COURSE NUMBER: ADE 6381 MASTER SYLLABUS

COURSE TITLE: Leadership I: Adult Learning and Assessment

CATALOG DESCRIPTION:
This 3 semester hour foundational course focuses on the continuous learning that is essential for all individuals in an effective, dynamic educational unit or organization. It emphasizes analysis of oneself and of organizations and groups as learners and provides an opportunity to explore central concepts and processes in adult learning, barriers to adult learning, and recent research on human learning.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:
High performing educational leaders must continually learn in order to remain capable, effective leaders and to make good decisions in changing environments. This course requires participants to analyze and reflect on themselves as learners, understand the variety of ways in which people learn, and recognize that the greatest percentage of their time as educational leaders will be spent in leading or facilitating the learning of various groups of adult learners, such as staff, faculty, parents, or community members. Their knowledge of adult learning principles will assist them in guiding the development of effective professional growth plans for paid and volunteer staff and developing other appropriate adult learning activities.

REQUIRED TEXTS:

SUGGESTED RESOURCES:
See selected bibliography and websites.

LIBRARY INFORMATION:
All students are expected to have online access to the University Library. Through the FAU Libraries EZ Proxy, you can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZProxy. You must have a valid student Owl Card to access the Proxy Server on your home computer. The USER ID is (the 14-digit ID number on the Owl Card minus the letter "A"
before and after the number) and the PASSWORD is the three-letter acronym for the school: (fau). For an introduction, go to http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm.

AUDIO/VISUAL TECHNOLOGY:
Computer:  Blackboard Distance Learning, E-mail, Power Point Presentations, Word processing, Overhead projector/transparencies, computer projector, VCR, videotapes and audiotapes.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:
CPAE Guidelines for Graduate Programs in Adult Education, ASTD Competency List, Adult Educator Assessment, among others; incorporated in Knowledge, Attitudes, and Skills for Adult Educators (KASAE)
Florida Educational Leadership Examination Competencies
Florida Principal Competencies
NCATE Competencies

COURSE OBJECTIVES:
The learners will:
1. Develop an understanding of the importance of continuous learning throughout the lifespan (KASAE 72; FPC 14; NCATE 4).
2. Examine themselves as adult learners, using a variety of assessment instruments, and develop a personal learning profile (KASAE 12; FELE: TECH D, F; FPC 1, 6, 14, 18; NCATE 3, 4).
3. Demonstrate an understanding of human learning theory, including pedagogy, andragogy, and other emerging adult learning paradigms (KASAE 11, 23; FPC 19.5; NCATE 3, 7).
4. Become aware of reasons for adults’ participation in learning and barriers to their participation (KASAE 14; FELE: LEAD, B,C; FPC 4, 19.5; NCATE 1, 3, 4).
5. Be able to describe adult developmental stages and their impact on learning readiness (KASAE 17,34; NCATE 4).
6. Diagnose their philosophical approach(es) to adult learning and be able to describe it(them) in the context of other possible perspectives (KASAE 19; FPC 6).
7. Demonstrate an understanding of recent research on human learning which has important implications for adult learning, such as gender differences in learning, neurophysiology of learning, bio-cognitive cycles, and the impact of factors such as aging and stimulating environments on adult learning (KASAE 15,18; FPC 4, NCATE 3, 4).
8. Be able to explain the importance of designing adult instruction to incorporate a variety of approaches to meet the diverse needs of adult learners (KASAE 21, 22, 33, 34; FPC 4; FELE: LEAD, B,C, HRMD C; NCATE 1.2, 4, 7).
9. Demonstrate appropriate design and facilitation of an adult learning session (KASAE 46, 49, 50; FPC 4, 5, 8, 9, 17, 19.5; FELE: LEAD, B,C, HRMD C, COM A-E, TECH C, D,F; NCATE 1.2, 3, 4, 7).
10. Understand the impetus for the current emphasis on self-direction in learning, critical reflection and perspective transformation and be able to discuss recent research on this topic (KASAE 6, 10; FPC 1, 6).
11. Understand the impetus for the current emphasis on distance learning and be able to discuss recent research on this topic (KASAE 6, 10; FELE: TECH C, D,F).
12. Design an appropriate professional development plan for adult learners. (KASAE, NCATE)
13. Become familiar with a wide variety of resources for continued learning (KASAE 8; FELE: TECH C, D,F; FPC 14; NCATE 4.4).
14. Design a plan for continued personal and professional development (KASAE 44; FPC 14, 18; NCATE 4.4).

