



School of Education and Exercise & Sports Science

Virtual Campus – Winter 2008

Nov. 10, 2008 – Feb. 14, 2009

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

Course Outline CTED 4316 - The Adult Learner

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REQUIRED TEXT:

Merriam, Sharan B., Caffarella, Rosemary S., & Baumgarten, Lisa M. Learning in Adulthood. San Francisco, CA: Jossey-Bass, 2007. ISBN: 978-0-7879-7588-3
3rd Edition 560 pages
US \$55.00

SUPPLEMENTARY TEXT:

Merriam, S. (Editor). The New Update on Adult Learning Theory Jossey-Bass, San Francisco 2001
Number 89, Spring. ISBN: 0-7879-5773-9
US \$29.00

CATALOG DESCRIPTION: Investigations of the principles of learning and how learning theory is applicable to the adult learner. Various learning styles are examined and related to adult learners and their motivational levels.

Course Purpose

The purpose of this course is to gain an understanding of adult learning and instruction. The course content will provide an examination of the social and individual psychological aspects of adult learning, patterns of participation and motivation, and the contextual influences and theoretical perspectives specific to adult learning and instruction.

COURSE OBJECTIVES: Upon completion of this course, you should be able to:

- 1). Identify and give examples of characteristics that distinguish the adult learner.
- 2). Summarize major trends in research and theory development relating to the adult's capacity for learning.
- 3). Discuss, compare and critique adult development life span theories.
- 4). Identify physical, psychological and social factors likely to have an effect on adult learning.
- 5). Identify major groupings of learning theorists and discuss their contributions to adult learning.
- 6). Explain the effects on adult learning of such non-cognitive factors as values,

attitudes and self-concept.

- 7). Critique the contributions of selected adult educators to adult learning and participation.

COURSE ACTIVITIES: METHOD OF INSTRUCTION

This course is presented via Black Board. This is not a “correspondence course” in which students may work at their own pace. Each week there will be assignments due by a particular date.

Presentation of material will comprise (subject to change):

- Assigned reading, textbook and web-based
- Forum discussions (Black Board Discussion Questions)
- Written essays (Three, two-page papers---double spaced reaction papers)
- Individual research (10 pages, APA style)
- Final essay exam (proctored – Study Guide Provided)

The course will involve a variety of individual activities, papers, weekly discussions, and multiple readings. There will be three short reactions papers to various aspects of the course content. There will be a final exam. There will also be an individual learning project consisting of research of some aspect of the adult learner. This project will be a library research.