COURSE SYLLABUS
INDIVIDUAL LEARNING AND ADULT EDUCATION
ADE 5386 - R8R (90695)
Fall 2013

PROFESSOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Antonio Delgado</th>
<th>Phone:</th>
<th>(305) 348-2383 (Dept.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Pines Center by Appointment</td>
<td>Fax:</td>
<td>(305) 348-1515 (Dept.)</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By Appointment</td>
<td>E-mail:</td>
<td><a href="mailto:andelgad@fiu.edu">andelgad@fiu.edu</a></td>
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Class Meeting Times
Saturdays 8:30 a.m. to 5:30 p.m.
Aug. 31 (12:00 – 2:30 p.m. only); Sept. 7, Oct. 5, Oct. 26, Nov. 30

CATALOG DESCRIPTION:

Students differentiate learning theories related to teaching adults, contrast characteristics of adults relative to youth, and evaluate the implications of these relative adult learning situations.

COURSE DESCRIPTION

The course is designed to provide students with foundational knowledge and skills in adult education and individual learning. The course will expose the students to the history of adult education in the United States and development and learning theories from an adult education perspective. Students will have the opportunity to develop reflective practice and critical thinking skills.

COURSE OBJECTIVES

Upon successful completion of this course, students should be able to

- Understand adult learning theories and concepts (HRD Competencies 1, 9, 34)
- Differentiate theories of learning in relation to teaching adults (HRD Competencies 1,9)
- Identify and describe the processes and conditions (social, individual, career, community) of adult development (HRD Competencies 1, 27, 32)
- Demonstrate a conceptual knowledge of the history and philosophy of the field of adult education (HRD Competency 1)
- Apply current concepts and research regarding the needs, interests, motivations, capacities, and developmental characteristics of adults as learners (HRD Competencies 1, 16)

LINK TO COLLEGE’S MISSION:

To prepare professionals who have the knowledge, abilities, and habits of mind to facilitate and enhance learning and development within diverse settings; promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning; and develop professional partnerships in the larger community.

TEACHING METHODOLOGY

Each student brings a unique perspective to the learning environment that is shaped by their knowledge, expertise, personal background, and professional experiences. A learning environment is created when there is an interactive process and exchange of these unique perspectives. Each learner is responsible for what is learned and what is contributed to the learning environment. The role of an instructor is to be catalyst in that exchange.

POLICIES

Students are expected to review and adhere to all student policies (FIU, University Graduate School, and College of Education).

ATTENDANCE POLICY

This class meets only five times during the semester. Therefore, attendance is mandatory. If an emergency arises that makes it impossible for you to attend, you must contact the instructor. It will be the discretion of the instructor to withhold points for participation/attendance and/or to make any arrangements for missed work.

TASKSTREAM ACCOUNT

This course requires you to use a TaskStream account for uploading your critical assignment for the Florida Teacher Certification and other College of Education purposes. Your TaskStream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use.

College of Education website at http://education.fiu.edu/taskstream provides detailed information and downloadable instructions about:
  • How to purchase a new account
  • How to enroll into the program/course
  • How to upload your artifact
  • How to document your field hours
  • Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course are available on the College of Education Taskstream page: https://w.taskstream.com/ts/chang28/COE_WEBSITE.html

Please sign up for an account in the first week of the class.

For help, go to:
  • TaskStream
    1-800-311-5656
    help@taskstream.com
    (Monday – Thursday, 8:00 am – 11:00 pm ET, Friday, 8:00 am – 7:00 pm ET)
• COE Taskstream Office, ZEB 211/213  
http://education.fiu.edu/taskstream/  
tstream@fiu.edu  
305-348-3655  
305-348-4082

• COE IT Department, ZEB 269  
305-348-6305  
coesupport@fiu.edu

• COE Computer Lab, ZEB 165  
305-348-6134

**AE/HRD LISTSERV**

**Students are required to join the AE/HRD program listserv.** To subscribe to the list, click on the following link and enter your information. Then at the bottom of the form click on the button to submit your information.  
[https://listserv.fiu.edu/cgi-bin/wa?SUBED1=adultedhrd&A=1](https://listserv.fiu.edu/cgi-bin/wa?SUBED1=adultedhrd&A=1)

**COE MOODLE SITE (DOCTORAL STUDENTS ONLY)**

Logging into the “COE Doctoral Central Moodle Site” is required. This COE online doctoral portal provides vital information to COE doctoral students and their advisors (e.g., required forms, candidacy exam procedures, sample dissertations and proposals, links to faculty research interests-AND MUCH, MUCH, MORE!). All OGS doctoral student and faculty reminders will be posted in Moodle and emails will be sent using Moodle listserv. You only need to join once. [Click here](https://listserv.fiu.edu/cgi-bin/wa?SUBED1=adultedhrd&A=1) for detailed directions to join. Once you join, Moodle posted announcements and emails will come directly to your regular FIU email account.

