

The University of Texas at Tyler
Soules College of Business
Department of Human Resource Development

HRD 5336: Adult Learning Fall, 2024
Course Syllabus

Course Description:

This three-hour graduate course covers the theories and practices of adult learning and continuing education. Together we will explore concepts, models, theories, and research in the field of adult learning, emphasizing reflection and the practical application of adult learning principles. You will be asked to demonstrate your course knowledge and understanding of adult learning through reflecting on, applying, and evaluating course principles within numerous assignments and projects.

Professor Contact Information:

Katie Stone, Ph.D.
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katherine.stone@uttyler.edu

Office Hours: I will hold office hours via Teams every Thursday evening from 7:00 – 8:00 pm. If no one attends by 7:05 pm, I will cancel that week. Otherwise, I am available via email Monday through Friday. Emails received during the weekend may not receive a response until the following day business day. An announcement will be posted in the course if I anticipate being unavailable for a day or two.

Required Course Textbook:

Merriam, S. B. & Bierema, L. L. (2014). *Adult Learning: Linking theory and practice*. San Francisco, CA: Jossey-Bass. ISBN-978-1-118-13057-5 [Referred to as: M & B on the Course Schedule]

Recommended and Supplemental Readings:

- Additional reading materials will be added as needed during the semester
- Publication Manual of the American Psychological Association 7th Edition
 - Note: [This APA website provides a free tutorial and additional information about the 7th editions](#). While completing the tutorial is not required, I highly recommend it as this format will be used for all course assignments.

Important Dates:

Class begins: August 26, 2024 (Monday)
Census date: September 9, 2024 (Friday)
Last day to withdraw: November 4, 2024 (Monday)

Course Goals and Objectives:

This course will emphasize theory, research, and practice adult learning in the field of HRD. You will have the opportunity to apply concepts and models through personal and professional learning experiences. My hope is that you will feel confident to both articulate and apply adult learning theory in both your personal and professional lives. Upon the completion of this course, you should be able to:

- Articulate the fundamental concepts of adult learning and adult education.
 - How? Personal journal entries, discussion boards, and adult learning analysis project.
- Assess personal knowledge and experiences in relation to the broad overview of adult learning
 - How? personal journal, discussion boards, adult learning analysis project.
- Integrate personal experiences into the adult learning framework of theory and practice.
 - How? Adult learning analysis project and discussion boards
- Articulate the various aspects of context in which adult learning is conducted.
 - How? Discussion boards
- Differentiate, critique, and apply various models and theories of adult learning.
 - How? Adult learning analysis project
- Review and reflect upon HRD research literature in the field of adult learning.
 - How? Journal entries
- Analyze and articulate the differences and similarities of various learning environments and tools.
 - How? Journal entries and adult learning analysis project

Course Structure:

This course is conducted entirely online using the Canvas learning management system. You will have a weekly mix of reading, discussion, and/or writing assignments. Discussion and written assignments are made with the assumption that required reading assignments are completed prior to completing assignments.

You should expect to spend as much time on an online course as on a face-to-face course, **roughly six to ten hours per week**. The actual amount of time will vary from individual to individual.

I reserve the right to administer “surprise quizzes” that will count toward all or a portion of the class participation grade if I believe the class is not reading the text and supplemental readings and are not adequately prepared to engage with each other and/or the course materials.

Reading Assignments: You are responsible for completing the reading assignments in a timely manner. Deadlines are listed in the Course Schedule (see below).

Discussion Assignments: You are responsible for engaging in asynchronous discussions most weeks. This participation will include posting answers to posed questions and replying to your peer’s postings. Quality of answers is as important as quantity. Your comments should add to the discussion and should be supported, as required, with references cited appropriately.

You should log into Canvas and the discussion area regularly during the week (not just on weekends) in order to read and comment on others’ postings. **Posting answers to the questions posed in the discussion area should be done two days before the deadline to allow others the opportunity to comment.**

Comments should be posted directly into the appropriate discussion forum. It is recommended that comments be composed in text software and copied into Canvas to prevent any loss due to power failures/glitches in Canvas, etc. **Do not attach a document with comments into a discussion forum.** This method is difficult for some students to access.

