



## Course Description

In this course, you will analyze diverse approaches and perspectives regarding adult education. The Brock calendar

<b>Time</b>	Thursdays, 6:00pm to 9:00pm, online in Sakai as per outline
<b>Location</b>	Hamilton Campus, <b>Room 10</b>
<b>Instructor</b>	Nicola Simmons, Ph.D.
<b>Email</b>	<a href="mailto:Nicola.Simmons@brocku.ca">Nicola.Simmons@brocku.ca</a>
<b>Office</b>	Welch Hall 265 or offsite, by appointment
<b>Liaison librarian</b>	Jennifer Thiessen (see <a href="http://researchguides.library.brocku.ca/EDUCGraduate">http://researchguides.library.brocku.ca/EDUCGraduate</a> )

outlines that EDUC 5P35 will be about “examination of theoretical foundations of adult teaching and learning, characteristics of adult learners in diverse contexts, and guiding principles for practice. Exploration of current topics including women as learners, technology, self-directed learning, andragogy and transformative learning. Designing, facilitating and evaluating adult learning activities” (Brock calendar, 2016-2017). As befits an adult education course, you will contribute to topic areas for the course through your own choices of readings, seminar topics, and topics for class discussions.

## Graduate Level Objectives

1. Model professional practice in all course activities;
2. Critique existing theory and outline implications for practice, theory, and further research;
3. Develop writing and critical thinking skills for successful graduate level study and research; and
4. From both theoretical and personal perspectives, synthesize course readings, activities, and other sources.

## Course Format

Class sessions (including online sessions) will primarily be opportunities for activities and discussion about the readings, case studies, your work in progress, and issues arising. Class sessions will also be used for student-led discussions.

## Contacting Me

The best way to reach me is by email at [Nicola.Simmons@brocku.ca](mailto:Nicola.Simmons@brocku.ca). **Please put your surname and the class number in the subject line of all emails – I am teaching three courses this term.** My office at Brock is in Welch Hall, room 265 – and I would love to meet with you by appointment offsite as well. We can sit, walk, or grab a coffee.

### Academic Integrity

The nature of this course supports critique and synthesis of the literature and linking that scholarship to other sources, including (but not limited to) professional practice, course readings, other literature, views of colleagues, etcetera. You will of course properly credit these sources as outlined in the APA guide; doing so is seen as good scholarly practice. Material taken from other sources and not directly cited will result in academic penalty including receiving a zero on the assignment and perhaps leading to other penalties: don't let this happen to you! For more information, see Brock's statement of academic integrity at <http://www.brocku.ca/academic-integrity>. You are responsible for being familiar with the policies around academic integrity.

## Required Readings

The readings will be confirmed from the list below by week 3 based on our conversation of interests. Your discussion facilitation group may decide to substitute readings (or delete a reading) based on your topic/issue interests.

