



THE CATHOLIC UNIVERSITY OF AMERICA

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SSS 882
ADULT LEARNING THEORIES FOR PROFESSIONAL EDUCATION
3 Credits
Fall, 2009

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I. COURSE PURPOSE

This seminar is designed to familiarize students with adult learning theory and other theoretical approaches to learning and teaching for professional education. These theories are examined and critiqued within an historical and contemporary context. Emphasis is also placed on the philosophy of higher education as well as on curriculum construction, instructional design and outcome evaluation as well as and on the assumptions underlying the continuum of social work education.

Course Philosophy

The philosophical base of this course derives from the values underlying adult learning theory and is reflected in the following:

If I distrust the human being, then I must cram him with information of my own choosing, lest he go on his own mistaken way. But if I trust the capacity of the human individual for developing his own potentiality, then I can provide him with many opportunities and permit him to choose his own way and his own direction in his learning.

(Rogers, Freedom to Learn, 1969, p. 114)

II. EDUCATIONAL OBJECTIVES

The following objectives will guide the class sessions in achieving the overall course purpose. Students will:

1. Acquire knowledge about learning and teaching theories within their historical and contemporary contexts;
2. Develop an understanding of the philosophy of higher education and the basic assumptions of professional education;
3. Analyze and critique learning-teaching models that derive from these theories, particularly the new directions in adult learning models;
4. Appraise the value assumptions underlying higher education, particularly social work education;
5. Acquire an understanding of the principles and techniques of curriculum construction, instructional design, and outcome evaluation;
6. Become more sensitive to differential learning styles and cultural diversity and their implications for instructional design;
7. Critically assess the use of media and technology in higher education;
8. Critically evaluate one's own learning-teaching model, its theoretical and value base, and how this interfaces with and impacts the learner;
9. Develop skill in curriculum construction, instructional design, differential teaching strategies, and educational evaluation;
10. Demonstrate an understanding of curriculum construction through the development of a teaching/learning module for BSW, MSW, or Continuing Education.

III. COURSE REQUIREMENTS

A. Texts and Readings

Students are encouraged to supplement the following readings with others selected according to their areas of special interest, particularly from current social work journal literature. Relevant readings should be shared with the class participants.

Required Readings

Achacoso, M. V. & Svinicki, M. D. (Ed.) (March 2005). Alternative strategies for evaluating student learning: New directions for teaching and learning. No. 100 CA: Jossey-Bass.

Bates, A. W. & Poole, G. (August 2003). Effective teaching with technology in higher education: Foundations for success. CA: Jossey-Bass.

Bigge, M. L. & Shermis, S.S. (2004). Learning theories for teachers. 6th Edition. Boston: Allyn & Bacon.

Brubacher, J.S. (1982). On the philosophy of higher education. San Francisco: Jossey-Bass.

Joyce, B. R.; Weil, M. & Calhoun, E. (2004). Models of teaching. Boston: Allyn & Bacon.

Knowles, M. S., Holton, E.F., Swanson, R.A. (2005) The adult learner. 6th Ed. Houston: Gulf Publishing Co.

Merriam, S. B. (Ed.) (May 2008). Third update on adult learning theory: New directions for adult and continuing education. No. 89. CA: Jossey-Bass.

Solomon, C. (2000). Active learning exercises for social work and the human services. Boston: Allyn & Bacon.

Recommended Books *(Includes selected classic literature in higher education and in social work education.)*

Bok, D. (1986). Higher learning. Boston: Harvard University Press.

Bower, G. H. & Hilgard, E. (1981). Theories of learning. (5th Ed.) Englewood Cliffs, NJ: Prentice Hall.

Bruner, J.S., Goodnow, J.J. & Austin, G.A. (1986). A study of thinking. NY: New Brunswick, NJ: Transaction Books.

Dinerman, M. & Geismar, L., (Eds.) (1984). A quarter-century of social work education. Co-published by CSWE and NASW. Silver Spring, Md.: NASW.