I understand that you may have special issues and responsibilities that impact weekly participation at times. However, I expect consistent and sustained participation. Lack of preparation and engagement and lack of relevant, timely, and quality postings will affect your grade earned for course participation and will affect your final course grade.

Discussion postings should be made in a timely manner. Deadlines are listed in the Course Schedule. Please note that all discussion postings must be completed by midnight Central Standard Time on the due date. Excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

Course and Written Assignments: All written assignments are to be completed in Microsoft Word or text software recognized by Word and submitted in a timely manner via Canvas assignment links.

Please name all Canvas submitted documents as follows:

Last Name_First Initial_Assignment Title.

Deadlines are listed in the Course Schedule. Please note that all written assignments must be submitted by Midnight Central Standard Time on the due date. Please notify me as soon as possible of special circumstances that could interfere with the timely completion of assignments. **Late papers and projects will not be accepted without prior approval and late papers will be subject to a reduction in letter grade.** Even with prior approval, I reserve the right to lower grades in accordance with the tardiness of submitted late assignments.

All written assignments do go through plagiarism detection programs. Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources used. Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the student's official school records. Also, please note that the handbook obligates all students to report all observed cases of academic dishonesty to the instructor.

Grades and Grading

- A - 90-100
- B - 80-89
- C - 70-79
- D - 60-69
- F - Below 60

Work performed for this course is weighted as follows:

- 25% - Personal Reflections Paper
- 25% - Personal Journal Entries
- 20% - Active Class Participation
- 30% - Adult Learning Analysis Assignment

Active Class Participation (20% of final grade)

Dialogue is a very important part of any formal university learning program. Active class participation requires each person to be involved in the course on a regular basis. This includes introductions, responses to all topic questions, feedback to peers, and willingness to ask questions and to assist others with learning activities. For this course, active class participation occurs via discussion boards. Discussions will occur for most chapters, beginning on Sundays and ending on Saturdays.

For maximum points in each general discussion forum, please respond with your answer to questions/comments posed and **respond to the postings of at least two (2) of your peers.** **Posting answers to the questions posed in the discussion area should be done two days before the deadline to allow your peers the opportunity to comment.**

Personal Journal Entries (25% of final grade)

The journal serves to document the accumulation of ideas, concepts, feelings, and responses to the materials presented during the course, with the intent that the journal will provide material for your final Personal Reflections Paper.

At the beginning of the course, you will write Journal Entry #1 which reflects current thoughts, experiences, and expectations for this course. Then, you will write a journal entry per chapter (1-2 pages in length per entry) making notes of important points and thoughts. The purpose is not to summarize each chapter, rather to provide your own insights and demonstrate critical thinking about what you are learning and how that relates to other concepts and ideas (even outside of this course!). Journal entries will be split into two parts for submission during the course (excluding the first entry, which will be its own submission). *This is an informal document: complete sentences, APA 7th standards, and complete outlines of the chapters are not required.*

Personal Reflections Paper (25% of final grade)

The reflection paper serves as the synthesis and culmination of the course. You will select three significant adult learning concepts that have impacted your adult learning and document and reflect upon your understanding of course concepts and content regarding adult learning. Additional prompts will be available in the Canvas assignment. You will discuss how personal experiences have impacted your adult learning, as well as how knowledge of these three concepts can be useful for the future design and implementation of personal and professional learning experiences.

The final paper should be formatted using APA 7th edition standards, with a length of 6-8 pages (exclusive of title page, references pages, and appendices).

Adult Learning Analysis Project (30% of final grade)

The final project asks you to study, evaluate, and then facilitate a chosen adult learning activity in conjunction with the adult learning models and theories addressed in this course. You will agree to learn something new, document the results of your learning activities, and document the results of facilitating the learning of that skill/learning to a group of at least three individuals.

The assignment will consist of two parts: the submission of a learning project proposal for approval and the analysis paper or report.

