UNIVERSITY OF CONNECTICUT

SCHOOL OF EDUCATION

## **DEPARTMENT OF EDUCATIONAL LEADERSHIP**

### EDLR 5201-001: Influences on Adult Learning

**Fall 2016**

# Gentry Room 203, Tuesday 4-6:30 pm

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| Instructor Contact Information: | |
| Sandy Bell, PhD  Room 240C – Gentry Building  249 Glenbrook Road U-3093  Storrs, CT 06269-3093 | 860-486-0251 (Office)  860-486-4028 (Fax)  [sandy.bell@uconn.edu](mailto:sandy.bell@uconn.edu) |

Office hours (by appointment): Mondays 2-5pm and Tuesdays 12-3pm.

Phone or video-chat meetings by appointment.

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| Course Objectives |

1. Students who successfully complete this course will understand adult learning as a synthesis of processes influenced by:

* Ways in which adults go about learning (e.g., engagement in formal educational programs, informal learning on the job or in community activities, and completion of self-directed learning projects)
* Individual characteristics (e.g., self-regulation, self-efficacy, self-determination, developmental phase, and life transitions)
* Learning environment characteristics (e.g., deterrents or barriers to participation in learning, supports and challenges, feedback, and societal and cultural factors)
* Interactions among individual and environmental characteristics and the ways in which adults go about learning

1. Each student will empirically examine concepts, principles, and theories of adult learning by:

* Critically reviewing theoretical and empirical literature
* Collecting and analyzing research project data
* Relating themes evident in the data to existing concepts and theories of adult learning
* Developing a graphic conceptual model that depicts relationships among the major themes evident in the data and supported by literature
* Discussing implications of the research findings for facilitating adult learning

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| Course Readings |

**All students:** This course does not have a required textbook. Instead, we will examine a variety of literature from the adult learning field and related fields. The literature includes theoretical and conceptual works, empirical research studies, and practitioner-focused articles. We will read “classics” and current publications. See next page for more information about course readings.

**Adult Learning majors:** The following two texts are currently the most popular general texts in the field of adult learning. You may consider purchasing either or both to use as a resource for this course and for other courses in your program. If you would like to look through a text before purchasing, please contact the instructor.

Merriam, S. B., & Bierema, L. L. (2014). *Adult Learning: Linking theory and practice*. San Francisco, CA: Jossey-Bass.

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide*, 3rd ed. San Francisco, CA: John Wiley & Sons.

Here are two other texts in the field of adult learning you may want to use as resources for your studies:

Kasworm, C. E., Rose, A. D., & Ross-Gordon, J. M. (2010). *Handbook of adult and continuing educatio*n (2010 edition). Thousand Oaks, CA: Sage.

Merriam S. B., & Grace, A. P. (2011). *The Jossey-Bass reader on contemporary issues in adult education*. San Francisco, CA: Jossey-Bass.

**All students:** For all your written activities you will use the American Psychological Association publication style, known as the “APA 6th edition format,” as a guideline for both the organizational and writing style aspects of your writing. Doctoral students, in particular, will benefit from purchasing a copy of the APA style manual as all programs in the Neag School of Education use this style. You can purchase a copy of the manual at the UConn Bookstore or at any large bookseller. Here is the citation:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed). Washington, DC: Author.

Many students find the smaller APA 6th edition “pocket guides” very convenient.

If you do not purchase a hardbound APA 6th edition manual or guidebook, you can find information you will need about APA 6th edition style on numerous World Wide Web sites. The University of Purdue Online Writing Lab (OWL) is one popular site: https://owl.english.purdue.edu/owl/resource/560/01/

**Course Readings: How to access them on the course HuskyCT site**

Electronic copies of the readings are posted under the Course Readings link on the home page of the course HuskyCT site.

HuskyCT is the Blackboard learning management system (lms) for UConn. The url for HuskyCT is lms.uconn.edu. You will be asked to enter your UConn user ID and password before you can enter your own site, which will list courses in which you are enrolled that have a HuskyCT site. The Influences on Adult Learning course is listed as EDLR-5201-SEC001.002-1168.

The files for the readings are in .pdf format. Files are organized in weekly folders. You are responsible for retrieving and downloading the files for the readings and printing out a paper copy if you wish.

Unless otherwise indicated, readings are primary and you should read them prior to the class meeting date in the syllabus.