Ewald, P. L. (1983). Curriculum design and development for graduate education. D.C.: Council on Social Work Education.

- Middleman, R. R. & Goldberg, G. W. (Eds.) (1991). Teaching secrets: Theaching technology in social work education. NY: Haworth Press, Inc.
- Newman, J.H. (1959). The idea of the university. NY: Doubleday (Original publication, 1852).
- Reynolds, B. C. (1942). Learning and teaching in the practice of social work. NY: Farrar and Rinehart, Inc., Publishers.
- Rogers, C.R. (1969). Freedom to learn. Columbus, Ohio: Charles E. Merrill Publishing Co.
- Schon, D. A. (1988). Educating the reflective practitioner. San Francisco: Jossey-Bass, Publishers.
- Towle, C. (1954). The learner in education for the profession. Chicago: University of Chicago Press.

Periodicals and Other Resources

Administrative Science Quarterly

Daedalus

Encyclopedia of Educational Research

Harvard Educational Review

Journal of Social Work Education

Journal of Teaching in Social Work

Chronicle of Higher Education

B. Assignments

1. Oral class participation, including regularly summarizing portions of the reading assignments and sharing these with the class.
2. Plan and implement a curriculum unit (one class session) illustrating a selected model of teaching-learning. The team is expected to involve the class in a one hour teaching-learning experience which will include cognitive, affective, and psychomotor behavioral learning domains. During the second hour, team members are expected to lead a discussion on the

practical and philosophical implications of the model for differing levels of professional education and for varying course content. Copies of the teaching plan should be distributed to seminar participants at the scheduled teaching session. The class will participate in the evaluation of the session.

3. Design a syllabus for a module (4 sessions) of a professional social work course including course purpose, philosophy, theoretical framework, learning objectives related to each of the learning domains, course assignments (readings, papers, etc), grading plan, learning contract, instructional methods, evaluation plan, and session by session content and readings. The syllabus design is due on Session #11.

The APA Manual of Style is required for all written assignments.

C. Seminar Participation

Seminar objectives will be achieved through group discussion, presentations by the instructor and the students, and the completion of the final course assignment—the syllabus design. In view of the critical nature of social work education for the future and its significance to the development of the profession, students are encouraged to participate in building the course curriculum.

D. Course Expectations

1. Students are expected to attend all class sessions and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or come late, s/he is expected to notify the instructor in advance. Assigned readings and completion of assigned tasks are expected prior to each class session.
2. The course combines the formats of didactic lectures and participatory seminars. Students and the instructors will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructors will view each other as resource persons.
3. See the NCSSS Bulletin and student handbook for other expectations relative to student responsibilities and comportment.

Scholastic Expectations:

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should demonstrate communication ability consistent with graduate level performance, reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

Academic Honesty:

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and Appropriate Program Handbooks.

Accommodations:

Students with physical, learning, psychological or other challenges wishing to request accommodations must identify themselves with the Disability Support Services (DSS) and submit documentation of a disability. Once you have documented a disability, DSS will establish whether any accommodations or academic adjustments are required. If so, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

E. Grading Policy

The university grading system will be utilized (see policy in NCSSS bulletin). The grade will be based upon the extent to which the student meets the course objectives as demonstrated by class participation and required assignments.

Attendance and constructive class participation	20%
Class presentation	30%
Syllabus Design (Final Paper)	50%

F. Learning Contract

The student's goals for the semester will be discussed and formulated in a brief written statement (see Form attached). The direction for the semester will be set within a framework of the learning needs of the students and the course curriculum.

G. Attendance and Participation

1. Students are expected to attend all class sessions, to arrive at classes

on time, and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or come late, s/he is expected to notify the instructor in advance. Students are responsible for obtaining any class notes or other materials distributed when they are absent. Unexcused or multiple absences may result in a reduction of the final grade.

2. Students are expected to read all required readings for each class session and be prepared to participate in classroom discussions and exercises.

