

DRAFT

Foundations of Adult Learning

Summer 2008

Loop Campus

Faculty:

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Class Time: Tuesdays 6:00-9:00

Texts and materials: From the Bookstore:

Learning Style Inventory

From Blackboard: Go to oll.depaul.edu; Click **Login** then enter your user name and Campus Connect password. Here you will find all other course documents such as the syllabus and the *Foundations of Adult Learning* text. You will also be participating in online conversation.

From the web:

SNL Forms can be accessed from
www.snل.depaul.edu/current/baArtsForms.asp
Library tutorial: www.lib.depaul.edu

About the Instructor

Susan Reed is a member of the SNL Resident Faculty and earned her Ph.D. from Northwestern University. She has taught urban policy for many years and has several publications in the area of mental health and long-term care.

Academic Integrity Policy

This course will be conducted in accordance with the University's guidelines on academic integrity that may be found in the Student Handbook.

Grading and Evaluation

FAL is a Pass/No Pass course. If you cannot complete the course in the 10 week time frame, you may request an incomplete and submit a contract stating when you will

complete the coursework. I can not submit an Incomplete unless I have this signed contract. If you disappear from class or do not complete all required assignments you will receive an F unless an Incomplete has been arranged.

Course Objectives

This class will introduce you to the skills necessary to be a life-long learner. To that end, we will discuss educational philosophy, assess prior learning, develop personal and professional goals and plan strategies for achieving those goals.

Competencies

These competence statements (L2 and L3) represent the skills and knowledge you will demonstrate upon completion of Foundations. To make clearer what we mean by those statements, however, we have broken them down and provided “criteria for assessment,” which simply means that each statement is like a wide umbrella sheltering many, more specific, abilities and knowledge. The more specific we are, the better we—you and SNL—are able to make sure you are learning what you need to learn. Thus, we have the statement (such as L-2, above) and what we call “criteria for assessment,” which means that these are the criteria by which you and we may mark progress in your learning.

L-2: Can use one’s ideas and those of others to draw meaning from experiences

Learning from Experience

- Can discuss elements of learning effectively from experience using the Kolb model of experiential learning
- Can identify relevant skills and attitudes needed to manage one’s learning, assess one’s current level, and identify areas for growth
- Can identify one’s attitudes, values, and behaviors that can promote and/or inhibit making meaning from one’s experiences
- Can produce examples or plans for learning from experiences relevant to the competence framework

Writing

- Can analyze short texts in terms of thematic content
- Can draw on the work of one or two other writers

Inquiry

- Can make connections between one’s own ideas and the ideas of others

Decision Making

- Can select appropriate stories and ideas to authenticate one’s experience (related to the Focus Area)

L-3: Can design learning strategies to attain goals for personal and educational development.

Learning from Experience

- Can describe one's self as a learner using the LSI (Kolb)
- Can articulate personal and professional goals and assess the gap between where one is and where one wants to be

Writing

- Can write assessable competence statements
- Can create an annotated bibliography that adequately summarizes and correctly documents sources (related to the Focus Area)

Decision Making

- Can identify learning interests and competencies to be developed
- Can write a learning plan that is congruent with areas of interest and competencies for personal and professional growth

Weekly Schedule

June 17

Introduction to each other
Overview of the class
Class Profile exercise

Assignments

1. On Blackboard go to External Links and click on *David A. Kolb on Experiential Learning*.
2. Discover your learning style by completing the *Learning Style Inventory*
3. Familiarize yourself with competence assessment at SNL by reading Chapters 1, 2 and 6 in *FAL Resource Book*.
4. Make a list of prior coursework (if you took LAS recently you will already have submitted your Pre approved coursework); identify which courses are on the Pre Approved Courses List and put them at the top of Transfer Coursework Log Form (see Blackboard, Course Documents).
5. For your remaining transfer courses find course descriptions (from course catalogs), syllabi, and related textbooks.

June 24

How do we learn? How is the way I learn different from others?

