Personal narrative (Part A)

Activities

Personal learning and development narratives (bring artefacts if desired)

*Philosophy of Adult Education Inventory* (online)

Readings

**Mirriam, Caffarella & Baumgartner** Chapters 11 & 12


**MacKeracher, D.** (2004). *Making sense of adult learning* (2nd ed.). Toronto: University of Toronto Press. (Chapter 3) [http://books.google.ca/books?id=4wAg2tqWrIgC&lpg=PP1&ots=RGTTbVBo4&dq=%22Making%20sense%20of%20adult%20learning%22&pg=PA53#v=onepage&q&f=false](http://books.google.ca/books?id=4wAg2tqWrIgC&lpg=PP1&ots=RGTTbVBo4&dq=%22Making%20sense%20of%20adult%20learning%22&pg=PA53#v=onepage&q&f=false)

3. October 4  Considering the Contexts of Learning: Introduction

Introduction to the contexts of learning

Guests

Amalia González Chovanec *The Fragility of Knowledge*

Assignments

**Due** Personal narrative (Part A & B)

Readings

Baumgartner & Merriam, Preface and *La Tortillera*


4. October 18  Considering the Contexts of Learning: Diversity

Community Service-Learning project work (half day)

Introduction to diversity in adult learning, development and facilitation (half day)

Activity

Group A presentation

Assignments

**Due** Group A presentation materials

Readings

For this class, read the following:

- required readings in bold
- reading to be distributed by Group A
- at least one selection from Baumgartner and Merriam
- one other supplementary reading in a topic NOT covered by your group presentation.

See also eClass for an initial list of references on each of the topics for group presentations.
Mirriam, Caffarella & Baumgartner Chapter 9
Baumgartner & Merriam, *Flip flops* and *Piecework* (gender), *A sistah outsider and The Linden Tree* (sexuality), *Dear Aunt Nanadine* and *What I know from noses* (race/ethnicity/culture)


http://www.library.ualberta.ca/permalink/opac/3884500/WUAARCHIVE
5. November 1  Exploring Theories/Models about How Adults Learn

Self-directed learning
Experiential learning
Dialogic learning
Transformative learning
Holistic learning, spirituality and arts-based approaches to learning

Activity
Film excerpts from UBC *Issues in Adult Education*
Group B presentation

Assignments
**Due** Group B presentation materials

Readings

**Mirriam, Caffarella & Baumgartner Chapters 5, 6, 7, 8 & 10**

*Select 2 readings from the following:*


**ON RESERVE LC 5225 L42 B77 2005**


**ON RESERVE LC 5254 L42 1998**


**ON RESERVE LB 1060 F5913 2000**


6. November 15  **Facilitating Adult Learning I**

Implications of adult learning and development theory for facilitating adult learning

**Activity**
- Group C presentation

**Assignments**

**Due** Group C presentation materials

**Readings**


6. November 29  **Facilitating Adult Learning II**

Implications of adult learning and development theory for facilitating adult learning (morning)

Community Service-Learning project presentations (afternoon)

**Guests**
- CSL partners

**Assignments**

**Due** CSL presentation and poster
- **Close** CSL Online discussion forum

**Readings**

None

December 3

**Due** Final paper
“Policy about course outlines can be found in Section 23.4(2) of the University Calendar.”

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University”. (GFC 29 SEP 2003)

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as part of an approved accommodation plan. Recorded material is to be used solely for personal study and is not to be used or distributed without prior written consent from the instructor.

“The Faculty of Education is committed to providing an environment of equality and respect for all people within the University community, and to educating faculty, staff, and students in developing teaching and learning contexts that are welcoming to all.”