

Tusculum College

DYNAMICS OF HUMAN DEVELOPMENT AND LEARNING STYLES OF ADULTS HRDE 510 - MHT30 (2794)

COURSE SYLLABUS

Dates of Class: October 30, November 6, 13, 20, and December 4, 2014
Class Meeting Time: 6:00 - 10:00 PM, Thursdays
Location: Kingsport Center, Room KC213
Instructor Name: Dr. Raymond Hatfield
Phone: (W) 423-636-7337
(C) 423-863-0999
E-mail address: rhatfield@tusculum.edu

Course Description: The foundations of adult learning theory and applications of those theories to organizations. It includes personality as it affects learning, adult learning theory, hierarchies of learning, types of learners, learning styles and preferences, and approaches to curriculum development. Students will use assessment tools to profile their own learning styles and match learning styles with related learning activities.

Required Texts:

Merriam, S, and Caffarella, R. & Baumgartner L.M. (2007) Learning in adulthood: a comprehensive guide. Jossey-Bass publishers.

Noe, R. A. (2008) Employee training and development. McGraw-Hill Irwin. - **Chapter 4 only**. Chapter 4 may be downloaded from- http://highered.mheducation.com/sites/dl/free/0070144699/693771/noe_ch04.pdf ([download](#)). The purchase of this book is optional.

Website - http://www.dr-hatfield.com/human_development.html

Supplemental resources will be identified and/or provided by the instructor.

Other supplemental resources will be identified and/or provided by the instructor in class

Course Goals:

The goal of this course is to:

To broaden the student's perspective and insight to the learning approaches that are helpful to others; and to prepare the student to use principles of adult learning theory throughout the remainder of the program and for group and organizational application

***Please note: Class will not meet the week of Thanksgiving (11/27).**

Course Objectives/Learning Outcomes:

The objectives of this course are:

- Define and distinguish these concepts: learning, training, instructing, education, and curriculum.
- List some of the developmental changes that affect adults as learners, and present some approaches addressing these changes when helping adults learn.
- List some of the barriers to learning that adults often confront, and describe some intervention for each.
- Create a summary of some of the significant research findings and recommendations on adult intelligence, cognition, and memory.
- Define: motivation; and create a list of motivational techniques for adult learners.
- Create a list of principles of adult learning e.g., Knowles, Cross, Angelo, and cite ways in which each principle may be implemented when working with adult learners.
- Define and distinguish at least four theories of learning; and state an application of each to adult learners.
- Use personality profiles and learning style inventories to identify individual learning styles and types of learners.
- Use learning styles to identify several options to instruction and learning.
- Create and present a conceptual learning model that integrates adult learning theory, an instructional model, and personality and learning styles.

Advanced Competencies: Critical Thinking

Critical thinking will be evaluated through class assignments, readings, associate library assignments and review, group work and the Action Plan in Adult Education.

Students with Disabilities:

Tusculum provides individuals with disabilities reasonable accommodations to facilitate their participation in educational programs, activities, and services. Candidates with disabilities requiring accommodations to participate in class activities or to meet course requirements can make arrangements by contacting:

Greeneville: Ms. Bobbie Greenway at (423) 636-7300 ext. 5154; 1-800-729-0256, ext. 5154; or at bgreenway@tusculum.edu. The mailing address is: Tusculum College Academic Resource
Knoxville: Ms. Stephanie Langley at (865)-693-1177; 800-729-0116 ext. 5006; or at slangley@tusculum.edu. The mailing address is: 1305 Centerpoint Blvd., Knoxville, TN 37932

Tusculum College Learning Centers:

Candidates may arrange for additional academic assistance through the Academic Resource Center at the following sites:

Greeneville: Annie Hogan Byrd Hall, Room 112; Box 5025, Tusculum College, Greeneville, TN 37743

To make arrangements, please contact Mrs. Bobbie Greenway at (423)636-7300 ext. 5154; 1-800-729-0256; or at bgreenway@tusculum.edu

Knoxville: 1305 Centerpoint Blvd., Knoxville, TN 37932

To make arrangements, please contact Stephanie Langley at (865)-693-1177; 800-729-0116 ext. 5006; or at slangley@tusculum.edu

Research Assignments and Library Resources:

To ensure that GPS candidates become fluent and competent users of information, faculty develop assignments that incorporate research that requires using the information resources available in the TC Library or from the TC Library website: <http://library.tusculum.edu>. Librarians are available to candidates in their research. Several of the online resources may also be accessed from home with a username and password provided by library staff. For more information, contact the following:

Greeneville: Crystal Johnson, Education Librarian NE, and Webmaster

(423) 636-7320; 1-800-729-0256, extension 5801 cjohnson@tusculum.edu

Knoxville: Mary Halliburton, Knoxville Library Administrator, (865) 693-1177; (800) 729-0116, extension 5016, mhalliburton@tusculum.edu

Course Schedule:

Each class meeting is described with the learning objectives that will be presented in class, the in-class activity, and the related Learning team activities to be completed during that week. Since the course is highly collaborative with the seminar/workshop style used, student preparation for each class is essential to meet the objectives of each class session. This course schedule is tentative as the instructor has the option of modifying activities for each class to meet the needs of the students.

Academic Misconduct:

Plagiarism is a violation of the Ethics of Social Responsibility competency. As stated in the *Graduate and Professional Studies Student Handbook and Research Guide*, and in the *Tusculum College Catalog*, plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes, but is not limited to:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source.
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source.
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

Attendance Policy:

The Tusculum College Professional Studies attendance policy is found in the college catalog. It indicates that attendance is mandatory and that any student missing more than one third of any course (more than 2 class meetings in this course) will receive an "F". Attendance at Study Group meetings will also be considered. Absence from the study group will affect the total points earned and could affect the final grade.

To be considered in attendance, students shall be ready for class at 6:00 and remain until the class is dismissed. A student who arrives after 7:00 PM or leaves before 9:00 PM will be recorded as tardy, and the point credit will be affected per the participation in class section. Because this is a concentrated course with significant activity in each class meeting, students are advised to be present and ready for participation at the beginning of each session so as not to disrupt activity already in progress.

Regardless of attendance, all assignments and learning opportunities are the responsibility of the student who shall obtain missed information and make up work missed. As mentioned above, the absent student also misses the potential to earn points for participation in each class session missed. If there is a schedule or attendance problem, the student should contact the instructor.

Library Assignment:

Specific topics related to the course objectives will be assigned to students to work independently and as a learning team. Special topics will be researched by students via library research and presented to the class as a part of the course curriculum. The group and individual class presentations and discussions are a significant part of the curriculum of this course and require student use of library research to bring relevant information to the class.

Grading System:

The final grade for this course will be calculated as a percentage of total points possible for all evaluated activities*. Please keep a record of your evaluations to track your grade.

EVALUATED ACTIVITY		POTENTIAL POINT VALUE
1.	Engagement in active learning (full participating)** 5 classes @ 12 points ea.	60
2.	Learning Styles Paper Session 3	50
3.	Small Group Presentation - Syllabus Topics Session 4	35
4.	Research - Group Project - Internet/Abstracts Session 5	25
5.	Culminating Group Project - Action Plan Session 5 &6 (presentation)	100
6.	Portfolio of articles/course materials Session 6 (submission)	<u>30</u>
TOTAL		300 points***

***Important-Please Note:** Students submitting evaluated assignments later than the due date described in the course syllabus will receive an automatic 10 point reduction for each day the assignment is late.

**** Engagement in active learning -- *participate fully in class*--** means that each student has completed all individual assignments and outside reading to contribute to class discussions and activities. Active participate requires more than just listening, but contributing in order to earn the potential 10 points for each of the first four classes.

*****Note:** A student who does not attend and participate fully in the learning team shall have the final grade reduced by up to 20 points. The instructor shall determine this reduction based upon the learning team evaluation at the end of the course.

Grading Scale

Using the Tusculum College grading scale, the student will earn a minimum number of points from the variety of evaluated activities listed in this syllabus. Students are advised to maintain a record of each graded event (attendance, participation, tests, presentations, etc) to keep aware of status in the course.

Percent	Grade					
95 – 100	A	285	80-82	B-	240	<70 F
90 – 94	A-	270	77-79	C+	231	
87 – 89	B+	261	73-76	C	219	
83 – 86	B	249	70-72	C-	210	

General Explanation of Assignments:

Class Preparation and Participation. Seminar and workshop-style class sessions require full participation by students. Students will be observed for their level of preparation and participation. In the event that students are not adequately prepared for class, only partial credit will be awarded.

