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**Educational Psychology 8070**  
**Understanding and Facilitating Adult Learning**  
**Fall Semester, 2009**

**Instructor:** Dr. Daphne Greenberg

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**Telephone:** 404-413-8337

**Email:** [dgreenberg@gsu.edu](mailto:dgreenberg@gsu.edu) (to use only for attachments or emergencies-otherwise email me through ULearn)

**Office Hours:** Tuesdays 2:15 PM- 3:15 PM and by appointment

**Class Location:** College of Education Bldg. 896

**Class Times:** 4:30 PM until 7:00 PM

**Class Computer #:** 81609

**Unit Conceptual Framework:** Leadership and Scholarship Focused on Learning and Development

**OVERVIEW:** This course is an introduction to the key issues and prominent theories of adult learning.

**OBJECTIVES:**

- a. Students will develop an appreciation of the heterogeneity of adult learners.
- b. Students will be introduced to adult developmental issues and how they relate to adult learning
- c. Students will critically examine theories and issues related to adult learning.
- d. Students will learn to communicate both orally and in writing information regarding adult learning theory.

**FORMAT OF COURSE:**

The format of this course will include lecture, class discussion, and small group work.

**PROFESSIONAL BEHAVIOR:** Professional behavior is expected of all students and includes issues of conduct and academic honesty as described in the College of Education Bulletin. Students are required to follow the policies stated in the Bulletin including those related to cheating, academic honesty, unauthorized collaboration, multiple submissions, and plagiarism. Violations of academic honesty are taken seriously and action will be initiated. Duplicating copyrighted materials is illegal and copying and selling such material is a felony. Purchasing such material or accepting it as a "gift" is theft by receiving. In all cases, one is subject to prosecution.

Professional behavior also includes appropriately interacting with instructors and other students. According to GSU policy, "*Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process. Disruptive class behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, and unreasonable interference with class discussion, making/receiving personal phone calls, or pages during class, leaving and entering class*

**Defendant's Exhibit**

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Exhibit 1 - 1

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frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class." A student who demonstrates disruptive or unprofessional behavior will be given written notification that the behavior was inappropriate. In addition to documenting the incident, the written notification will inform the student of his/her options related to the documentation.

**DISABILITIES:** Students with disabilities requiring accommodations must be registered with the Office of Disability Services before I will modify instruction or expectations. If you have a disability and require special accommodations, you must make an appointment to see me within the first two weeks of classes. You need to self-identify so that I can make arrangements according to university policy.

**REQUIRED READINGS:**

**There are three required sets of readings:**

**1. Text:**

Merriam, S., Caffarella, R., & Baumgartner, L. (2007). *Learning in Adulthood*. (3<sup>rd</sup> edition). San Francisco: Jossey Bass (hereafter cited as Merriam)

**2. Book Review Text:**

King, K. (2005). *Bringing Transformative Learning to Life*. Malabar, Florida: Krieger Publishing Company

These two texts are available in the Georgia State University bookstores and on reserve at the GSU Pullen Library. Please note that students are allowed to access the books from reserve for 2 hours at a time. Only one copy of each book is available through the GSU Pullen Library.

**3. ERes Readings:** Articles for this course are available on-line through the GSU Pullen Library reserves system. See page 11 for instructions.

**RECOMMENDED TEXT:** American Psychological Association (2001). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

**REQUIREMENTS:**

1. Students are expected to attend and **participate** in all classes. It is expected that you will come prepared to discuss the assigned readings. Although not required, many students find it useful to bring the assigned readings to class. Absenteeism is strongly discouraged, however sometimes it is unavoidable. Please email me/call me to let me know if and why you will be absent. I expect to hear from you **PRIOR** to the start of class if you are going to be absent. You are permitted three **EXCUSED** absences. Your grade will be lowered by one **FULL** letter grade if you miss more than 3 classes in the

semester. Missing 5 or more classes will result in either an incomplete or administrative withdrawal from the class. Missing two half classes is equivalent to missing one whole class. Chronic tardiness may accumulate to result in a marked absence(s). If you have other commitments that will necessitate in you frequently missing classes or being tardy, you may want to reconsider whether taking this class is the most appropriate decision for you at this time. If a portion of or an entire class is missed, it is **YOUR** responsibility to contact a classmate to find out what you missed in class.

