Syllabus

Subject code: HRCM21-114

Subject name: Adult Learning and Development

Purpose of course:

The main objective of the course is to familiarize student with the main issues of adult learning in the 21. century. The course aims to cover the important traditional learning theories and models connected to adult learning. The students will be able to identify learning issues on individual, community, and organizational levels and to interpret adult learning in a problem-oriented, multifaceted and practical way. The course strives to present the up-to-date scientific knowledge developed about adult learning, and help students to process it with interactive tasks, to support the active integration of information into professional knowledge.

Results and acquired competencies

Knowledge:
- understand and explain the main features of adult learning with appropriate examples
- are familiar with the different manifestations of individual, community and organizational learning
- recognize the connection points between different traditional learning theories

Abilities:
- are able to identify and explain learning theories through practical examples
- are able to interpret adult learning in a problem-oriented, multifaceted and practical way
- are able to analyze and critically compare adult learning theories

Attitude:
- during understanding of different processes, they are characterized by critical thinking and striving for analysis.
- they are committed to work with high quality

Autonomy, responsibility:
- the students represent their professional ideas with commitment, and trust in their knowledge
- possess the need for continuous self-development, consciously seeks organizational and individual forms of learning, and continuously uses non-formal learning opportunities based on internal motivation

Content of the subject:

Major topics:

- Adult learning in the 21st century - the role of learning theories and models in interpreting adult learning
- The evolution of adult learning theories (historical overview)
- The context of adult learning: changes and variations
- Traditional learning theories and developmental models

- Individual, community and organizational aspects of adult learning
- Theories of adult learning: self-directed learning, transformative learning, reflection and experiential learning, expansive learning, culture and learning
- Learning motivation in adulthood
- Contemporary approaches to adult learning

Exam and evaluation system:

The evaluation is carried out with a continuous examination (HKR § 67 1 (e)). Students have to write essays on different topics in order to support their critical understandings of the material. Students report their knowledge in a written exam compiled from the material of the lectures during the examination period. The instructor determines the grade based on the fulfilment of the two types of requirements.

Literature:
- Merriam, S.B.; Bierema, Laura (2003): Adult learning:Linking theory and Practice. Jossey-Bass. 2013.
- Illeris, K. ed. (2009) Contemporary Theories of Learning. Routledge. (7-20).