Faculty of Education

EDUC 5404G: Teaching in an Adult Learning Environment
Course outline for Fall 2011
Shawn M. Bullock, PhD

1. Course Details & Important Dates*

<table>
<thead>
<tr>
<th>Term</th>
<th>Section</th>
<th>Status</th>
<th>Course Type</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>001</td>
<td>Synchronous Online</td>
<td>Thurs</td>
<td></td>
<td>18:00–21:00</td>
</tr>
</tbody>
</table>

| Location                                                                 |
|---|-----------------|-----------------|--------------------------|
| Online Classroom (Used Thursdays 18:00 –21:00) URL: http://uoit.adobeconnect.com/educ5404g-201109-42799 |
| CRN  | Classes Start | Classes End |
| 42799 | Sept. 15      | Dec. 1        |

The Education Graduate Program has an MA/MEd General Connect room available 24/7 for students’ use. The graduate program assistant will email the link to you.

The course WebCT may be accessed via http://uoit.ca/connect

Please check with http://www.education.uoit.ca/gradstudies for questions relating to the graduate program.

2. Professor Contact Information

<table>
<thead>
<tr>
<th>Professor Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shawn Bullock, PhD</td>
<td>EDU 519</td>
<td>905.721.8668 x2898</td>
<td><a href="mailto:shawn.bullock@uoit.ca">shawn.bullock@uoit.ca</a></td>
</tr>
</tbody>
</table>

Office Hours: I am happy to arrange a virtual meeting. Please make an appointment via UOIT email.

Synchronous communication is available using Adobe Connect or Skype (Skype ID: shawnbullock)

Twitter: @shawnmbullock

3. Course Description

The purpose of this course is to develop an understanding of pedagogical approaches designed to meet the current and future needs of the adult learner. Students will analyze current models of teaching and adapt these strategies and approaches to specific topics, courses, and contexts that are relevant to the adult learner. Potential topics include, but are not limited to, case study analysis, scholarship of teaching and learning in higher education, and course planning and implementation. 3cr.
4. **Course Outcomes**

On the successful completion of this course, students will be able to:

- Articulate a personal philosophy of how to teach in an adult education environment.
- Describe the findings of recent research on how adults learn.
- Make recommendations about how to apply research findings to the teaching of adults.
- Examine critically the use of a variety of teaching strategies in adult education environments that are of personal relevance.
- Use technology to support both their own learning and the collective learning of others in the course.

Since this course offered as a part of an M.A./M.Ed. program in Education and Digital Technology, an underlying theme throughout the course will be to prepare you to engage in scholarship at the graduate level.

5. **Course Design**

The course is comprised of eleven (11) three-hour in-class sessions and multiple opportunities for one-to-one conversations with the professor scheduled at mutually convenient times. In-class sessions will be conducted using Adobe Connect at the URL provided in this outline. *The synchronous nature of Adobe Connect requires your attendance and participation in order to contribute to discussions and the construction of collaborative knowledge about issues raised in class.*

There are also a number of asynchronous elements to the course that are designed to help you engage with course material outside of the Connect sessions.

This course exists in several locations online:

   
   Course materials, links, and collaboratively generated course content will exist on our wiki. Think of this location as your ‘home page’ for the course.

2. **The learning management system:** [http://uoit.ca/connect](http://uoit.ca/connect)
   
   Use this system to hand in your assignments. It also contains copies of the course outline and the assignments.

3. **The course twitterfeed and hashtag:** @shawnmbullock and #EDUC5404
   
   You are encouraged to follow me on twitter and pay attention to announcements and links made using the course hashtag: #EDUC5404

4. **The Adobe Connect Room:**
   
   Use Adobe Connect for course-related, synchronous online collaboration and group work.

*As this course is taught using a variety of digital technologies it is essential that you have adequate computer hardware and software in addition to a stable Internet connection.* The following technical requirements are taken from the UOIT Faculty of Education Graduate Studies web site:

**Technical Requirements**

As this program is entirely online and uses Adobe Connect for all face-to-face communications, all candidates are required to have the necessary computer resources and ability to join and maintain a desktop video-conference (Adobe Connect) in order to participate in all classes.