3. The course combines the formats of didactic lectures and participatory seminars. Students and the instructor will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructor will view each other as resource persons.

H. Course and Instructor Evaluation:

NCSSS requires electronic of this course and the instructors. At the end of the semester, an evaluation form will be distributed in class. Results will not be given to the instructor until grades are submitted. Additional informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to special requests. These evaluations will serve as a basis for ongoing course revisions.

CLASS SCHEDULE

MODULE I. INTRODUCTION TO SOCIAL WORK EDUCATION

- Class 1 **INTRODUCTION TO THE COURSE**
Overview of the course purpose, organizational framework and structure
Learning-teaching theories and instructional technology for social work education
The context of professional social work education—the university
- Class 2 **THE PHILOSOPHY OF HIGHER EDUCATION**
Principal philosophies of higher education
Academic autonomy/freedom
Professional education

Required Readings

Brubacher, J.S. (1982). On the philosophy of higher education. Introduction, pp. 1-11; Chapter 1, The higher learning, pp. 12-27; Chapter 2, Academic Autonomy, pp. 22-42; Chapter 3. Academic freedom, pp. 43-60; Chapter 5, Generalized and specialized education, pp. 74-93.

Shulman, Lee S. (2009). Making Differences: A Table of Learning. Stanford, CA: The Carnegie Foundation for the Advancement of Teaching

Recommended Readings

Bok, D. (1986). Higher learning. Cambridge, MA: Harvard University Press.

Newman, J. H. The idea of the university.

Ryan, E.R.; Hawkins, M.J. & Russell, R. (1992). Education: An exchange of ideas among three humanistic psychologists. Journal of Humanistic Education and Development, 30, pp. 178-191.

Towle, C. (1954). The learner in education for the professions. Chapter 1. General objectives of professional education, pp. 3-22.

Slotnik, L. (1991). Great teachers. In Teaching Secrets. NY: Haworth Press, Inc.

Class 3

SOCIAL WORK EDUCATION

The Epistemology of social work

 The nature of social work knowledge

Aesthetics

The continuum of social work education

 The BSW level in historical context

 The MSW Curriculum and the evolution of accreditation

 Doctoral education

Required Readings

Abramovitz, M. & Bardill, R. D. (1993). Should social work students be educated for social change? Pro/Con Journal of Social Work Education, 29 (1), 6-18.

Anastas, J. W. et al. (2003). Guidelines for Quality in Social Work Doctoral Programs. NY: Group for the Advancement of Doctoral Education (GADE)

Brennen, E. C. (1984). The continuum: multiple levels of social work education. In A quarter-century of social work education, Chapter 2, pp. 25-40.

Dinerman, M. The 1959 curriculum study. In A quarter century of social work education. Chapter 1. pp. 3-24.

Educational Policy Statement. (2008). Alexandria, VA: CSWE.

Reamer, F. G. (1993). The philosophical foundations of social work. Epistemology, Chapter 4; Aesthetics, Chapter 5.

Recommended Readings

Anastas, J. W. & Congress, E. P. (1999). Philosophical issues in doctoral education in social work: A survey of doctoral program directors. Journal of Social Work Education, 15 (1), 143-153.

Ewald, P. L. (1993). Curriculum development for graduate social work education. DC: CSWE.

Gibbs, P. & Locke B. (1990). Paradigm for generalist-advanced generalist curriculum. Journal of Social Work Education, 26 (3), 52-62, 232-243.

Schone, D. (1988). Educating the reflective practitioner. San Francisco: Jossey-Bass.

MODULE 2. LEARNING THEORIES

Class 4 **LEARNING THEORIES**
Orientation to learning theories
Learning theories in historical context
Contemporary learning theories
Concept attainment

Required Readings

Bigge, M. L. & Shermis, S. S. (2004). Learning theories for teachers. Chapter 1. Why is classroom learning a problem? pp. 1-20; Chapter 2. What historical theories of

learning are reflected in current school practice? pp. 21-43; Chapter 3, What are the two current major families of contemporary learning theory? pp. 44- 69; Chapter 4. How do the two families of contemporary learning theory describe the learning process? pp. 70-96; Chapter 10, How does learning transfer to new situations? pp. 211-235.

