CURRICULUM DEVELOPMENT FOR ADULT LEARNERS IN THE GLOBAL COMMUNITY pdf

1: Components of Curriculum - Adult and Community Learning Services

Curriculum Development for Adult Learners in the Global Community, Volume I, Strategic Approaches, draws upon the work of scholars from the fields of Adult Education and Human Resource Management. It also includes leaders from the public and private sector, to compile a tome that examines adult learners and provides a variety approaches to.

It is the responsibility of adult learning professions to develop sound and meaningful programs for mature learners. Often times these programs are affiliated with certain universities. Any program proposals in adult education require essential components such as program standards, need for the program, mission and goals of the program, curriculum, faculty, assessment methods, external funding and survey results. It is self-explanatory that the purpose of program development in adult education is to encourage continuous growth and development of mature learners. Adult learners should be the center of attention when it comes to the development of sound and meaningful programs. The chapter will provide an exemplary example for adult learning professionals who have just graduated from graduate programs in adult education. Chapter Preview Top Introduction During the time of budget cuts and furloughs, it is vital that adult learning professionals learn to develop sound and meaningful programs for adult learners in respective institutions of higher learning. Graduates from adult education programs are often asked to develop adult education programs by their affiliated institutions. It has almost become a trend that when the economy is in a bad shape, more mature learners return to schools to retool their skills and knowledge in order to find other employment when the economy recovers. University administrators are often professionals with other academic degrees than degrees in adult education. Naturally, these administrators will seek help from graduates from adult education programs called adult learning professionals. When these administrators come to adult learning professionals to assist them in developing programs, this means the administrators are committed to doing the right things for adult learners. Some university administrators may turn away from adult learning professionals and take any advice from professionals in other fields of study. When this happens, we say these university administrators are not committed to doing the right things for adult learners. Once the opportunity is back in the hands of adult learning professionals, Caffarella reminds us that in addition to the purpose mentioned in the abstract, the four purposes in developing programs for adult learners are to 1 , assist people in responding to practical problems and issues of adult life; 2 , prepare people for current and future work opportunities; 3 , assist organizations in achieving designed results and adapting to change, and 4 , provide opportunities to examine community and societal issues, foster change for the common good, and promote a civil society. Her four purposes in conducting program development for adult learners do not deviate from the three kinds of changes that most educators and trainers are engaged in promoting, that is, the goal of program development is to foster three kinds of change: Most administrators are reluctant to spend money on a new program. It is vital that adult learning professionals focus on existing resources to support the new program proposal in order to get full support from university or organizational administrators. While many online universities do support adult learning programs for mature learners, so many other universities often treat adult learners primarily as a lucrative source of income. As noted by Bash , p. Key Terms in this Chapter Change: A noun here meaning the act or fact of changing; fact of being changed. Something considered by an authority or by general consent as a basis of comparison; an approved model. A position of inferior status; low in station or rank or fortune or estimation, In this chapter, low status refers to the inferior status as compared to that of traditional age students. The aggregate of courses of study given in a school, college, or university. A plan of action to accomplish a specified end. A vacation or leave of absence granted to an employee. Any business venture, operation, or product that is a dependable source of income or profit.

2: How to Develop a Curriculum: 15 Steps (with Pictures) - wikiHow

Adult and continuing education continues to evolve as both a strong discipline and a professional field of practice throughout the global community. Both adult educators and adult learners require a common and informed conceptual and theoretical framework to assist them in developing meaningful curricula for adult learners.

Although developing a curriculum or a course in adult vocational education depends on a competency-based model which has been borrowed from foreign countries, adult learning theory promotes a humanistic orientation for the development of self-actualizing persons. The chapter discusses how the two different models contribute to curriculum development in career and technical education. Chapter Preview Top Introduction For years, scholars in different fields have been trying to come up with precise definitions of learning and teaching. One of the definitions learning researchers often cite based on the work of Zull , Bloom and Krathwohl and Kolb , defines learning as a physical change in synaptic pathways in the brain brought about by confronting real-life situations that either confirm or challenge our mental models. Johnson, Johnson, and Smith view teaching and learning in terms of several principal constructs: The foundation of adult learning theory postulates: Adult education has not been a field that operated by itself; rather, its relationship with career and technical education formerly known as vocational education has been an important arena for serving adult learners. Many land-grant universities in the United States have a department called Department of Vocational and Adult Education. Those departments known only as Departments of Career and Technical Education offer courses for adult learners as the majority of adult learners enter the field of career and technical education. Department of Education that handles a massive enterprise of career, technical, and adult education. As an overview, this is how the Office of Vocational and Adult Education addresses the interrelationship between career and technical education as one area and adult education as another: Established in , the NSSB has as its mission to develop skills standards in each of the 15 industry sectors, and to establish assessment and certification systems. Standards-based education is well suited to adult vocational education for several reasons: This is defined as organized course of study undertaken by groups of students. Curriculum is developed according to a set of guidelines. It may be characterized by centralization or decentralization depending on the culture of an educational institution in a particular country. It may refer to all the educational events offered by an educational institution. He was an American adult educator known throughout the world as the father of adult education. He has been the most frequently cited author in the field. He lived between and He was executive director of the Adult Education Association of the United States of America, and thereafter a professor of adult education for different universities such as North Carolina State University and University of Arkansas. This philosophy emphasizes such concepts as control behavioral modification, learning through reinforcement, and management by objectives. Skinner was the most prominent behaviorist. This philosophy has led to the creation of programmed learning, behavioral objectives, and performance-based educational programs. Behaviorist principles are predominant in industrial and corporate training programs. In education, the roles of teacher and learner are defined in the behaviorist framework. The ultimate goal of education is to bring about behavior that will ensure survival of the human species, societies and individuals. Student learning outcomes, according to behaviorist philosophies, must be measured objectively and precisely, thus revealing how much progress has been made on the part of the learner. Evaluation based on behavioral objectives eliminates subjective, capricious estimates of student performance. Criterion-referenced evaluation is an important concept in behavioral psychology. It is based on the assumption that learning objectives can be predetermined, and that given sufficient time and proper reinforcements nearly all students can meet the objectives. According to humanistic philosophers, humans have unlimited potential for learning. Advocates of this approach emphasize freedom and autonomy, trust, active cooperation and participation, and self-directed learning. Since students are capable of self-directed learning, humanistic education is student-centered not only with regard to the responsibility for learning but in