2. All written assignments will be submitted in final form after preparation by use of a word processor and will be double-spaced. Hand written submissions will NOT be accepted. It is expected that papers will adhere to APA 6<sup>th</sup> Edition guidelines. All students are expected to adhere to the Georgia State University policy on academic honesty without exception. This policy is available on-line at:

<http://www.gsu.edu/~wwwfhh/sec409.html>

Violation of the policy will be reported immediately to the appropriate authorities in accordance with University Policy.

3. **ULearn:** Every student is required to logon to the ULearn web page for this class (see page 11). On a weekly basis, you are expected to check the ULearn page for this course to receive information about announcements, read student highlights, and read/post facilitation assignments. You can also utilize the email system on ULearn to send fellow students or me email messages. An electronic version of this syllabus is included, as well as a direct link to the ERes readings.

#### **ASSIGNMENTS:**

##### **A. Weekly Reaction Log for Topics 1-5:**

While we are covering topics 1-5, each week, you are required to submit a reaction log on the readings assigned for the week. You are expected to include something from all required readings for the week. The purpose of the log is to help you actively process the information that is contained in the readings. The logs should be approximately 1 page (no more than 2 pages) and should be handed in the week that we discuss the readings, at the beginning of each class, before we discuss the assigned reading(s). Absence, unless prior permission is granted, is not an excuse for not submitting the log, and therefore, if you are absent, you should email me your log by 4 pm on class days. Any unexcused late reaction log will result in a lower grade. A log that is not submitted will receive a grade of 0. Please do not forget to place your name, date, and titles of reading assignments on each entry. I do not want you to summarize the material, nor do I want you to just quote or paraphrase the assigned reading. The purpose for these logs is for you to show me that you have actively thought about the assigned readings. Make sure to refer to each one of the assigned readings in your log. What you write is up to you; however, some examples include how you plan to utilize an idea in your practice, or how a particular piece of knowledge helps you to understand yourself as an adult learner, or your students as adult learners. You may also wish to explain why you agree or disagree with something. The logs will be graded for accuracy, appropriateness, and timeliness. They are worth 10% of your grade.

## **B. Facilitation of Class Discussion**

I. Description: Each student will be responsible for facilitating a discussion about an article that s/he has selected from the reference list of an assigned **ERes** reading from topics **4, 5, or 6** (see outline of course).

a. By August 28th, please **email** me the title of the article and which assigned reading you selected it from (please make sure that you can access the article before committing to it!). You will be assigned a date for your presentation based on the topic.

b. Your facilitation:

1. By Sunday 5 pm before your assigned date, it will be your responsibility to post on ULearn (in the facilitation section) the following: complete citation of your article, key points in outline form, and one question that you want students to think about **BEFORE** class.

2. On your assigned date, you will facilitate the discussion (see below for details) and you will submit to me an outline of your presentation and an electronic copy of the **actual** additional publication (if you do not have an electronic copy, it is okay to submit a hard copy to me). You will provide the class with a 10-minute presentation of your article, starting with the bridge between your article and the ERes article. In other words, how does your article relate to the one read by the class? After making the connection, you will list and discuss the major points of the article, using **CLEAR** power point slides to assist you. You will then lead the class in a 5-minute discussion on a question that you have posted on ULearn. Your entire presentation (including discussion) should take 10 minutes (this will be strictly enforced). This facilitation is worth 20% of your final grade.

**Please use handouts sparingly - let us try to save a few trees! Your entire presentation should take 10 minutes. A good way to make sure that you keep within this time limit is to practice making your presentation prior to coming to class.**

## **C. Research Proposal**

1. Write a 5-10 page research proposal on an aspect of your choosing from **topics 1-5**. Your proposal should include:

A. A **BRIEF** literature review to provide the context of your proposed study. This literature review needs to include a **minimum** of **ONE** reading from the syllabus and a **minimum** of **THREE** readings **NOT** included in the syllabus. All references need to be included in the body of your paper and as part of a reference list at the end of your paper (be sure to follow APA style).

B. Summary of your literature review (a few sentences) followed by the **SPECIFIC** research question that has been generated for you.

