

Course LEAD 460 – Adult Learning & Diversity

Credit/Term 3 Credit Hours/Spring 2021

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Office Hours: Mon – Fri 10A – 1P EST via Microsoft Teams

Meeting Time *Asynchronous Via Blackboard. Start date is 03/02/21 to 04/21/21*

Websites Blackboard: <https://blackboard.louisville.edu>
OLL Program: <http://uofl.me/OLLProgram>

Catalog Description

An overview of the theories and principles of adult learning and diversity with an emphasis on the application to the education and helping professions. Applications of career planning and talent management.

Prerequisites. Admission to College of Education and Human Development.

Course Overview

The purpose of this course is to develop an understanding of the ways in which adults from all walks of life learn best and why and how this information might be applied meaningfully to various learning contexts, including career planning and talent management. This course takes a multidisciplinary approach to explore the dimensions of adult learning and diversity and how they relate to what is considered to be “best practice” for workforce leaders. Learning is assessed at the developing level for this course in the Workplace Performance sequence.

Required Readings, Texts

Knowles, M., Holton, E., & Swanson, R. (8th ed., 2015). The adult learner: The definitive classic in adult education and human resource development. Burlington, MA: Elsevier. ISBN: 978-0-415- 73902-3.

Harvey, C. P., & Allard, M. J. (6th edition, 2015). Understanding and managing diversity: Readings, cases, and exercises. Pearson/Prentice-Hall. ISBN-10: 0-13-255311-2, ISBN: 978-0-13- 354819-8.

A Foliotek account will be used to track HAT submissions for this program.

Other required readings are online or will be placed on electronic reserve (available on Blackboard).

Student Learning Outcomes

This course primarily contributes toward developing the “Investigate Gap” competencies of our OLL & HROD Program:

- 1.1 Identify the environment and culture of the workgroup.
- 1.2 Analyze and interpret critical business issues and challenges.
- 1.3 Utilize evidence-based literature to guide inquiry.
- 1.4 Utilize appropriate inquiry methods.
- 1.5 Assess needs and opportunities.
- 1.6 Identify causal factors that limit performance.
- 1.7 Interpret results and make recommendations.

Course Objectives

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

1. Explain adult participation through the lens of an appropriate theoretical model.
2. Identify the various ways that adults learn best and why, including consideration of andragogy, pedagogy, and motivation in instructional design.
3. Plan strategies to leverage diversity in workplace performance.
4. Design ways to facilitate diversity in an organization or department

American Society of Training and Development (ATD) Student Learning Outcomes.

This course primarily contributes toward developing the “Designing Learning” aspects of organizational leadership and learning (ASTD, 2004):

Human Resource Development Standards (ASTD, 1989)

1. Adult learning understanding
10. Training and development theories and techniques
25. Presentation skills
28. Writing skills
30. Information search skills

Workplace Learning and Performance Standards (ASTD, 2004)

9. Leverage diversity
13. Plan career and manage talent

CEHD Conceptual Framework Summary

The college’s conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of **Inquiry**, and through active engagement and skilled training in methods of rigorous **Research**, candidates develop the knowledge, skills, and dispositions to become **Critical Thinkers**. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of **Action**, and through continual **Practice**, candidates develop the knowledge, skills, and dispositions to become **Problem Solvers** in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of **Advocacy**, and through dedicated, committed **Service** to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become **Professional Leaders**. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

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|--|--|--|--|
| <i>Conceptual Framework Constructs</i> | Inquiry | Action | Advocacy |
| <i>Constructs as Learned and Applied</i> | Research | Practice | Service |
| <i>Constructs Reflected in Candidates</i> | Critical Thinkers | Problem Solvers | Professional Leaders |
| <i>Unit Dispositions Reflected in Candidates</i> | Exhibits a disposition to inform practice through inquiry and reflection | Exhibits a disposition to improve practice through information, knowledge, and understanding | Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference |

Relationship to Conceptual Framework

ELFH 311 contributes to the *Inquiry*, *Action*, and *Advocacy* constructs of the CEHD conceptual framework:

| Construct | Course Objective | Competency | Course Assignment/Product |
|-----------|------------------|-------------------|---|
| Inquiry | 1 | HRD 1,28, 30 | Discussion/Participation |
| Action | 2 | HRD 1, 10, 28, 30 | Presentation and Executive Summary |
| Advocacy | 3 | HRD 1,10, 28, 30 | Research report Presentation and Executive Summary |

