CRITICAL INFORMATION!
DO NOT SKIP THIS LINK BELOW . . .

BEFORE PROCEEDING TO READ THE UCAP MODULE, YOU ARE EXPECTED TO READ AND ADHERE TO ALL UCAP POLICY INFORMATION CONTAINED ON THIS LINK BELOW

September 1, 2009-MButler

HR 141 ADULT LEARNING

Course Description

This course focuses on the adult learner and adult learning principles. The approach to adult learning and education is one of situational/experience-based where developmental tasks and competencies are the primary focus and orientation to learning is problem-centered. This course examines core adult learning principles based on the Andragogy Practice Model. The self-concept of the adult learner, learning theories and models, and the role of adult learning within the human resource function are also explored.

Each class will encompass a specific theme:

Class 1: Introduction: Adults as Learners
Class 2: The Roots of Adult Learning
Class 3: Advancements in Adult Learning
Class 4: Practice in Adult Learning
Class 5: Adult Learning and Developing Employee Work Effectiveness

The presentation of this module may be adapted or modified to fit varied instructional models (such as a hybrid presentation, structure, or variations in activities and content emphasis).
**Eight Course Objectives**

At the end of this course, students are expected to:

1. Understand the foundations of adult learning
2. Recognize and apply adult learning theory
3. Understand how Pedagogy and Andragogy differ
4. Explain adult learning theory as it is applied in learning and instruction
5. Recognize various learning models and theories
6. Explain and apply the Andragogical Process Model for Learning
7. Recognize core competencies of the evaluation/assessment of learning
8. Recognize and discuss learning styles inventories and assessment instruments (such as, the Personal Adult Learning Style Inventor and/or Building Excellence
9. Understand the role of adult learning within the Human Resources function

**Materials of Instruction**

Required Text:


- Supplemental Reading Materials/Case Studies (facilitator’s option and choice).

**Preparation and Assignments**

The accelerated pace of this course requires the student to assume initiative in mastering the content and completing the assignments before each class session.

The successful class integrates the text concepts and readings with the knowledge, insight and experience of each participant. The end goal is an enlightened participant and a fulfilling group experience.

This module is designed to be the guide and academic standard for the course. Individual facilitators may deviate from suggested assignments and weight of grading scheme as they interpret course integrity. Facilitators may distribute a course syllabus in the first class session that will indicate any additions, deletions or modifications from this module.

Please note that with 3-5 chapters of reading required per class, there may not be time to complete all the activities outlined in the module. Some cases and/or exercises may be substituted with more pertinent materials by the facilitator. Assignment revisions for improvement and mastery may be approved and permitted by the course facilitator. Details regarding revision submissions will be provided by your facilitator.
**Grading Criteria**
Your performance will be evaluated as follows:

- **Chapter Reflection Response Papers** 30%
  - Textbook Part 1 = 10%
  - Textbook Part 2 = 10%
  - Textbook Part 3 = 10%
- **Research Paper (three drafts)** 30%
- **Group Project and Presentation** 20%
  - 5% determined by Group Project Peer Evaluation This Module p. 5
- **Class Participation (attendance + value added in-class interactions)** 20%

100%

**Assignment Details**
This course is reading and writing intensive. Concept/content introduction and reinforcement activities/strategies will be employed. Formative and summative methods for student learning assessment will be utilized. In this course, learners will complete four types of assignments designed to (a) meet the needs of various learning styles; (b) promote reflection and critical thinking; and (c) demonstrate individual and group performance:

1. **Chapter Reflection Response Papers**
   - **Individual Assignment**
   The purpose of this assignment is to prepare students to discuss and reflect on the textbook readings through oral and written expression. Learners will examine concepts presented in each chapter by responding to Reflection Questions/statements located at the end of each and every chapter (Parts 1, 2, and 3—Chapters 1-18). Responses should be thoughtfully written in short answers demonstrating understanding, depth, and substance. This assignment should be approached as a learning journal where students share personal learning guided by the reflection questions provided in the text. In addition to homework requirements, this assignment content will guide weekly classroom activities and engagement and be utilized in your classroom discussions. Papers should be organized with section headings identifying the chapter and the questions being addressed.

