

Seattle University
College of Education
Department of Counseling and School Psychology

Organizing Theme: The College of Education prepares ethical and reflective professionals for quality service in diverse communities

Adult Psychology and Learning

EDUC 513-01 (3 credits)
Fall Quarter, 2008
Wednesdays
5:45-8:25 PM

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If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, 100 Loyola, (206) 296-5740.

NOTICE TO STUDENTS CONCERNING SU’S ACADEMIC HONESTY POLICY

The Jan. 5, 2004, Academic Honesty Policy of the university is available in the Seattle University Student Handbook which can be found on the web site of the Division of Student Development: www.seattleu.edu/studentdevelopment/

COURSE DESCRIPTION

Graduate Bulletin Description: Survey of the major theories and issues in lifespan development and learning with the primary focus on how the theories and issues apply to adult learning.

Course Rationale: The growing emphasis on adult education, training, and learning, coupled with an increasingly diverse population, makes it imperative that we prepare ethical and reflective professionals who can provide quality educational and psychological service for a wide array of adults in diverse communities.

In a world of growing complexity, adults are faced with many issues, e.g., a changing economy and workplace; changes in family values and structures; the need for lifelong learning; caring for aging parents; working through their own aging process; and the pace of change, itself.

Professionals preparing to work successfully with adults must be able to make ethical, reflective judgments about these issues--especially in a world that is becoming more diverse--and should be able to help others do the same. They also should know about and be able to apply an array of adult developmental and learning theories, including psychosocial, behavioral, social learning theory, information processing, and cognitive developmental theory.

According to the College of Education Core Knowledge Base Document, "Each professional must demonstrate an understanding of key human development and learning theory and research for the particular life stage(s) at which she/he practices as an educator. Each professional must demonstrate the capacity to apply that knowledge of human development to her/his practice as an educator."

COURSE TEXT:

Merriam, S. B., Caffarella, R. S., and Baumgartner, L. M. (2007) *Learning in adulthood: a comprehensive guide*. (3rd edition) San Francisco: Jossey-Bass

COURSE OBJECTIVES

At the conclusion of this course, class members will be able to:

1. *Describe how 1) major developmental tasks of adulthood apply to adult learning by using one or more lifespan developmental theories from current literature and 2) how examples from personal experience apply to analyzing adult development.*
2. Describe the ethical issues related to working with adults in diverse settings.
3. Describe the socio-cultural, ethnic, linguistic and family influences on adult learning.
4. Give examples of societal trends, including demographics, globalization, and technology, influencing adult learning and development.
5. Analyze how the knowledge of adult learning affects professional role interactions with adults.

CONTENT AREAS

These objectives are consistent with the following professional association standards and the Washington Administrative Code:

1. Council for Accreditation of Counseling and Related Educational Programs (CACREP)

II.K.1. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

- a. theories of individual and family development and transitions across the life-span;
- b. theories of learning and personality development;
- d. strategies for facilitating optimum development over the life-span; and
- e. ethical and legal considerations.

2. American School Counselor Association (ASCA)

- a. . Human development theories and concepts
 - b. . Learning theories
 - c. . The effect of culture on individual development and behavior
 - d. . Ethical decision-making
 - e. . Planning and conducting in-service for staff
3. Washington Administrative Code: WAC 180-79-131
 Primary emphasis
- 1. Human Growth, Development and Learning
 - a. Theories of learning including:
 - (i) Behaviorism
 - (ii) Social learning
 - (iii) Information processing
 - (iv) Cognitive development

COURSE INSTRUCTIONAL METHODS

This course will incorporate many of the principles pertaining to adult learning in order to reinforce and enrich the content related to adult learners and lifespan development. Information and expertise will be gained through a variety of instructional methods including class discussions, reflective papers, individual learning contracts, group projects, collaborative and independent presentations, lectures and videos.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Attendance

As a community of learners, every class member becomes part of a collaborative learning experience. Therefore, only excused absences are allowed. If you encounter a situation that requires you to miss class, please contact me as soon as possible so that we can arrange for you to be excused and for you to submit an alternative assignment.