Outline of Course Content

- I. Educating Adults
 - a. Definitions of adult education
 - b. Venues for adult education
 - c. Issues and trends in adult education participation
 - d. Adult developmental stages
 - i. Theories of developmental stages
 - ii. Aids in understanding adult learners
- II. Principles of Adult Learning
 - a. Pedagogy and andragogy implications on instructional design and HRD
 - b. Facilitation styles influence on curriculum design
 - c. Motivational models and best practices
- III. Leveraging Diversity in Workplace Performance
 - a. Convey respect for different perspectives
 - b. Expand own awareness
 - c. Adapt behavior to accommodate others
 - d. Champion diversity
 - e. Leverage diverse contributions
 - f. Accommodate global differences
 - g. Cross-cultural awareness
- IV. Career Planning and Talent Management
 - a. Facilitating career planning
 - b. Managing talent in the organization

| Specific Requirements: | Competency/ Objective |
|---|--|
| <p>Research Report (30% of course grade) This assignment requires conducting a research project in this course and writing up the results in a clear, concise fashion. Theories and concepts learned in the course are used to interpret the results of the study and to draw conclusions that demonstrate adult learning and diversity, and training and development understanding, writing skill and communicating effectively.</p> <p>Students will select a topic from a number of broad topics including self-directed learning, andragogy, life-span development, diversity, disability, inclusion, ethnicity, gender, race, multicultural, and cross-cultural.</p> <p>THIS IS THE HALLMARK ASSESSMENT FOR THIS COURSE</p> | Competencies 1, 10, 28 Course Objective 3 |
| <p>Social Discussion (Via discussion board) (10% of course grade) Since we learn by sharing, you will have the opportunity to post and comment on each other's posts in the discussion board. My goal with this social interaction is that you collaborate in an asynchronous way to "discover" and "generate" knowledge based on topics or thoughts related to the course.</p> <p>You are graded by my observation of your participation and this will count for 10% of your participation grade. I will grade you based on how well you respond (grammatically, matter of fact, etc. Also, personal thoughts or beliefs are fine but MUST be backed up with literature or research) and your ability to share helpful insights. Helpful insights mean more than "agreeing with others". You need to provide specific comments that related to the given topic. I will provide feedback only when I note a tangent of the thought at hand. You will be required to post to every discussion board labeled as "social discussion" and I also expect you to respond to at least 2 post (weekly) made by your teammates using a minimum of 100 words.</p> | Course Objective 1,2 |
| <p>Outstanding participation: (10% of course grade) In addition to meeting the minimum expectations, those who take on extra assignments to help communicate the material bolster their participation grade. This is besides the guided discussions.</p> <p>Minimum expectations:</p> <ul style="list-style-type: none"> - Engage in quality discussion in all venues we use (e.g. discussion board, threads, etc.). - Treat information shared in class with professionalism, sensitivity, and confidentiality. - Prepare for each session by reading all requirement assignments. - Submit all assignments on time - Check UofL email at least three times per week. Course announcements will be made via Blackboard/email. Please note that you can also forward your UofL email to another account. See tinyurl.com/2wnvk4f for instructions to forward Outlook email. - Provide me with feedback and input about the course. Please use the course evaluation survey to provide constructive feedback. I ask and encourage respectful comments. | Course Objectives 2, 3, 4 |

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| <p>Individual Presentation (use of Panopto is required. 30 % of course grade) Deliver a presentation about a topic of interest related to adult learning and diversity, and workplace performance. This presentation can be relative to the private, public sectors business and industry, non-profit organizations, small business and/or military branches.</p> <p><u>Your presentation should include:</u></p> <ol style="list-style-type: none"> 1. An introduction of your topic of interest, and why you selected your topic of interest. 2. At least 3-5 key areas relevant to your topic of interest. 3. Strategies to leverage and improve diversity initiatives in workplace performance. 4. Implications relevant to your recommended strategies, and how these implications intend to improve diversity and inclusion in the workplace. <p>The Topics of Interest in which you are welcome to select are below:</p> <ul style="list-style-type: none"> • Race and Ethnicity • Age • Gender • Sexual Orientation • Physical and Mental Challenges • Social Class • Religion • Appearance/Weight • Language/Communication • Military Service | |
| <p>Knowledge acquisition (quizzes 20% of course grade) There will be a minimum of three (3) quizzes throughout the course. You will have the opportunity to read the relevant materials (based on the sequence recommended in the course schedule (posted on Blackboard). Each quiz will have a specific due date. However, you will be able to take all quizzes as early as you wish during the semester, as long as you have completed the related readings. All quizzes will account for a total of 20% of the course grade, even though each quiz will be graded on a 100 point scale.</p> | |