**ACCESSIBILITY AND ACCOMMODATION**

Every effort will be made to provide reasonable accommodations when warranted and requested. It is the responsibility of any student needing an accommodation to inform the institution and the instructor of their disability, how it creates a learning impediment, and the type of accommodation needed.

For additional assistance please contact our Disability Resource Center. For more information, please visit:  
http://drc.fiu.edu

Please let me know if a religious holiday will prevent you from fulfilling a class assignment so arrangements may be made for you to meet course expectations.

**OFFICE OF ACADEMIC WRITING AND PUBLICATION SUPPORT (OAWPS)**

The mission of the Office of Academic Writing and Publication Support is to help students: to improve their basic technical writing skills; to develop their critical thinking skills through writing; to foster understanding of the writing, research, and publication process; and, ultimately, to increase publications of both students and faculty.

The OAWPS offers consultation services designed to provide one-on-one assistance to students on academic writing and publication issues. The consultation is meant to guide the client through some aspect of the writing and publishing process. Specifically, the consultants will assist with technical writing issues around class papers and converting class papers, dissertations, and other written projects into manuscripts that can be submitted to conferences, journals, or other venues. The consultation services do not include editing of dissertations.

For more information, please visit: [http://education.fiu.edu/writingcenter/](http://education.fiu.edu/writingcenter/)
COURSE PREREQUISITES

There are no prerequisites for this course.

REQUIRED BOOKS

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<tr>
<th>Cover Image</th>
<th>Book Information</th>
<th>Indicated on Assignment List as</th>
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<tr>
<td></td>
<td><strong>Learning in Adulthood: A Comprehensive Guide (3rd ed.)</strong></td>
<td>MCB</td>
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<tr>
<td></td>
<td>Merriam, S. B., Caffarella, R. S., &amp; Baumgartner, L. M.</td>
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<tr>
<td></td>
<td>ISBN: 9780787975883</td>
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<td></td>
<td><strong>Handbook of Adult and Continuing Education</strong></td>
<td>KRR</td>
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<td>Kasworm, C. E., Rose, A. D., &amp; Ross-Gordon, J. M.</td>
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<tr>
<td></td>
<td>ISBN: 9781412960502</td>
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<td><strong>Publication Manual of the American Psychological Association (6th ed.)</strong></td>
<td>APA</td>
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<td>American Psychological Association (2010)</td>
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<td></td>
<td>ISBN: 9781433805615</td>
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Additional weekly readings may be assigned throughout the course.

COURSE COMMUNICATION

Communication in this course in between class sessions will take place via email. Students are expected to check their FIU email regularly. Any student who wishes to use a non-FIU email address should permanently forward their FIU email to a preferred address.

Remind101 is an optional tool you can use to receive text messages or emails reminders pertaining to course deadlines. Students are responsible for any related text messaging costs that may be incurred.

To receive notifications via text messages, text the number (786) 329-4488 with the message: @ade5386f13
To receive notifications via email, send a blank email message to ade5386f13@mail.remind101.com

ASSIGNMENTS

Critical Reflection Paper (Taskstream Assignment)

- This is an individual assignment.
- Select one of these theories to write a critical reflection paper: Yang’s holistic learning
theory, Mezirow’s perspective transformation theory, or Knowles’ theory of andragogy.
• The paper should be 2-3 pages, double spaced, and typed 12 pt. Times New Roman font.
• The critique should include the following three sections:
  a. Presentation/summary of the theory. Only primary sources can be cited (textbooks required for this course are NOT primary sources).
  b. A discussion of the theory in terms of the views of other scholars (pro and con), which can be found in the course readings and other literature found by conducting a library database search. Points should be organized and meaningful.
  c. A discussion of the theory’s relevance to you as an adult learner and to the field.
• This short paper will be graded in terms of proper use of APA, writing style (wordiness, organization, clarity), and adequacy of response.
• The paper will be graded based on the Taskstream rubric that will be available shortly after the semester starts.
• **Upload the critical reflection paper to Turnitin no later than Sunday, October 6th at 11:59 p.m.**
• **This paper must be uploaded to TaskStream when the instructor has approved it. The paper must be uploaded within 1 week of approval.**
• According to the COE Taskstream policy, if a Taskstream assignment is not uploaded, the student receives either “F” or “IN” for the course.

