

COURSE TITLE: PSYCHOLOGY OF ADULT LEARNING

COURSE CODE: GC 2105

HOURS TAUGHT: 3 HRS PER WEEK

PREREQUISITES: None

PURPOSE OF COURSE

This course unit introduces the students to the basic knowledge of psychology as a science and discipline, and how you can use psychology to understand learning in adults, the adult learning and the implications of psychology for practice and learning processes.

It aims at helping to prepare prospective adults translate the major psychological concepts and ideas where adult education practices, use psychology to understand adult learning motivation, problems and learning styles related with them to facilitate learning and give guidance.

EXPECTED LEARNING OUTCOMES

By the end of the course unit, students should be able to ;

- Explain why psychology is a science and discipline, its goals and methods.
- Explain the basic fields of psychology
- Explain why psychology should be a foundation course in Adult Education
- Explain the characteristics of adult learners.
- Explain and relate the theory of Andragogy to adult learning practice.

COURSE OUTLINES

The study of psychology

- Explain the meaning of Psychology goals of psychology and the methods of psychological studies.
- Basic fields of psychology
- Describe and explain cognitive psychology, biopsychology, clinical Psychology, developmental psychology, social psychology and educational psychology.
- Psychology as a foundation discipline in adult education
- Explain factors for having psychology as a foundation discipline in Adult education.
- The concept of Adulthood
- Define an adult psychologically or biologically, socially, and psychologically
- Characteristics of adult learners.
- Able to explain the characteristics of adult learners and differentiate between adult and younger learners.
- Implication of Andragogy in Adult education practice.
- To relate the characteristics of adult learners and their implications for practice.

What is learning?

- Explain the meaning of learning, the general acceptable observations about learning and some implications of the different types of learning and how the adults' motives for learning influence practice.

How adults learn?

- Explain the different ways of organizing learners and how adults learn.
- Adult learning styles, and factors to consider in adult learning environment.
- Define the different learning styles adopted by adults.
- Discuss factors for conducive environment of learning.
- Participation and non participation learning by adults (Malcolm Knowles theory of participation)

- Know how, when, why adults participate or non participation in learning.
- Discuss the theory of Malcom Knowles of participation of adults in learning.
- Principles of effective practice in facilitation of adult learners and learning to be your own decision maker.
- Describe and explain the principles of practice in adults learning.
- Explain the major life decisions and the barriers to careful decision making.

INSTRUCTIONAL MATERIALS AND / OR EQUIPMENT

- Whiteboard and Markers
- Flip Charts
- LCD Projectors
- CDs, DVDs and Tapes

COURSE ASSESSMENT

• Continuous assessment tests	20%
• Group and individual project (course work)	20%
• End-of-Semester Examination	60%
Total	100%

READING MATERIALS / LISTS

Crider A (1983). "Psychology" Scott, Foreman and Co, USA

Fosokun, T, Katahoire A, and Oduaran, A (2005) "The Psychology of Adult Learning in Africa", UNESCO Institute of Education.

Hanson, A (1996). "The Search for a separate Theory of Adult Learning. Does anyone really need andragogy?" in Boundaries of Learning, Edwards, Hanson and Raggat (Eds) Routledge and Open University Press, Lond.

John D. Bransford et al (2000). How people learn: Brain , Mind, Experience and school: (National Academy Press, 2000)

K. Patricia Cross (1982). Adults as Learners: Increasing Participation and Facilitating Learning. (San Francisco : Jossey – Bass)