SAMPLE CONTENT OUTLINE:
Order and schedule may change depending on term schedule. Refer to Blackboard for assignments and due dates.

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Topic(s)</th>
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| 1       | Introductions  
Overview  
Initial Assessment and Reflection on Self as a Learner  
Assumptions of Andragogy  
Introduction to Blackboard online format |
| 2       | The Context of Adult Learning--M&C 1,2,4; G--Preface and 1 Definitions  
Library Orientation  
Internet Exploration |
| 3       | Developing a Personal Learning Profile--G5  
Ethical Issues in Working with Adult Learners--M&C 16  
Barriers to Adult Learning M&C pp. 56-60; G 3&4 |
| 4       | Self-Directed Learning: Overview and Research M&C 13; G 10; M 1 |
| 5       | Creating Learning Organizations  
Key Theories of Learning and Associated Philosophical Stances--M&C 11; M10 |
| 6       | Brain Research and Learning: Neurophysiology, Gender Differences,  
Biocognitive Cycles, Hemisphericity M&C 9; M 4,8  
Participation Research-M & C 3& 4; M3 |
| 7       | Social and Political Issues in Working with Adult Learners- M&C 1,M 5  
Critical Theory and Postmodernism—M&C 15; M 6 |
| 8       | Adult Development Overview M&C 5& 6 |
| 9       | Cognitive Development in Adulthood--M&C 7  
Impact of Aging on Learning Ability-- M&C 8 |
| 10      | Using Learning Styles and Multiple Intelligences to Improve Instruction—G 5 & 6  
Promoting Creativity |
| 11      | Facilitation of Adult Learning: Facilitator Behaviors and Techniques--M&C 12 |
| 12      | Encouraging Critical Reflection- G7  
Perspective Transformation- M&C 14; M 2 |
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<tr>
<th>13</th>
<th>Improving Readiness for Self-directed Learning</th>
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<tr>
<td>14</td>
<td>Motivation and the Adult Learner--M7</td>
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<td>15</td>
<td>Planning for Staff/Professional Development</td>
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<td>16</td>
<td>Synthesis</td>
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<td>Evaluation</td>
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**Key to Text Readings:** M&C-Merriam & Caffarella; G-Gross; M-Merriam

**COURSE REQUIREMENTS:**
*These are not discrete items; paper, presentation, and some of the readings normally address the same topic. Percentages may vary.*

1. Regular class attendance and participation (10%)
2. Additional readings as directed by the professor. Sample: At least one additional book, six journal articles, and four electronic references relating to adult learning, or an equivalent exposure to the literature on adult learning. Written and oral reports (10%)
3. Written presentation (research paper) on adult learning topic. Use APA format for references (20%)
4. Presentation and facilitation of discussion on a topic or project related to adult learners (same topic as paper). Presentation/facilitation guidelines will be discussed. Creation of a PowerPoint presentation is required (20%)
5. Personal Learning Profile (guidelines will be provided) (10%)
6. Personal and Professional Development Plan, informed by self-assessment results and including program of study for the graduate program developed in collaboration with your advisor (10%)
7. Professional development session (2-3 pages) with needs statement, target audience, purpose, climate/setting, and special adult learner considerations (20%)

**TEACHING METHODOLOGIES:**
Lecture; small and large group discussion; individual conferences; observations and/or site visits; library research; group or individual presentations; simulations; reflective exercises; and use of a variety of media, such as computer/PowerPoint presentations, overhead transparencies, audio and videotapes.

