

ADED 3024 – Understanding the Adult Learner (3ch)
Fall 2023 (September 6 – December 7, 2023) | Online via D2L
Faculty of Education, University of New Brunswick

Territorial Acknowledgement:

We recognize and respectfully acknowledge that all UNB course interactions take place on the unsundered and unceded traditional lands of Wolastoqiyik (Maliseet). This territory is covered by the Treaties of Peace and Friendship which the Wolastoqiyik (Maliseet), Mi'kmaq and Passamaquoddy peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Wolastoqey (Maliseet), Mi'kmaq and Passamaquoddy title and established the rules for what was to be an ongoing relationship between nations.

Instructor: Kendra Haines
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Office Hours: By appointment
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COURSE DESCRIPTION

In this course we will explore what it means to be an adult learner, who adult learners are, what motivates adult learners to engage in learning, and the barriers and challenges they face.

ADED 3024 explores what it means to be an adult learner. Throughout the next 13 weeks we will be answering 12 foundational questions that help us, as adult educators - and adult learners - to better understand the learners we encounter in our classes, workshops, workplace training, and other learning environments -- and ourselves as learners.

COURSE OBJECTIVES

By the end of this course, students will:

- Develop or build upon your understanding of who the adult learner is
- Identify the characteristics of an adult learner and how these characteristics intersect
- Explain the reasons why adults participate (or don't participate) in learning
- Characterize the types of learning (informal and formal) adults engage in and the locations it takes place
- Discuss the barriers to learning adult learners may encounter and how they impact the persistence of learning
- Develop reflective, critical thinking, and analysis skills
- Integrate and synthesize research (library-based) and personal experiences into written documents (discussion posts and assignments)

COURSE MEETINGS: HOW WE WILL WORK

The course is a fully online asynchronous course, taking place over a period of thirteen weeks. You are expected to be prepared to engage in all online learning activities, including sharing and discussing with others what you know, have read, and researched prior to planned on-line learning activities.

- Each week (on Monday), I will post an overview of the week's readings, sometimes with commentary or anecdotes to expand our knowledge or provide examples. You will be asked questions related to the key issues raised in the readings.
- Discussion and activity space will be created for each question in the D2L course and you will be expected to post your response to the questions there. You are expected to read the posts and engage with your colleagues. You are not required to respond to all of your colleagues (though it is expected that you will read all the posts. Once your responses to the questions are posted, we will then engage in a more free-form discussion of the issues.
- You feel free, once you have responded to the questions, to raise issues from the readings that are of interest to you that may not have been covered in the questions.

Given this format, your participation is not evaluated solely on the number of postings or responses you make in any given week. Your participation *will* be evaluated based on your individual responses to the questions each week and on your overall continued participation and engagement in discussion from week to week. Your responses and your engagement in discussion will indicate that you have read and have given some thought to the readings each week. Students are expected to participate on a regular basis and engage in conversations and discussions as though in a regular classroom (as much as is possible).

While the entire syllabus is available at the beginning of the term, the individual overviews (learning modules), including notes (where relevant) and questions, will be posted weekly. As noted, there will be a discussion space each week where we will undertake full class discussions as well as smaller group discussions, where applicable. Each week, I will post the readings for that week and questions and/or issues for engagement. Students will be expected to contribute to the discussions early in the 'week' (by Wednesday) so that other students can engage with you. If you do not post your comments and discussions until Thursday of each week, or after the week has concluded, others will have no opportunity to engage with you, or you with them. As such, this would not constitute participation.

Your participation in the discussion should indicate that you have read the assigned readings that week and that you do (or are attempting to) understand the issues raised by those readings. Not logging on and reading and responding to the discussion and the questions is the same as not attending classes. You are expected to complete all aspects of course in order pass, and reading and responding is an important aspect of your participation in this course.

As a general rule of thumb, expect to spend up to ten hours a week working on course readings, discussions and assignment.

Please keep your comments concise and to the point – longer is not always better. Because we will all be reading all of the posts, it is important that your comments are concise and to the point. I am more interested in concise, in-depth quality discussions than longer and more frequent superficial comments. There are approximately 20 students registered for this class. That's a lot of posts and reading each week. So please, *ensure* that your responses and comments are relevant to the course issues under discussion that week. We can take it for granted that we all have good points to make so there is no need to respond to a post with "good point" or "I agree" – *tell us why this is a good point and/or why you agree. You should be looking to respond*

with some considered thought to the issue under discussion generally rather than trying to respond to every single comment.