Week	Tasks	Readings
Week 1 – Sept 8	Just doing the short readings in advance ☺	Singham, M. (2007). Death to the syllabus! <i>Liberal Education</i> , 93(4), 52-56. <b>In Sakai.</b> Smith, M. K. (1999). Learning theory. <i>The encyclopedia of informal education</i> . Online at <a href="http://infed.org/mobi/learning-theory-models-product-and-process/">http://infed.org/mobi/learning-theory-models-product-and-process/</a>
Week 2 – Sept 15		Burton, W., & Point, G. (2006). Histories of Aboriginal adult education in Canada. In T. J. Fenwick, T. Nesbit, & B. Spencer (Eds.), <i>Contexts of adult education: Canadian perspectives</i> (pp. 36-48). Toronto, ON: Thompson Educational. Nesbit, T. (2013). Canadian adult education: A critical tradition. In T. Nesbit, S. M. Brigham, N. Taber, & T. Gibb (Eds.), <i>Building on critical traditions: Adult education and learning in Canada</i> (pp. 1-18). Toronto, ON: Thompson Educational. Selman, G. (1997). Stages in the development of Canadian adult education. In G. Selman, M. Cooke, M. Selman, & P. Dampier (Eds.), <i>Foundations of Adult Education</i> (pp. 31-43). Toronto, ON: Thompson Educational.
Week 3 – Sept 22	Student facilitation	Baumgartner, L. M. (2001). Four development theories and their implications for practice. <i>Focus on Basics: Connecting Research &amp; Practice</i> , 5(B). Online at <a href="http://www.ncsall.net/index.php?id=268.html">http://www.ncsall.net/index.php?id=268.html</a> Jarvis, P. (2010). <i>Adult education and life-long learning: Theory &amp; practice (4<sup>th</sup> ed.)</i> . New York, NY: Routledge. <b>(pp. 67-86 only)</b> Merriam, S. B., & Caffarella, R. S. (1999). Key theories of learning. In S. B. Merriam, & R. S. Caffarella (Eds.), <i>Learning in adulthood: A comprehensive guide</i> (pp. 248-266). San Francisco, CA: Jossey-Bass.
Week 4 – Sept 29	Student facilitation	Chovanec, D. M. (1997). Self directed learning: Highlighting the contradictions. In S. Scott, B. Spencer, & A. Thomas (Eds.), <i>Learning for life</i> . Toronto, ON: Thompson Educational. Merriam, S. B., & Caffarella, R. S. (1999). Participation in adult education. In S. B. Merriam, & R. S. Caffarella (Eds.), <i>Learning in adulthood: A comprehensive guide</i> (pp. 45-71). San Francisco, CA: Jossey-Bass
Week 5 – Oct 6	Field trip	Dirkx, J. M. (2008). The meaning and role of emotions in adult learning. <i>New Directions for Adult and Continuing Education</i> , 120, 7-18. Poonwassie, A. (2001). Facilitating adult education: A practitioner's perspective. In D. H. Poonwassie, & A. Poonwassie (Eds.), <i>Fundamentals of adult education: Issues and practices for lifelong learning</i> (pp. 117-158). Toronto, ON: Thompson Educational.
<b>READING WEEK</b>		
Week 6 – Oct 20	Student facilitation	MacKeracher, D. (1999). <i>Development of young adults</i> . Winnipeg, MB: University Teaching Services. <b>In Sakai</b> Phipps, S. T. A., Prieto, L. C., & Ndinguri, E. N. (2013). Teaching an old dog new tricks: Investigating how age, ability, and self efficacy influence intentions to learn and learning among participants in adult education. <i>Academy of Educational Leadership Journal</i> , 17(1), 13-25.
Week 7 – Oct 27	Papers due	Pratt, D. D., & Collins, J. B. (2014). <i>Teaching perspectives inventory</i> . Online at <a href="http://www.teachingperspectives.com/tpi/">http://www.teachingperspectives.com/tpi/</a> Rossiter, M. (n. d.) Narrative and stories in adult teaching and learning. <i>ERIC Digest</i> . Online at <a href="http://www.ericdigests.org/2003-4/adult-teaching.html">http://www.ericdigests.org/2003-4/adult-teaching.html</a>
Week 8 – Nov 3	Project work – no class. <i>The intention is not that you 'do' all the readings, but that you use them (as well as others) as references for your project.</i>	Caffarella, R. S., & Daffron, S. R. (2013). <i>Program planning for adult learners: A practical guide, 3<sup>rd</sup> ed.</i> [Program planning checklist]. San Francisco, CA: Jossey-Bass. Cervero, R. M., & Wilson, A. L. (1994). The politics of responsibility: A theory of program planning practice for adult education. <i>Adult Education Quarterly</i> , 45(1), 249-268. Dzubinski, L., Hentz, B., Davis, K. L., & Nicolaidis, A. (2012). Envisioning an adult learning graduate program for the early 21st century: A developmental action inquiry study. <i>Adult Learning</i> , 23(3), 103-110.

		Merriam, S. B., & Leahy, B. (2005). Learning transfer: A review of the research in adult education and training. <i>PAACE Journal of Lifelong Learning</i> , 14, 1-24. Sork, T. J. (2000). Planning educational programs. In A. L. Wilson & E. R. Hayes (Eds.), <i>Handbook of adult and continuing education</i> (pp. 171-190). San Francisco, CA: Jossey-Bass. Wilson, A. L., & Cervero, R. M. (1997). The song remains the same: The selective tradition of technical rationality in adult education program planning theory. <i>International Journal of Lifelong Education</i> , 16(2), 84-108. DOI: 10.1080/0260137970160202
Week 9 – Nov 10	Presentations online	Presentations for reading and discussion
Week 10 – Nov 17	Student facilitation	Kompf, M., & Hodson, J. (2000). Keeping the seventh fire: Developing an undergraduate degree program for Aboriginal adult educators. <i>Canadian Journal of Native Education</i> , 24(2), 185-202. Twigg, R. C., & Hengen, T. (2009). Going back to the roots: Using the Medicine Wheel in the healing process. <i>First Peoples Child &amp; Family Review</i> , 4(1), 10-19.
Week 11 – Nov 24	Student facilitation	Fenwick, T. (1997). Questioning the concept of the learning organization. In S. Scott, B. Spencer & A. Thomas (Eds.), <i>Learning for life</i> (pp. 140-152). Toronto, ON: Thompson Educational. Longworth, N. (1999). <i>Making lifelong learning work: Learning cities for a learning century</i> . London: Psychology Press. <b>Read pages 109-115 only</b>
Week 12 – Dec 1	Final papers due	Cross, K. P. (1999). Learning is about making connections. League for Innovation in the Community College. <i>The Cross Papers</i> , 3. Online at <a href="http://www.djames84.net/Cert_51/Learning%20Is%20About%20Connections.pdf">http://www.djames84.net/Cert_51/Learning%20Is%20About%20Connections.pdf</a>