Learning team Assignments: Group and individual assignments are cited in the syllabus on a weekly basis to challenge each group to collaborate at the analysis, synthesis, or application of the material covered in class; and to prepare for the up-coming session. Specific requirements for each assignment will be given in class.

Group Presentations. Small groups of **2-3 students** will study a topic related to the class from a list provided by the instructor or determined by the team; and will prepare a 30-45 minute presentation to the class. This assignment will require significant use of the library and other professional sources such as professional experts. The presentation will include creation of a “materials packet” for each member of the class and a group created and implemented evaluation activity. Specific criteria for this assignment will be handed out in the first class.

Learning team evaluation. The learning team evaluation provides a small component to the final grade for the individual student. The point value is sufficient to change a final grade by one level for students whose scores are very good or marginal. Students are expected to evaluate fairly and honestly.

INTEGRATION OF THIS COURSE FOR THE PROFESSIONAL ADULT EDUCATOR

In the scheme of a curriculum for adult education professionals, understanding and application of principles, theories, and models that are useful in adult learning provides some foundation to all other coursework in the program. Students should apply what they master in this course to assignments in subsequent courses to develop, evaluate, and manage effective adult education/training programs.

CLASS SCHEDULE: CLASS SESSIONS AND LEARNING TEAMS

PRE CLASS PREPARATION

1. Read Chapters 1-3 in the text, Learning in adulthood: a comprehensive guide. Be prepared to participate in general discussion of the topics and apply your own adult learning experiences to these topics.
2. As a group, make up two lists with as many items as you can think of. (about 8-10 would be sufficient). List characteristics of educational programs for children – as you remember them. Think in terms of decision-making, goal-setting, the learning environment, classroom rules, establishing expectations, defining successful learning, teaching methods and evaluation methods, and anything else that comes to mind. List characteristics of how the learning team would describe educational programs for adult learners. Use the same list of categories. When your lists are complete, as a group, answer this question: “What is an adult learner?” And create a list of principles for adult learners for program designers, developers, instructors, and evaluators. Be prepared to share your ideas in class. We will compare each other’s lists in class, so all members of the team should be ready to contribute on behalf of the team.
3. As a group, review the list of proposed ideas for a group assignment. (See Small Group Presentation Assignment at the end of this syllabus). You will work in small groups of 2-3 students on a topic to be presented at the two last classes. Select several topics that you may be interested in pursuing.

Note: Class session descriptions that follow are tentative, subject to revision as needed by the class.

CLASS SESSION 1 The focus of this class session is on the nature of education with emphasis on the adult learner.

Session objectives:

1. General introduction to the scope and organization of the course content and activities.
2. Review of the two learning team assignments due at the end of this course: special topic presentation and Internet resource list – annotated.
3. Conduct a Learners Needs and Expectations “Brain Storming.”
4. Discuss the context and provisions of adult learning-Chapter(s) discussions
5. Discussion of Action Plan in Adult Education
6. Each student is to create a portfolio of articles and other materials relevant to the subject of Adult Learners. This is a good practice for all courses.

FOR SESSION 2

Learning team

1. Establish learning team (2-3 members maximum).
2. Student will bring to class the results of their DISC profile for class review and discussion.
3. Locate the web site: <http://keirsesey.com/> A good place to find the sorter instrument, with links to the descriptions of each of the personality styles <http://www.keirseseybates.com> Click on **The Four Temperaments**. Use this site to discover and compare various learning types. At a minimum, read about your own personal learning style, the learning style of your personal opposite, and one other type. How could you use this information in the field of adult education? Discuss with the learning team. Make a list of all the ways one could engage in learning based upon the learning styles you studied.

Small Group Team

1. Establish small group team.

Individual

2. Read and prepare to discuss Chapters 4, 11,14 in the text, Learning in adulthood: a comprehensive guide.
3. Read and prepare to discuss Knowles article handed out.

CLASS SESSION 2

Session Focus The focus on this class session is on understanding adult personality and unique learning style preference as a precursor to developing learning programs for adults.

