

Instructor:	Dr. Grady Roberts Professor 220 Rolfs Hall P.O. Box 110540 Gainesville, FL 32611–2060 Phone: 352–273-2568 Email: groberts@ufl.edu
Office Hours:	By Appointment
Course Meetings:	Thursday, Period 6-8 (12:50 - 3:50), Rolfs 306
Course Description:	Concepts and principles related to design, implementation, and evaluation of education programs for adults.
Course Objectives:	Students enrolled in this course will: <ol style="list-style-type: none"><li>1. Discuss theories of adult learning.</li><li>2. Discuss issues related to teaching adults in domestic and international settings.</li><li>3. Develop an adult learning program.</li><li>4. Analyze educators in adult learning settings.</li></ol>
Required Texts:	Knowles, M. S., Holton III, E. F., Swanson, R. A., & Robinson, P. A. (2020). <i>The adult learner: The definitive classic in adult education and human resource development</i> (9th ed.). Routledge.  Merriam, S. B., & Baumgartner, L. M., (2020). <i>Learning in adulthood: A comprehensive guide</i> (4th ed.). John Wiley & Sons.
Course Website:	This course will use the UF eLearning learning platform (Canvas)

## Required Readings

Dalton, G. W., Thompson, P. H., Price, R. L. (1977). The four stages of professional careers: A new look at performance by professionals. *Organizational Dynamics*, 6(1), 19–42.

[https://doi.org/10.1016/0090-2616\(77\)90033-X](https://doi.org/10.1016/0090-2616(77)90033-X)

Franz, N. (2007). Adult education theories: Informing cooperative extension's transformation. *Journal of Extension*, 45(1), Article 1FEA1. <https://archives.joe.org/joe/2007february/a1.php>

Roberts, T. G. (2006). A philosophical examination of experiential learning theory for agricultural educators. *Journal of Agricultural Education*, 47(1), 17–29.

<https://doi.org/10.5032/jae.2006.01017>

Roberts, T. G., Cardey, S., & Brok, P. (2023). Developing a framework for using local knowledge systems to enhance capacity building in agricultural development. *Advancements in Agricultural Development*, 4(2), 1–19. <https://doi.org/10.37433/aad.v4i2.305>

## Course Schedule

Date	Topics	Readings	Assignments Due
Week 1 Aug 24	Introduction to Adult Learning		
Week 2 Aug 31	Andragogy – Part 1	Knowles, Ch 2-3	
Week 3 Sept 7	Andragogy – Part 2	Knowles, Ch 4-5	
Week 4 Sept 14	Other Adult Learning Theories	Merriam, Ch 5 Knowles, Ch 10	
Week 5 Sept 21	Self-Directed and Self-Regulated Learning Adult & Continuing Education <b>Roberts Out – Online Session</b>	Merriam, Ch 6 Dalton et al. (1977)	Teaching Philosophy Statement
Week 6 Sept 28	Experiential Learning and Adults Transformative Learning	Merriam, Ch 7-8 Roberts (2006)	
Week 7 Oct 5	Adult Education as Social Change	Merriam, Ch 11	Adult Educator Observation
Week 8 Oct 12	Teaching Adults in an International Context Local and Indigenous Knowledge Systems	Merriam, Ch 9-10 Roberts et al., (2023)	
Week 9 Oct 19	Teaching Adults in an Online Environment <b>Roberts Out – Online Session</b>	Knowles, Ch 13-14	
Week 10 Oct 26	Effective Teaching Practices for Adult Educators	Knowles, Ch 11-12	
Week 11 Nov 2	Student Led Session – Topic TBD	TBD	Student-Led Session
Week 12 Nov 9	Student Led Session – Topic TBD	TBD	Student-Led Session
Week 13 Nov 16	Adult Learning in Cooperative Extension <b>Roberts Out – Online Session</b>	Franz (2007)	
Week 14 Nov 23	<b>No class - Thanksgiving</b>		
Week 15 Nov 30	Poster Session – Adult Learning Programs		Adult Education Program

## Course Assignments and Grading

	Due Date	Points Possible	Points Awarded
Teaching Philosophy	9/21	100	
Adult Educator Observation	10/5	150	
Student-Led Session	11/9	100	
Adult Education Program Development	11/30	200	
Attendance/Participation	Weekly	50	
<p><b>Late Assignments and Make-Up Work:</b> There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline. Following an excused absence, students may turn in late work without penalty within 3 business days of the absence. For non-university excused absences, late work will be accepted up to 1 week past the due date and will be penalized 10%/day.</p> <p>Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.</p> <p>Make-up work should be arranged prior to the expected absence. In case of emergencies, arrangements for completing make-up exams or assignments should be made upon return to class.</p>			

Grading Scale				
A = 570 - 600	B+ = 522 - 539	C+ = 462 - 479	D+ = 402 - 419	E = 0 - 359
A- = 540 - 569	B = 498 - 521	C = 438 - 461	D = 378 - 401	
	B- = 480 - 497	C- = 420 - 437	D- = 360 - 377	
University of Florida Grading Policy: <a href="https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx">https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx</a>				

Assignment Details			
Assignment	Description	Due Date	Points
Teaching Philosophy	You will develop a statement that highlights your philosophy of teaching adults. This should be informed by the theories discussed in class and include appropriate references. It should be 2-3 pages long.	9/21	100
Adult Educator Observation	You will select an adult educator of your choice. You will: (a) request the person complete the nonformal education survey, (b) interview that person using the provided interview guide, and (c) then observe that person teach at least a 1 hour session. Based on their survey response, your interview, and your observation, you will prepare a 3-5 page summary of what you observed and an analysis the educator's actions based on adult learning theory. Consult rubrics in Canvas for more details.	10/5	150
Student-Led Session	You will work in a team with other students to identify a contemporary topic in adult learning and then develop and deliver a class session (3 hours). This should include: (a) 1-2 assigned readings; (b) a series of in-class learning activities; and (c) method(s) to assess learning. Each member of the team should contribute equally to the assignment. Consult rubrics in Canvas for more details.	11/9	100
Adult Education Program Development	Develop a 1-day training program for adults. Your program should show evidence of how adult learning theory informed your planning, delivery, and evaluation of the program. You will submit a 10-page report that includes: (a) the situation; (b) the learning objectives; (c) a content outline; (d) your approaches to delivering (facilitating) the program; and (e) your approach to evaluating the program. You will also present your program in a poster session. Consult rubrics in Canvas for more details.	11/30	200
Attendance/Participation	This class will be discussion-based. You are expected to attend class each day, be prepared for discussion, and actively engage in in-class discussions.	Weekly	50

### **Grades and Grade Points**

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

### **Attendance and Make-Up Work**

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

### **Online Course Evaluation Process**

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

### **Academic Honesty**

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

### **Software Use**

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

### **Services for Students with Disabilities**

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation  
0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

### **Campus Helping Resources**

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu](http://www.counseling.ufl.edu)
- U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

### **Student Complaints**

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>