### Additional Recommended Texts

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

APA is also at <https://owl.english.purdue.edu/owl/resource/560/01/>. We will discuss department exceptions in class.

Faculty of Education (2009). *Master of Education Program Guide*. Available at <http://www3.ed.brocku.ca/medguide/>

Council of Ministers of Education, Canada (2012). *Adult learning and education: Canada progress report for the UNESCO global report on adult learning and education (GRALE) and the end of the United Nations literacy decade*. Toronto, ON: Author. Available online at [http://www.cmec.ca/publications/lists/publications/attachments/283/grale\\_en.pdf](http://www.cmec.ca/publications/lists/publications/attachments/283/grale_en.pdf)

UNESCO (n. d.). *Celebrating adult learners: A world of possibilities through learning*. Online at [http://unesco.ca/~media/pdf/unesco/eng\\_kit.pdf](http://unesco.ca/~media/pdf/unesco/eng_kit.pdf) Recommend pp. 3-16.

*New Directions for Continuing and Adult Education* is a useful journal.

You are also expected to seek out additional scholarly readings as well as newspaper/magazine/internet current events articles to complete your assignments.

### Course Assignments

Assignments are intended to provide an opportunity to develop graduate level writing, presentation, and synthesis skills, to receive feedback from your peers and the instructor, and to move you towards achievement of the course objectives.

**Written assignments are to follow APA form and style** – without exception. Feedback will be provided by peers and professor; you and the professor will evaluate your work. Assignments are due as specified, and where possible will be returned the next week. In order for me to meet this commitment, due dates must be met or negotiated to avoid a zero grade. Please speak to me in advance if you anticipate trouble with assignment deadlines.

## Assignments

15%	15%	30%	40%	
Issue outline	Discussion facilitation	Applying learning theories	Final projects	

Assignment	Description	Criteria	%	Due
1. Issue outline	Choose an adult education issue of personal interest. Drawing on newspapers and websites, provide a brief overview of this topic: its history, current significance, and potential impact on adult education. Outline 1-2 researchable questions about this topic and list 4-6 scholarly articles that could help you explore these questions further.	-5-7 pages, including cover page and references (and reading list) -Typed, APA format (Sept 15, roundtable discussion of topics and resources you have found thus far) -Email submission in word	15%	Sept 15 in class roundtable of informal discussion Due Sept 29 - email submission in word
2. Connecting the literature to practice and further research	In a small group, facilitate a <b>maximum</b> 45 discussion that explores and extends the readings. Support others making connections among the readings and teaching practice, issues, and other sources. Connect to at least one other reading/website that provides a different perspective.	-Interactive, models good facilitation; focus is on posing questions, does not provide a lecture, but rather poses critical questions for class to discuss -Encourages (requires!) critical thinking and multiple perspectives -Allows students to make personal/theory connections to readings	15%*	Sept 22-Nov 24
3. Applying adult learning theories	There will be a <b>field trip</b> on Oct 6 (date to be confirmed) that will provide an experiential opportunity to examine differentiated instruction for adult learners. Based on this experience, along with one other learning experience of your own choosing, draw on the adult learning literature to examine your learning experiences and your perspectives on them. What conclusions can you draw about your own learning? About teaching others? How do you know? So what? Now what?	-Cites several sources; strong connections to scholarly literature -What did you learn about adult learning – your own and others -Approx. 5-8 pages (max 8 pages, including title page and references) <i>Keep a learning journal throughout the course to assist you in your reflections.</i>	30%	By Oct 27; email submission in word
4. Adult education project	Design an adult education program for a context of your choosing. The program can be any length (I recommend short – just to make it manageable). Justify why your program addresses adult learning theory (draw on the literature to inform your recommendations).	-PPT presented online of your ideas in process (post by Nov 6) -Final - 6-10 pages, including cover page and references -Cites several sources; strong connections to scholarly literature -States and critiques your biases -Email submission in word	15%  25%	PPT – post by Nov 6 Final - Dec 1 email submission in word

