Orientation

- This course is
  - A study of concepts, theories and models for training and adult learning in various settings, such as business, government, community college, and the military, to name a few.
  - Emphasis will be placed on learning contexts, what and why adults learn, the nature of learning, learning theories, adult learning and development, and the development of adult learning theory.
  - We will explore the practical implications of learning in adulthood, seeking to understand how we can enhance learning opportunities in the lives of adults in various environments.

Syllabus

- You will find it on the course web site:
  - www.lions.odu.edu/~dnethert/Courses/oted761/index.htm
Blended Course

- Half this course is delivered via lecture
- Half is via Web assignments (Learning Activities)
  - www.lions.odu.edu/~dnethert/Courses/oted761/learning_activities.htm

Attendance:

- Attendance (in class, via television, or video streaming), classroom participation, and quality work are expected.
  - Because much can be learned in the give and take of classroom discussion, students who fail to attend class and participate may have difficulty.
  - Students who miss class have the responsibility for making up the work by reviewing a video of the class and the notes of the lecture on the website.

Study Resources:

- The primary resource that supports this course is the course website.
  - It contains detailed class assignments, special reading assignments, links to other sites, and lecture notes.
  - Lecture notes are usually posted before class, so students may have them available during the lecture.
Accommodations:

- Students requiring special accommodations should make their needs known to the instructor early in the semester so reasonable accommodation can be made.

- While standards will remain the same, the instructor may modify the activities and processes to meet any student’s reasonable special need.

Plagiarism is a particular concern in this course.

- Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community.

- When you make references to the ideas of others, it is essential that you provide the proper attribution and citation.

Text Book:


- You do not need the APA Style Manual if you use an on-line APA style reference like the OWL.
Course Requirements

- All references in assignments must be listed according to the style published in the American Psychology Association (APA) Publication Manual.
- Write and submit annotations for each assigned chapter in the text. Each annotation is worth 2% of your grade (10% total).
- Web Learning Activities (50%)
- Successfully complete a comprehensive final examination (30%).

Adult Education

- The practice of teaching and educating adults.
- Often done in the workplace or through “extension” or “continuing education” courses at secondary schools, or at colleges or universities.
- Other learning places include lifelong learning centers.

- The practice is also often referred to in “Training and Development”.
- It has also been referred to as andragogy (to distinguish it from pedagogy).
- A difference is made between vocational education, mostly done in workplaces and mostly related to upskilling, and non-formal adult education, that can include learning skills or learning for personal development.
Educating adults differs from educating children

- In several ways.
  - Adults have accumulated knowledge and experience that can either add value to a learning experience or hinder it.
  - Adults frequently must apply their knowledge in some practical fashion to learn effectively.
  - Adults expect to have some control over what they learn.

Andragogy

- The process of engaging learners in the structure of the learning experience.
- The term was originally used by Alexander Kapp (a German educator) in 1833, was developed into a theory of adult education by the late American educator, Malcolm Knowles.

Knowles’ Theory of Adult Education

- Adults need to be involved in the planning and evaluation of their instruction (Self-concept and Motivation to learn).
- Experience (including mistakes) provides the basis for learning activities (Experience).
- Adults are most interested in learning subjects that have immediate relevance to their job or personal life (Readiness to learn).
- Adult learning is problem-centered rather than content-oriented (Orientation to learning).
Continuing Education

- An all encompassing term within a broad spectrum of post-secondary learning activities and programs.
- Recognized forms within the domain include:
  - degree credit courses by non-traditional students
  - non-degree career training
  - workforce training
  - formal personal enrichment courses (both on-campus and online)
  - self-directed learning (such as through Internet interest groups, clubs or personal research activities) and
  - experiential learning as applied to problem solving.

General Continuing Education

- Similar to adult education, at least in being intended for adult learners, especially those beyond traditional undergraduate college or university age.
- Does not normally include basic instruction such as literacy, English language skills, or programs such as vocational training or GED preparation.
- Instead, it is assumed that the student already has an basic education and is simply continuing it.

Continuing Education Involves

- Enrollment in college/university credit-granting courses, often by students enrolled part-time, and often offered through a division or school of continuing education of a college/university known sometimes as the university extension or extension school.
- Also frequently, it can mean enrollment in non-credit-granting courses, often taken for personal, non-vocational enrichment (although many non-credit courses can also have a vocational function).
The Methods of Delivery of Continuing Education

- Traditional classroom lectures and laboratories.
- Use of distance learning
  - independent study
  - videotaped/CD-ROM material
  - broadcast programming
  - online/internet delivery.
- Conference-type group study
  - study networks (which can, in many instances, meet together online)
  - different types of seminars/workshops
- A combination of traditional, distance, and conference-type study, or two of these three types.

Lifelong Learning

- The concept that "It's never too soon or too late for learning", a philosophy that has taken root in a whole host of different organizations.
- Lifelong learning is attitudinal; that one can and should be open to new ideas, decisions, skills or behaviors.
- Lifelong learning throws the axiom "You can't teach an old dog new tricks" out the door.
- Lifelong learning sees citizens provided with learning opportunities at all ages and in numerous contexts: at work, at home and through leisure activities, not just through formal channels such as school and higher education.

Lifelong Education -- A Form of Pedagogy

- Often accomplished through distance learning or e-learning, continuing education, homeschooling or correspondence courses.
- Includes postgraduate programs for those who want to improve their qualification, bring their skills up to date or retrain for a new line of work.
- Internal corporate training has similar goals, to promote a more dynamic employee base, better able to react in an agile manner to a rapidly changing climate.
- In later life, especially in retirement, continued learning takes diverse forms, crossing traditional academic bounds and including recreational activities.
Assignment

- Get the text
  - Read Chapters 1 and 2 for Sept 10th
  - Do the chapter Annotations for both chapters and email them in before class on Sept 10.
- Check the schedule . . . No class on Sept 3rd.
- Check the Web Site: (Every Week)
  - Syllabus
  - Check the Learning Activities --- They are not easy!

See ya in two weeks!