MY PARTICIPATION

You will learn that adult education theorists believe the role of an adult educator is to facilitate learning and to encourage and support a transformative learning environment that incorporates experiential learning. Learning is based on the resources, materials and the shared discussion of our ideas, our thinking on particular issues and on our experience around those issues. It is also a hallmark of adult education that we model our practice. Thus, our classes will be grounded in and modeled on these principals of adult education. This is not a lecture-style class, so, as the facilitator, I will guide discussions and contribute my knowledge where appropriate. I understand, that this style of learning may be challenging initially if you are not used to the format. However, as I have noted, this style follows adult education principles by respecting the knowledge and experience of the students and in facilitating learning through shared knowledge and experience.

So, while I am happy to propose topics and questions for discussion and while we do have to stay relatively focused on the broad topic the course, I would encourage you to consider the issues raised in each reading and think about what questions may arise for you from those readings or how any given issue may relate to your experience and be prepared to share your thoughts and ideas with the class each week. In good adult education fashion, we will learn from each other as well as from materials and resources.

OFFICE HOURS

The best means of contacting me is through email at khaines@unb.ca. I am happy to correspond with you individually via which ever email you choose (because I can reply directly if you use my khaines@unb.ca email) but for notifications to the entire class, I will use your UNB email. This means that you should check your UNB email regularly.

I do not have office hours, per se, but am happy to meet with you in via Teams or email. I will respond to regular emails and course inquiries regularly. If I do not respond to you at the end of two business days, ***please contact me again.***

COURSE GUIDELINES

Along with the general University and Departmental regulations regarding your participation in this course (plagiarism, etc.) I would like to provide a few guidelines for us to keep in mind as we progress through the course.

RESPECTING OUR FELLOW LEARNERS

We are a diverse group of learners and we each bring our own knowledge and experience to the class. I hope that we can create a dynamic and supportive learning environment. To that end, I would ask that we treat each other respect in our interactions. We all have something to contribute.

Online learning can often be challenging because we don't have verbal cues or body language to help us determine the tone or intent behind any given communication. Academia encourages the free expression of ideas, as does adult education. Nonetheless, the expression of those ideas should be done in a respectful and courteous way. We will not always agree with each other and you will not always agree with me, and that's

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okay. Disagreement can often result in key learning opportunities. However, aggressive and combative communication shuts down learning and can be isolating. Part of the learning we do in an academic program is how to take and receive constructive criticism. Constructive is the key word here. It is sometimes not easy to share one's ideas and experience. Constructive criticism delivered respectfully can help us to learn. Thus, I encourage you to engage with your colleagues, myself and the teaching assistants, with respect and that your comments not be of a personal nature but focus on the content of any given comment or communication.

I encourage reflective practice for this course and encourage you to bring your experiences to the discussions. Reflective practice focuses on how you think about any given issue and how you can/do relate that issue to your experience. It isn't, necessarily, how you feel about the topic, but how you think about the topic. And, while sharing your experience is welcome, please try to avoid making the discussions overly personal.

- You do not need to share anything about yourself that you do not wish to. No one is to pressure others to share private information.
- Please ensure that what you are sharing is relevant to the topic.
- Anything shared during this course is **confidential** and must not be shared with persons who are not members of the class.

Reflective practice and the sharing of experiences can be an emotional process. If at any time you feel uncomfortable sharing your own experiences, please contact me.

In summary, please be respectful of your fellow learners. Analyzing, critiquing and defending arguments are important elements of the learning process. Please try to ensure that your comments and critiques are constructive in nature. Learning to offer and receive constructive criticism will help you to refine and improve your work.

LANGUAGE

All language for this course must be non-racist, non-sexist and non-homophobic. How a paper is written and what it says are not separate issues, but rather components of the whole project and are evaluated accordingly.

This classroom will be conducted in way that values mutual respect. I encourage your active participation and welcome respectful discourse and reasoned debate. It is important to refrain from language and conduct that demonstrates a lack of respect for anyone's race, class, gender identity or expression, sexuality, culture, beliefs or abilities

Please share with me if you would like to use a preferred name other than what is on the class roster, and/or preferred gender pronouns

PLAGIARISM AND ACADEMIC OFFENCES

The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism as well as cheating and other academic offences. Plagiarism includes:

1. Quoting verbatim or almost verbatim from any source, including all electronic sources, without acknowledgement;
2. Adopting someone else's line of thought, argument, arrangement, or supporting evidence without acknowledgment;
3. Submitting someone else's work, in whatever form, without acknowledgment;
4. Knowingly representing as one's own work any idea of another.