**Computer**

Participation in these courses requires all candidates to have access to a computer with these *minimum* characteristics:

- Operating system: Windows XP, MacOS X 10.5.x, Linux (e.g., Ubuntu)
- Video capabilities with either a built in or an external, compatible Webcam
- Audio capabilities with appropriate combination headset/microphone (external speakers are not acceptable as they tend to cause feedback noise)
Internet access
Candidates must also have Internet access with sufficient speed or bandwidth to allow full audio and video participation in Adobe Connect meetings. It is suggested that this connection be accessed from home as schools tend to have firewalls that can block many features of these courses (e.g., the videoconferencing). In order to verify the adequacy of your connection you should run and pass the Adobe Connect Self-Test: https://admin.acrobat.com/common/help/en/support/meeting_test.htm.

In general, USB ‘sticks’ that allow one to connect to the Internet are not reliable for using Adobe. A wired connection is preferred to wireless. When wireless access is used, please try to use a ‘g’ or ‘n’ protocol. Remember that your Internet connection and equipment will have an impact on the ability of other students to participate in the course.

Other Digital Technologies
Students may find that their experiences in online courses are enhanced with the use of mobile computing devices, including iPods, smartphones, tablets, or similar devices.

6. Outline of Topics in the Course

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Themes/Topics/Guiding Questions</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction: How Adults Learn</td>
</tr>
<tr>
<td>Sept. 15</td>
<td>o Introduction to the purposes and scope of the course.</td>
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<tr>
<td></td>
<td>o Thinking about the nature of the personal and professional digital lives of adults.</td>
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<tr>
<td>Week 2</td>
<td>Contexts for Teaching Adults: Higher Education Institutions (HEIs)</td>
</tr>
<tr>
<td>Sept. 22</td>
<td>o What factors affect how adults can be taught at colleges and universities?</td>
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<tr>
<td></td>
<td>o What is the Scholarship of Teaching and Learning research movement?</td>
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<tr>
<td>Week 3</td>
<td>Contexts for Teaching Adults: Human Resource Development (HRD)</td>
</tr>
<tr>
<td>Sept. 29</td>
<td>o What factors affect how adults can be taught in private industry?</td>
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<tr>
<td></td>
<td>o What is “training” in the corporate sense, and how does it compare with human resource development?</td>
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<tr>
<td>Week 4</td>
<td>Contexts for Teaching Adults: Informal Learning Environments (ILEs)</td>
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<tr>
<td>Oct. 06</td>
<td>o What factors affect how adults are taught in informal learning environments?</td>
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<tr>
<td></td>
<td>o How does informal adult education differ from formal adult education?</td>
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<tr>
<td>Week 5</td>
<td>(Chap. 1) How does adults’ prior knowledge affect their learning?</td>
</tr>
<tr>
<td>Oct. 13</td>
<td>o In what ways can adults’ prior knowledge help and/or hinder learning?</td>
</tr>
<tr>
<td></td>
<td>o What kinds of prior knowledge are there and how might different types of prior knowledge be used productively when teaching adults?</td>
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<tr>
<td>Week 6</td>
<td>(Chap. 2) How does the way adults’ organize knowledge affect their learning?</td>
</tr>
<tr>
<td>Oct. 20</td>
<td>o What differences are there between how experts and novices organize knowledge?</td>
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<tr>
<td></td>
<td>o How might adult educators help learners organize knowledge in more coherent ways?</td>
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<tr>
<td>Week 7</td>
<td>No synchronous class meeting this week</td>
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<tr>
<td>Oct. 27</td>
<td>In lieu of a formal class, students are asked to work on their proposals for their final papers.</td>
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<tr>
<td>Week 8</td>
<td>(Chap. 3) What factors motivate adults to learn?</td>
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<tr>
<td>Nov. 03</td>
<td>o What roles do the constructs of expectancy and value play in the motivation of adult learners?</td>
</tr>
<tr>
<td></td>
<td>o How does a learners’ perception of the environment affect the interaction of value, expectancy, and goal-orientation?</td>
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</tbody>
</table>
**Week 9**
**Nov. 10**
*(Chap. 4) How do adults develop mastery?*
- How do we know when a learner has mastered a skill or concept?
- How might adult educators teach in ways that facilitate the development of mastery?

**Week 10**
**Nov. 17**
*(Chap. 5) What kinds of practice and feedback enhance learning?*
- What characteristics of practice are likely to support learning?
- What kinds of feedback are likely to have a positive impact on students’ learning?

**Week 11**
**Nov. 24**
*(Chap. 6) Why do student development and course climate matter for adult learners?*
- In what ways do young adults develop when they are presented with new learning contexts?
- In what ways does the development of social identity affect adults’ learning?

