EDU 648: Facilitating Learning for Adults
The Adult as Independent Learner
Saturdays 2/21, 2/4, 3/11; 4/1
8:00 - 4:00 p.m.
Spring 2017

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TEXTS


OVERVIEW
This course creates an environment of advancing learning for adults in the context of current events and popular culture while exploring teaching methods and the role of the instructor as facilitator. The emphasis is on a critical look at the adult as an independent learner in formal, informal and non-formal settings. The course considers democratic discussion, instructional design, and the impact of integrated approaches to facilitating transformative, experiential, social and reflective learning experiences and activities with an emphasis on group dynamics. The course will also take into account societal contextual factors such as adulthood, ethnicity, culture, race, class, age and gender differences through current events, research, theory, and critical multiple perspective, design and reflective thinking.

OBJECTIVES
1. To acquaint students with the role of instructor and a understanding of the bases of curriculum -- social forces, theories of human development and the nature of learning and learning styles -- through the essential elements of instruction and planning for instruction to enhance and sharpen the learning transaction for adults in a variety of adult education settings. This also includes examining the adult as an independent learner, philosophy, learning styles, components of instructional design, and other societal contextual factors (e.g., culture, race, class, age, gender, etc.) in the wider context of current events and popular culture.

2. To advance students’ instructional skills in a facilitated classroom skills as a facilitator with an emphasis on planning, conducting and evaluating lively discussions by providing opportunities for individual facilitation to practice strategies for 1) preparing a syllabi and agendas, and 2) getting discussion started, 3) maintaining momentum, and 4) ways to elicit a variety of voices and perspectives to encourage student participation and managed biases.

3. To increase students’ capacities for encouraging critical thinking and critical reflection by considering multiple perspectives on how various facets of social structure can affect ways of knowing for the adult as independent learner – historical events, political, economic and global contexts, social roles, ethnicity, race; age grading – and sharpen the skills for critical multiple perspective thinking and reflection through theoretical analysis, collaboration,
discussion, debate, formal and informal presentations, shared personal experiences, and class reaction which serve to enhance the profession and practice of adult education.

LEARNING OUTCOMES

After completing this course students will be able to:
1. Design facilitated teaching activities in a collaborative instructional design process that includes problem-solving, critical thinking, consensus, decision-making and other application learning.
2. Facilitate in-depth sustained democratic discussions where students respond to other students as well as to the instructor.
3. Understand the nature of learning and learning styles and the essentials of instruction and planning for instruction.
4. Design a courses that include learning goals, objectives, learning activities, and assessments for expected student learning outcomes for a variety of adult audiences.

TIPS FOR ASSIGNED READINGS

A hint for getting the most from this experience would be to read through both assigned texts -- while you’re fresh -- then use the texts as references. Read with the thought of informing with facilitating discussion in mind. In addition to the required readings, students are expected to read and share assigned research and news article in class sessions (some are the students’ choice). These articles should be from current events or library data bases and facilitate learning in the context of the class. The readings and articles will be discussed during the first class session. The facilitator reserves the right to suggest other readings to enhance further understanding during the course.

REFERENCES

Any paper in this class should be double-spaced, following American Psychological Association’s (APA) guidelines 6th edition, listing only references cited in the text. Graduate student’s use more than class texts as resources in their reference lists.

POLICY STATEMENTS

MODIFICATION TO THE SYLLABUS

The instructor and the college reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum or program require(s).

ACCOMMODATIONS FOR DISABILITIES

Any requests for accommodation must be made through the Disability Services Coordinator. Appropriate accommodations will be made upon written notice from the coordinator.

STATEMENT ON ACADEMIC INTEGRITY

The Carroll University Academic Integrity Policy can be found in the Student Handbook – http://www.carrollu.edu/campuslife/shstudenthb.asp?nav=5769. Familiarize yourself with it. Carroll University emphasizes your obligation to conduct academic work with honesty and integrity. All acts of academic misconduct are serious e.g., improper acknowledgment of proper sources in written material, and inaccurate claims of work done. If you have questions, please ask. I reserve the right to impose a sanction of failure on the assignment or failure in the course. Finally, student input is welcomed to this schedule to become finalized. However the instructor and the University reserve the right to modify amend or change syllabi (schedule, course requirements, grading policy etc.) as the curriculum and/or program requires.
PROCEDURES FOR EVALUATION

REACTIONS & PHILOSOPHY (20 points). Each student is expected to write a brief one-page response to each class session. Your reflections on: 1) what was done well, 2) what you learned, 3) what can be added, and 4) what idea or you or other practitioners can transfer to practice. The last paper should included your philosophy as a practitioner.

FORMAL PRESENTATIONS (25 points). Each class student will work on two formal text-related collaborations and many informal collaborations in Saturday sessions. Each formal presentation will be facilitated by a group or pair with an oral report on the group’s dynamics. Prepare a summary of key points with references (APA 6th ed). Each member of the group should participate in planning and presentation, if possible. Details and composition of groups determined during the first class session.

CLASS FACILITATIONS (25%). Each student is expected to facilitate a lively democratic discussion, and complete a “how to” instruction for a portion of a class session: 1) A HOT BUTTON discussion, 2) a HOW TO facilitation. A “Getting to Know You/Icebreaker” activity is expected to be shared with class beginning in the second class session. Topics can be from current events, popular culture or some other societal contextual factor related to giving instruction to adult independent learners. Protocol will be provided at the first class sessions.

FINAL DIGITAL FACILITATION (30%). Each student is expected to complete a digital assimilation in an adult learning setting of a class or democratic discussion using tools and strategies learned in the course (lesson of a class, book discussion, current event topic, meeting, religious or secular). Clips of your final facilitation will will be shown to the class and the facilitator in the last class. A syllabus or agenda, and an appropriate evaluation/assessment instrument must also be completed and submitted one week before last session. A evaluation/assessment should be administered to your participants at the time of digital recording. Protocol and length will be provided at the first session.