\*Counts for 15%; however, if the average without this mark is lower than 70%, the presentation mark will not count towards achieving a pass grade

## OTHER IMPORTANT INFORMATION

### Getting Help

I look forward to providing feedback to help you develop your writing skills. I also strongly recommend connecting with services and resources Brock offers, such as Brock University (2010). *Essay writing help*. Available at <http://www.library.brocku.ca/help/essay.htm>

### Grading

**Please see graduate grading taxonomy for specific grading criteria for graduate work (pages 6 and 7).** This details the distinction between strong undergraduate work and graduate level expectations. *Important Note: Continuation in the program requires that you maintain a grade of 70% or above. Please contact me immediately if you experience difficulties or wish additional support for your academic success.*

The additional statements below reflect Brock's commitment to supporting your academic success and are quoted from university policy statements. Please feel free to ask me for further information or support seeking services.

### Special Needs

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the University community with disabilities. If you require accommodations related to a permanent disability to participate in this course, please contact the Student Development Centre Services for Students with Disabilities (4th Floor Schmon Tower ext. 3240) and feel free to also discuss these accommodations with me. Please consult the MEd handbook for more information on these or other topics or speak to me directly.

### Student Well-Being

The Niagara Wellness Portal is a Brock-Niagara College initiative that acts as an inclusive online resource for post-secondary students to learn about mental wellness, reflect upon their own well-being, and find local supportive resources. You are invited to view the Portal at [www.mycircleofwellness.com](http://www.mycircleofwellness.com). In addition, confidential mental health support is available to all Brock students (<http://www.brocku.ca/health-services/mental-health>). Further, the Brock Student Sexual Violence Support Centre supports and advocates for people who have experienced sexual violence. A full list of services can be found at <http://www.asaferbrock.org/>. If you or a friend need support or have questions you can text **289-990-SAFE(7233)**. All services are 24/hr, anonymous, confidential, and free. In addition, <http://www.good2talk.ca> provides free counselling services.

### Attendance

I look forward to seeing you each scheduled in class session, and to chatting with you online. In this course, attendance is considered to be part of professional conduct. Please let me know in advance if you are unable to attend class – or we will worry about you! Should your situation change and you need to drop the course, please consult the registrar's office for the last date to drop without academic or financial penalty. Online resources are housed in Sakai, which is found at <https://lms.brocku.ca/portal>. Sakai uses the same account and password as the [my.Brocku.ca](http://my.brocku.ca) portal, any account or password issues you have here are best resolved there. Please activate your [my.Brocku.ca](http://my.brocku.ca) portal account.