**Week 12**
**Dec. 01**
*(Chap. 7) How do adults become self-directed learners?*
- What is metacognition?
- What factors contribute to an adult’s ability to direct his or her learning?

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*Specific topics addressed on a week-to-week basis are subject to change according to my assessment of the learning needs of the class.*

7. **Required Texts/Readings**

The required text for this course is:


We will read one chapter a week from this text for seven weeks of the course. It is therefore essential that you have access to the book, which can be purchased online through Chapters or Amazon.

In lieu of a print copy, you might wish to purchase the ebook version of the text. You can purchase an ePub version through Kobo (http://www.kobobooks.com) for use on a Kobo reader or tablet (iPad, Playbook) using the Kobo app. You can purchase a MOBI version through Amazon (http://www.amazon.ca) for use on a Kindle reader or tablet (iPad only, for now) using the Kindle App. Note that both Kobo and Kindle produce apps that allow one to read purchases directly from a computer.

From time to time, I will produce a short video podcast that introduces some of the key ideas and concepts for discussion. You are expected to view the podcast before the next class, so that we can maximize the time we have for discussion and minimize the time that I spend lecturing. The link for the video podcast feed will be posted in WebCT and on the course wiki.

I tweet about articles and issues that are relevant to adult education. Interested students are invited to follow my twitter feed, http://twitter.com/shawnmbullock. I will use the hashtag #EDUC5404 to indicate items of particular relevance to our class.

The reference style guide to be used for this course is the Sixth Edition of the Publication Manual of the American Psychological Association (APA). The Education Library has a useful web resource that provides a summary of APA style conventions. You are strongly encouraged to purchase a copy of the APA publication manual as it will be a useful guide throughout your graduate studies, particularly if you are interested in publishing in scholarly journals.

*Papers with serious errors in APA will be considered incomplete and will be returned to the student for re-submission.*
8. Evaluation Method

You will be assigned a letter grade in accordance with the grading policy of the current UOIT Graduate Academic Calendar. Please refer to section 4.5.15: Grading and academic standing for further details.

9. Assignments

The assessment components for this course are:

1. Expert Discussant (50%)  
   Due Date: TBD
   - You will take responsibility for facilitating 120 minutes of one of our classes this semester. As the expert discussant, it will be your responsibility to highlight the main points of your chapter and lead us through a collaborative knowledge building exercise around your topic during class time. Please see the assignment document for further details.

2. Literature Review (50%)  
   Final Due Date: December 8th, 2011
   - You will prepare a scholarly paper that reviews selected literature that is pertinent to an adult education context of your choice (e.g., College, Corporate, Community Organization). You are to prepare and submit a proposal for feedback by November 2nd, 2011. The final paper will be between 3500 and 4000 words, not including references, and conform to APA guidelines. Please see the assignment document for further details.

Assignment criteria are specified in the detailed assignment descriptions and in the rubrics for all assignments, which are posted on WebCT. You are encouraged to carefully review all requirements before submitting assignments.

The final assignment is due by midnight on the day indicated.

10. Accessibility

To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with their instructor as soon as possible. Students who require alternative testing and examination arrangements or other academic accommodations must contact the Centre for Students with Disabilities (B297) as early as possible to ensure that your needs can be met.

11. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education.

Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action. Students are expected to be familiar with UOIT’s regulations on Academic Conduct (Section 4.10 of the UOIT Graduate Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one’s own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT’s regulations on academic conduct does not constitute a defense against its application.

Further information on academic integrity is available at: www.uoit.ca/EN/academicintegritystudent
13. Attendance and Participation

Considerable research has demonstrated the links between regular attendance, participation, and academic success. As a matter of courtesy to all of the members of our class, you are asked to be in class every week, on time, with the pre-work completed so that you are able to participate. That said, “life happens” and you might have to miss a class due to circumstances beyond your control. I ask that you inform me via email as soon as possible if you have to miss a class. I also reserve the right to discuss attendance and participation issues with you directly if the need arises.

14. Communication

Your first line of communication with me should be email: shawn.bullock@uoit.ca. You are also invited to schedule video chat meetings using Skype.

You are encouraged to communicate with me on a regular basis both inside and outside of class. If you have any concerns, please make an appointment to speak to me sooner rather than later. Remember that small problems that are ignored tend to quickly become large problems.

I look forward to working with you this semester!