

CATALOG INFORMATION

Dept and Nbr: ADLTED 601 Title: ADLT LEARNER TEACH/LEAR
Full Title: Understanding the Adult Learner: Teach/Learn Modalities
Last Reviewed: 1/22/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	2	Lecture Scheduled	0
Minimum	0	Lab Scheduled	4.00	1	Lab Scheduled	8.00
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	8.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 8.00

Title 5 Category: Non-Credit
Grading: Non-Credit Course
Repeatability: 27 - Exempt From Repeat Provisions
Also Listed As:
Formerly:

Catalog Description:
This course is designed to introduce potential or new teachers to the special needs and learning modalities of adult learners. Topics will focus on the differences between K-12 teaching and Adult Education in a higher education setting.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: This course is designed to introduce potential or new teachers to the special needs and learning modalities of adult learners. Topics will focus on the differences between K-12 teaching and Adult Education in a higher education setting. (Non-Credit Course)
Prerequisites/Corequisites:
Recommended:
Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:

IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer:	Effective:	Inactive:
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UC Transfer:	Effective:	Inactive:
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CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Explain how to engage adult learners in a higher education setting.

Objectives:

At the conclusion of this course, the student should be able to:

1. Describe the differences between K-12 learners and adult learners in a higher education setting
2. Describe and define a range of learning modalities and how they are suited to teaching adult learners

Topics and Scope:

I. Characteristics of Adult Learners

- A. Motivating adult learners
- B. Exploring adult student characteristics
- C. Differentiating between adolescent and adult learners
 1. Pedagogy--defining characteristics
 2. Androgogy--defining characteristics

II. Exploring Learning Modalities

- A. Seven Key Learning Styles
 1. Visual/Spatial
 2. Aural/Auditory/Musical
 3. Verbal/Linguistic
 4. Physical/Kinesthetic
 5. Logical/Mathematical
 6. Social/Interpersonal
 7. Solitary/Intrapersonal
- B. Teaching Outside Your Own Learning Style
- C. Tools for Assessing Learning Styles

III. Researching Adult Learning and Its Application in the Classroom

Assignment:

1. Assessing own learning styles/self-evaluation
2. Group discussion and presentation about adult learning
3. Active participation in classroom query
4. Read and Discuss reference materials

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Self-evaluation

Writing
10 - 10%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Read reference materials, analyze data and formulate presentation

Skill Demonstrations
20 - 20%

Exams: All forms of formal testing, other than skill performance exams.

None

Exams
0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Learning styles inventory; attendance and participation in class activities and discussions

Other Category
70 - 70%

Representative Textbooks and Materials:

Instructor prepared materials