## Graduate Grading Taxonomy

Brock Grade (from Department Guidelines)	Graduate Studies, Faculty of Education Grading Criteria	Criteria	Bloom's revised level and overall statement	For article critiques	Assignment Components
<b>A+ 90-100</b> Reserved for students where work is of outstanding quality that provides clear evidence of a rare talent for the subject and of an original and/or incisive mind.	Exceptional paper in all respects; contains original creative thought; very well organized and expressed; sound critical evaluation; clear command of techniques and principles of the discipline; publishable; consistently exceeds expectations; high level of synthesis; new understandings; extension of content	Includes levels below and	Creating: I have created new knowledge.	How has this author changed what I understand?	Course and other theories are superbly integrated Excellent evidence is provided for all arguments; flipside is also strongly explored Original questions are raised for further research Clear and engaging writing; a pleasure to read Few or no errors in writing and APA
<b>A –high 80-89</b> Awarded for excellent, accurate work in which evidence of a certain flair for and comprehension of the subject is clearly perceptible.	Very good paper; well organized with few errors; shows clear understanding of concepts and evidence of critical thought; ability to discriminate and interpret relevant issues; analytic treatment of content; application of ideas; synthesis - able to make connections among disparate details or ideas; evaluation of ideas and content; manipulation and interpretation of data; concepts and understandings grounded in real applications	Includes levels below and	Evaluating: I can critically examine the literature.	How has the author's perspective influenced what he/she tells me?	Course and other theories are well integrated Reasonably strong evidence is provided for all arguments; flipside is well explored Strong questions are raised for further research Clear and engaging writing; a pleasure to read Few errors in writing and APA
<b>A – low - 80-84</b> Awarded for good, accurate work in which evidence of a developing flair for and comprehension of the subject is perceptible.	Good paper; good organization with few errors; shows understanding of some concepts and some evidence of critical thought; ability to discriminate and interpret relevant issues; analytic treatment of content; some application of ideas; synthesis - able to make connections among disparate details or ideas; some evaluation of ideas and content; manipulation and interpretation of data; concepts and understandings grounded in real applications	Includes levels below and	Analyzing: I can take my understanding to a new level.	How is this similar to (or different from) other material I have read? What aspects of it might I use elsewhere?	Course and other theories are somewhat integrated Good evidence is provided for all arguments; flipside is mentioned Some good questions are raised for further research Good ideas but some clarity lacking in their presentation; some unevenness in writing. clarity in writing; a reasonably good read Some errors in writing and APA
<b>B – 70-79</b> Indicates competent work that shows a sound grasp of the course goals without being distinguished.	High B - Good paper; meets some of the above criteria; shows basic competence in synthesis and critical thinking; shows competent grasp of writing and reference styles; adheres to proper reference and grammatical styles; logically organized. Low B - Adequate paper; constitutes baseline for graduate papers; shows comprehension of course content and draws together information of the course in a coherent, understandable fashion; descriptive	Includes levels below and	Applying: I can use my understanding in some meaningful way.	How can I connect what this author is saying to more clearly understand something else?	Course and other theories are barely integrated Some evidence is provided for all arguments; flipside is not explored Good ideas but not clearly presented; uneven writing Many errors in writing and APA

	treatment of content; identification of key elements; recognition of basic facts, knowledge, and recall; retrieval of information; grammatically correct writing; little integration of concepts				
<b>Below this line does not constitute graduate work</b>					
<b>C – 60-69</b> Represents work that suffers from incompleteness or inaccuracy.	Does not constitute baseline for graduate papers; some comprehension of course content and relevant literature; descriptive treatment of content; ideas presented are not central to course content and argument; underdeveloped arguments; inadequate analysis or conclusions; general and/or unsupported claims; little evidence of ability to draw together information from the course in a coherent, understandable fashion; grammatical and surface structure errors	Includes level below and	Understanding: I can understand what the literature is telling me.	What does this author want me to understand?	Student will be asked to re-write
<b>D – 50-59</b> Given where the minimum requirements of a course are not satisfied.	Does not constitute baseline for graduate papers; very limited recognition and retrieval of important concepts; limited integration of concepts; inability to utilize course content and relevant literature appropriately; inability to utilize relevant literature; inadequate synthesis; false, general and/or unsupported claims; poor internal organization of paper (structure, coherence); many grammatical and surface structure errors		Knowledge: I can recall specific details, information, and ideas from the literature.	What do I need to remember to make sense of this article?	Student will be asked to re-write

Synthesized from *Brock MEd Guide, Appendix W*. Available online at <http://www3.ed.brocku.ca/medguide/pdf/AppendixW.pdf> and Buehl, D. (2008). *Modeling self-questioning on Bloom's taxonomy*. Wisconsin Education Association Council. Available online at [http://www.weac.org/news\\_and\\_publications/education\\_news/2007-2008/readiingroom\\_modeling.aspx](http://www.weac.org/news_and_publications/education_news/2007-2008/readiingroom_modeling.aspx)

#### Overall expectations for graduate assignments

- Persuasively develops an argument; attempts to persuade reader of main point
- Integrates theory from course and beyond (A and A+ paper authors seek out readings on their own)
- Draws on course content and extends connections beyond course to both substantiate claims and also to explore other perspectives
- Descriptions of theory and practice are descriptive enough to make them come alive, but carefully edited to remove superfluous details
- Connects theory and practice
- Discusses implications of the work – for theory, for practice, for research, for personal development
- Conceptualizes work – uses a graphic, metaphor, or narrative presentation to provide an overview of the import of the points being made
- Each section builds on the one before; headings and sub-headings are used to emphasize outline, but without them paper still has a clear structure and elegant flow
- Perfect or near perfect APA
- Addresses 'so what?' and 'now what?'