

## EDUCATION 351-3 TEACHING THE OLDER ADULT

This is a basic course in adult education for students from all disciplines, of particular interest to those working (or preparing to work) with older adults. The goal is to assist students to develop more effective strategies for meeting the needs of an aging population through education.

**PREREQUISITE:** 60 credit hours.

### REQUIRED TEXTS:

Brookfield, S.D. *Understanding and Facilitating Adult Learning*. Prentice-Hall Canada Inc., 1986.

### COURSE REQUIREMENTS:

Assignment 1	Review of an Article	15%
Assignment 2	Self-directed Learning Contract	05%
Assignment 3	Take-home Midterm Examination	40%
Assignment 4	Final Project	40%

### SUPPLEMENTARY FEES:

Course Materials & Service Fee	\$30
Deposit for Additional Materials	\$20

Spring Semester 1999

**EDUC 351 - 3**  
**Teaching the Older Adult**

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**E01.00**

Location: SFU Harbour Centre

**PREREQUISITE**

60 credit hours

**COURSE DESCRIPTION**

This is a basic course in adult education with a focus on the older adult learner -- e.g., education for the burgeoning population aged 50+. Theory is drawn from mainstream adult education literature, supplemented with principles and techniques of effective practice in teaching older adults. The goal is to prepare students from a variety of fields and areas of interest to develop more effective strategies for meeting the needs of an expanding population of older adults through education.

**OBJECTIVES**

Participants in this course will:

1. Understand central concepts: e.g., third-age, empowerment, lifelong learning, leadership, mental fitness, critical thinking, self-directed learning, facilitation.
2. Understand the needs, desires, capacities of older learners, and the implications for effective learning/teaching.
3. Gain an increased awareness of aging as a social construction and how stereotypes and negative attitudes affect learning and participation.
4. Understand the implications of a commitment to lifelong learning for older adult education.
5. Identify and discuss current issues in policy and practice in older adult education.

**REQUIREMENTS**

- Critical review of an article - 15%
- Self-directed learning contract - 5%
- Class participation - 10%
- Take-home midterm exam - 35%
- Independent learning project - 35%

**REQUIRED READINGS**

Brookfield, S.D. (1986). Understanding and Facilitating Adult Learning. San Francisco: Jossey-Bass. ISBN 0-87589-674X

Course Reader. (1998). Education 351. Centre for Distance Education, Simon Fraser University.

**RECOMMENDED READINGS (on library reserve)**

Kreisberg, S. (1992). Transforming Power: Domination, Empowerment, and Education. Albany: State University of New York.

Brookfield, S.D. (1991). Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting. San Francisco: Jossey-Bass. ISBN 1 55542 055 9.

Manheimer, R.J., Snodgrass, D.D., & Moskow-McKenzie, D. (1995). Older Adult Education: A Guide to Research, Programs, and Policies. Westport, CT: Greenwood Press. ISBN 0 313 28878 X.