The Kolb Learning Cycle
Assessing what we know
Connecting prior coursework to the competence framework
Constructing your Learning Plan

Assignments

1. Complete at least 3 Transfer Coursework Assessment Forms (if you have credits to transfer that are not pre approved). See Blackboard, Course Documents for an electronic copy of this form.
2. Add preapproved courses to your Learning Plan
3. Read Chapter 7 in *FAL Resource Book*.
4. In preparation for your independent learning paper, identify some knowledge or skill in your focus area about which you would like to write by completing the Prior Learning Exercise on p. 133 in the *FAL Resource Book*.
5. On *ereserve* (Blackboard, External Links) read Chapter 1 in *Peak Learning*
6. Complete Library tutorial.

July 1

What have I learned in the past?

Independent Learning Projects: How do you construct knowledge from experience?
Choosing experiences that relate to a competence
How theories help you to understand your experience

Writing competence statements

Due: Library Tutorial

Assignments

1. Complete your remaining Assessment Forms (Transfer Coursework) (if applicable)
2. List all courses for which you have an assessment form on your Transfer Coursework Log Form
3. Add your remaining transfer coursework to your Learning Plan
4. Complete the Independent Learning Pursuit Worksheet p 140-142 in the *FAL Resource Book*.
5. On ereserve, read excerpt from the *Autobiography of Malcolm X*

July 8

How can other people's ideas help me to learn? Where do I find the relevant books and articles?

Workshop: Using the library to find books/articles that will help you to understand your experience

Due: All transfer coursework

Assignments

1. Follow the Steps for writing the Independent Learning Paper (see Course Documents on Blackboard)
2. Complete all Independent Learning assessment forms, and your Independent Learning Paper
3. On ereserve, read Bridges, *Survey your D.A.T.A.*

July 15

NO CLASS TONIGHT: Please schedule an individual meeting.

July 22

What kind of work do I enjoy?

Promoting self-directed learning

Setting personal and professional learning goals

Interviewing and network building

Due: Draft of Independent Learning Paper

Assignments

1. Read about the Focus Area domain and the Professional Goal and Action Plan in Chapter 5 in *FAL Resource Book*
2. On Blackboard, under External Links review *Interviewing for Information and Networking*.
3. Interview someone in your professional area to learn more about skills needed in your

- profession; write a one-paragraph summary.
4. Search the library for articles/books on your profession.
 5. On reserve, read Ben-Yosef, *Liberal Arts and Business: An International Perspective*

July 29

What are my goals for the future? What skills do I need to develop to achieve them?

Professional Goal and Action Plan

Designing your Focus Area/World of Work

Choosing a Professional Advisor

Assignments

1. Read three articles from a leading journal in your field; write a one-paragraph summary.
4. Use outline in Chapter 5 in *FAL Resource Book* to complete a draft of your Professional Goal and Action Plan.
5. On Blackboard, under External Links, read *John Dewey: My Pedagogic Creed*

Aug 5

How will I develop the skills that I need to achieve my personal and professional goals?

Planning for Future Learning

Graduate School

Writing: What do I need to know and how can I improve my skills?

Assignments

1. Interview someone else in your professional area; write summary.
2. Read three articles about your professional area; write summary.
3. Review Chapter 2 in the *FAL Resource Book*; complete the construction of your Learning Plan
4. Review Chapter 3 in *FAL Resource Book* to learn about the Lifelong Learning Domain.

Aug 12

How can I use some of SNL's requirements to help me achieve my goals?

Lifelong Learning Domain

Externship

Advanced Project

Due: Professional Goal and Action Plan

Assignments

1. Revise Learning Plan.
2. Choose your professional advisor.

3. Learn about the roles and responsibilities of your Academic Committee by reviewing Chapter 8 in *FAL Resource Book*.
5. Revise draft of your Professional Goal and Action Plan
6. Complete the Professional Advisor Nomination Form; arrange committee meeting date with Professional Advisor and Susan.

Aug 19

How can my academic committee help me to achieve my goals?

First Committee Meeting

The Challenge of Independent Learning

All Assignments due

Library tutorial

Professional Goal and Action Plan (with Independent Learning Assessment)

Learning Plan

Transfer coursework assessments with log

Independent learning paper (with Independent Learning Assessment)

Professional Advisor nomination form and committee meeting date