**Readings with a 2° secondary symbol are supplemental readings**. If you choose not to read these articles by the class date indicated, you may want to return to them later and use them as references to support the formulation of your answers to the Research Question assignments.

The notation of a reading as either primary or supplemental may change as we progress through the semester. The instructor will give at least 1-week notice regarding any changes.

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| Reference List for Course Readings |

Bandura, A. (1993). *Self-efficacy: The exercise of control*. Chapter 3 Sources of self-efficacy (pp. 80-115). New York, NY: W. H. Freeman & Co.

Bennett, E. E., & Bell, A. A. (2010). Paradoxes and progress in the knowledge society (Chapter 38). In C. E. Kasworm, A. D. Rose, & J. M. Ross-Gordon (Eds.), *Handbook of Adult and Continuing Education (2010 edition)* (pp. 411-420). Thousand Oaks, CA: Sage

Broadbent, J. & Poon, W. L. ( 2015). Self-regulated learning strategies and academic achievement in online higher education learning environments: A systematic review. *Internet and Higher Education*, 27, 1-13.

Brookfield, S. D. (2012). Making discussions critical (Chapter 8). In *Teaching for critical thinking: Tools and techniques to help students question their assumptions* (pp. 179-204). San Francisco, CA: Jossey-Bass.

Chang,Y., Ho, L. Lu, F. J., Ou, C., Song, T, & gill, D. L. (2014). Self-talk and softball performance: The role of self-talk nature, motor task characteristics, and self-efficacy in niovice softball players. *Psychology of Sport and Exercise*, *15*, 130-145.

Cranton, P. (2013). Transformative learning (Chapter 20). In P. Mayo (ed.), *Learning with adults: A reader* (pp. 267-274). Rotterdam, The Neatherlands: Sense Publishers.

Cross, K. P. (1981). *Adults as learners*. Chapter 5 Toward a model of adult motivation for learning (pp. 109-131). San Francisco, CA: Jossey-Bass.

Deutsch, N. L., & Schmertz, B. (2011). “Starting from ground zero”: Constraints and experiences of adult women returning to college. *The Review of Higher Education, 39*(4), 477-504.

Diouf, W., Sheckley, B. G., & Kehrhahn, M. (2000). Adult learning in a non-western context: The influence of culture in a Senegalese farming village. *Adult Education Quarterly, 51*(1), 32-44.

Emmanuel, J. F. (2014). Social justice and philosophies of adult education: The meaning of social justice in philosophy of adult education theories. *European Journal of Academic Essays*, *1*(6), 7-11.

Ertmer, P. A., & Newby, T. J. (1993 with 2013 update). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, *6*(4), 50-72.

Ertmer, P. A., & Newby, T. J. (1996). The expert learner: Strategic, self-regulated, and reflective. *Instructional Science, 24*, 1-24.

Freiler, T. J. (2008). Learning through the body. *New Directions for Adult and Continuing Education, 119*, 37-47.

Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior, 26*, 331-362.

Garrison, D. R. (1997). Self-directed learning: Toward a comprehensive model. *Adult Education Quarterly, 48*(1), 18-33.

Heimstra, R. (1993). Three underdeveloped models for adult learning. *New Directions for Adult and Continuing Education*, *57*, 37-47.

Johnson, L. R., Stribling, C., Almburg, A., & Vitale, G. (2015). “Turning the sugar”: Adult learning and cultural repertoires of practice in a Puerto Rican community. *Adult Education Quarterly, 65*(1), 3-18.

Johnson-Bailey, J., Baumgartner, L. M, & Bowles, T. A. (2010). Social justice in adult and continuing education (Chapter 31). In C. E. Kasworm, A. D. Rose, & J. M. Ross-Gordon (Eds.), *Handbook of Adult and Continuing Education* (2010 edition) (pp. 339-349). Thousand Oaks, CA: Sage.

Komarraju, M. & Nadler, D. (2013). Self-efficacy and academic achievement: Why do implicit beliefs, goals, and effort regulation matter? *Learning and Individual Differences*, *25*, 67-72.

MacKeracher, D., Suart, T., & Potter, J. (2006). *State of the field report: Barriers to participation in adult learning*. Retrieved August 27, 2015, from <http://www.nald.ca/library/research/sotfr/>barriers/barriers.pdf

Markle, G. (2015). Factors influencing persistence among nontraditional university students. *Adult Education Quarterly, 65(*3), 267-285.