C. Study Proposal: Describe your participants, materials, procedures, and how you will analyze the data collected. Describe possible limitations you foresee with your study and possible implications of the different types of results you may obtain.

2. Due Dates:

a. Proposed general topic: September 8, 2009.

b. Proposed specific aspect: October 6, 2009.

c. Research question and proposed list of references that will be included in paper: October 27, 2009.

- d. Project is due November 10, 2009.
3. This proposal will reflect 20% of your final grade.

**D. Reflection on Adult Learning Theories**

This reflection is based on the learning theories discussed in Topic 6. Select at least 4 of the subjects covered in Topic 6 and share your view of adult learning. This paper should be between 8-10 pages. Your reflection paper should cover the following:

- a. summary of key points of each theory
- b. comparison of what is highlighted in the different theories
- c. your agreements/disagreements with the theories
- d. examples of your own adult learning or those of your adult learners which you feel provide evidence for or against the theory.
- e. Reference to at least 6 readings from **topics 1-5** that relate to your reflection.
- f. A conclusion that depicts what points you would choose from each of the chosen theories to develop your own theory of adult learning.

This reflection is due December 1, 2009 and is worth 30% of your grade.

**E. Book Review of King's *Bringing Transformative Learning to Life***

In 1000 words or less, write a review of this book. Guidelines for writing the review:

- a. Don't forget to write title, author, publisher, publication date, page number, price, ISBN number at the beginning of your paper.
- b. Make sure to cover the key points for the entire book.
- c. Comment on King's writing style-for example, is she clear and understandable? Are concepts/terms defined and developed well? Has your understanding of transformative learning been enhanced?
- d. If you want, use a **FEW SHORT** quotes to make your points (don't forget to give the page number in parentheses).
- e. Do you recommend this book? Why/why not? If you recommend it, who should read it?
- f. Do you agree with King's viewpoints? Why/why not?
- g. Comment on the appendices-are they helpful-why/why not?

2. Due Date:

December 1, 2009.

3. This proposal will reflect 20% of your final grade.

*Note: I am willing to review drafts of all assignments (from outlines to fully written narratives) multiple times until two weeks before the due date. I will give you feedback on these drafts, but you will not be graded on these drafts, and will not receive extra credit for doing them, or deducted points for not doing them.*

### SUMMARY OF IMPORTANT DATES

- August:** Facilitation's email of article title and from which reading you selected it: August 28, 2009.
- September:** Proposed general topic of research proposal: September 8, 2009.
- October:** Proposed specific aspect of research proposal: October 6, 2009.  
Research question and proposed list of references that will be included in paper: October 27, 2009.
- November:** Research Proposal: November 10, 2009.  
\*\*\*\*\* No class on November 24, 2009 (Thanksgiving) \*\*\*\*\*
- December:** Last Day of Class: December 1, 2009  
Reflection on Adult Learning Theories and book review are due.

#### GRADING:

- 10% of class grade will be based on the reaction logs.  
20% of class grade will be based on the facilitation.  
20% of class grade will be based on the research proposal.  
30% of class grade will be based on the Reflection on Adult Learning Theories paper  
20% of class grade will be based on the book review.

Letter grades will be calculated according to the following criteria:

Letter Grade	Percentage Score
A+*	See below*
A*	93 – 95%*
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D	60 – 69%
F	< 60%

**\*NOTE: In this class it is possible to obtain an A+ IF THE FOLLOWING CONDITIONS ARE MET: Numerical score of 96% and above AND all assignments submitted on time, and no more than one absence. If a student receives a numerical score of 96% and above but does not meet the other stated criteria, s/he will be award an A and NOT an A+.**

### Outline of Course

Note: Specific dates are not attached to each reading. The readings however, will follow in the order as indicated on this outline. You can anticipate approximately up to 5 readings per class. For the second class please read the five assigned readings under the first section. At the end of each class, an announcement will be made about the next set of readings.