In recognition that today's workforce rarely requires a long research paper, there are two options to demonstrate your learning and work:

1. An Analysis Paper, formatted using APA 7th edition standards, with a length of 10-12 pages (exclusive of title page, references pages, and appendices).
2. A Work Report (6-8 pages) and recorded presentation (10 - 15 minutes). There are many work report templates available online. My go-to suggestions would be Microsoft PowerPoint or Canva.com

Please see the assignment and rubric in Canvas for more details.

Grading Procedures

Written Assignments: Depending upon the size of the class, grading may take several days to a week to complete. Extra credit may be given throughout the semester at the instructor's discretion.

A letter grade will be deducted for each day an assignment is late.

Papers will be evaluated based upon the following criteria:

- Inclusion of all required content;
- Clarity of expression on the topic;
- Selection and expression of relevant ideas, concepts, and information;
- Quality of the support of evidence for statements included.

Discussion Assignments: Discussion assignments consist of two parts: responding to the discussion prompt (half of the maximum points of the discussion) and then responding to at least two (2) other's comments made in that discussion (half of the maximum points of the discussion).

Weekly Course Schedule

Week	Dates	Weekly Objectives	Readings	Discussion	Assignments
1	Aug 26	Introduction of course and course peers. Overview of Syllabus, Course Expectations, Schedule; Getting Started.	1. Syllabus 2. Start Here Module 3. Week 1 Module	Due Aug 31	Journal Entry #1 - Current View of Adult Learning Due Aug 31, 2024
2	Sept 1	Review the present context of adult learning Review the influence of technology on adult learning.	M & B Chapters 1 & 10	Due Sept 7	Journal Entry #2- Ch. 1 & Journal Entry #3- Ch. 10
3	Sept 8	Review specific learning theories. Review and evaluate the theory of andragogy	M & B Chapters 2 & 3	Due Sept 14	Journal Entry #4- Ch. 2 & Journal Entry #5- Ch. 3 Adult Learning Project Proposal Due Sept 14

4	Sept 15	Review the physical aspects of the brain and cognitive functions of the mind.	M & B Chapter 9		Journal Entry #6- Ch. 9 Part 1 Journal Entries (Chs. 1, 2, 3, 9, 10) Due Sept 21
5	Sept 22	Examine the role of experience in the learning process.	M & B Chapter 6	Due Sept 28	Journal Entry #7- Ch. 6
6	Sept 29	Review aspects of motivation to learn components.	M & B Chapter 8	Due Oct 5	Journal Entry #8- Ch. 8
7	Oct 6	Discuss the research of self-directed learning. Analyze the role of critical thinking in the learning process	M & B Chapters 4 & 11		Journal Entry #9- Ch. 4 & Journal Entry #10 – Ch. 11
8	Oct 13	Review the concept of holistic learning	M & B Chapter 7	Dues Oct 19	Journal Entry #11- -Ch. 7
9	Oct 20	Review the development of transformative learning theory, its theoretical foundations, and components	M & B Chapter 5	Due Oct 26	Journal Entry #12- Ch. 5
10	Oct 27	Complete Learning Analysis Paper	3 Required peer-reviewed articles	None	Adult Learning Analysis Paper Due November 2
11	Nov 3	Review how culture and context impact adult learning.	M & B Chapter 12	Due Nov 9	Journal Entry #13- Ch. 12
12	Nov 10	Work on personal reflections paper	<u>None</u>	None	Part 2 Journal Entries (Chs 4, 5,6,7,8,11,12) Due Nov 16

13	Nov 17	Work on Personal Reflections Paper	None	Due Nov 23	
14	Nov 24	Thanksgiving Week	None	None	Personal Reflections Paper Due Nov 30
15	Dec 1	Course Wrap-up and Evaluation	None	Due Dec 6	

[NOTE: As the course instructor, I reserve the right to make changes to the syllabus, course schedule and assignments as necessary, but will announce all changes in advance.]

Soules College of Business Statement of Ethics

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the Soules College of Business help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the Soules College of Business at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage and misuse.
- Conduct oneself in a professional manner both on and off campus.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

University Policies and Additional Resources

Withdrawing from Class

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased.

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when all of the following conditions are met:* (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or

college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant

students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the [Pregnant and Parenting Self-Reporting Form](#).

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.