Massey, W. V., Meyer, B. B., & Naylor, A. H. (2013). Toward a grounded theory of self-regulation in mixed martial arts. Psychology of Sport and Exercise, 14, 12-20.

Merriam, S. B., & Associates. (2007). *Non-western perspectives on learning and knowing*, Chapter 1 (pp. 1-20). Malabar, FL: Krieger Publishing Co.

Merriam, S. B., & Associates. (2007). *Non-western perspectives on learning and knowing*, Chapter 10 (pp. 173-187). Malabar, FL: Krieger Publishing Co.

Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. Chapter 2 Traditional Learning Theories (pp. 25-41). San Francisco, CA: Jossey-Bass.

Mezirow, J. (2012). Learning to think like an adult: Core concepts of transformation theory. In E. Taylor, P. Cranton, & Associates, *The handbook of transformative learning: Theory, research, and practice*, pp. 73-95. San Francisco, CA: John Wiley & Sons.

Ndoye, A. (2003). Experiential learning, self-beliefs, and adult performance in Senegal. *International Journal of Lifelong Education, 22*(4), 353-366.

Nilson, L. B. (2013). *Creating self-regulated learners*. Chapter 1 (pp. 1-14). *Sterling, VA: Sylus Publishers.*

O’Hara, M. (2007). Strangers in a strange land: Knowing, learning, and education for the global knowledge society. *Futures, 39,* 930-941.

Rossiter, M. (2007). Possible selves: An adult education perspective. *New directions for Adult and Continuing Education, 144,* 5-15. San Francisco: Wiley Periodicals.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*, 54-67.

Schlossberg, N. K. (1981). A model for analyzing human adaptation to transition. *Counseling Psychologist, 9*(2), 2-17.

Schwartz, J. (2014). Classrooms of spatial justice: Counter-spaces and young men of color in a GED program. *Adult Education Quarterly, 64*(2), 110-127.

Spaulding, L. S., & Rockinson-Szapkiw, A. J. (2012). Hearing their voices: Factors doctoral candidates attribute to their persistence. *International Journal of Doctoral Studies*, *7*, 199-219.

Spear, G. E., & Moker, D. W. (1984). The organizing circumstance: Environmental determinants in self-directed learning. *Adult Education Quarterly, 35*(1), 1-10.

Thompson, D. (1992). Beyond motivation: A model of registered nurses’ participation and persistence in baccalaureate nursing programs. *Adult Education Quarterly, 42*(2),94-105.

Torres, V., Martinez, S., Wallace, L. D., Medrano, C. I., Robledo, A. L., & Hernandez, E. (2012). The connection between Latino ethnic identity and adult experiences. *Adult Education Quarterly, 62*(1), 3-18.

Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology, 25,* 82-91.

Walter, P. (2009). Philosophies of adult environmental education. *Adult Education Quarterly, 60*(1), 3-25.

Wilkesmann, U., & Schmid, C. J. (2014). Intrinsic and internalized modes of teaching motivation. *Evidence-based HRM: A global forum for empirical scholarship*, *2*(1), 6-27.

**Concept Mapping Resources**

Daley, B. J., Caňas, A. J., & Stark-Schweitzer, T. (2007). Cmap Tools: Integrating teaching, learning, and evaluation in online courses. *New directions for adult and continuing education*, *113*, 37-47. San Francisco: Wiley Periodicals.

McAleese, R. (1998). The knowledge arena as an extension to the concept map: Reflection in action. *Interactive Learning Environments*, *6*(3), 251–272.

Novak, J. D. & A. J. Cañas. (2007). *The theory underlying concept maps and how to construct them, Technical Report IHMC CmapTools 2006-01*, Florida Institute for Human and Machine Cognition. Available at: http://cmap.ihmc.us/ Publications/ ResearchPapers/TheoryUnderlying ConceptMaps.pdf

van Boxtel, C., van der Linden, J., Roelofs, E., & Erkens, G.Collaborative concept mapping: Provoking and supporting meaningful discourse. *Theory Into Practice, 41*(1)*,* 40-46.

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| Overview of Key Assignments |

Note: A description of each assignment with detailed guidelines for completion and criteria for feedback and assessment will be distributed as separate documents during the semester.