Class Objectives:

1. Use personality profile methods to identify individual learning styles and types of learners. We may use the Kiersey Bates Temperament Sorter, Myers Briggs and DISC personality types to discuss personalities of learners.
2. Use learning styles to identify options to learning. We will use theories and models by David Kolb, Gardner’s Multiple Intelligences, Canfield, Vella’s 12 Principals of Effective Adult Learning and others.
3. Describe and apply several learning models for adult learners. Synthesize these models and learning

styles as a guide to use for the design, development, implementation, and evaluation of adult learning programs.

Class Activities

Class activities include lecture, personality assessment, adaptation of personality and learning style, learning style profiling. Students will use lecture material to create lists of teaching/learning strategies to accommodate a variety of learners.

For Session 3

Learning team

1. Continue work on group projects.

Individual

1. Learning Styles Paper. Using the materials we completed in class, and the learning team discussion, write a 2-3 page paper that describes you as an adult learner. Be sure to use elements of personality and learning style, and conclude with a list of ways you most like to learn. Be prepared to share and compare with the entire class. *This assignment is valued at 50 points for the final grade. A well-written paper will include a discussion of most or all of the learning style inventories we used in class.*
2. Read and prepare to discuss Chapters 5,7,13 in the text, Learning in adulthood: a comprehensive guide.
3. Read Motivation Strategies ([website](http://www.cliffsnotes.com/more-subjects/principles-of-management/motivating-and-rewarding-employees/motivation-strategies)) <http://www.cliffsnotes.com/more-subjects/principles-of-management/motivating-and-rewarding-employees/motivation-strategies>

CLASS SESSION 3

Session Objectives The focus of the third session is using a hierarchy of learning to create learning programs for adults at the appropriate level. Attention will also be given to synthesizing concepts about adult learners into an adult learning model.

1. List the stages of Bloom's hierarchy of learning, and give examples of how each may be presented.
2. Create a list of learning activities that demonstrates a hierarchy of learning for a given task or job.
3. Create a list of learning activities you could include in a workshop that addresses the varied learning styles and personalities studied in the previous class sessions for a topic of your choice
4. Discuss of reading assignments.
5. **Sharing of the Learning Styles Paper-Student Presentation**

FOR SESSION 4

Learning team

1. Continue to work on learning team projects and presentations.

Individual Assignment

1. Read and prepare to discuss Chapters 6,15,16 in the text, Learning in adulthood: a comprehensive guide.
2. Read and prepare to discuss Noe, R. A. Employee training and development. Chapter 4

Small Group Team

1. Gather information for presentation

CLASS SESSION 4

Session Focus: The focus of this session is to apply principles of adult learning theories and models to develop a “menu of instructional options” for a lesson plan for a particular task or job that addresses an application level of learning, and that includes multiple learning styles. The class will be conducted “workshop style” as a model for adult learning theory application.

Session Objectives

1. Create an instructional/learning strategies menu that incorporates various styles of learning for one of the following: (examples-use your imagination)
 - ◆ How to find and apply for financial aid to attend college.
 - ◆ How to plan and deliver a professional presentation to a group.
 - ◆ How to plan an effective adult learning activity
 - ◆ Using a piece of equipment (your choice)
2. Synthesize the concepts and theories presented in this course to create a conceptual model of adult learning theory and practice. Include the following concepts: adults as unique learners; learning styles; learning hierarchies.-Class Discussion
3. **Small Group Presentations**-Syllabus Topics
4. Continue Class Discussion-Readings

Learning team

1. Continue to work on learning team projects and Action Plan presentations

Individual Assignment

1. Continue Readings

CLASS SESSION 5

Session Objectives The focus on this session will be on individual group presentations. See the Project Presentation Criteria for specific requirements for this assignment.

1. **Group Project presentations on an Selected Action Plan.** Each group will plan and implement an evaluation activity for the lesson plan for their presentation. The class will provide constructive feedback for improvement and reinforcement.
2. Internet Sources/Abstracts-**Group Presentation**
3. Continue Class Discussion-Readings

Learning team

Complete the Internet web site assignment as a team and prepare to present your findings to your class.

SMALL GROUP PRESENTATION ASSIGNMENT

The purpose of the small group presentation is to afford students additional opportunity to work collaboratively with cohorts to explore current thinking and practice in specific areas related to the objectives of this course. Library research, presentation preparation and practice, preparation of resource materials, and practice in presentation evaluation are integral parts of this assignment.