DICEE Emphasis

- **Students will complete each assignment** by looking through the paradigm of Diversity, Inclusion, Community Engagement, and Equity in relation to their respective organization. Choose which letter in DICEE best fits to the nature of your assignment.
- **Things to consider.** Students will identify and explain critical thinking measures by using the DICEE acronym below:
 - **Diversity:** Is your organization creating an environment that embraces the full range of diversity? (i.e. race, ethnicity, religion, sexual orientation, age, physical ability, gender, etc.)
 - What is the organization's view of diversity? i.e. diversity statement, training, etc.
 - **Inclusion:** Does the organization have an inclusive environment of differences in the workplace?
 - Are all voices heard?
 - What role do minorities play in the workplace? Are those in the workforce represent those in the community?
 - How inclusive is the leadership team in regards to varying ideas, backgrounds, and experiences?
 - Employees are treated with value and respect?
 - Issues and potential tensions are addressed?
 - **Community Engagement:** How does the organization engage the community?
 - How are they meeting the needs of marginalized groups?
 - Is the organization partnering with local communities to initiative change? If so, how?

- What is the process that determines org. partnership?
- Who is not being served as a community?
- **Equity:** Do constituents (internal and external) have equal opportunity to achieve success?
 - Is there equity in regards to contribution and belonging?
 - Does everyone get the support they need in the midst of systemic barriers?
 - Are consumers receiving equitable treatment from this organization?

Criteria for Determination of Grade

| Master's Students | |
|---|-------------|
| Major Project (Hallmark Assessment) | 30% |
| Participation Individual Participation (10%) Social Discussion posts (10%) | 20% |
| Individual Presentation | 30% |
| Course quizzes | 20% |
| TOTAL | 100% |

| Grading Scale | | | |
|----------------------|-----------|-----------|-------------|
| A+ 99-100% | B+ 91-92% | C+ 83-84% | D+ 75-76% |
| A 95-98% | B 87-90% | C 79-82% | D 71-74% |
| A- 93-94% | B- 85-86% | C- 77-78% | D- 69-70% |
| | | | F below 69% |

Other Expectations of Participants

- Preparation for Class. Participants should be prepared for class each week. This includes completing all readings and assignments. It is the participant's responsibility to contact me if unable to complete an assignment or participate in class.
- Timeliness of Work. All work is expected on time, unless prior approval has been obtained. Assignments not completed or turned in late will result in an automatic 0. I will still provide feedback. However, the grade will be forfeited. When unusual circumstances arise, the participant is responsible to contact me in advance (when possible) at shaun.owens@louisville.edu to make arrangements in these rare cases. If unable to contact me prior, you will be asked to provide an affidavit of the extenuating circumstance.
- Formatting of Documents. Written assignments must meet general formatting standards of that American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: APA.

Policy Regarding Grades and Feedback

Given the nature of our field, I believe in providing developmental feedback on various aspects of the Hallmark Assessment, in order to encourage growth and improvement. Specifically, I provide feedback related to the writing style (APA mindful) as well as business adequate grammar and sentence construction and formatting.

Relevant U.S.-Based Websites/Professional Organizations

Academy of Human Resource Development (AHRD): www.ahrd.org

American Association for Adult and Continuing Education: www.aaace.org
American Society for Quality: www.asq.org
American Society for Training and Development (ASTD): www.astd.org
Association for Experiential Education: www.aee.org
HR People and Strategy: www.hrps.org
International Society for Performance Improvement (ISPI): www.ispi.org
Organization Development Network: www.odnetwork.org
Society for Human Resource Management (SHRM): www.shrm.org
Society for Organizational Learning (SOL): www.solonline.org

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Information on Plagiarism/Academic Dishonesty

If you want to borrow someone else's words in paper, simply *quote the words* and *cite the work*. If you want to borrow someone else's ideas, *you must cite the work*. If you do not do this, it's plagiarism.

