

ALT 6123: Effective Teaching in Higher Education, II: International Perspectives on Adult Learning and Teaching

**University of Texas at San Antonio
Department of Interdisciplinary Learning and Teaching
College Teaching/Adult Learning and Teaching Programs**

Spring Semester, 2008

Saturdays (1/19, 2/9, 3/1, 3/15, 4/12) 9:00 AM – 5:00 PM; and on CE 6.0
MB 2.220

Course Instructor: Joellen E. Coryell, Ph.D.

One UTSA Circle, MB 2.240

Department of Interdisciplinary Learning and Teaching

College Teaching /Adult Learning and Teaching Programs

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Please submit all electronic communication through CE 6.0.

INTERDISCIPLINARY LEARNING AND TEACHING

MISSION

The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

GOALS

The department of ILT will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity

Adult Learning and Teaching (ALT) emphasizes a broad approach to learning about adult populations of a variety of age groups, life experiences, cultural backgrounds, and educational experiences.

Course Description: An examination of traditional and innovative instructional strategies for use in college teaching and other adult education settings. Education, as we know it here in America, is steeped in Western values and culture. But different cultures and value systems influence ways of knowing differently across the globe. This discussion-based course will explore adult education, issues of access and opportunity and societal versus individual change in various regions and countries. Discover how international perspectives of learning can enhance your instructional approaches and pathways to knowledge for your own learners.

Required texts:

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

Other readings as assigned (I will upload these to CE 6.0)

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th Ed.). Washington, DC: Author.

Course Purpose:

Education, as we know it here in America, is steeped in Western values and culture. But different cultures and value systems influence ways of knowing differently across the globe. This discussion-based course will explore adult education, issues of access and opportunity and societal versus individual change in various regions and countries. The purpose of this course is to discover how international perspectives of learning affect learning and development in adults around the world, and how the understanding of these different perspectives may influence our own practices. As transformative leaders in the field of adult learning and teaching, international perspectives on our discipline will better aid us *advocating for educational change and reform* for our learners at home.

Course Format: This seminar course will find us in extensive dialogue. We will meet on five Saturdays throughout the semester and on CE 6.0 (WebCT).

Democratic Classroom: In this course, democratic learning will be practiced. In a democratic classroom students and teachers work collaboratively in making decisions about what is to be learned; how learning and assessment should occur; and the importance of that learning. In a democratic classroom, the students and teacher learn collaboratively and share in the responsibility of collective knowledge construction. All knowledge is valued and sensitive dialogue is practiced.

Course Goal:

The learning goal of this course is to collectively construct new understandings of how individuals of different cultures, spiritual paths, and influences conceptualize knowledge, learning, and teaching. Through critical consumption and production of an assortment of research offerings in a variety of contexts and disciplines, the aim of the course is to take our experiences of forming and molding this new understanding back to our own individual adult learning and teaching settings. We engage in this study in order to provide a creative, culturally sensitive, and equitable educational facilitation to our learners.

Course Content:

Class	Topic
January 19	Introductions, Developmental Model of Intercultural Sensitivity, Inquiry Framework, CE 6.0 Training, Western Notions of Knowledge, Learning & Teaching
February 9	Book Chapter Discussions: Ch.1 (Intro/Mentoring); Ch. 2 (Islam and Lifelong Learning); Ch. 4 (Hinduism); Ch. 6 (Buddhism); Ch. 9: (Confucian Ways of Knowing)
March 1	Book Chapter Discussions: Ch. 3 (American Indian Indigenous Pedagogy); Ch. 5 (Maori Concepts of Learning and Knowing); Ch. 7 (African Indigenous Knowledge); Ch. 8 (Liberation Theology in Latin America)
March 15	Final Project Presentations
April 12	Final Project Presentations

Class Member Responsibilities/Assignments:*Class Participations (20% of final grade)*

An important aspect of this course is the exchange of ideas, opinions, questions, and information. Consequently, you are expected to come to all five scheduled class sessions fully prepared to participate, both by contributing important information from assigned readings and by contributing to class discussion. Class attendance is mandatory.

Chapter Leader Discussion Roundtables (20% of final grade)

In pairs, students will be asked to select chapters from the text to develop into a presentation. Students will lead a one to one and a half hour whole class roundtable discussion based upon the chapter and/or topics within the chapter. To enhance the discussion, the discussion leaders will have searched out additional information in the form of scholarly research articles, other books or book chapters, websites, etc., to bring more information/different perspectives/ additional resources to the discussion. A copy (or copies) of the articles, chapters, and/or web page(s) should be brought to class as well.

**The course syllabus is a general plan for the course. Deviations announced to the class by the instructor may be necessary.* 3

Guest class members from the specific international or indigenous culture are welcome (discuss this first with me, please). The purpose of this presentation is to actively engage peers in intellectual activity during which time they apply critical thinking and problem solving to curriculum issues. Discussion leaders need to provide a culminating activity to encourage personal and group reflection of new knowledge constructed. Be creative!

Journal Reflections on Personal and Collective Knowledge Construction and Action
(20% of final grade)

The reflective journal entries are structured in a manner that will require you to put aside time to process, grapple with, think about, and come to terms with some of the inevitable thorns as well as unexpected pleasures you will encounter in learning about different ways of conceptualizing knowledge, learning, and teaching.