**Adult Learner Project**

• This is an individual assignment.
• This assignment requires that you interview four adults of any age. You may not interview other students in this course. The purpose of this project is to learn about adult learning from the perspective of the adult learner and apply adult learning theories and concepts.
• No more than two adult learners should be from a formal learning setting.
• Develop a semi-structured interview protocol that will be attached as an appendix to your paper.
• You may interview in a team with other class members, but the paper must be completed individually.
• All participants will need to sign a consent form.
• In your report, present an analysis of the interviews (may be content and/or thematic). Use course readings or other scholarly literature in the analysis for support.
• Your written summary report and analysis of your findings should be between 4 to 6 double-spaced pages, excluding references and any appendices.
• Follow APA Manual (6th Edition) for paper layout, style and citation guidelines. Points will be deducted if APA style is not followed in writing assignments.
• Submit the assignment as an attachment in Microsoft Word format (e.g., .doc, .docx, .rtf).
• **Upload the adult learner assignment to Turnitin no later than Friday, Oct 25th at 11:59 p.m.**

**Instructional Presentation**

• The purpose of this instructional presentation is to provide you an opportunity to facilitate learning in an adult classroom.
• This is a group assignment. Topics and teams will be selected during the first class session.
• Each group will develop a lesson plan. The lesson plan should contain the following components:
  a. Instructional purpose or objective (information acquisition, skills development, and
critical inquiry)
b. Instructional method or how the content is delivered (presentation strategies, activities, and interaction strategies)
c. Materials/resources needed
d. Outline of learning activities/tasks
e. Feedback/assessment tool
f. A bibliography of resources

• Each group will create a feedback tool. At the end of each session, each group will distribute the use to tool to solicit feedback from the class on the presentation.
• **Provide a printed copy of the lesson plan to the course instructor the day of the instructional strategy presentation. Make sure all group member names are listed on the lesson plan.**

**Research Paper**

- This assignment may be completed individually or in groups of up to three students.
- Students are required to write a research or position paper relating to adult education and/or adult learning. For example, papers may focus on an aspect of adult education (an issue, a program, a person) or adult learning and development. Suggested topics for papers:
  a. Educational Organization
     i. You could select a local, national, or international adult education center or organization.
     ii. Provide a background on the organization including history, purpose, clientele, and/or programs.
     iii. Include critical reflection on the work of the organization using scholarly literature to support your analysis.
     iv. Find literature (scholarly articles and books) about the organization to support the thesis or purpose of the paper.
  b. Adult Education Personality
     i. You could select a local, national, or international adult education theorist, thinker, or leader.
     ii. Provide a background on the person including history, important writings or work.
     iii. Include critical reflection on the person’s idea or work using scholarly literature to support your analysis.
     iv. Find literature (scholarly articles and books) about the person to support the thesis or purpose of the paper.
     v. The person/thinker should be related more to adult education than K-12 education.
  c. Other possible topics:
     i. Examination of a learning theory in terms of a practice issue.
     ii. Examination of an area of adult education practice or individual learning theory in terms of an issue or a trend.
     iii. A structured literature review about a topic that systematically analyzes the literature and presents findings.
- Students must formulate a focused topic of interest and submit this topic for approval to the instructor via e-mail on or before September 15th. Students choosing to work in a group must also submit names of group members by September 15th.
- Follow the College of Education Research Conference Call for Papers guidelines for specific information on paper formatting and suggested structure. (See [http://education.fiu.edu/research_conference/docs/14/SFERC_2014_Call_Papers_FINAL.pdf](http://education.fiu.edu/research_conference/docs/14/SFERC_2014_Call_Papers_FINAL.pdf))
- The paper should have a background or introduction section, discussion, and a conclusion.
The background section should include a problem statement ending with the purpose of the paper, research questions (if applicable), and a description of the organization of the paper. The discussion should integrate existing scholarly literature and use headings/subheadings to organize the discussion. The conclusion should provide resolution to the discussion, highlight how the purpose of the paper was addressed, and provide suggestions for future research.