terms of the self-development of each learner. The student is viewed as a unique individual in whom all aspects of the person must be allowed to grow in the educative process. Emotions, attitudes, physical aspects are as important as intellectual development. The whole personality, all the dimensions of humanness that differentiates human beings from animals, are deemed the important areas of development in humanistic education. Because of self-directed learning on the part of the students, instructors are expected to be learning facilitators, linking students to learning resources. He exhibited his system of instruction at the Centennial Exposition in Philadelphia in As a result of this presentation, the School of Mechanic Arts was opened in connection with the Massachusetts Institution of Technology in Boston. The principles of his system were adopted by other schools as well in

3: Masters of Education in Adult and Community Education Leadership â€" Fully Online â€" FAUOnline

foundations of adult education, adult teaching and learning, training, transformative learning, curriculum development and cultural issues in vocational and adult education. He has published more than six books and dozens of chapters.

Unit 4 Unit 5 This second use of the scope and sequence provides educators teaching at a specific level in this case, ESOL Intermediate class, SPL an overview of the year so that the unit topics, skills developed, and culminating work may be seen as a whole as they build on each other month by month. This "treetops" view is critical for teachers and directors to have as their plan for instruction for the year: Teachers can see what skill development needs to come first in order to progress to the next unit; and The scope and sequence also helps teachers stay aware of the amount of learning that is expected to happen in the year. These templates are optional to use and are available in both pdf and Word versions. Sample curriculum component exemplars: Since , ACLS has identified standards-based exemplars for sample scope and sequences, instructional units, and lesson plans. These exemplars were developed by adult education practitioners and reflect the needs and interests of adult learners. While all teachers may appreciate the samples, new teachers may find the samples particularly useful. Sample Adult Education Scope and Sequence Exemplars Instructional units Compared to the "year at a glance" function of the scope and sequence, instructional units go into greater depth to guide the teacher in the specific skills and content knowledge to be developed. In the unit, teachers drill down into the specifics of the unit goal and outcomes, the CCRSAE and ESOL Curriculum Framework standards , if applicable that support those outcomes, and the culminating assessment for the unit. Teachers also flesh out the vocabulary to be learned and all of the texts or resources to be used. All of this information is provided in the unit plan to describe a suggested sequence or outline of lessons that guides teachers when writing lessons for their students. For example, in the area of assessment, the assessment of priority standards might be only generally sketched out in the scope and sequence as to what task students will complete. In the unit plan, however, the assessment section goes into more detail about the specific ways students will demonstrate their learning, as well as exactly where teachers will place the various formative assessments within the sequence of lessons. Unit plans are a valuable teacher resource. Having a completed unit plan reduces planning time for lessons, ensures that all lessons are contributing to student outcomes, and ensures that all the lesson activities and tasks fit together into a cohesive whole. Sample adult education instructional unit exemplars: Lesson plans When developing lessons, teachers pull everything together that has been thought through in the unit plan for meeting the varied instructional needs of their students. Teachers reference the unit plan often when writing their lesson plans, and benefit from the thinking that already went into what and how students will learn. Sample lesson plans provide further guidance for teachers as they develop lessons for their own students. The ELA and Math templates have a brief companion guide accompanying them. Sample adult education lesson plan exemplars:

4: Curriculum Development for Adult Learners in the Global Community: Strategic Approaches

Additional Info: Adult and continuing education continues to evolve as both a strong discipline and a professional field of practice throughout the global community. Both adult educators and adult learners require a common and informed conceptual and theoretical framework to assist them in developing meaningful curricula for adult learners.

5: Victor C.X. Wang (Author of Curriculum Development for Adult Learners in the Global Community)

KRIEGER PUBLISHING COMPANY CURRICULUM DEVELOPMENT FOR ADULT LEARNERS IN THE GLOBAL COMMUNITY: Volume II Teaching and Learning edited by Victor C.X. Wang.

6: Certificates of Completion | Rio Salado College

Both adult educators and adult learners require a common and informed conceptual and theoretical framework to assist them in developing meaningful curricula for adult learners. This book, in a collective and unified manner, describes innovative strategies to developing curricula for adult learners in diverse social, cultural and economic contexts.

7: About Curriculum and Instruction - Adult and Community Learning Services

"Curriculum Development for Adult Learners in the Global Community: Volume I Strategic Approaches" is a collection of scholarly essays on adult education and how it can be improved worldwide.

8: Curriculum Development for Adult Learners in the Global Community: Strategic Approaches

Curriculum Development for Adult Learners in the Global Community, Volume II, Teaching and Learning Book Victor C.X. Wang, ed. Krieger Publishing Company, Malabar, FL.

9: Victor C.X. Wang (Author of Curriculum Development for Adult Learners in the Global Community)

Seven American adult education and human resource development academics and practitioners contribute seven chapters providing teacher-practitioners with a current, practical, international and adult learning-based approach to designing and developing curriculum for vocational and adult education.

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