Final Project: Paper and Presentation (40% of final grade)

Paper~ You will each choose an international community/culture/religion that has particular meaning for you (rationale). From the lens of your own discipline, research how the adult learning is facilitated in that country/ culture/ religion/ setting. This project is to research our key concept sections of inquiry into international perspectives on adult learning and teaching. We will create the assessment rubric as a class, and feedback will be provided by each class member. The paper should include:

- Contextual context for your paper (ie: Prison system in India).
- What is the research question you're answering?
- Overview of the context (provide reader/classmates with background information – what are the parts of that system? How do they relate to each other?)
- What are the influences/primary tenants of the community and the way in which they consider knowledge, learning, and teaching?
- What is diversity like in your research community? Do socioeconomic factors play a role in their perspectives on adult learning and teaching? Is this a marginalized community? How does social justice play a role in how they know and learn?
- How is the community of practice considered? Who are the learners? Who are the instructors? Who are the stakeholders? Frame your project by the key concept sections of inquiry we will discuss throughout the semester.
- Describe the past (historical perspectives), present, and future (as part of the conclusion for the paper) for your discipline in this country.
- What are you critically concluding through this research? (your evidence should be clear in the body of the paper)
- What else? Let's discuss this~

This paper should be approximately 15 pages, double-spaced, in length and written according to APA style (see required text above). Sources for your paper should include scholarly journals, books, reputable internet sources, interviews with individuals native to the area with subject matter expertise, etc. A non-exhaustive list of journals are available in the weblinks tool in CE 6.0. You will need to access articles through UTSA's library and databases. A balanced set of sources is best (ie: careful with using primarily websites as their merit can be in question).

Presentation~ You will have one to one and a half hours to present your findings. Your presentation should actively involve the class participants and should involve appropriate pedagogical approaches for adult learners. This is the time for you to bring us into the world in which you have researched through our senses and our cognitive engagement – see if you can create an approach to your presentation/learning facilitation that taps into the perspectives of your chosen community. If you interviewed someone from this community and they are comfortable coming to class, you may invite them to be a part of the class and presentation.

Grading

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= below 59

Attendance and Professionalism

Attendance of scheduled classes is **mandatory** for the completion of this course. Activities designed for class participation cannot be replicated and may not be completed outside of allotted class time. Therefore, attendance is expected for each class session. Please be on-time and ready to work hard! Attendance will be checked at the beginning of each class period. It is the student's responsibility to put his/her attendance card into the attendance folder. In order to be considered present for the class, the student must arrive on time and remain for the entire class period.

Policies and Procedures

Students are expected to demonstrate professional conduct and attire during class sessions (see Fitness to Teach policy document located in the Department website). In order to minimize distractions, students will not leave the room during class unless an emergency arises. All members of the class are expected to behave with courtesy and respect toward others. Should behavioral disruptions interfere with the business of the classroom and the ability of class members to learn, they may be reported to the Office of Student Judicial Affairs in accordance with Section 202 of the UTSA Student Code of Conduct (<http://www.utsa.edu/OSJA/index.cfm>). *Please respect everyone in the class by limiting cell-phone use to before and after class or during scheduled breaks when possible. Cell phone communications should be held outside of the classroom. You may bring your laptop, but please limit personal activities (email, etc.) to before and after class or during scheduled breaks.*

The instructor will follow all the policies and procedures, in regard to students, as they are specified in the UTSA Faculty Handbook and the Fitness to Teach Policy document. Any incidence of scholastic dishonesty or other student discipline issues, will be managed as the Handbook specifies (Faculty Handbook, Section 2.37, pages IV-3li-vi).

Make-up Work and Late Exercises

Your work is due on the due date. All work needs to be submitted via CE 6.0.

University Policy on Academic Dishonesty

University Policy on Academic Dishonesty: Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT Regent's Rules of Regulation). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. If you have any questions about this (especially what constitutes plagiarism), please stop by my office and I'd be most happy to discuss it. You can also refer to the UTSA Student Code of Conduct on scholastic dishonesty and disciplinary action. This is available at: <http://www.utsa.edu/OSJA/index.cfm>

Academic Success and the Tomás Rivera Center

Academic Success and the Tomás Rivera Center: The TRC provides an array of services to assist student in achieving learning success. A large proportion of beginning students find that the skills they develop in high school may not be adequate for success at the college level. The TRC provides training and assistance in such areas as study skills, test taking strategies, note taking skills, etc. The Center also has individual advising and tutoring for some courses. At the moment, tutoring is not available for this course but the various skills workshops that they run along with individual advising may prove extremely helpful. The TRC is located in the University Center 1.01.02 (far west end of the UC). You can reach them via the web (www.utsa.edu/trcss) or by phone (458-4694).

Other Student Support Services

Other Student Support Services: UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (office: MS 2.03.18; phone: 458-4157; web: <http://www.utsa.edu/disability/>). Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157) in order to receive support services.

"On my honor, as a student at The University of Texas at San Antonio, I will uphold the highest standards of academic integrity and personal accountability for the advancement of the dignity and the reputation of our university and myself."