#### 1. Research Considerations

- ERes 01 Caskie, G., & Willis, S. (2006). Research design and methodological issues for adult development and learning. In C. Hoare, (Ed.). *Adult Development and Learning* (pp. 52-70). New York: Oxford University Press.
- ERes 02 Deshler, D., & Grudens-Schuck, N. (2000). The politics of knowledge construction. In: A.L. Wilson, & E.R. Hayes (Eds.), *Handbook of adult and continuing education* (pp.592-611). San Francisco: Jossey Bass.
- ERes 03 Greenberg, D. (2007). Tales from the field: The struggles and challenges of conducting ethical and quality research in the field of adult literacy. In A. Belzer (Ed.) *Toward defining and improving quality in adult basic education*. (pgs.53-67) Mahwah, NJ: Lawrence Erlbaum Associates.
- ERes 04 Cohen, A. (2009). Many forms of culture. *American Psychologist*, 64, 194-204.
- ERes 05 Cole, E. (2009). Intersectionality and research in psychology, *American Psychologist*, 64, 170-180.

#### 2. Learning Environments

- Merriam. Learning Environments and Learning Concepts. Chapter 2 (pages 27-52)
- ERes 06 Taylor, M. C. (2006) Informal adult learning and everyday literacy practices. *Journal of Adolescent and Adult Literacy*, 49, 500-509.
- ERes 07 Tallent, Runnels, M.K., Thomas, J.A., Lan, W.Y., Cooper, S., Ahern, T.C., Shaw, S.M., & Liu, X. (2006). Teaching courses online: A review of the research. *Review of Educational Research*, 76, 93-135.

#### 3. Participation

- Merriam. Adult Learners: Who Participates and Why. Chapter 3 (pages 53-78)
- ERes 08 Rubenson, K., & Desjardins, R. (2009). The impact of welfare state regimes on barriers to participation in adult education. *Adult Education Quarterly*, 187-207.
- ERes 9 Giancola, J., Grawitch, M., & Borchert, D. (2009). Dealing with the stress of college: A model for adult students. *Adult Education Quarterly*, 59, 246-263.



ERes 10 Buehl, M. M., & Alexander, P.A. (2005). Motivation and performance differences in students' domain-specific epistemological belief profiles. *American Educational Research Journal*, 42, 697-726.

ERes 11 Singh, K., Allen, K. R., Scheckler, R., Darlington, L. (2007). Women in computer-related majors: A critical synthesis of research and theory from 1994 to 2005. *Review of Educational Research*, 77, 500-533.

ERes 12 Talburt, S., Bakeman, R., Dew, B., Greenberg, D., Taylor, N. (2005). *LGBT Campus Attitude Survey Subcommittee Report*. Report submitted to the Cultural Diversity Committee of the University Senate of Georgia State University.

#### 4. Development

Merriam. Adult Development. Chapter 12 (pages 298-324)

ERes 13 Thompson, D.N. & Zabrocky, K.M. (2005). Sensory and Cognitive Development in Adulthood. In O-S. Tan & A. S-H. Seng (Eds.), *Enhancing cognitive functions: Applications across contexts*. (pp. 275-298). Asia: McGraw-Hill.

ERes 14 Lineweaver, T., Berger, A., Hertzog, C. (2009). Expectations about memory change across the lifespan are impacted by aging stereotypes. *Psychology and Aging*, 24, 169-176.

ERes 15 Cavallini, E., Pagnin, A., & Vecchi, T. (2003). Aging and everyday memory: The beneficial effect of memory training. *Archives of Gerontology and Geriatrics*, 37, 241-257.

Merriam. Cognitive Development in Adulthood Chapter 13 (pages 325-358).

Merriam. Intelligence and Aging Chapter 14 (pages 359-390).

ERes 16 Tennant, M. (2008). The development of identity in the adult years. In J. Athanasou, (Ed.). *Adult Educational Psychology* (pp. 9-23). Rotterdam, Amsterdam: Sense Publishers.

ERes 17 Arnett, J.J. (2003). Conceptions of the transition to adulthood among emerging adults in American ethnic groups. *New Directions for Child and Adolescent Development*, 100, 63-75.

#### 5. The Development of Expertise

ERes 18 Stevens-Long, J., & Barner, R. (2005). Advanced avenues in adult development and learning: The role of doctoral study. In C. Hoare, (Ed.). *Adult Development and Learning* (pp. 455-475). New York: Oxford University Press.