Examples of other academic offences include:

1. Cheating on exams, tests, assignments or reports;
2. Impersonating somebody at a test or exam;
3. Obtaining an exam, test or other course materials through theft, bribery, collusion, purchase or other improper manner;
4. Submitting coursework that is identical or substantially similar to work that has been submitted for another course;
5. And more as set out in the academic regulations of the School of Graduate Studies Calendars.

Penalties for plagiarism and other offences range from a minimum of F (zero) in the assignment, exam or test to suspension or expulsion from the University, plus a notation of the academic offence on the student's transcript. For more information, see the UNB plagiarism policy at: <http://nocheating.unb.ca>

It is the student's responsibility to become familiar with UNB's policies surrounding Academic Offences. (<https://www.unb.ca/academics/calendar/undergraduate/current/regulations/universitywideacademicregulations/viii-academicoffences/index.html>)

USE OF GENERATIVE AI SUCH AS CHATGPT

In this course there may be assignments where you make use of generative AI, such as ChatGPT, and those where you may not use it. When generative AI is permitted you must indicate that Generative AI was used. If the assignment explicitly states that no generative AI is to be used, then failure to abide by this stipulation will be treated as plagiarism.

ACADEMIC AND TECHNICAL SUPPORT FOR STUDENTS

Generally in the field of education, we use the APA 7th Edition (American Psychological Association) Style Guide for referencing and citations, and I would highly recommend you have a look at the APA resources available *Purdue University's OWL (Online Writing Lab)* site here: <http://owl.english.purdue.edu/owl/resource/560/01/>

As well as information on how to cite materials for an academic paper, the full APA guide provides information for all elements of academic writing from the purpose of an introductory paragraph to how to craft a sentence. Academic writing is an important part of your academic work, so I recommend that you give some thought and some time to these resources. Like many things, writing is a skill that can be learned and improved with practice. I am happy to help you with that.

SERVICES FOR STUDENTS WITH DISABILITIES

If you are a student with a disability of any type (physical, mental, learning, medical, chronic health, sensory; visible or invisible) you are strongly encouraged to register with the UNBF Student Accessibility Centre (SAC) so that you may receive appropriate services and accommodations. Once you are registered with SAC, I will be notified via the UNBF SAC Accommodation Letter of your specific accommodations. If you would like to discuss your particular needs with me, outside of the SAC please contact me via email and we can set up a meeting time. <http://www.unb.ca/fredericton/student-services/academics/accessibility/>

WRITING AND STUDY SKILLS SUPPORT

UNB's Student Affairs and Services provides many coaching and mentoring services to assist with writing papers, effective study methods, and other skills development related to student success:

<http://www.unb.ca/fredericton/student-services/academics/index.html>

The Writing and Study Skills Centre (<https://unbcloud.sharepoint.com/sites/wss>) contains additional information to support you on your academic journey. I strongly encourage you to take advantage of the services offered.

TECHNICAL SUPPORT

Information Technology Services (ITS) Help Desk: 457-2222, itservicesdesk@unb.ca at the Harriet Irving Library Learning Commons. <http://www.unb.ca/its/get-it-help.html>

You are a student at the University of New Brunswick and I would encourage you to take advantage of all the services offered to you.

Note: If your Internet connection is down, it is your responsibility to seek access at a venue such as in the Harriet Irving Library computer lab, a public library, or alternative location to complete and submit your work on time.

CLASS RECORDING AND COPYRIGHT

Anyone who wishes to video or audio record lecture presentations, or distribute course notes or other similar materials provided by instructors must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited and subject to academic penalties (see Academic Offences below). In the case of private use by students with documented disabilities, the instructor's consent will not be unreasonably withheld.

COURSE READINGS (REQUIRED)

All readings are available on reserve in the library with the exception of the links to web resources and videos, which are in the syllabus and on the D2L site. Please contact me if there are issues with the course reserves.

TASKS (ASSIGNMENTS)

All written tasks should be double spaced, in 12-point font, in a word document, and formatted accordingly (1-inch margins, with title page including your name, the name of the course, the assignment number and title where appropriate). Tasks (Assignments) should be submitted to me through the D2L Assignment system in the appropriate folder.