Course Reading

The course text will serve as our primary source of information and recent research regarding adult development and learning. Please read the assigned material for each week in advance of our class meeting.

Course Assignments

Theory Log (due week #2-11). At least once a week throughout the course, post a comment regarding what you perceive to be useful/important theoretical concepts, salient points, bridges to known theory, ideas to be tested, gaps in the knowledge, assumptions, and other thoughts and/or insights regarding theory on the discussion board. These do not have to be lengthy comments. However, by the end of the course, our combined responses will contribute to an increased appreciation and

understanding of theory. I'll review your postings every week and periodically add my own reflections.

Learning Style Inventory (due week #2). Complete at least one learning style inventory. Information regarding online access will be available. Inventory results will not be a factor in grading or shared with others without your knowledge and permission. However, the results can be used by you to demonstrate and personalize ideas covered in the class and are appropriate for consideration and inclusion in your Learning Contract assignment.

Reflection Paper #1: My Best and Worst Learning Experiences (due week #2). This assignment offers you an opportunity to reflect on your adult learning experiences. Think broadly about your best and worst learning experiences. For example, your learning could have occurred in a formal learning context, such as a college or university; in an informal setting at work, at home, in your community, on a trip; or in a personal, self-directed situation. Write a one to two page paper describing your best and worst learning experiences. Adhere to the APA minimum style (one inch margins, double-spacing, and 12 pt typeface in Times New Roman). At the end of your paper briefly describe the factors that you think made the difference between the two experiences and/or how your Learning Style Inventory results either confirm or challenge your best and worst learning experiences. This writing assignment is not graded; however, it does give me an opportunity to assess your writing skills and—if necessary—provide feedback before your graded writing assignments are due.

Learning Contract (draft due on or before week #3) (final due on or before week#4). Write a learning contract with at least two learning objectives of your choice that are **related to adult development and/or learning**. Your learning objectives do not have to be limited to the topics discussed in this course. Feel free to pursue a personal or professional interest pertaining to adult development or adult learning. In addition to an in-class explanation of this assignment, sample learning contract forms will be provided to help you structure your learning plan. Submitting a draft (week #3) of your Learning Contract will allow me to provide feedback before the final copy is due (week #4). Your learning contract will be evaluated using the Learning Contract Scoring Sheet available on Angel.

Submit and present the results of your learning contract (due week #9 or 10). Each of you will share the end product of your learning contract in a 7-minute presentation to the class, provide classmates with a one-page handout/brochure highlighting the results of your learning contract, and then submit some form of the end product to me. The end product of individual learning contracts will vary and the way in which they will be evaluated will be determined in the learning contract. However, the presentation of the results of your learning contract will be evaluated using the Results of Learning Contract Scoring Sheet available on Angel.

Interview Project.

As a professional team:

1. Identify a topic related to adult development and learning that is of particular interest or concern to your professional team. Be prepared to identify and describe the theory/research that frames your topic.
2. Together, develop a set of questions (10-12) designed to obtain information related to the topic you have identified. Avoid questions that produce “yes” or “no” responses. Instead, compile a set of questions that yield open-ended responses. Submit a copy of your group’s interview questions to me. **(Due on or before Week #5)**

(Time at the end of the fourth and fifth class sessions will be reserved for teams to work on the Interview Project.)

As an **individual** professional team member:

3. Arrange to interview an adult. Inform the person of the purpose of your interview and assure him/her that you will use a pseudonym in your report.
4. Complete the Participant Information Form available on Angel.
5. Interview your subject using the questions developed by the team. Rather than relying on notes, each team member should consider tape recording his/her interview for use in summarizing the findings.
6. Write a 3 to 5 page paper summarizing your interview for your professional team and for me. Adhere to the APA minimum style (one inch margins, double-spacing, and 12 pt typeface in Times New Roman). Attach a copy of the Participant Information Form (available on Angel). **Due on or before Week #8.** Your summary will be evaluated using the Summary of Interview Scoring Sheet available on Angel.