**Research Project**

Integrated into the course is a research project that enables you and your classmates to assess the ways and extent to which abstract concepts and theories about adult learning are apparent among current adult learners. The project provides you with opportunities to further develop an understanding about characteristics of adult learners and individual and environmental factors that influence adult learning. As you progress through each phase of the project, you will also have the opportunity to enhance your research skills related to collecting and analyzing data and developing conceptual models.

You will interview two adult learners using a pre-designed semi-structured interview protocol. You will formulate answers to two research questions based on your synthesis of: (a) an analysis of interview data, (b) your application of course readings, (c) class discussions, and (d) your individual “meaning making.” The handout *Research Project Overview* with more details will be distributed the first week. The first research question response will be a 7-page paper due mid-semester. Your response to the second research question will be a graphic conceptual model with supporting documentation due at the end of the semester.

**Annotated Bibliography**

The Annotated Bibliography assignment provides you with an opportunity to develop a more in-depth understanding of the literature in one area of your choice related to the field of adult learning. You will compose will an annotated bibliography of 8-10 resources that focuses on a central theme in adult learning. The theme may represent a specific topic, concept, process, or context. Resources may include journal articles, conference proceedings, book chapters, or other peer-reviewed and scholarly papers. Resources should be dated between 2000 and 2016. Your written annotated bibliography and summary statement of your learning will be due in November—approximately three quarters into the semester.

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| Learning Self-Regulation, Assessment, and Final Course Grade |

In this course we will use a grading system that may be very different from other graduate-level courses you have completed. Research consistently shows that extrinsic motivators, such as letter grades, can undermine intrinsic motivation and development of effective self-regulation skills, two of the many aspects about adult learning we will study in the course. During the semester, the instructor will not use letter grades or grade points as a means of providing you feedback on your work or assessing your learning. Instead, the instructor will provide individualized written feedback, and verbal feedback as indicated, as well as written and verbal feedback to the class as a whole, to guide you in developing knowledge and skills related to the course. We will also engage in class discussions to support your development. We will focus on developing skills to that enable you to self-regulate and assess your own learning throughout the semester. These skills include (but are not limited to) goal setting, planning, monitoring, seeking assistance, and engaging in feedback.

Learning goals for the course will comprise goals the instructor has set for all students as well as goals you have set for yourself. Early in the semester, you will map out strategies to achieve these goals, and ways you can monitor your progress. At mid-term you will be asked to complete a formative self-assessment of your efforts and growth towards meeting the goals. At any time during the semester you are welcome to meet with the instructor if you have any questions about the process. You may find that engaging classmates in the process is beneficial as well.

At the end of the semester, you will submit to the instructor a written final self- evaluation of your learning in the course. In the evaluation, you will provide explicit examples of your efforts, growth, and achievements in reaching the goals. At the end of your evaluation, you will indicate the final letter grade you feel best reflects your efforts, growth, and achievements and provide a rationale for the letter grade that is explicitly linked to your self-evaluation. The letter grade options offered by the Graduate School include: A+, A, A-, B+, B, B-, C+, C, C-, D, and F. If your self-evaluation meets the description above, the instructor will post the letter grade on the Student Administrative system.

If, after reviewing your final self-evaluation, the instructor observes that key elements are missing key or that inconsistencies exist between examples of your efforts, growth, or achievements and your grade rationale, she will contact you to discuss her observations. If revisions to the self-evaluation are indicated and they are not completed before final grades are posted, the instructor will post an Incomplete for the course grade. In this circumstance, the instructor will change the Incomplete to a letter grade after receiving and reviewing the revised self-evaluation.

The process described above will *not* apply to students who present with atypical circumstances that result in, but are not limited to: (a) non-participation in class meetings; (b) non-completion of class activities, research project activities, or assignments; (c) excessive tardiness in submitting assignments, and/or (d) un-collaborative behaviors during class meetings. Atypical circumstances such as these often relate to the non-letter grades of I (Incomplete), N (No Grade Reported), or X (Absent). Under these circumstances the instructor will contact the student prior to the end of the semester, and the instructor will be responsible for submitting the students’ final grade.

If atypical circumstances do not apply, but you do not submit your final self-evaluation by the due date indicated in the syllabus, the instructor will post an Incomplete on the Student Administrative system. You are responsible for contacting the instructor if these circumstances arise.

