

JOSE SARTOR/CED #320-1991F

1991F

ED 120 (04)
DOC. #320

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: THEORIES AND PRINCIPLES OF ADULT EDUCATION

CODE NO.: ED 120 SEMESTER: 1991F

PROGRAM: TEACHERS OF ADULTS PROGRAM

AUTHOR: DON FERRONE/rs

DATE: SEPTEMBER 1991 PREVIOUS OUTLINE DATED: 1991F

APPROVED: K. DeRosario CHAIRPERSON DATE _____



COURSE NAME: THEORIES & PRINCIPLES OF ADULT EDUCATION CODE NO. ED 120

TOTAL CREDIT HOURS: _____

I. PHILOSOPHY/GOALS:

This course will provide an overview of the theories and principles of adult education as it relates to the learning adult.

II. STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of this course the student will:

- be able to identify current theorists on adult education and development and compare and contrast their theories
- be able to provide a rationale for the existence of unique educational programs to meet the needs of adult learners
- be able to discuss major contributors to basic literature on the adult learner and present their contributions
- be able to discuss and/or analyze the teaching/learning process
- be able to differentiate between effective and non-effective teaching techniques for adults
- be able to develop and articulate their own philosophy of adult education

III. TOPICS TO BE COVERED:

The following is a listing of suggested topics for the course. They are based on the needs analysis completed by the present participants. These topics are subject to change based on the needs and desires of the class members:

Role of the Adult Educator
Uniqueness of the Adult Learner
Physical/Sensory Capacities of Adults
Intellectual Capacities of Adults
Feelings and Emotions of Adults
Motivation, Interests and Attitudes of Adults
Adult Development
Learning Theories and Styles
Teaching/Learning Transaction

V. CLASS REQUIREMENTS AND GRADING PROCEDURES

- a) Review of a training journal article - one to two pages

maximum - typewritten

- b) Summary/Presentation of one chapter of the text "Adults As Learners" - by Patricia Cross
- c) Make a major contribution to the class session. You may wish to demonstrate/describe a specific dimension about adult education and the learner
- d) The development and submission of your own philosophy of adult education
- e) Maintain a learning journal. A two to three page journal may be written near the end of the class session or you may choose to make a journal entry after each of the class sessions. The journal is composed of statements of what was/is being learned during the time. The statements will be subjective. Finally keep in mind that learning usually involves a change in what one knows, understands, feels, and/or does. Also remember that changes in attitudes and values are aspects of learning. If you choose to maintain a learning journal you will be able to see your growth and change as you progress through the term.

Note: All students are encouraged to develop some type of notebook in which to organize class notes and materials that will be handed out or discovered in research during the term.