Task 1: What is Adult Education? And Who Are Adult Learners?	10%	DUE: OCTOBER 1, 2023
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For this essay you will explore your initial conceptions of adult education and who adult learners are by answering the questions listed below

Before answering the questions, please include on this essay your name, your program (certificate, degree, etc.), the work you do or have done, and a brief description of why you are taking the course and what you hope to learn more about.

The assignment questions are but not limited to:

1. What is adult education?
2. Who undertakes adult education? / Who is an adult learner?
3. What are the characteristics of adult learners?
4. How does it differ from 'regular' (compulsory or traditional post-secondary entry) education?
5. Why is adult education important to society? To you?

This essay should be ~4 pages (1000 words), APA style, 12 pt typeface, Times New Roman or equivalent, double-spaced, with 1" margins. This assignment will primarily be your current or developing understandings of adult education and on the adult learner. This is not a research essay, however, please use APA referencing for any articles, chapters, books, resources etc. used.

Task 2: Adult Learner Profile	25%	DUE: November 5, 2023
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In blocks 1-9 we learned about the core practice of adult education with a focus on understanding the adult learner: who they are, their characteristics, who participates in learning, why adults participate in learning, what factors motivate adults to engage in learning, the barriers (potential) they face to learning, and how they persist in learning.

Your task is to interview an adult learner and to write a report synthesizing (integrating or incorporating) their experiences with the theories and concepts we have explored in this class: do the lived experiences of adults reflect the theories and concepts we have examined?

1. Identify and obtain the cooperation an adult, preferably over 25. They may be, or may recently have been, enrolled in some type of adult education program, though this is not a necessary requirement in your selection. Please do not select a fellow undergraduate student, traditional-aged college student, or spouse/significant other.
2. Inform the person of the purpose of your interview and assure him/her/they that you will use a pseudonym in your report.

3. It is recommended that you tape the interview so you will not have to concentrate on taking notes during the interview.

For the Report

Begin with a short description of the person interviewed including, age, gender, present work, formal educational history, work history: Note you do not need to give specific chronological details. Next, present a discussion of the person as an adult learner. Finally, reflect upon what you learned from the interviews. Did the information confirm or contradict what you know about adult learning? Was anything surprising? What are some possible implications for adult education? Use the course material to support your analysis. Integrate course readings into your analysis.

This report should be 6-7 pages [~1700 words] (please do not go over 8), APA style, 12 pt typeface, Times New Roman or equivalent, double-spaced, with 1" margins. You should not use quotes from our readings or research that are over 40 words (blockquotes).

In addition to demographic data noted above, you might ask questions such as (below) but feel free to ask your own questions!

1. How do they view the difference between pedagogy and andragogy? What do they see as unique to adult learning?
2. What have they wanted/needed to learn as an adult? Have these interests changed over the years? If so, how?
3. Why have these things been important to learn?
4. How have they gone about learning these things? Formal or informal activities? What resources have they used for learning (e.g., media, books, people, trial-and-error, etc.)
5. Where do they like to learn?
6. What is their general attitude toward learning?
7. What motivated them to undertake a learning instance?
8. What barriers have they faced on their learning journey?
9. What motivated them to undertake a learning instance?
10. Do they differentiate, and if so, how, between formal and informal learning?
11. What have they discovered about their own learning? What "works" for them? What blocks learning?

Readings and class discussions may spark other questions of interest. Please feel free to construct your own interview guide and questions. In your analysis of the interview integrate relevant portions of the literature we have read in class and of your own research to support your analysis.

Task 3: Research Paper

30%

DUE: December 7, 2023

You will write a research paper on a topic of your choice related to one (or multiple if they fit together) themes in this course. This will be a comprehensive and culminating assignment. This assignment is expected to be 8-10 pages double-spaced in length. Please do not go over 10 pages (excluding your title page and reference list). In this paper you are expected to explore, analyze, critique and synthesize the debate and/or narrative about the issue or topic(s) chosen. You can select one of the topics or issues in the course outline or you can select a topic of interest to you that helps you further explore the adult learner. The purpose is to help you to understand the applied aspects of adult education and learning and to delve deeper into an issue. You are not expected to engage in research (people or surveys): this is a synthesis of available literature that supports an area of exploration of interest to you (also known as a *library-based research paper*).

