**UNIVERSITY OF MINNESOTA**
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**
**DEPARTMENT OF WORK and HUMAN RESOURCE EDUCATION**


**Educating Learners in Mid-Life and Beyond**
**AdEd 5700**
**Course Syllabus – Spring 2007**


**TIME AND PLACE:**  Saturdays, starting January 20 through April 7.  No class on March 10 and March 17.   Sessions held in Room **R385**, VoTech Building, from 8:30 a.m. to 12:30 p.m.


**COURSE PLANNERS/FACILITATORS:**

- Janet Jacobson
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   Hours by appointment

- Jan Hively
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  Hours by appointment


**Assigned readings** will be suggested by presenters and included in the course packet. Readings are listed below for each class session.


**GUIDELINES FOR GRADING:**

The course grade will be based on the following criteria:

- Class attendance (5%)

     Participants should try to attend each class. We will be covering unique material in every session which will be difficult to make up.  If you cannot attend a class session, please let one of the facilitators know in advance.

- Class participation (10%)

     Participation will include the following: 1) participation in large group discussions; and 2) participation in small group discussions

- Written reports on two interviews and observation of an education program for older adult learners (60%)

These assignments include: 1) report on a conversation with an older adult re changes which occur during aging; 2) report on a conversation with an older adult who is a lifelong learner; 3) report on an observation of an educational program or class for older adult learners.

- Final project (25%)

    1) develop and present a class to a group of older adults; OR
    2) write a paper on a topic of interest in older adult learning; OR
    3) write a paper on a teaching approach useful with older adults.

The final grade will be assigned on the following basis:

**A** - achievement that is outstanding relative to the level necessary to meet course requirements

**B** - achievement that is significantly above the level necessary to meet course requirements

**C** – achievement that meets the course requirements in every respect

**D** – achievement that is worthy of credit even though it fails to meet fully the course requirements

**F** – achievement that does not meet the minimum requirements

If a student is taking the course on an S/F (N) basis:

**S** indicates that achievement is satisfactory, equivalent to a **C-** or better.

**F** (or **N**) represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an **I**.

Academic dishonesty: academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

**I** - (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the course work on time. Requires a written agreement between instructor and student.


**TENTATIVE SCHEDULE:**

*January 20, 2007*
Session I: Lifelong Learning in an Aging Society

- Introductions (***Janet Jacobson)***
- Description of course, assignments, reading *(**Janet Jacobson)***

- Demographic trends and issues related to older adult learning (*Jan Hively)*
- Panel discussion: Why is lifelong learning so important to "vital agers"?
  *(Panel: Harlan Copeland, Earl McGovern, Mary Quinlivan, and Jackie Stewart)*

**Reading:** Hively, J. (2003). Know and grow: The market for older adult education.

Manheimer, R.J. (2003). Older adult education in the United States: Trends and predictions. Retrieved from www.unca.edu/ncccr/Reports/older_adult_education_in_the_US.html

*January 27, 2007*
Session 2: Aging as Change

- Overview *(Jan Hively)*
- Physical changes (*LeAnn Snow)*
- Cognitive and psychological changes (*Catherine Johnson)*
- Life cycle transitions *(David Buck and Jan Hively)*

**Reading:** Cohen, G.D. (2000). Creativity in everyday life: Letting it start with you. In The creative age: Awakening human potential in the second half of life (pp. 259-282). New York, NY: Quill.

*February 3, 2007*
Session 3: Theory to Practice

- Learning theories overview *(Gil Kinnunen)*
- Experiential learning *(Lisa Kimball)*
- Sharing wisdom and learning from each other (*Carrie Bassett)*
- In class discussion of Assignment 1 (interview with older adult re changes experienced)

**Reading:** Kolb, D. A. (1984). The process of experiential learning. In D. A. Kolb, Experiential learning: Experience as the source of learning and development (pp. 20-38). Upper Saddle River, NJ: Prentice Hall.