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| Academic Integrity |

Student behavior shall be consistent with conduct delineated in the University of Connecticut *Student Code*, available at: community.uconn.edu/the-student-code-preamble/ and the *Policy on Scholarly Integrity in Graduate and Post-Doctoral Education and Research*, available at: policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research

Students are responsible for the understanding: (a) forms of academic and scholarly misconduct described in the statements, and (b) procedures to be followed by an instructor, the Graduate School, and a student in the event of alleged misconduct.

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| Class Preparation and Participation |

Substantial preparation for each class, regular attendance, and active participation in class activities and discussions are essential for a successful experience in this course.

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| Observance of Religious Holidays |

After reviewing the syllabus carefully, please contact the instructor if you foresee a conflict between the due date for a major assignment or activity and your religious observations.

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| Reasonable Accommodation |

Please contact the instructor to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student’s documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

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| Minimum Technology Requirements for Students |

**Minimum Technology Requirements for Students:**

Each student must have regular access to hardware and software technology with the following capabilities:

* Access Internet and course HuskyCT site via a compatible browser.
* Download, open, and read documents in Adobe pfd, MSWord, and html formats from course Husky CT site. Preferred capability to print downloaded files.
* Send and receive email, and open email attachments in various formats (e.g., Adobe pdf, MSWord, rtf, html, jpeg, etc.)
* Submit to instructor written assignments in MSWord format. Submit assignments electronically via email attachment, web links, dropbox, etc.
* Open MSWord documents and view comments inserted in documents by instructor or classmates.
* Read and post entries or files on course HuskyCT site Discussion Boards and Blogs.

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| Notice of Revisions to Course Syllabus |

This syllabus may be revised during the semester. Students will be notified of revisions in a timely manner.