Please reach out if you would like to discuss / brainstorm potential topics.

Task 4: Discussion & Online Participation

35%

Calculated at the end of the class

Weekly activities/discussions are designed to help you enhance your understanding of assigned texts, draw connections between them and your current experiences, critically analyze their relevance to adult education contexts, and synthesize across topics from week to week. You will be expected to post at least four times during the block week. There will also be 3 discussion question blocks during the course that you will be required to respond to as part of the class participation mark. These questions will be highlighted as mandatory.

You are expected to participate fully in all weekly assigned discussions/activities. The learning benefits of participating in weekly activities are cumulative. Although assessment points for each individual weekly discussion/activity are few, your diligent participation adds up to your being successful in completing all assignments effectively and fully benefitting from the course.

What is a post: There are both short and long posts. You are expected to make several posts per week with at least 2 substantial posts. For a substantial post, a good general rule is that a post is half a page of writing (125 to 150). While in the course of discussion you may post several short messages during the week, it is also important to continue to add to the class discussion by making detailed and thoughtful posts. Please review the grading rubric included at the end of this syllabus for further details on posting guidelines.

Please see the discussion rubric at the end of the syllabus for more details on how Online Participation will be assessed.

Netiquette:

- Check discussion frequently and respond appropriately and on topic
- Use appropriate sentence case and capitalize additional words only to highlight a point.
- Capitalizing otherwise is known as shouting
- Be respectful in your online interactions
- Cite all quotes, references and sources, this way everyone can have access to the information
- Ask permission before forwarding a class message to someone outside of the class
- Using humor is good, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticisms or flaming (angry, antagonistic criticism)

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- The class discussion area is not an appropriate place for forwarding ads, chain letters, or other unrelated email

Evaluation Criteria For Written Assignments and Posts

(1) easy to read (well organized; concise; proofread for errors of grammar, spelling, and diction); (2) makes connections to pertinent course readings, concepts, and class discussions; (3) moves beyond summarizing; (4) provides examples and explanations; (5) shapes facts, personal insights, or preferably both into a structured argument; (6) demonstrates the ability to reflect critically on assumptions and ideology; (7) uses inclusive language (non-sexist, non-racist, non-heterosexist); (8) discusses implications for teaching practice (9) provides adequate references.

Some Tips

- Double-space all academically written papers (Autobiography, Reflective Inquiry)
- Follow the APA Manual, 7th Edition for style and citation guides
- Use inclusive language in your writing (non gendered, non homophobic)
- It is acceptable to use first person pronouns. It is your work and you can use the first person "I" to say what you think
- Proof read all of your work. Pay attention to grammar and spelling errors and crafting clear sentences
- Use 1-inch margins, Papers should be left justified only
- Please use a standard font (times new roman, arial or equivalent 12 point font)

Extensions:

Please note, extensions will not be granted due to vacation travel. Extensions may be granted for medical issues that impact your ability to complete course work; being on active deployment; family emergencies; work emergencies. If you are seeking an extension, please contact me 72 hours before the due date. All tasks/assignments have a three-day grace period. If you require more than three days, please email me.

COURSE SCHEDULE

BLOCK 1: WELCOME TO ED 3024 & WHAT IS ADULT EDUCATION?

SEPTEMBER 6-10

Ross-Gordon, J. M., Rose, A. D., & Kasworm, C. E. (2016). Chapter 1: What counts as adult education? In *Foundations of adult and continuing education*. (pp. 1-32). ProQuest Ebook Central.

Kagan, T. & Meadow, A. (2002). What is Adult Education? What is an adult? What is Education?. In D.Schurgurensky (Ed.) *Questions and answers on adult education*.

http://fcis.oise.utoronto.ca/~daniel_sch/faqs/qa1.html

BLOCK 2: WHAT IS ANDRAGOGY AND WHAT ADULT LEARNING THEORIES GUIDE LEARNING?

SEPTEMBER 11-17

Lizier, A. (2021). What's theory got to do with it? *Training & Development*, 48(4), 10-13.

Ozuah, P. O. (2016). First, there was pedagogy and then came andragogy. *Einstein Journal of Biology and Medicine*, 21(2), 83–87.

Arghode, V., Brieger, E. W., & McLean, G. N. (2017). Adult learning theories: implications for online instruction. *European Journal of Training and Development*, 41(7), 593-609.