Motto, H. et al (2006). An exploratory study of multiple intelligences and social work education. Journal of Social Work Education, 42 (2), 405-416.

Pappell, C.R. & Skolnik, L. (1992). The reflective practitioner: A contemporary paradigm's relevance for social work education. Journal of Social Work Education, 28 (1), 18-26.

Rogers, G. & McDonald L. (1992). Thinking critically. An approach to fields instruction training. Journal of Social Work Education, 28 (2), 166-177.

Recommended Readings

Bigge, M. L. & Shermis, S. S. (2004). Learning theories for teachers. Read selectively, Chapters 5, 6, 7, 8 and 9.

Hilgard, E. R. & Bower, G. H. (1981). Theories of learning. (5th Ed.), pp. 73-87.

Class 5 ADULT LEARNING THEORIES

Historical perspective
Adult learning: philosophy or theory?
Androgogy and self directed learning

Required Readings

Knowles, M. S.; Holton, E. F. & Swanson, R. A. (2005). The Adult Learner. Chapters 1 through 4, pp. 1-72; Chapters 7 through 9, pp. 133-183.

Kilgore, D. W. (2001). Critical and postmodern perspectives on adult learning. In The new update on adult learning theory. San Francisco: Jossey-Bass, pp. 53-59.

Merriam, S. B. (2008). Something old, something new: Adult learning theory for the twenty-first century. In Third

update on adult learning theory. San Francisco: Jossey-Bass, pp. 93-96.

Recommended Readings

Baumbartner, L. M. (2001). An update on transformational learning. In The new update on adult learning theory. San Francisco: Jossey-Bass, pp. 15-24.

Hayes, E. R. (2001). A new look at women's learning. In The new update on adult learning theory. San Francisco: Jossey-Bass, pp. 35-42.

Hill, L. L. (2001). The brain and consciousness: Sources of information for understanding adult learning. In The new update on adult learning theory. San Francisco: Jossey-Bass, pp. 73-82.

Mumm, A. M. & Kersting, R.C. (1997). Teaching critical thinking in social work practice courses. Journal of Social Work Education, 33 (1), 75-84.

MODULE 3. CURRICULUM CONSTRUCTION AND INSTRUCTIONAL DESIGN

Class 6 CURRICULUM CONSTRUCTION AND INSTRUCTIONAL TECHNOLOGY

Domains of learning
Behavioral objectives
Competency-based curriculum models

Required Readings

Knowles, M. S.; Holton, E. F. & Swanson, R. A. (2005). The Adult Learner. Chapters 5, 9, 10, 14.

Joyce, B; Weil, M. & Calhoun, E. (2004). Models of Teaching. 7th Ed. Boston: Allyn & Bacon. Chapter 20.

Recommended Readings

Clark, F.W. (1976). Characteristics of the competency-based curriculum. In M. L. Arkava & E. C. Brennan Competency-based education for social work. NY: CSWE, Chapter 2, pp. 22-46.

Ewalt, P.L. (1983). Curriculum design and development for graduate social work education. NY: CSWE.

Class 7. MODELS OF TEACHING

Student Learning Styles
Phases of Learning
Conceptual learning: inductive-deductive approaches
Contemporary Teaching Models: Content oriented and experiential approaches

Required Readings

Joyce, B; Weil, M. & Calhoun, E. (2004). Models of Teaching. 7th Ed. Boston: Allyn & Bacon. Chapters 1 through 4, 6, 17.

Kiersey, D.K. & Bates, M. (1984). Please understand me. Chapter 2, The four temperaments, pp. 1-26; Chapter 5, Temperaments in leading, pp. 29-168.

