Course Title: Principles of Adult Learning and Development

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Class Web Site: To be announced

Course Description:
Adults learn and think differently than children as they attach their meaning to experience. Twelve topics ranging from how and where adults learn to neuroscience (neuro-cognition / meta-cognition) are part of the first practitioner’s foray into training.

Course Prerequisite(s):
Any basic psychology course and any social science background would be helpful. At least five years’ experience working around / with adults is required.

Course Objectives:
- Differentiate between andragogy and pedagogy.
- Relate current thinking on adult learning to a significant project proposal.
- Employ traditional theories to a significant problem that can be solved through learning in a class project.
- Classify which theories are appropriate to solve the problem and infuse these into the project solution.
- Embody demographic data on brain experience, memory in the solution.
- Indicate which verbal-theoretical and embodied and theoretical models for solving the problem.
- Enhance adult learning through the “Theater of Knowing”.
- Leverage brain-aware practice with theoretical foundations of learning and development to benefit a problem solution.
- Demonstrate how culture, context and theory are part of the project environment.

Instructor Notes: There are technical requirements for this program. Students should plan to bring a laptop to class. Specifics are available in the program Q & A document: Q & A Document. This course and the rest of the “Core” courses will be using Internet based technologies which is weaved throughout the program.

Students should recognize that there is “pre-class” course work. Both textbooks are available in hardback or PDF format. Order them as soon as you can. Collin College’s Barnes & Noble Bookstore will not have textbooks for this program. Notes about textbooks are also in the Q & A document.

Next Class: Instructional Design Theory and Practice

Materials for the Class:
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Books

Note: these are fairly “new” books. Not many used versions will be available. Relatively speaking they’re not too expensive (consider that many undergraduate texts are well over $120.00 each).

REQUIRED (both texts):

Adult Learning: Linking Theory and Practice / Edition 1
by Sharan B. Merriam, Laura L. Bierema
Hardcover: (Sept. 2016): $42.31; Nook Book: $42.99

Facilitating Learning with the Adult Brain in Mind: A Conceptual and Practical Guide / Edition 1
by Kathleen Taylor, Catherine Marienau
Hardcover: $39.60; Nook Book: $38.49

Online Course Resource

REQUIRED

Access to the LMS is granted through your instructor. Use of this LMS is key to your success. Your assignments, course documents, videos and other content will be posted to the LMS. At the time of this publication an LMS URL was not available. Your instructor will provide this to you.

WORK SUBMISSION

You will submit work papers but not academic papers through the class site. Please do not submit these by email. At this stage of your preparation you’ll fill in sections of a formatted document provided by the instructor as you go along. It’s is expected that you will customize the document to your particular project.

You will complete it section by section – so sections will be incomplete. Use either APA or MLA style guide and make sure you provide endnotes (no footnotes please). APA is in some ways much easier to use and is just fine for this class; MLA is acceptable if you already know MLA and how to apply it.

The incompleteness of your class projects sections is normal and acceptable. You should concentrate on applying the information to a problem you will select. More information will be made available on the course website.

Folks who are used to absolute perfection should take note: this will be messy – you’re going to be learning as you go. So your sections won’t be perfect, your spelling, grammar and punctuation won’t be perfect and your citations may be lacking. That’s fine. Work at it. But at the end all of that should be of an acceptable academic quality for your cohorts and for potential employers. Some managers are former teachers, some are college professors in their other life, so beware. Shoddy work may reflect very badly on you even if you pass this particular class. Naturally nothing shoddy should be submitted as part of your Master Project / Final Project for this program.

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Note when your proposal should be completed; when you should be at the 50% mark and when you should be completed. Your project is not due during the last week its due before that so that you can receive feedback and do some revision. The bulk of your revisions will need to happen after the class stops meeting. This project will be the first item in your professional portfolio. You will continue revising it and those that follow until your very last moment on your very last day in the program.