BLOCK 3: WHO IS THE ADULT LEARNER?

SEPTEMBER 18-24

Ross-Gordon, J., Rose, A., & Kasworm, C. (2017). Chapter 7: The adult learner. In *Foundations of adult and continuing education*, (pp. 215 – 224). San Francisco, CA: Jossey-Bass, a Wiley Brand. (2017).

Richter-Antion, D. (1986). Qualitative differences between adult and younger students. *Naspa Journal*, 23(3), 58–62.

BLOCK 4: WHO PARTICIPATES IN ADULT LEARNING?

SEPTEMBER 25 – OCTOBER 1

Merriam, S., Caffarella, R., & Baumgartner, L. (2020). Chapter 4: Adult learners: Who participates and why. In *Learning in adulthood: A comprehensive guide* (4th ed), (pp.82-112). New York: John Wiley & Sons.

Ross-Gordon, J. M., Rose, A. D., & Kasworm, C. E. (2016). Chapter 2: Who Participates in Adult and Continuing Education? Mapping the Adult Learning Landscape. In *Foundations of adult and continuing education* (pp. 33 – 70). New York: John Wiley & Sons.

***** NO CLASS SEPTEMBER 30: OBSERVANCE OF NATIONAL DAY FOR TRUTH AND RECONCILIATION
[NO EXPECTATION OF STUDENTS TO LOG INTO BRIGHTSPACE THIS DAY]**

ASSIGNMENT 1 DUE OCTOBER 1, 2023 23:59 AST

BLOCK 5: WHY DO ADULTS PARTICIPATE IN LEARNING?

OCTOBER 2 - 8

Merriam, S. B. (2005). How adult life transitions foster learning and development. *New Directions for Adult and Continuing Education*, 2005(108), 3–13.

Skilbeck, M. (2006). Participation in Learning: Why, What, Where and How do People Learn? In J.D. Chapman, P.J. Cartwright & J. McGilp (Eds), *Lifelong learning, participation and equity* (Ser. Lifelong learning book series, v. 5) pp. 47-78. Springer.

BLOCK 6: WHAT BARRIERS DO ADULTS FACE IN ACCESSING OR PARTICIPATING IN LEARNING?

OCTOBER 9 -15

van Rhijn, T. M., Lero, D. S., Bridge, K., & Fritz, V. A. (2015). Unmet Needs: Challenges to Success from the Perspectives of Mature University Students. *Canadian Journal for the Study of Adult Education*, 28(1), 29–47.

Valentine, T., & Darkenwald, G. G. (1990). Deterrents to participation in adult education: profiles of potential learners. *Adult Education Quarterly*, 41(1), 29–42.

***** NO CLASS OCTOBER 9: OBSERVANCE OF THANKSGIVING**

BLOCK 7: WHAT ROLE DOES MOTIVATION PLAY?

OCTOBER 16 - 22

Raymond J. Wlodkowski, & Margery B. Ginsberg. (2017). Chapter 1: Understanding Motivation for Adult Learners. In *Enhancing Adult Motivation to Learn : A Comprehensive Guide for Teaching All Adults* (4th edition), pp. 1-28 . Jossey-Bass.

Thoms, K.J. (2001). They're not just big kids: Motivating adult learners. In *Proceedings of the Annual Mid-South Instructional Technology Conference* (6th, Murfreesboro, TN, April 8-10, 2001).

BLOCK 8: HOW DO ADULT LEARNERS PERSIST IN LEARNING?

OCTOBER 23 – 29

Pearson, W. (2019). Persistence of adult students. *The Journal of Continuing Higher Education*, 67(1), 13–23.

Sagna, S., & Vaccaro, A. (2022). "I didn't just do it for myself": Exploring the roles of family in adult learner persistence. *The Journal of Continuing Higher Education*, 1-15, 1–15.

Willans, J., & Seary, K. (2011). I feel like I'm being hit from all directions: Enduring the bombardment as a mature-age learner returning to formal learning. *Australian Journal of Adult Learning*, 51(1), 119-142

BLOCK 9: HOW DO LIFE EXPERIENCES AND PRIOR LEARNING IMPACT THE ADULT LEARNER?

OCTOBER 30 – NOVEMBER 5

Belzer, A. (2004). "It's not like normal school": The role of prior learning contexts in adult learning. *Adult Education Quarterly: A Journal of Research and Theory*, 55(1), 41–59.