   - **Paper 1:** Chapters 2-6 Due Week 2
   - **Paper 2:** Chapters 7-11 Due Week 3
   - **Paper 3:** Chapters 12-18 Due Week 4
2. **Research Paper**  
**Individual Assignment**

The purpose of this assignment is three-fold: (1) to guide learners through preliminary research activities in an examination of the course content; (2) to provide a platform for students to report findings using written expression; (3) to exercise and demonstrate writing skills and research paper presentation.

In three drafts over the five weeks of the course, learners will build and write a 5-7 page research paper. Learners will explore concepts associated with adult learning utilizing web-based and library-based resources. Papers will be constructed in three stages: draft 1—minimum of five web-based resources such as valid reliable websites; draft 2—revised version of draft 1 with five additional library-based/database resources; draft 3—final revision of drafts 1 and 2 with five additional library-based/database and/or valid reliable web-based resources. All papers should be written in APA format using proper grammar, punctuation, paragraphing, follow basic rules for college level writing, be well organized, and have both in-text citations and a bibliography.

**Draft 1: 2-3 Pages**

Using Web-based search engines such as Google, explore course concepts—Adult Learning, Adult Learner, Andragogy, and other concepts noted in your textbook readings.

- Discovery draft discussing the concept of adult learning, adult learners, the importance of adult learning and education, the role of adult learning within Human Resources
- Due Week 1
- Minimum 5 web-sources (more is better). Web-sources can include content driven sites, Wiki pages, consultant sites, college website teaching and learning resources, white papers, teaching and training pages, etc…

**Draft 2: 3-5 Pages**

- Due Week 4
- This draft is a revision and expansion of draft 1, building on draft 1.
- In addition to the web-sources, a minimum of five (5) library-based/data-base type sources
- Continue with the theme of your first draft

**Draft 3 5-7 Pages**

**Final Draft**

- Due Week 5
- This last and final draft is a revision and expansion of drafts 1 and 2; building on drafts 1 and 2.
- In addition to the minimum five (5) web-sources, a minimum of 10 (in total) library-based/database type sources—to equal a total of 15 minimum cited sources for the completed paper.
- Continue with the theme of your first draft
- Papers should be well organized and constructed with an introduction, body, conclusion, and bibliography/source citation page
- *This submission is your final draft.*
3. **Group Project and Presentation**—Due Week 5
Groups will be determined and organized during the first night of class. The purpose of this assignment is two-fold: (1) to encourage and promote collaboration in the learning environment; and (2) to provide a platform for learners to demonstrate understanding and application of course concepts.

As the final project, learners will prepare a presentation/demonstration in response to Chapter 19 pp 319-320 Reflection Questions/statements.

Student led oral presentations will consist of a 20-30 minute Power Point slide production and a guided discussion/question-answer session. Your facilitator will provide a more detailed description and outline of this assignment based on instructional preferences and techniques.

Presentations should include an introduction, body, conclusion, and citation of sources.

Group project presentations occur during class session five.

Presentations may be video-taped for use in the College and Business Department accreditation and assessment of student learning process.

Presentation evaluations will be based on six factors:

a. Clarity and articulation
b. Caliber and quality of work and demonstrated ability to use, discuss and apply course concepts
c. Depth and practicality
d. Degree of preparation, professionalism, energy, enthusiasm, and skills demonstrated in delivering your presentation.
e. Your answers to the questions posed by the class—how well you defend and support your analysis and recommendations during the Q&A session.
f. The quality of your PowerPoint slides.

An additional scoring rubric or grading guide for content may be required and provided by the facilitator. A general assessment of this assignment is outlined at the end of the module. Students are expected to present their project collaboratively in a group format employing Power Point software.

Expected level of mastery for Power Point use in this course is above average. A scoring rubric or expectation guide for this aspect of the assignment (skill in PPT use and application) may be required and provided by the facilitator.

In addition, group members will rate each other’s performance as specified on the Peer Evaluation handout (at the end of this module). **Peer Evaluation Completion will count as 5% of the grade for this assignment.**
4. Participation—Weeks 1, 2, 3, 4, & 5
Many factors contribute to your participation grade. Participation expectations include, but are not limited to, regular attendance, preparedness for class discussions and activities (readings and preparation for your in-class activities, in-class and online (if applicable) discussion engagement, timely completion of assignments, and level of collaborative efforts with paired/team projects. Participation means performing at your highest level to demonstrate full engagement in the class with respect to assignments and actions that emerge from your individual self direction. Individual personal responsibility and accountability for assignment completion and interactive engagement is assumed. If online discussion boards are utilized in this section, online discussions and posted responses must demonstrate the same excellence in writing abilities, depth and substance required in all written assignments.

Assignments to be Completed Prior to Class #1

#1 Read Chapters 1-6

#2 Prepare Research Paper Draft 1—see module page 4 for assignment details
   Draft 1: 2-3 Pages
   Using Web-based search engines such as Google, explore course concepts—Adult Learning, Adult Learner, etc…
   - Discovery draft discussing the concept of adult learning, adult learners, the importance of adult learning and education, the role of adult learning within Human Resources
   - Due Week 1—submit hardcopy to your facilitator
   - Minimum five (5) web-sources (more is better)

*This first assignment is intended for you to do a web-based search and discover as much as you can about adult learning. Be curious, creative, and discover!
Class #1

Theme: Introduction—Adults as Learners

Today’s Session Objectives
1. Discuss how humans learn
2. Explore key factors related to adult learning
3. Examine Andragogy in practice

Today’s Readings
1. Read Chapters 1-6

Today’s Assignment Submissions
1. Research Paper Draft 1

Today’s Activities
1. Class and Facilitator Introductions
2. Review
   a. Syllabus/Module
   b. Policies
   c. Course Objectives
   d. Course Assignments
   e. Grading Criteria
   f. Key Points for Successful Course Completion
2. Facilitator lecture, comments, summary
3. Group Formation and Teaming
   1. Wrap Up and Review for Next Week

Assignments to be Completed Prior to Class #2
#1 Re-Read Chapters 1-6

#2 Prepare Paper 1
   Chapter Reflection Response Paper—Paper 1
   Chapters 2-6
   See this module page 3 for assignment details

#3 Begin Preparations for Group Project Presentation—Due in Week 5
   See this module page 5 for assignment details
CLASS #2

Theme: The Roots of Adult Learning

Today’s Session Objectives
1. Explore learning and teaching theories
2. Discuss adult learning theory and the Andragogical Process Model for Learning

Today’s Readings
2. Read Chapters 1-6

Today’s Assignment Submissions
2. Chapter Reflection Response Paper 2

Today’s Activities
1. Students submit Reflection Response Paper 1 to facilitator
2. Session housekeeping
3. Facilitator lecture, discussion, comments, summary
4. Session activities/interactive discussions
5. Group/team-work—final project and presentation
6. Wrap Up and Review for Next Week

Assignments to be Completed Prior to Class #3

#1 Read Chapters 7-11

#2 Prepare Chapter Reflection Response Paper 2
   Chapter Reflection Response Paper—Paper 2
   Chapters 7-11
   See this module page 3 for assignment details

#3 Continue to Prepare for Group Project Presentation—Due in Week 5
   See this module page 5 for assignment details
Class #3

Theme: Advancements in Adult Learning

Today’s Session Objectives
1. Examine the Andragogy in Practice Model and its applications in different settings
2. Discuss adult learning as it is practiced within the human resources function
3. Explore advancements in understanding, researching and practicing adult learning

Today’s Readings
• Read Chapters 7-11

Today’s Assignment Submissions
• Chapter Reflection Response Paper 2

Today’s Activities
• Students submit Reflection Response Paper 2 to facilitator
• Session housekeeping
• Facilitator lecture, discussion, comments, summary
• Session activities/interactive discussions
• Group/team-work—final project and presentation
• Wrap Up and Review for Next Week

Assignments to be Completed Prior to Class #4
#1 Read Chapters 12-19
  • Complete the Personal Adult Learning Style Inventory in Chapter 17 for in-class activity
#2 Bring a full print copy of your Building Excellence (BE) output report. This assessment was taken in HR 288a. If you have not taken this assessment, see your facilitator for more information.

#3 Prepare Chapter Reflection Response Paper 3
  Chapter Reflection Response Paper—Paper 3
  Chapters 12-18
  See this module page 3 for assignment details

#4 Prepare Research Paper Draft 2
  See module page 4 for assignment details Draft 2: 3-5 Pages
  • Due Week 4
  • This draft is a revision and expansion of draft 1.
  • In addition to the web-sources, a minimum of 5 library-based/data-base type sources
  • Continue with the theme of your first draft

#5 Continue to Prepare for Group Project Presentation—Due in Week 5
See this module page 5 for assignment details

Class 4

Theme: Practice in Adult Learning

Today’s Session Objectives
1. Discuss various aspects of Andragogy in Practice
2. Explore learning and teaching strategies, models,
3. Examine teaching versus facilitation of learning
4. Recognize learning and performance assessments used with adult learners
5. Understand personal development as an adult learner

Today’s Readings
• Read Chapters 12-19
• Completion of the Personal Adult Learning Style Inventory in Chapter 17 for in-class activity
• Bring full print copy of your BE output report.