**ASSESSMENT PROCEDURES:**
Attendance and meaningful participation
Written and oral reports on readings (journals and websites)
Research paper on an adult learning topic
Presentation/facilitation of an adult learning topic
Personal Learning Profile
Personal and Professional Development Plan
Preparation of a professional development session plan

**FAU GRADING SCALE:**
A = 4.00     C = 2.00
A- = 3.67    C- = 1.67
B+ = 3.33    D+ = 1.33
B  = 3.00    D  = 1.00
B- = 2.67    D- = 0.67
C+ = 2.33    F  = 0

ATTENDANCE POLICY
According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances. Regular attendance at scheduled sessions is expected. Please notify your professor if you must be absent.

FAU E-MAIL REQUIRED
An FAU email address is automatically set up for you when you register for a class. All correspondence to you from the University will be sent to that email. Be sure you check it regularly or forward it to your preferred email address. FAU E-MAIL REQUIRED

STUDENTS WITH DISABILITIES
Reasonable accommodations will be made for students with disabilities. If you have any disability which requires accommodation, please contact your professor.

NON-DEGREE STATUS
Important notice: Students may take no more than 12 hours prior to being admitted to a degree program or being programmed for certification.

BIBLIOGRAPHY:
A. Books
(See the Merriam & Caffarella bibliography for additional listings).


*Two of a series of 17 books and CDs containing papers selected from those presented at the International Symposium on Self-Directed Learning, held annually since 1986. See sdlgglobal.com for listing of books and chapters.

**B. Journals**

*Adult Education Quarterly*
*Adult Learning (formerly Lifelong Learning)*
*Adult Literacy and Basic Education*
*Community Education Journal*
*Community Education Research Digest*
*Convergence*
*HRD Quarterly*
*Improving Human Performance*
*International Journal of Lifelong Learning*
*International Journal of Lifelong Education*
*International Journal of Self-Directed Learning*
*Innovative Higher Education*
*Journal of Research and Development in Education*
*Journal of Humanistic Psychology*
Journal of Staff Development (NSDC)
Media and Methods
Performance and Instruction
Training and Development Journal
Training

C. Internet Sites

1. Search Engines

Nanyang Technological University Library
http://www.ntu.edu.sg/library/search/tools.htm

Google http://www.google.com
Yahoo http://www.yahoo.com
Alta Vista http://www.altavista.digital.com
Ask Jeeves http://www.ask.com
Excite http://www.excite.com
HotBot http://www.hotbot.com
Lycos http://lycos.com
WiseNut http://wisenut.com

2. Organizations

International Society for Self-Directed Learning www.sdlglobal.com
New Horizons for Learning www.newhorizons.org
Adult and Community Educators of Florida student to find
American Association for Adult and continuing Education student to find
American Society for Training And Development student to find
Commission of Professors of Adult Education student to find
Florida Department of Education student to find
National Community Education Association student to find

3. Reports, Standards, etc.

APA Style web sites
http://www.english.uiuc.edu/cws/www/workshop/bibliography/apa/apamenu.htm
http://www.apastyle.org/fifthchanges.html

4. Resources (Materials, Activities, etc.)

Philosophy http://home.twcny.rr.com/hiemstra/philchap.html
Learning Theories http://www.funderstanding.com/theories.cfm
Learning Styles http://www.virtualschool.edu/mon/Academia/KierseyLearningStyles.html
http://fairway.ecn.purdue.edu/asee/fie95/4a2/4a21/4a21.htm
http://fairway.ecn.purdue.edu/asee/fie95/4a2/4a22/4a22.htm
Brain Research http://www.nationalforum.com/TOTHaer10e3.html
Adult Development http://www.newhorizons.org/article_hermansn.html
Self-Directed Learning and Critical Reflection
http://home.twcny.rr.com/hiemstra/selfdiagnose.html
http://home.twcny.rr.com/hiemstra/sdskills.html

Instructional Tips
http://home.twcny.rr.com/hiemstra/ndacrog.html
http://www.newhorizons.org/article_billington1.html
http://www.newhorizons.org/lm_dunning.htm
http://www.utexas.edu/world/lecture/

Addresses for Uniform Resource Locators (URLs) change from time to time. Addresses become outdated rapidly. Use the search engines to find new addresses.

Updated August 21, 2006