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<tr>
<td>Reactions &amp; philosophy</td>
<td>20</td>
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<td>Formal presentations</td>
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<td>Class facilitations</td>
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<td>Final digital facilitation</td>
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*The schedule of t depends upon the number of students enrolled in the class. * Student input is required and welcomed for this schedule to become finalized. However the instructor and the University reserve the right to modify amend or change syllabi
TENTATIVE AGENDAS AND READING ASSIGNMENTS

AGENDA January 21
Facilitator: Dr. Robinson

[ ] Introductions
- Overview of the course
- Course structure and assignments
- Assignments, evaluation and procedures
- Self-directed projects
- Current events [high risk pools]
- Formal presentations – Brookfield and Cranton

[ ] Facilitations (discuss
- Hot Button Issues
- How To

[ ] The teaching and Learning Transaction
- What is the purpose of teaching?
- What do we know about adults?
- Millennial attention

Discussion and Board: “What are the characteristics of a good teacher of adults?”
   Who was your best teacher and why?

[ ] Voices and perspectives (Two way and communication -- prezel exercise)
   Higher order thinking skills
   - Critical
   - reflective
   - design

[ ] Group dynamics

Assignments:

**February 4**
- Formal presentations: Readings: Group One:1.5 of Brookfield; Group Two:1.5 of Brookfield. 1 hour 30 minutes. Report on group dynamics. Handout.
- Research Assignments: Research Learning styles. Find a scholarly article on learning styles. What is your Learning style? Are learning styles important in education? Why? (Coaches: Write paper summary of your argument of this point).
- Current event related to Teaching and Learning
- View movie: HIDDEN FIGURES. What are its implications for teaching and learning
- Individual Ice breakers
- Reaction paper
TENTATIVE AGENDA AND READING ASSIGNMENTS

AGENDA February 4
Instructor and Student facilitators

[ ] Formal Presentations (1 hr 30 minutes)
   Group One: *Brookfield (1st 1.5)
   Group Two * Brookfield (2nd 1.5)

[ ] Discussion: HIDDEN FIGURES

[ ] The democratic classroom -- model
   Hollywood’s Curriculum
   □ Religion          beauty            race
   □ Differences       gender            culture
   □ Resilience        domestic abuse    Health

[ ] Progress on self-directed projects
   Competencies (WTCS)

[ ] The significance of good teaching and Learning

[ ] Instructional design -- Tools and Strategies
   • Syllabi and Agendas
   • Objectives
   • Goals
   • Outcomes
   • Assessessmen/Evaluation

[ ] Group dynamics

Assignments

March 11
➢ Formal Presentations: Readings: Group One:1.5 of Cranton and Group Two:1.5 of Cranton. 1 hr/30 minutes. Report on group dynamics. Handout.

➢ Current event related to Teaching and Learning

➢ Hot Button Issue Facilitations

➢ Individual Ice breakers

➢ Agenda and Evaluation form for Hot Botton due

➢ Digital assimilation of your facilitation of a democratic discussion

➢ Reaction paper
TENTATIVE AGENDAS AND READING ASSIGNMENTS

AGENDA March 11
Facilitator: Instructor and Student facilitators

[ ] Formal Presentations
   Group Two * Cranton 1st 1.5
   Group One * Cranton, 2nd 1.5

[ ] Discussion: What does Transformation mean as it relates to Teaching and Learning

[ ] Progress reports on self-directed projects

[ ] Discussions:
   • What we say we believe versus what we do
   • Benefits of Clarifying Ones Philosophy

[ ] Hot Button Issue facilitations
   Agenda and evaluation form

[ ] Individual Ice breakers

April 1

➢ “How To” instruction

➢ Syllabus and assessment form due

➢ Final digital assimulation

➢ Final reaction and philosophy statement and answer to the question: what have you learned
TENTATIVE AGENDAS AND READING ASSIGNMENTS

AGENDA April 1
Facilitator: Dr. Robinson and Student facilitators

[ ] Final reports on self-directed projects

[ ] Current events

[ ] Individual “How To” instructions
   Syllabus and assessment forms

[ ] Integration of theory and practice
   Individual digital assimilation presentations

[ ] Final instructor comments
EVALUATION OF COURSE REQUIREMENTS

Reactions & philosophy 20
Formal presentations 25
Class facilitations 25
Final digital facilitation 30
Total 100

A = 95 - 100 points
An “A” represents a professional judgment that the student’s accomplishment is superior. “A” work stands out in its quality of independent, critical and creative thinking. Written work is extremely well organized and well written. Oral presentations are well organized and delivered in an interesting, informative fashion. The student clearly grasps the salient and subtle aspects of the course content.

AB = 90 - 94 points
An “AB” represents a professional judgment that the student’s accomplishment was close to superior but was lacking slightly in terms of understanding and presentation. It denotes a high quality of work just short of the highest level of achievement.

B = 80 - 89 points
A “B” represents a professional judgment that the student’s accomplishment satisfies fully the criteria established for the course. It demonstrates competence and understanding of the course content, however, the student shows less depth; critical and creative thinking in their work. Written work is satisfactory, and oral presentations are effective.

C = 70 - 79 points
An “C” represents a professional judgment that the student’s accomplishment minimally satisfies the criteria for awarding graduate credit. It denotes inaccuracies in understanding the course content and an inability to indicate independent, creative thinking about the issues presented in the course. It is indicative of work the level of which, if continued, is not of the quality to perform in a graduate program.

Below 79 = failing