**Lesson Plan By Session**

The books for this course will very probably remain the same; the order in which they are covered may vary. Different topics may require more coverage than others depending upon student needs. Thus this is a suggested order for the readings. Please do not skim!

Read the content and make notes on how you will or alternately will not apply the content to the document template you will be given. We will not be reading and lecturing. The instructor will apply the principles in the book to the class. (Theory is thus applied to practice).

Be prepared to participate in ways that are a bit different from what you are accustomed to in many academic courses. This course will at times be fun, silly, contemplative, and very active. We will engage in many different types learning including games, roleplay, skits and more. You cannot sleep through this class even though it might fall at the end of a long work day. Your instructor will have worked their day job as well. This is a journey.

**Session 1:** Course and Program Introduction; Adult Learning in Today’s Word; the Brain Then and Now

**Session 2:** Traditional Learning Theory, Andragogy; Metaphors, Embodiment and Hemispheres. Project Proposal Due.

**Session 3:** Self Directed Transformative and Experiential Learning; Practices That Enhance Adult Learning – the Theater of Knowing. Set the Stage for E-learning lowering anxiety, engage curiosity. Project at least 50% complete.

**Session 4:** Transformative Learning, Experience and Learning, Body and Spirit in Learning, Enter Stage Right: Starting with embodied and metaphorical approaches in mind. Student evaluates their project.

**Session 5:** Motivation and Learning, the Brain and Cognitive Functioning, Adult Learning in the Digital Age, Enter Stage Left-starting with verbal-theoretical conceptual approaches in mind, The Brain and Cognitive Functioning. “Early” Class Project Presentations, Center-Stage: Interweaving Multifaceted Approaches, Spotlight on Meaning Making: Scaffolding Reflection. Enhancing Brain-Aware Practice with Theory, Toward Complexity and Commitment, Epilogue.

**Session 6:** Critical Thinking and Critical Perspectives, Culture and Context, Theory and Practice in Adult Learning. Final Day Class Presentations.

**Course Sessions:** listed are a guideline to indicate all topics that will be covered during your course. Do not plan your personal calendar based on these sessions. Your instructor

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will give you a calendar for your class that will indicate specific topics, assignments, and days.

**Method of Evaluation:** Evaluation will be based upon the individual’s class project. Student performance will also be evaluated on their participation in project evaluation process. Students are encouraged to attend each and every class. It is polite to inform class members and the instructor when you cannot attend. Inability to attend except for cogent humanitarian reasons does not exempt the student from class project completion.

Students must complete the entire project – including their evaluation of their performance, obtain the evaluation of the instructor and at least two colleagues from the class in order to be considered complete. Completion is based on a class rubric which will be given to the class prior to commencement.

**Certificate Completion**

Students must complete all courses in at least on certificate (that includes all of the Core courses plus the certificate courses) with a passing grade in order to complete the certificate. Students have two years to complete each certificate from the start date of their first class. Students are responsible to cure any deficit should the course requirements change after their first year.

**Collegium Requirement**

Students are required to schedule, attend, and participate in a Final Project Collegium. The Collegium requires a project portfolio completed and approved by your instructor committee with a completed Final Project Rubric (student, at least two colleagues and at least one instructor) evaluation. Students must present their presentation in an academic environment. Students will be asked questions over any of the coursework they completed as it relates to their portfolio and presentation.

Students will receive feedback only on the Final Project. They will receive feedback both on their presentation and their Final Project. Students are responsible for circulating their rubric and receiving the feedback and the passing grade.

Students cannot graduate until they complete their Collegium. Thus far there is no extra charge for the Collegium. This is subject to change. See program information for more details. Completion of this requirement is the student’s responsibility and not the responsibility of faculty, staff or the college itself.

More information about this course and the other courses in the Adult Learning Master Certificate Series is available on the Master Certificate Series website.

**Americans with Disabilities Act:** Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal opportunity. It is the student’s responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current Collin Student Handbook for additional information.

http://www.collin.edu/studentresources/personal/studenthandbook.aspx

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