ASSIGNMENT 2 DUE: NOVEMBER 5, 23:59 AST

READING WEEK – NO CLASSES

NOVEMBER 6 - 10

BLOCK 10: WHERE DOES LEARNING TAKE PLACE?: LIBRARIES

NOVEMBER 13 – 19

Irving, C.J. (2021). Libraries and Adult Education: Learning hubs for informational literacy, access, and inclusion. In S.M. Brigham, R. McGray & K. Jubas, *Adult education and lifelong learning in Canada : advancing a critical legacy* (pp. 93-103). Thompson.

Irving, C. J. (2010). Reviving a community's adult education past: a case study of the library's role in learning. *Journal of Adult and Continuing Education*, 16(2), 21–35.

BLOCK 11 : WHAT TYPES OF LEARNING DO ADULTS PARTICIPATE IN? INFORMAL LEARNING

NOVEMBER 20 – 26

Shamburg, C., O'Neill, V., Jimenez, R., Rodriguez, J., & Harb, K. (2023). Podcast listening and informal learning. *Qualitative Report*, 28(7).

Lange, P.G. (2018). Informal Learning on YouTube. In *The International Encyclopedia of Media Literacy* (eds R. Hobbs and P. Mihailidis).

BLOCK 12: WHAT TYPES OF LEARNING DO ADULTS ENGAGE IN?: FORMAL LEARNING

NOVEMBER 27 – DECEMBER 3

Henry, G. T., & Basile, K. C. (1994). Understanding the decision to participate in formal adult education. *Adult Education Quarterly*, 44(2), 64–82.

Stein, D. S., & Wanstreet, C. E. (2006). Beyond yes or no: factors in adults' decisions to enroll in higher education. *The Journal of Continuing Higher Education*, 54(2), 2–12.

BLOCK 13: COURSE WRAP-UP

DECEMBER 4 – DECEMBER 7

No readings. See D2L for plans.

ASSIGNMENT 4 DUE: DECEMBER 7, 2023 23:59 AST

GRADING RUBRIC

A: Excellent performance: Demonstrates a comprehensive understanding of a wide range of issues related to the topic under consideration. Arguments are clearly informed by thoughtful reflection on relevant research and professional literature. Drawing on work from class and readings, appropriate illustrations and examples are used to illustrate and support the points made. Shows thoughtful attention to appropriate details and is able to communicate an awareness of uncertainties and contradictions in the field. The product is professionally written and/or presented.

Letter Grade	Percentage Equivalent
A+	95-100
A	90-94
A-	85-89

B: Good Performance: Demonstrates a solid understanding of a wide range of issues. The discussion of topics is articulate showing a strong appreciation of trends and issues. Points are illustrated and supported with appropriate examples from class and readings. May tend to emphasize general points without specific attention to detail and one right answer rather than an appreciation of uncertainties and contradictions in the field. The product is professionally written and/or presented.

Letter Grade	Percentage Equivalent
B+	80-84
B	75-79
B-	70-74

C: Satisfactory Performance: Demonstrates some understanding (perhaps somewhat incomplete or superficial) of a range of issues. Points are illustrated and supported with examples from class and readings. Evidence of limited understanding of uncertainties and contradictions in the field. The quality of the work is inconsistent, and the product contains grammatical and structural problems.

Letter Grade	Percentage Equivalent
C	60-69

D: Less than Satisfactory Performance: Demonstrates only a limited awareness of many issues related to the field of adult education. May use appropriate terminology but does not provide adequate illustration and support from class work and readings. There is no demonstrable sense of the range of issues in the field. The work is not professionally written and/or presented.

Letter Grade	Percentage Equivalent
D	50-59

F: Failure: Demonstrates considerable lack of awareness of a range of issues related to adult education. There are severe misconceptions of key ideas. There is the appearance of a general lack of preparation. The work is not professionally written and/or presented.

Please note: Students must obtain a grade of C or above for the course to count towards their degree requirements.

Please note: Grades will **not** be rounded up. Final grades will **not be calculated** using the D2L grading system.

ED 3024 – Understanding the Adult Learner

Discussion and Participation is worth 35% of your final grade. Please follow this rubric to guide your participation.

Criteria	F/D (0) 0	C (62) 1-2	B (72) 3-4	A (92) 4-5
Frequency	Does not participate	Participates 1-2 times .	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week.
Initial Posting	Does not post	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task
Follow-up Postings	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic