

Agricultural Education 5308 Foundations of Adult Education



TEXAS TECH UNIVERSITY

Department of Agricultural
Education and Communications

INSTRUCTOR:

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TIMES AND LOCATIONS:

Thursday: 4:00 p.m. - 6:50 p.m.,
Section 01 - Agricultural Education Building, Room 116
Section D23, D99 - Blackboard <http://www.depts.ttu.edu/lms/>

COURSE DESCRIPTION:

Study and investigation of adult learning theories, methods, and procedures to implement changes in adult behavior.

COURSE OBJECTIVES: Through in-class exercises, assignments, projects, and examinations students are expected to demonstrate the following:

1. Interpret and distinguish among major learning theories, identify proponents of each, and relate the theories to adult learning.
2. Identify typical motivations for adult learning, including reasons for directing one's own learning.
3. Describe the role of the adult educator in facilitating learning by individuals and groups across a continuum of learning formats ranging from informal, self-directed learning, projects to formal classes for credit.

METHODS FOR ASSESSING THE EXPECTED LEARNING OUTCOMES:

The expected learning outcomes for the course will be assessed through article critiques, article presentations, case study analysis, and adult learner profile.

REQUIRED TEXTS AND SUPPLIES:

Merriam, S.B., Caffarella, R.S., & Baumgartner, L.M. (2007). *Learning in Adulthood: A Comprehensive Guide* (3rd ed.). San Francisco, CA: Jossey-Bass.

OPTIONAL SUPPLEMENTAL REFERENCES:

APA (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, D.C.: Author.

ACADEMIC HONESTY - "It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension" (Texas Tech University Catalog, p. 49).

- Cheating: Dishonesty on examinations and quizzes or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination or quiz, obtaining information during an examination from the examination paper or otherwise from another student, assisting others to cheat, alteration of grade records, illegal entry to or unauthorized presence in an office are instances of cheating.
- Plagiarism: Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore any student who fails to give credit for quotations or an essentially identical expression of material taken from books, encyclopedias, magazines, and other reference works, or from the themes, reports, or other writings of a fellow student, is guilty of plagiarism.

ADA COMPLIANCE STATEMENT – Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services Office in 335 West Hall or 806-742-2405.

PROFESSIONALISM STATEMENT -Professionals in the agriculture sciences and natural resources sector are guided by certain values and characteristics. Professional characteristics on which you will be judged in this course include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and class interaction, attendance is crucial to your success and that of your classmates. If you are ill or an emergency occurs, contact the instructor prior to the scheduled class time; otherwise, your attendance and participation are firm expectations. (Note: The following exceptions are described in the Texas Tech University Catalog on page 48 and 49.)

- Absence due to religious observance - The Texas Tech University Catalog states that a student who is absent from classes for the observance of a religious holy day will be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.
- Absence due to officially approved trips – The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructors of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed. (p.48)

ATTENDANCE EXPECTATIONS:

Because of the once-a-week course format, students will be expected to attend all sessions. However, if you have an absence, take responsibility for making up assignments and for obtaining missed lecture information. Don't assume you have more time on assignments or can take an examination late. Extensions to assignments and alternative exam dates should be worked out with the instructor on an individual basis before the due date or exam date.

LATE WORK POLICY:

Five (5%) percent of the available points will be lost each day an assignment exceeds the due date. After an assignment is graded, returned to the students, and discussed; late assignments will no longer be accepted. Absolutely no late assignments will be accepted without prior approval of the instructor. Examinations cannot be made up if absence is unexcused.

ASSIGNMENTS:

Attendance, Participation, and Engagement. You have a role in the direction of the course. A portion of your grade will be represented by your engagement in the course including your contributions to course discussion based on assigned readings. (10%)

Journal Article Critiques. You will have an opportunity to review and critique a journal article on three occasions. One of the articles will be chosen by the instructor. The other two journal articles will be selected by your journal teams. Your team will lead the discussion on the article they choose. You will choose between the other articles presented that session to critique (you will choose one). (40%)

Journal Article Presentation. Your journal team will choose, distribute, present, and lead discussion about your article. (15%)

Adult Learner Biography. Choose an adult learner. Interview/gather information about that learner and create a case study describing your subject. This is part one of a two-part assignment. Select a learner – Sep 15. Written case description -Oct 13. (15%)

Learner Analysis. Given the context and characteristics of an adult learner, analyze the individual through various theoretical lenses from course discussion. Due –Nov 17. (20%)

GRADING SCALE:

A = 90.0 - 100.0% B = 80.0 - 89.9% C = 70.0 - 79.9% D = 64.0 - 69.9%
F = below 64.0%

COURSE SCHEDULE - CALENDAR

Week	Topic/Learning Experience	Reading/ Assignments	Textbook
1	Course Overview	2 nd Edition	3rd Edition
2	The Context And Environment of Adult Learning	Merriam and Caffarella (M&C) Preface, Ch 1&2, pp. 272-278, Ch 3.	M,C,&B Ch. 1-3
3	Characteristics and Objectives of Learners and Adult Participation in Learning Activities	M&C Ch 3 & 4,+	M,C,&B Ch. 4,5,6
4	Adult Development and the Learning Experience (I)	M&C Ch 5	M,C,&B Ch. 12
5	Adult Development and the Learning Experience (II)	M&C Ch 6	M,C,&B Ch. 1-3
6	Case Study and Literature Exploration	Selected Articles	
7	Adult Development and the Learning Experience (III)	M&C Ch 7+	M,C,&B Ch. 13
8	The Learning Process (I)	M&C Ch 8, 11, 12, 13	M,C,&B Ch. 14, 11, 5
9	The Learning Process (II)	M&C Ch 7 & 9	M,C,&B Ch. 13, 15
10	Case Study/ Literature Exploration	Selected Articles	
11	The Learning Process (III)	M&C Ch 10+	M,C,&B Ch. 7
12	Organizational Learning/Human Resource Development	Selected Articles	
13	Organizational Learning/Human Resource Development *	M&C Ch 5	M,C,&B Ch. 8,9
14	Thanksgiving Break	M&C Ch 5	
15	Putting it all Together – Course Wrap-up		

Note. Course schedule is subject to change due to students' learning needs and progress.
 + indicates additional articles provided by the instructor.