- ERes 19 Pages 83-108 in Labaree, D. F. (2004). *The trouble with ed schools*. New Haven: Yale University Press.
- ERes 20 Ruth-Said, L., & Tisdell, E. (2007). The meaning and use of intuition in novice nurses: A phenomenological study. *Adult Education Quarterly*, 57, 115-140.
- ERes 21 Grenier, R. (2009). The role of learning in the development of expertise in museum docents. *Adult Education Quarterly*, 59, 142-157.
- 6. Learning**
- ERes 22. Tennant, M. (2006). *Psychology and adult learning*. London: Routledge. Chapter 6 Learning Styles Pages 79-92.
- ERes 23 Kratzing, G.P., Arbuthnott, D. (2006). Perceptual learning style and learning proficiency: A test of the hypothesis. *Journal of Educational Psychology*, 98, 238-246.
- ERes 24 Tennant, M. (2006). *Psychology and adult learning*. London: Routledge. Chapter 7 Behaviorism (pp. 93- 106).
- ERes 25 Saunders, S. (2008). Social psychology of adult learning. In J. Athanasou, (Ed.). *Adult Educational Psychology* (pp. 25-70). Rotterdam, Amsterdam: Sense Publishers.
- ERes 26 Crisp, R., Turner, R. (2009). Can imagined interactions produce positive perceptions? *American Psychologist*, 64, 231-240.
- ERes 27 Puncocar, J.M. & Fox, P. W. (2004). Confidence in individual and group decision making: When “two heads” are worse than one. *Journal of Educational Psychology*, 96, 582-591.
- ERes 28 Weaver, K., Garcia, S., Schwarz, & Miller, D.T. (2007). Inferring the popularity of an opinion from its familiarity: A repetitive voice can sound like a chorus. *Journal of Personality and Social Psychology*, 92, 821-833.
- ERes 29 Burger, J. (2009). Replicating Milgram: Would people still obey today? *American Psychologist*, 64, 1-11.
- Merriam. Knowles’s Andragogy, and Models of Adult Learning Chapter 4 (pages 83-104).
- Merriam. Self-Directed Learning Chapter 5 (pages 105-129).
- Merriam. Experience and Learning Chapter 7 (pages 159-186).
- Merriam. Embodied, Spiritual, and Narrative Learning. Chapter 8 (pages 189-216).
- Merriam Learning and Knowing: Non-Western Perspectives. Chapter 9 (pages 217-240).

Merriam. Critical Theory, Postmodern, and Feminist Perspectives. Chapter 10 (pages 241-269).

Merriam. Transformational Learning Chapter 6 (pages 130-158).

*This course syllabus provides a general plan for the course; deviations may be necessary.*

### How to access ERes articles:

**EASIEST WAY:** Go to direct ERes link on ULearn.

OR

- 1) Go to <http://reserves.gsu.edu/eres/courseindex.aspx>
- 2) Click on "Course Reserves Pages by Instructor"
- 3) For instructor, scroll down until you see Greenberg and click search.
- 4) Click on the course.
- 5) Enter the password: hvtv6hs8F (Passwords are case sensitive).
- 5) Agree to the copyright
- 7) The page will come up

NOTE: If your computer at home utilizes a modem and phone line to access the Internet, you may want to download and print ERes files from a PC at GSU in the Library or any of the computer labs on campus.

### How to logon to my ULearn

1. Go to <https://gsu8.view.usg.edu/>

\*\*\*\*NOTE\*\*\*\*: for first time use, you will need to configure your browser for ULearn.

Follow link to learn how to configure your browser.

2. Enter your username (campus ID) and password. (Your CampusID and password is the same login/password you currently use for GoSOLAR, your official Georgia State e-mail account and the Georgia State computer labs).

5. Press Login

Note: The new CampusID Self-service site at <https://campusid.gsu.edu> will enable you to:

1. Change your CampusID password
2. Recover your password should you lose it
3. Create/update personal security questions/answers enabling password recovery

To read frequently asked questions and learn more, visit

<https://campusid.gsu.edu/faq.cfm>.

You may also contact the IS&T Help Center at [help@gsu.edu](mailto:help@gsu.edu) or (404) 413-HELP (4357) for technical assistance or information.