Plagiarism is representing the words or ideas of someone else as one's own. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

Please become familiar with Section 5 of the Code of Student Rights and Responsibilities:

<http://bit.ly/wBsp5e>

Technology Expectations

Continuing and regular use of e-mail is expected. You must be able to use Internet search tools, access Blackboard, download and print documents, and upload assignments. All assignments must be submitted electronically in Blackboard.

Course Withdrawal

If you find this course does not fit your life plan or learning style and you choose not to continue, please contact your program advisor as soon as possible. **You need to drop the course instead of just not attending anymore.** Failure to withdraw results in a failing grade. Please have the courtesy to speak with the professor if you decide to withdraw from this course.

Bibliography

Required Articles & Books/Chapters:

- Academy of Human Resource Development (1999). *Standards on ethics and integrity*. Retrieved August 20, 2008, from http://data.memberclicks.com/site/ahrd/ethics_standards.pdf
- Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). San Francisco: Jossey-Bass.
- DeVogel, S. H., Sullivan, R., McLean, G. N., & Rothwell, W. J. (1995). Ethics in OD. In W. J. Rothwell, R. Sullivan & G. N. McLean (Eds.), *Practicing organization development: A guide for consultants* (pp. 445-489). San Diego: Pfeiffer.
- Vogt, E. E., Brown, J., & Isaacs, D. (2003). *The art of powerful questions: Catalyzing insight, innovation, and action*. Waltham, MA: Whole Systems Associates.
- Willmore, J. (2003). The seven (actually nine) deadly sins of new performance consultants. *T + D*, 57(8), 28-33.
- Witkin, B.R., & Altschuld, J.W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: Sage Publications.

Other Books and Articles Used in the Preparation of This Course:

- Curnan, S., LaCava, L., Sharpsteen, D., Lelle, M., & Reece, M. (1998). *W.K. Kellogg Foundation evaluation handbook*. Battle Creek, MI: W.K. Kellogg Foundation.
- Sleezer, C., Russ-Eft, D. F. & Gupta, K. (2014). *A practical guide to needs assessment* (3rd ed.). San Francisco, CA: Wiley.
- Hatcher, T.G., & Ward, S. (1997). Framing: An approach to performance analysis. *Performance Improvement Quarterly*, 10(3), 84-103.
- Kaufman, R. (1996). *Strategic thinking: Identifying and solving problems*. Washington, D.C: International Society for Performance Improvement. Alexandria, VA: ASTD Press.
- Kaufman, R., & Rojas, A. (1993). *Needs assessment: A user's guide*. Englewood Cliffs, NJ: Educational Technology Publications.
- Kirkpatrick D.L. & Kirkpatrick, J.D. (2007). *Implementing the four levels: A practical guide for effective evaluation of training programs*. San Francisco: Berrett Koehler.
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage publications.
- Mager, R.F., & Pipe, P. (1984). *Analyzing performance problems* (2nd ed.). Belmont, CA: Pitman.
- Marshall, C., & Rossman, G.B. (1995). *Designing qualitative research*. Newbury Park, CA: Sage Publications.

- McClelland, S.B. (1995). *Organizational needs assessments: Design, facilitation, and analysis*. Westport, CT: Quorum Books.
- Miles, B.M., & Huberman, M.A. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage.
- Morgan, G. (2006). *Images of organization*. Thousand Oaks: Sage.
- Morrison, G., Ross, S. M., & Kemp, J. E. (2007). *Designing effective instruction* (5th ed.). New York: John Wiley & Sons, Inc.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Russ-Eft, D. F., & Preskill, H. S. (2001). *Evaluation in organizations: A systematic approach to enhancing learning, performance, and change*. Cambridge, MA: Perseus.
- Swanson, R.A., & Holton, E.F. (Eds.). (1997). *Human resource development research handbook*. San Francisco: Berrett-Koehler.
- Yin, R.K. (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Date Prepared and By Whom Prepared

Prepared by Dr. Hardy MacKenzie for Fall 2019

Revised by Dr. C. Shaun Owens for Spring 2021

Research Report

Purpose and Process

This assignment requires conducting an observation-based mini-research project in this course and writing up the results in a clear, concise fashion. Students will select a topic from the list provided in class, including the following broad topics: self-directed learning, andragogy, life-span development, diversity, disability, inclusion, ethnicity, gender, race, multicultural, and cross-cultural.

Theories and concepts learned in the course are used to interpret the results of the study and to demonstrate understanding of strategies to enhance human resource development and diversity in workplace performance, writing skill and communicating effectively. Observations must be described in relation to terms and concepts found in the literature (shown by citations within the text of the paper). All citations will have their related references included at the end of the paper.