Many of these topics have been presented during the course. The Small Group presentation shall not duplicate to a significant degree what has already been presented in class. Focus on new information, greater insights and practical application, and research results. What do the “experts” say about each of these topics?

TOPICS The preferred topics for selection for this assignment follow.

1. Recent research into personality and learning styles. (do not duplicate # 8)
2. Recent research on the subject of the adult learning theory. – Jane Vella
3. Self-Directed Learning and adult learning research.
4. Gardner’s Multiple Intelligences theory as it applies to adults – discussion and research
5. Transformational learning in adulthood- discussion with research.
6. Thomas Angelo’s meta-analysis of research on adult learning.
7. Kolb’s Learning Model – review of the research as it applies to adults.
8. Maslow’s Hierarchy of Needs
9. A review of literature in adult learning by Patricia Cross, Malcolm Knowles, and Thomas Angelo. Emphasis on application of theory. How are they *alike* and how are they *different*? Draw a set of conclusions for practical application.
10. A review of current research on adult development, with emphasis on learning and brain activity as people grow older.

COMPONENTS

1. Small groups of 2-3 students will use the library, professional contacts and other sources to investigate/research the topic for the class. The topics will be assigned at the first class session.
2. The group shall spend time each week investigating the topic. Independent and collaborative project work is expected for this assignment to be well presented.
3. Each group shall decide how individuals will contribute to the project. This is a collaborative, integrated project, not a series of individual speeches by students.
4. The final product of this project consists of five parts:
 - A. A presentation to the class, using good group presentation methods, on your findings. **All members must participate.**
 - B. **Preparation of a materials package for each member of the class that contains useful information on the topic.** Suggestions include an outline of the presentation, major presentation notes, useful guidelines, useful outlines and summaries obtained from the research, examples (if permitted), annotated bibliography.

- C. A planned class discussion period after the presentation. The discussion should focus on facilitating the class members in sharing their experiences, finding applications, offering insights, etc.
- D. A planned and facilitated question and answer period after the presentation.
- E. **A structured after-presentation evaluation activity** conducted by the group members to obtain feedback from the entire class on the quality of the presentation and ways to improve it.

Note: A copy of all materials used for the presentation, including presentation graphics, shall be submitted to the instructor.

- 5. The instructor will use a project presentation grading sheet to provide feedback and determine the project grade.
- 6. All members of the group will share the same grade for this assignment. The group is responsible for ensuring that each member of the group is well-prepared, and that the overall presentation is well-integrated and interesting for the class.

Example

PROJECT PRESENTATION GRADING CRITERIA*

Project Topic:

Project Members:

Item	Criterion	Fair	Good	**Excellent
1	The topic was adequately covered using current sources and at an appropriate level for a graduate course in Adult Education. Information presented in class lecture is not repeated. <u>The presentation focuses on new insights, research and application.</u>	15	25	40
2	Each member of the group participated equally in the presentation	3	6	10
3	Professional presentation skills are demonstrated. Attention to clear voice, good posture, good eye contact, good use of media.	1	3	4
4	The presentation is delivered in an interesting manner – (Individual “talks” by group members is not considered interesting!)	1	2	4
5	The content of the presentation is well-integrated and logically organized. The presentation is content-rich.	1	3	5
6	Effective presentation media are used.	1	3	4
7	The student “package” contains a worthwhile collection of materials on the topic. At a minimum, a summary of each topic and an annotated bibliography are required in addition to topic-specific materials.	4	6	10
8	The presentation lasts approximately 30 minutes.	1	2	3
9	There is a clear Introduction and Summary to the presentation.	2	5	10
10	The presentation provides a good mix of practical application of the topic and conceptual or theoretical foundations.	2	3	5
11	The facilitated discussion encourages class members to enhance the topic and add insights or personal applications.	3	4	5

** To achieve a score of Excellent for any criteria, the group must demonstrate **excellence**, beyond the usual and customary methods of presentation.

Note: Any criterion that is poorly met will receive 0 points for that criterion.