Recommended Reading

Reynolds, B. Chapter 7, Conscience, intelligence and learning. In Learning and teaching in social work, pp. 67-85.

Class 8. EDUCATIONAL EVALUATION AND ACCOUNTABILITY

Overview of curriculum evaluation
Competency-based education in social work
Strategies for evaluating learning outcomes

Required Readings

Achacoso, M. & Svinicki, M.D. (2004). Alternative strategies for evaluating student learning. San Francisco: Jossey Bass. Chapters 1 through 5, 9, 10, 14, 15.

Kameoka, V. & Lister, R. (1991). Evaluation of student learning outcomes in MSW programs. Journal of Social Work Education, 27 (3), 251-257.

Recommended Readings

Arkava, M.L. and Brenen, E.C. (1976). Quality control in social work education. In Competency-based education for social work. Chapter 1. Evaluation and curriculum issues, pp. 3-21.

Ewalt, P. (1983). Curriculum design and development for graduate education.

ETHICAL ISSUES IN ACADEMIA

Ethical Issues in the Academic Setting

Dual Relationships

Confidentiality

Informed Consent

Ethical Standards for students, for faculty

Ethical Issues in Field Education

Liability Issues in Social Work Education

Required Readings

Congress, E.P. (1996). Dual relationships in academia: dilemmas for social work educators. Journal of Social Work Education, 32 (3), 351-361.

Gelman, R., et al. (1996). Liability issues in social work education. Journal of Social Work Education, 32 (3), 351-361.

Gibelman, M; Gelman, S.R. & Fast, J. (1999). Journal of Social Work Education, 35 (3), 367-376.

Koerin, B. & Miller, J. (1995). Gatekeeping policies: Terminating students for non-academic reasons. Journal of Social Work Education, 31 (2), 247-261.

Zakutansky, T.J. & Sirles, E.A. (1993). Ethical and legal issues in field education: Shared responsibility and risk. Journal of Social Work Education, 29 (3), 338-347.

Recommended Readings

Joseph, M. V. (1991). Standing for values and ethical action: Teaching social work ethics. In Teaching Secrets.

Class 9. THE USE OF COMPUTER TECHNOLOGY AND DISTANCE LEARNING

Selecting and using technology
Advantages and limitations of distance education

Required Readings

Bigge, M. L. & Shermis, S. S. (2004). Learning theories for teachers. Chapter 10, How are teaching-learning theories related to computer education? pp. 301-334.

Bates, A. W. & Poole, G. (2003). Effective teaching with technology in higher education. Part 1. Fundamentals of educational technology, pp 3-108.

Recommended Readings

Bates, A. W. & Poole, G. (2003). Part 2. Course design, development, and delivery; Part 3. Change and stability in teaching with technology. pp, 109-281.

Van Soest, D., Canon R. & Grant, D. (2000). Using an interactive website to educate about cultural diversity and societal oppression. Journal of Social Work Education, 33 (3), 463-479.

MODULE 4. STUDENT TEACHING MODELS: SYLLABI DEVELOPMENT

In this module, emphasis is placed on the application of the principles of learning-teaching theories to professional social work curriculum and is directly experienced by the student through the development of a course syllabus, preparation of a single session plan, and direct teaching simulation in class. Consideration should be given to diversity and cultural issues, i.e. does the teaching model developed by the student provide for cultural-ethnic differences and physical challenges?

Recommended Readings

Solomon, C. (2000). Active learning exercises for social work and the human services. Boston: Allyn & Bacon

For content on particular areas of social work education, see Journal of Social Work Education and Journal of Teaching in Social Work

Classes 10-13 **STUDENT PRESENTATIONS**

Content areas for presentations should be discussed in advance with the instructor. They could include such areas as:

Human behavior and the social environment
Social policy
Social work practice
Women's Issues
Cultural diversity
Ethics
Social justice and
Other staff development or continuing education content

Class 14 **SUMMARY AND FEEDBACK**

Review of Class Content
Course Evaluation