The paper will consist of an introduction or description of the learning context; the literature review will cite at least three scholarly articles relating to the research question; the method and results section will describe the method used to gather data and the actual results of the observations or surveys in relation to the course theories and concepts discussed in the literature review; and a conclusion and recommendations section is required to discuss what you learned from this activity and how you might apply the new knowledge to your personal or professional learning practice.

Product

The paper must follow APA editorial style (APA, 6th ed.), be double-spaced, utilizing a 12-point font size, in a Times New Roman or Arial font, with a one-inch margin. It should be 6-10 pages, not including the cover page and reference page.

Here is additional information on what is needed in each section:

- **Introduction** - In the introduction you want to accomplish these things: (i) describe the context for the topic of your paper (ii) present the research question/purpose of the article and (iii) provide a preview of the information in your paper.
- **Literature Review** - In this section you will build the case of information for your topic, using at least three scholarly resources which include things such as Journal Articles from reputable academic sources. You could use EBSCO host or another such search engine from the U of L library to help you locate these resources. Expect each of these sources to be fairly long---10-20 pages. In the literature review, you will need to discuss the articles, define important terms, etc. Make sure to use APA style to document your use of these sources within your paper. See the section on "in-text citations" in the APA style guide to help you with formatting.
- **In the Methods/Results** section you will describe the methods used to gather the data and the actual results. For those of you who want to do your own research --- you could explain a survey that you conduct OR an observation that you make --- and then write about the results of the survey or observation. If you are not conducting independent research, then here you need to describe the data collection/analysis methods you would have used had you been able to conduct the study. Also, for the purpose of writing the Conclusions/Recommendations section, you may want to create fictitious results (if so, please clearly note this in your paper).

Grading Rubric for Organizational Analysis Final Report

Purpose and Process

Refer to description in previous page.

Product

Refer to description in previous page.

| | Target | Acceptable | Unacceptable |
|---|---|---|--|
| TNA Title Page, Table of Contents, Introduction and Background (10 pts) HRD 28 | 10-9 Points The Introduction contains a clear, precise, and detailed description of the research question/ purpose of the report, and overview of how the report is organized. | 8-6 Points The Introduction does contain a clear description of the research question and observational activity's context. | 5-1 Points The Introduction does not contain a clear, precise, and detailed description of the observational activity's context. |
| Literature Review (30 pts) HRD 1, 10, 28 | 10-9 Points The literature review describes the theories and concepts relating to the research question, incorporating at least three research articles from scholarly/peer-reviewed sources. | 8-6 Points The literature describes the theories and concepts relating to the research question, and incorporates sources from the literature. | 5-1 Points The literature review does not clearly describe the theories and concepts and literature relating to the research question. |
| Method and Results (30pts) HRD 1,10,28 | 20-19 Points The method and results section of the paper integrates the appropriate theories and concepts learned in class with the results of the learner's observational project to clearly and precisely answer the research question(s) that are the purpose of the report. | 18-16 Points The body of the paper integrates some of the appropriate theories and concepts learned in class with the results of the learner's observational project to clearly answer the research question(s) for the report. | 15-1 Points The body of the paper does not integrate all of the appropriate theories and concepts learned in class with the results of the learner's observational project to answer the research question(s). |
| Conclusion and Recommendations (20 pts) HRD 1, 10, 28 | 20-19 Points A rich, detailed description of the breadth and depth of what was learned and how it might be applied meaningfully is presented. | 18-16 Points A description of what was learned and how it might be applied is presented, but it lacks sufficient breadth and depth. | 15-1 Points Little to no description of what was learned and how it might be applied is presented. |

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|--------------------------------|--|--|---|
| Writing (10 pts) | 10-9 Points The paper is well-written and well-organized, with no errors in APA format, grammar, spelling, or organization. Headings and subheadings are used to organize the paper. All writing not the student's own is cited correctly. | 8-6 Points The paper is well-written and well-organized, with few errors. | 5-1 Points There are many writing, organization and formatting issues. |
| References/ Appendices (5 pts) | 5 Points The student includes relevant appendices and accurate and precise references following APA 6 th ed. format. | 4-3 points The student somewhat includes relevant appendices and accurate and precise references following APA 6 th ed. format. | 2-1 Points The student does not include relevant appendices and accurate and precise references following APA 6 th ed. format. |