As a professional **team**:

7. Look for similarities and differences in subjects’ responses. Do any patterns emerge? Are there unexpected responses? Do responses confirm/contradict some of your assumptions, or theory, or research? What are some possible implications for adult development/learning?
8. Analyze the results. What do your interview results reveal?
9. Evaluate your team’s findings, draw conclusions, and **prepare a 15-minute presentation** of your project for the class. **Provide a one-page handout/brochure highlighting important info/results for classmates.**
10. **Present the results of your interview project (Due Week #8).** Share your group’s findings with the class in a 15-minute presentation, distribute a one-page handout/brochure to classmates, and submit individual summaries of interviews to me. Your group’s presentation will be evaluated using the Results of the Interview Project Scoring Sheet available on Angel.

Present the results of your learning contract (Due Week #9 OR 10). See above.

Reflection Paper #2 (Due on or before Final Exam Day). This assignment offers you an opportunity to integrate and consolidate your learning experience as a result of taking this course. The authors of our textbook wrote, "...learning is a personal process—but a process that is shaped by the context of adult life and the society in which one lives." As a way to highlight both the personal nature of learning and the importance of process in learning:

Write a 5 to 7 page, paper in which you reflect on what you have learned about your personal sense of self/identity, especially in regard to learning, as a result of our work together. Incorporate at least two instances/situations that reflect our course objectives. Adhere to the APA Style Essentials which you can access on Angel. Your final reflection paper will be evaluated using the Reflection Paper Scoring Sheet available on Angel.

Grading

You are expected to complete assigned readings in advance of our class meetings and hand in assignments on the due dates indicated in the Course Outline and Calendar. You should check into Angel at least every few days and respond to e-mails and discussions appropriately.

Learning Contract	10
Presentation of the Results of Learning Contract	20
Interview Summary	15
Presentation of the Results of Interview Project	20
Reflection Paper	25
Theory Log (Discussion Board)	<u>10</u>
Total Points	100

Learning Style Inventory will not be considered in grading

A	=	95-100
A-	=	89-94
B	=	83-88
B-	=	77-82
C	=	71-76

Evaluation

Descriptions of course assignments include information regarding how each assignment will be evaluated. Scoring sheets will be used to tally the points earned in each assignment. Copies of those forms are available on Angel. If you have questions or concerns about specific assignments, or the way in which they will be evaluated, don't hesitate to contact me.

**Course Outline and Calendar
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Assignments/

<u>Date</u>	<u>Topic</u>	<u>Activities</u>
	Theory Log	Remember: Postings every week
9/24	Introductions/Course Overview The Learning Adult The Changing Adult	Intro Activities Activity Activity
10/1 ANGEL	Learning Contexts Theories of Lifespan Development Review SDL Discuss Learning Contracts Assignment	Chapters 4, 5, & Article #1 Learning Style Inventory Due Reflection Paper #1 Due
10/8	Adult Lifespan Development Review Interview Project Assignment	Chapters 2, 3, and 12 Learning Contract Draft Due
10/15	Intelligence and Aging Multiple Intelligences Video	Chapter 14 Learning Contract Final Due
10/22	Cognitive Development Memory, Cognition, and Brain Video	Chapters 13 and 15 Interview Questions Due
10/29	Theories of Learning	Chapters 11
11/5	Non-Western Perspectives ANGEL	Chapters 9, 10 & Article #2
11/12	Group Interview Project	Summary of Interview Due Group Presentations Due
11/19	Experience and Learning	Chapters 6, 7, and 8 Individual Presentations
12/3 due	Learning Contracts	Individual Presentations
12/10	Final Exam Day	Reflection Paper #2 due