

I. COURSE DESCRIPTION:

This course focuses on learning how to apply the principles of adult learning and to develop basic skills essential to successful instruction. The course will explore the characteristics of adult learners and introduce the student to the complex set of emotional, physical, mental, and social characteristics which can be involved in each adult learning situation.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course the student will demonstrate the ability to:

a. Discuss some of the assumptions about learning and the adult learner.Potential Elements of the Performance:

- In an autobiographical context, discuss one's personal learning experiences and initiatives and representative samples of the ways the adult learns and an overview of the challenges adult learners may face.
- To identify the issues inherent in the Learner Centered Approach as reflected in adult education methodology.
- To articulate essential differences in the ways adults and children learn.

b. Determine the validity and relevance of both formal and informal learning situations to the adult learner.Potential Elements of the Performance:

- Identify the reasons why adults engage in new learning.
- To state the role experience plays in the world of the adult learner.
- To demonstrate an increased awareness and understanding of adult motivation.
- To discuss the merit of blending formal and informal learning situations.
- To articulate the role of the facilitator in the context of experiential learning

c. To become aware of the process of, opportunities for, and barriers to self-directed learning.Potential elements of the performance:

- Through a personal review of adult learning, identify some examples that illustrate the concept of self-directed learning.
- Discuss issues that may impact self-directed learning
- Identify strategies to enhance adult self-directed learning opportunities.

d. To become aware of Adult learning Styles.Potential elements of the performance:

- To complete the Kolb Learning Style Inventory LSI Workbook Version 3.1
- Identify your preferred learning style.
- Discuss components of a range of learning styles
- Discuss application of this awareness to your role as adult educator
- Identify and discuss learning tasks/experiences conducive to various learning styles.

e. To identify issues pertinent to diversity and articulate an awareness of the role diversity plays in the classroom.Potential elements of the performance:

- To examine general concepts of diversity.
- To examine current human rights Legislation relative to education.
- Discuss issues pertinent to the development of cultural competence.
- Articulate the role of the educator pertinent to and inclusive of diversity issues.

III. TOPICS COVERED /LEARNING ACTIVITIES:

1. Nature and intent of the Adult Educator Program
2. College Resources and web sites pertinent to the course
3. Complete a reflective exercise - self as an adult learner
4. Participation in, personal reflection on personal performance in group and relevance to course of group activities.
5. Issues pertinent to the adult learner and adult education
6. Representative sample of theorists in the field of adult education.
7. Differences between the adult learner and learning as a child
8. Preparation, format, and presentation of group project
9. A determination of one's individual learning style according to Kolb.
10. Varied learning styles and the implication of same to the adult educator.
11. Legal parameters pertinent to diversity and exceptionality in the classroom and implications to the adult educator.

IV. REQUIRED RESOURCE/TEXT/MATERIALS:

Kolb, D. (2007). *Kolb Learning Style Inventory LSI Workbook Version 3.1*. Hay Group (ISBN 88880026778)

V. EVALUATION PROCESS/GRADING SYSTEM:

- A. Participation..... 15%
- Group activities, sharing ideas, perceptions and recommendations to enhance learning situations.
- B. Analysis (characteristics/skills) of self as adult learner..... 10%
- C. Completion of Kolb Learning Style Inventory 15%
- Inventory and subsequent learning plan
- D. Group Project and Presentation..... 25%
- Content, format, and presentation
- E. Written analysis of personal contribution to presentation 10%
- Contribution to content as well as group process to achieve specific outcome.
- F. Selection, leading group centering/creativity warm-up 5%
- Individual or dyad
- G. Final Paper..... 15%
- A paper focused on adult learning styles and issues with specific application to self - outlining your future objectives for the program.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

- X A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
- NR Grade not reported to Registrar's office.
- W Student has withdrawn from the course without academic penalty.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.