Bassett, C. (2005). Emergent wisdom: Living a life in widening circles. Revision 27 (4), 2-11.

**Assignment 1 due:** Paper summarizing your interview of older adult re changes experienced

*February 10, 2007*
Session 4: Program Planning

- Principles of program planning *(Harlan Copeland and Janet Jacobson)*

- Panel discussion: What do older adults want to learn? (*Panel: Patty Hastreiter, Ann Pflaum, Reena Shetty, Yang Long*)
- In class discussion of Assignment 2 (interview with older adult learner) ( Papers due on February 17)

**Reading:**  Caffarella, R. S. (2002).  A checklist for planning programs.  In R.  A. Caffarella, Planning programs for adult learners, 2d edition (pp. 23-24). San Francisco: Jossey-Bass.

Eisen, M. J. (1998).  A typology of older adult learning programs.  In M. J. Eisen, Current practice and innovative programs in older adult learning. In J. Fisher and M. Wolf (Vol. Eds.), New Directions for Adult and Continuing Education. Vol. 77.  Using learning to meet the challenges of older adulthood (pp. 41-53).  San Francisco, CA: Jossey-Bass.


*February 17, 2007*
Session 5: Representative Types of Learning Programs - #1

- Travel/study programs *(Bud Philbrook)*
- Creative arts *(Mary Lawson)*
- Reminiscence *(Mary O'Brien Tyrrell)*
- Teaching adults in multi-cultural settings (*Diane Pecoraro*)

**Reading:**  Tyrell, M. O. (2003).  Memoirist of ordinary yet extraordinary elders. Generations, 27 (1), 99-102.

**Assignment 2 due:**  Paper summarizing your interview of older adult learner

*February 24, 2007*
Session 6: Representative Types of Learning Programs - #2

- Learning for work *(Amy Lindgren)*
- Civic engagement/volunteering (*Jim Scheibel*)
- Retirement planning *(Mark Skeie)*
- Conversation circles *(Jan Hively)*

**Prospectus due for Assignment 4.**  This is a short (1/2 page) summary of the project you have selected for assignment 4.  Include brief comments on the focus of your project, anticipated outcomes (what will you learn?), the process, and anticipated resources.

*March 3, 2007*
Session 7: Delivery Systems

- Self-directed learning *(Janet Jacobson)*
- Panel discussion: Formal settings (*Panelists: JoEllen Lundblad, Jo Matson, Renee Skoglund*)
- Intergenerational learning *(Shelby Andress)*

- In class discussion of Assignment 3 (observation of program designed for older adult learners)

**Reading:**

Review two Personal Journals: *Be the Change* and *Living Stories, Living Questions* in reading packet. Choose one or two questions, and imagine yourself in dialogue with a young person. How might that conversation unfold?

**Assignment 3 due:** Paper reporting on observation of educational program for older adults

Spring break and break for field project or independent research – No class sessions on March 10 and March 17

*March 24, 2007*
Session 8: Expanding Educational Outreach

- Media technology *(Rae Montgomery and Merry Rendahl)*
- Distance learning *(John Bowden)*
- Training for caregivers (*Joan Knuesel*)
- Reaching across ethnic and language barriers *(Gaoly Yang)*
- Trends, issues, predictions *(Jan Hively)*

**Reading:**

Fox, S. (2004). Older Americans and the Internet. Washington, D.C.: Pew Internet & American Life Project.

*March 31, 2007*
Session 9: Student Projects

- Students who developed and taught a course will teach the topic to the class in abbreviated format
- Students who investigated an issue or teaching technique will present their findings (Papers due on April 8)

*April 7, 2007*
Session 10: Student Projects (continued) and Celebration!

- Students who developed and taught a course will teach the topic to the class in abbreviated format
- Students who investigated an issue or teaching technique will present their findings (Papers due)
- Evaluation
- Celebration!