Total potential points: 100

YOUR TOTAL _____

Comments:

* **Note a grading profile for other topic presentations will be based on the points attributed to the project.**

LEARNING TEAM ASSIGNMENT-To be included with Research Portfolio

**ANNOTATED LIST OF “FAVORITES” INTERNET SOURCES
FOR ADULT LEARNING THEORIES, MODELS, AND APPLICATIONS.**

As a learning team, locate at least 10 Internet web sites that focus on **adults as learners**. Look for sites that contain valuable information that is relevant to the professional training specialist. Complete the following assignment for presentation to the class at the sixth session:

1. All members of the learning team shall contribute sites to the group for evaluation.
2. Evaluate each site for its application and relevance to trainers.
3. For those sites that are selected, write a 2-5 sentence paragraph that describes each site. List other links and ways the site might be useful.
4. Be certain to include the complete web address.
5. Prepare a 5 -1 0 minute review to the class with copies of your list for each member of the class.

This project is worth 15 points and will be based upon the following criteria:

- ◆ At least 10 – or more – sites are listed.
- ◆ There is a sufficient description of the content and relevance of the site to help readers decide if they wish to locate it.
- ◆ The complete web address is provided.
- ◆ The 5 - 10 minute presentation gives a concise description of each site.
- ◆ A copy of the list is provided to each member of the class.
- ◆ You may provide either an annotated list with a sufficient description of what one might find for each address; or you may print out the main page of each site that shows what the site looks like and what you might find there.

HRDE 510- Dynamics of Human Development and Learning

Culminating Group Project

The culminating group project in this course is the development of an Action Plan in Adult Education. The project **must identify and address a problem** (actual or fictional) in an adult education organization. The action plan must identify and propose a means to resolve the problem.

Outline for the Action Plan

Please assume that individuals that are not familiar with the problem or issue(s) you are addressing may read your action plan. You should also assume that they are not familiar with your particular educational setting or the background of the study; ie., setting, organizational culture, or community. The plan should be organized and written in a clear and effective composition format. Use APA (5th edition) guidelines in writing your plan or proposal. **To receive full credit an action plan MUST contain the following elements.**

Title Page:

Clearly specify the object of the plan (title) and designate the course number/name; Designate that the action plan is in partial fulfillment of the requirements for the course; your name and date.

Introduction

Describe the issue(s) you are interested in presenting in your action plan. Why is the issue(s) you have chosen of interest to you? Why or when did this become an issue? You may want to present the reader with a history of the organization and what led you to the development of the project.

Literature Review

Provide a brief review of the literature related to your topic of choice. Is there a connection to the larger educational community? Through the literature review indicate how this specific problem or issue is also relevant to other organizations and in other places. Include definitions for any major undefined terms you will be using. Describe other studies where the results or methods have direct relevance to your action plan.

Statement of Problem

Clearly identify the intent or purpose of your plan. You might start off with "The purpose of this action plan is....." Indicate the point of your plan and what is it that you want to do and/or accomplish.

The Plan

As a result of thinking about your issue or problem and reviewing the literature on the topic, you may have begun the process of developing or generating ideas about how you will develop your plan of action. Describe your proposed solution identifying the specific steps that will be taken, including: organization, staffing (if necessary), budget, timelines etc. Please use your understanding of basic principles of effective adult practice in developing your action plan.

Literature Cited

Please provide complete references for any work cited. Use APA (5th edition) style manual

Welcome Adult Learners!

Welcome to this learning experience in which we will be focusing on leadership and adult learning. Ideally, it would have been nice to have each of you complete the following questions sometime last semester, prior to the start of this course. As adult learners, we are not always able to make decisions about our educational initiatives too far in advance. Now that we are all here, however, I would like to ask each of you to take a few minutes and respond to each of the six (6) questions that follow. This information will be very helpful to us as we chart the course of the next 5 weeks together.

1) Why are you excited about taking this coursework on adult learning?

2) What have you read about adult and lifelong learning that has helped you in your work?

3) What are your present teaching, administrative or other work responsibilities, including current issues that you face?

4) What do you hope to have achieved or to have learned by the end of this course on leadership and adult learning?

5) What assumptions have I made about you as adult learners in asking you these first four questions?

6) Why is it important to try and collect this type of information prior to beginning a course or training workshop with adult and lifelong learners?

**HRDE 510-Dynamics of Human Development and Learning
Participant Information Sheet
Fall 2014**

Name: _____

Address: _____

Employer: _____

**Occupation/
Position:** _____

Office Phone: _____

Home Phone: _____

E-Mail:

____ **Office:** _____

____ **Home:** _____