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| Class Schedule | | | | | | | | | |
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| **Date** | **Topics** | **Readings** | | | **Research Project and Class Activities** | | | | **Assignments Due and Things To Do** |
| Aug 30  Week 1 | • Introductions  Course Overview  Research Project Overview |  | | | First Meeting Activity: Who, What, Where, Your Contexts  Interview Protocol Practice | | | |  |
| Sept 6  Week 2 | • Adult Learning Theories  Introduction to Annotated Bibliography  Applications Facilitators | Merriam & Bierema (2014) Chapter 2  Ertmer & Newby 1993 with 2013 update  2° Freiler (2008)  2° Walter (2009) | | | Adult Learning Theory attributes activity.  Debrief practice interview. | | | | Complete practice interview.  See Applications Facilitators resources on course HuskyCT site. |
| Sept 13  Week 3 | • Models of Engagement in Learning   * Barriers to Adults’ Engagement in Formal Learning * Research Question 1 (RQ1) Guidelines | Cross (1981) Focus on *Chain of Response Model* (pp. 124-131)  Heimstra (1993) (Omit section on Proficiency Theory pp. 39-41)  Markel (2015)  2° MacKeracher et al. (2006)  2° Thompson (1992)  2° Deutsch & Schmertz (2011)  2° Spaulding & Rockinson-Szapkiw (2012) | | | Research Groups: First interview experiences, and data collection strategies. | | | | Complete first participant interview.  Make decision about focus of your Annotated Bibliography. Select an article and write first annotation.  **By Tuesday Sept 20,** via email send Sandy a brief description of the focus of your Annotated Bibliography and one complete annotation. |
| **Date** | **Topics** | **Readings** | | **Research Project and Class Activities** | | | **Assignments Due and Things To Do** | | |
| Sept 20  Week 4 | * Self-regulated learning * Organizing Circumstances   Applications Facilitators  --  -- | Ertmer & Newby (1996)  Nilson (2013)  Spear & Moker (1984)  2° Broadbent & Poon (2015)  2° Massey et al. (2013) | | Setting learning goals and designing strategies to meet your goals. | | | Complete second participant interview.  Hand in your signed Informed Consent forms to Sandy. | | |
| Sept 27  Week 5 | * Self-Directedness * Self-Efficacy   Applications Facilitators  --  -- | Garrison (1997)  Zimmerman (2000)  Bandura (1993) Chapter 3 (Two files for this chapter: Part 1 and Part 2)  2° Chang et al. (2014)  2° Komarraju & Nadler (2013) | | Research Groups: Share, organize, code, and theme interview data for RQ1, with a focus on self-efficacy learning.  Blueprinting a paper.  How to construct a theme. | | | **By Friday Sept 30,** send Sandy your Excel file with data for items 8a-8s.    Work on your Annotated Bibliography. | | |
| Oct 4  Week 6 | * Self Determination   Applications Facilitators  --  -- | Ryan & Deci (2000)  Wilkesmann & Schmid (2014)  2° Gagné & Deci (2005) | | Review of Interview Items 8a-s Descriptive Statistics and Correlation Matrix.  Research Groups: Articulating themes for RQ1. | | | Make decisions about the focus of your RQ1 paper, and begin to work on “blueprinting” the paper.  **By Friday Oct 7,** submit to Sandy your learning goals and strategies to monitor your progress in reaching them. | | |
| **Date** | **Topics** | **Readings** | | **Research Project and Class Activities** | | | **Assignments Due and Things To Do** | | |
| Oct 11  Week 7 | * Life Transitions * Possible Selves   Applications Facilitators  --  -- | Schlossberg (1981)  Rossiter (2007) | | Research Groups: Articulating themes for RQ1. | | | **By Sunday Oct 16,** via emailsubmit to Sandy a detailed “blueprint” of your RQ1 paper. | | |
| Oct 18  Week 8 | * Transformational Learning * Research Question 1 Submission Preparation and Assessment Rubric   Applications Facilitators  --  -- | Mezirow (2012)  Cranton (2013) | | Themes in interview data with a focus on life transitions and transformational learning. | | | Work on your RQ1 paper.  Work on your Annotated Bibliography. | | |
| Oct 25  Week 9 | * Cultural Factors   Applications Facilitators  --  -- | Merriam & Associates (2007) Chapters 1 and 10  Diouf, Sheckley, & Kehrhahn (2000)  Ndoye (2003)  2° Johnson et al. (2015)  2° Torres et al. (2012) | | Themes in interview data with a focus on cultural factors. | | | **By Sunday Oct 30,** submit to Sandy via email your RQ1 response paper; with completed Submission Rubric. | | |
| **Date** | **Topics** | **Readings** | **Research Project and Class Activities** | | | **Assignments Due and Things To Do this week** | | | |
| Nov 1  Week 10 | * Research Question 2 Guidelines * Concept Mapping and Conceptual Model development | Novak & Cañas (2007)  2° McAleese (1998) | Activity: Graphic representations of RQ1 themes. | | | Work on finishing up your Annotated Bibliography. | | | |
| Nov 8  Week 11 | * Societal factors that impact life long learning   Applications Facilitators  --  -- | Bennett & Bell (2010)  O’Hara (2007)  Schwartz (2014)  Emmanuel (2014) | RQ2 sample graphic models.  Creating your conceptual model for RQ2. | | | Work on Annotated Bibliography.  Prepare **3-minute** highlights of your annotated bibliography to share with class on November 15.  **For class meeting Nov 15,** **bring in rough draft of your conceptual model** for RQ2, and any supporting documentation. | | | |
| Nov 15  Week 12 | * + Highlights of Class Annotated Bibliographies * Concept Mapping and Conceptual Model development continued |  | Strategies for developing your response to RQ2: Integrating your conceptual model and supporting documentation  Form Conceptual Model “Affinity Groups” | | | **By Sunday Nov 20,** via email submit to Sandy your complete Annotated Bibliography. | | | |
| **Date** | **Topic or Class Activity** | | | **Assignments Due and Things To Do this week** | | | | | |
| Nov 22  Week 13 | Thanksgiving Break | | | Continue work on conceptual model and supporting documentation for RQ2.  In working on your conceptual model, apply feedback for RQ1 paper, and peer feedback, as appropriate. | | | | | |
| Nov 29  Week 14 | * Guest Facilitator * Conceptual Model Affinity Groups * In-class time for completion of course evaluation. | | | Conceptual Model Affinity Groups prepare for presentation Dec 6 | | | | Work on penultimate version of your conceptual model and supporting documentation for RQ2.  Prepare for Dec 6 Conceptual Model Affinity Group presentation. | |
| Dec 6  Week 15 | * Conceptual Model Affinity Group Presentations * Reflections | | |  | | | | | |
| Dec 13  Week 16 | **By Tuesday December 13,** via email submit to Sandy your Research Question 2 graphic conceptual model and supporting documentation.   * **By Friday December 16,** via email submit to Sandy your final self-evaluation and self-assigned final letter grade. | | | | | | | | |