

EDUC 351: TEACHING THE OLDER ADULT

Semester: 96-3 (Fall)
Instructor: Sandra Cusack, Ph.D.
#2800 Harbour Centre
Tel (604) 291 5177

Location: HC
Time: W 6:30 - 9:30 p.m.
Office Hours: TBA
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DESCRIPTION AND OBJECTIVES:

This is a basic course in adult education of particular interest to those working (or preparing to work) with older adults in the public, private or nonprofit sectors. The goal is to assist students to develop more effective strategies for meeting the needs of an expanding population of older adults through education. Participants in this course will:

1. Identify and discuss current issues in policy and practice in older adult education.
2. Understand the needs, desires, capacities of older learners and the implications for effective learning/teaching.
3. Compare, contrast, and critically assess concepts of pedagogy, andragogy, gerogogy, and critical pedagogy with respect to philosophy, classroom practice, role of the teacher/facilitator.
4. Suggest the implications of a commitment to lifelong learning for education with respect to the four ages or lifestages.
5. Understand central concepts: e.g., third-age, health promotion, empowerment, lifelong learning, leadership, mental fitness, critical thinking, self-directed learning, facilitation.

REQUIRED READING

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

Kreisberg, S. (1992). Transforming Power: Domination, Empowerment, and Education. Albany: State University of New York. ISBN 0 7914 06636.

RECOMMENDED READING:

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.

COURSE REQUIREMENTS AND GRADING STRUCTURE:

Critical review of an article related to a specific area of interest	15%
Midterm exam	35%
Independent learning project/paper	50%