I. RATIONALE:

The adult learner brings unique qualities to the educational process not typically considered in traditional pedagogical systems of learning. Adults tend to be autonomous and self-directed, have accumulated life experience and knowledge, are goal-oriented and programmatic. Consequently, it is necessary to consider and understand how these unique qualities impact the adult’s ability to learn in a number of fundamental ways, including their motivation or resistance to learning, appropriate learning environments and effective methodologies to facilitate adult learning.

In addition to the unique qualities of adults, adult learning has taken center stage for several other reasons. The workforce is becoming more service oriented; hence, the knowledge worker is fundamental to maintaining an effective workplace. The continuing and expanding use of electronic media also has continued to significantly impact the business environment. The average age of workers has been steadily increasing and adults often find that they are being asked to work in new or different disciplines. Consequently, continuing education is now an essential part of doing business.

Finally, due to an increased lifespan, many adults seek a second career after retirement. Alternatively, they may consider new or expanded interests or perhaps engage in a new hobby. Regardless, these new careers or expanded interests often necessitate a return to school and participation in non-traditional and/or formal educational program.

This course will consider these factors and provide insights into teaching adults who are now engaged in what has been deemed lifelong learning.

II. MAJOR INSTRUCTIONAL GOALS

GOAL A:
Understanding the life span and its relationship to adult learning.

Learning Outcomes: The student will:

A-1 Appreciate the anxieties, challenges, learning styles and expectations of adult.
A-2 Understand how aging and experience affect the motivation to learn.
A-3 Be able to explain extrinsic and intrinsic motivators.
**GOAL B:**
Developing strategies to overcome barriers to learning.

**Learning Outcomes:** The student will:

B-1 Appreciate the need to provide continuing feedback.
B-2 Understand group processes and working with mixed ability group.
B-3 Know when to use appropriate learning techniques, such as role-play or demonstrations.

**GOAL C:**
Explaining the role of the teacher/facilitator in adult education.

**Learning Outcomes:** The student will:

C-1 Be able to develop basic teaching tools, including syllabi and lesson plans.
C-2 Understand the difference between coaching and mentoring and when to apply them.
C-3 Know how to evaluate the learning and teaching processes and environment.