Today’s Assignment Submissions
• Chapter Reflection Response Paper 3
• Research Paper Draft 2

Today’s Activities
• Discussion activity focusing on Personal Adult Learning Style Inventory in Chapter 17 and Building Excellence Performance Style Survey
• Session housekeeping
• Facilitator lecture, discussion, comments, summary
• Session activities/interactive discussions
• Group/team-work—final project and presentation
• Wrap Up and Review for Next Week

Assignments to be Completed Prior to Class #5

#1 Review Chapters 1-19
#2 Read Chapter 19

#3 Prepare Research Paper Final Draft 3
• Final Draft 3; 5-7 Pages in length; This submission is your final draft.
• Due Week 5
• This last and final draft is a revision and expansion of drafts 1 and 2.
• In addition to the five (5) web-sources, a minimum of 10 library-based/data-base-type (in total) sources—to equal a total of 15 sources for the completed paper.
• Continue with the theme of your first draft
• Papers should have an introduction, body, conclusion, and bibliography/source citation page

#4 Finalize Preparations for Group Project Presentation—Due in Week 5
• See page 5 for assignment details.
Class #5

Theme: Adult Learning and Developing Employee Work Effectiveness

Today’s Session Objectives
1. Examine a learning taxonomy for employee learning
2. Explore content domains for employee learning
3. Discuss aspects associated with employee development as a system
4. Identify challenges for educational institutions
5. Reflect on adult learning as a personal journey

Today’s Readings
1. Review Chapters 1-19
2. Read Chapter 19

Today’s Assignment Submissions
1. Submit Final Draft of your Research Paper to your facilitator
3. Perform Group Presentations—
   a. Per facilitator’s requirements, submit PPT slides and/or other supporting documents

Today’s Activities
1. Group Project Presentations
2. Final Reflections, Activities, and Discussions
3. Course and Instructor Evaluations
4. Wrap Up!
ADULT LEARNING
Group Project Peer Evaluation

Evaluate the quality of the group experience by completing an evaluation for each team member, including you. Please be as objective as possible. Write in the name of the team member being reviewed then circle the number that you think best describes the value to be assessed in each area. Justify ratings in the Comments section below. Continue comments onto the back of the page if necessary.

Team Member: __________________________

<table>
<thead>
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<th>Attendance:</th>
<th>Low</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>High</th>
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<tr>
<td>Attended all group meetings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Arrived on time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Group Involvement:</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully participated in group discussions, applying technical concepts to case</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Was open-minded and listened to comments of others</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Asked pertinent questions to help the group in arriving to accurate conclusions</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Shared information</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Cooperative</td>
<td>1</td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>Preparation:</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was prepared for group meetings</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Completed assignments on time</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Did their share</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Comments to support ratings (Required): ______________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
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___________________________________________________________________________

Reviewed by: ___________________________ (Name Required)
ADULT LEARNING
GROUP PRESENTATION
(Used in Conjunction with Course Performance Criteria)

Students: ________________________________

Timeframe

20-30 minutes (Includes time for questions and answers)

Presentation 0 – 25 points

• Logical sequence of subject matter, for example:
  ○ Introduction, explanation organizational structure, culture and resulting issues, analysis, conclusion
• Speaking skills:
  ○ Clear/understandable, volume, pace, eye contact with audience, body language, avoided use of jargon, etc.
• Used various presentation techniques to involve a variety of learning styles
• All group members participated in presentation
• Effectively answered questions/lead discussion

Content 0 – 75 points

• Responded to the content requirements of the assignment.
• Discussed how an organization could go about implementing the “new employee development system.”
• Discussed the costs and benefits would be to an organization implementing the “new employee development system.”
• Incorporated appropriate concepts & theories from the text and classroom learning to describe and assess situation, accurately using technical terms and models (not just descriptions of theories) as applicable.

Comments:

Group Grade: _________