- **A draft of a problem statement with a purpose for the research paper is due by Sunday, September 22nd at 11:59 p.m. Email the problem statement directly to the instructor.**
- If you need additional assistance with the writing process, please visit the office of academic writing and publication support (OAWPS) for consultation. Visit this link for more information: [http://education.fiu.edu/writingcenter/consultations.html](http://education.fiu.edu/writingcenter/consultations.html)
- Submit the assignment in Microsoft Word format (e.g., .doc, .docx, .rtf).
- **Upload the research paper assignment to Turnitin no later than Sunday, November 24th at 11:59 p.m.**

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Adult Education Instructional Program Evaluation

- This is an individual assignment.
- The purpose of this assignment is to observe and evaluate adult learning and instruction in practice.
- Your written evaluation must contain the following:
  a. Information about the program, including the date of observation
  b. Description of the program content and design
  c. Description of the instructional strategies used
  d. Description of the instructor-student interactions
  e. Overall impression of effectiveness
- Integrate course readings and other literature to support your evaluation.
- Your written assignment should be between 4 to 6 double-spaced pages.
- Follow APA Manual (6th Edition) for paper layout, style and citation guidelines. Points will be deducted if APA style is not followed in writing assignments.
- Submit the assignment as an attachment in Microsoft Word format (e.g., .doc, .docx, .rtf).
- **Upload the adult education instructional program evaluation assignment to Turnitin no later than Saturday, November 30th at 11:59 p.m.**

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**SUBMISSION OF ASSIGNMENTS USING TURNITIN**

From a pre-existing student account:

- Sign in to your Turnitin account at [www.turnitin.com](http://www.turnitin.com)
- Click on the gray "Enroll in a class" tab in the upper left of the screen.
- Enter the numeric class ID and case-sensitive enrollment password for the class you wish to add. Please note for security reasons class enrollment information can only be distributed by the instructor.
- Click "submit".
- You will now have the new class listed on your home page when you sign in.

From Scratch – for first-time enrollees using Turnitin:

- Go to [www.turnitin.com](http://www.turnitin.com)
- Click on the "Create Account" link to the left of the sign in box.
- Click on the "Student" link
- Within this window you will add Class ID and password.
- You also will add your account information (first and last name, email, password, secret question.)
When you finish and exit the wizard, you can log in to your account by entering your e-mail address and the password you created in the appropriate fields of the sign in box and clicking "Log In."

You can also find our student quick start video at: http://www.turnitin.com/en_us/training/student-training/enrolling-in-a-class

Class ID: 6728366
Enrollment Password: ade5386f2013

**GRADING**

<table>
<thead>
<tr>
<th>COURSE REQUIREMENTS</th>
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<tr>
<td>Critical Reflection Paper</td>
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<td>Adult Learner Project</td>
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<tr>
<td>Instructional Presentation</td>
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<td>Research Paper</td>
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<td>Adult Education Instructional Program Evaluation</td>
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**Letter Grade**

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**COURSE CALENDAR**

<table>
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<tr>
<th>DATE</th>
<th>TASKS/ASSIGNMENTS</th>
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<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td><strong>Topics</strong></td>
<td>Required Readings:</td>
</tr>
<tr>
<td>Aug. 31</td>
<td><strong>Introductions</strong></td>
<td>• SFERC Call for Papers</td>
</tr>
<tr>
<td>12:00 – 2:30</td>
<td>• Class overview</td>
<td>• APA Manual</td>
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<td></td>
<td>• Writing expectations</td>
<td>&amp; 3</td>
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<td></td>
<td>• Review of APA</td>
<td>• Alfred, M. V. (2002)</td>
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<td>• Review of SFERC guidelines / Research paper components</td>
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<td></td>
<td>• Project teams and presentation topics</td>
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<tr>
<td><strong>Session 2A</strong></td>
<td><strong>Topics</strong></td>
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<tr>
<td>Sept. 7</td>
<td><strong>Defining the field</strong></td>
<td>Required Readings:</td>
</tr>
<tr>
<td>8:30 – 12:00</td>
<td>• History of Adult Education</td>
<td>• KRR: 1, 2, 3, 7, 10, 12, 14, 15, 31</td>
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<td></td>
<td>• Professionalization and practice</td>
<td>• MCB 1, 2, 3</td>
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<td></td>
<td></td>
<td>• Alfred, M. V. (2002)</td>
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<tr>
<td>Session 2B</td>
<td>Topics</td>
<td>Required Readings:</td>
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<tr>
<td>Sept. 7</td>
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| 1:00 – 4:30| • The adult learner  
             • The learning process  
             • Adult learning theories  
             • Philosophies and frameworks | • KRR 4, 6  
              • MCB 4, 5, 6, 7, 10, 11, 12, 13 |

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<tr>
<th>Session 2C</th>
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<td>Sept. 7</td>
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| 4:30 – 5:30| • Wrap-up discussion  
             • Group planning session | • None |

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<tr>
<th>Session 3A</th>
<th>Topics</th>
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<tr>
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</table>
| 8:30 – 12:00| 1. Community (9:00)  
                2. Higher education (10:00)  
                3. Workplace (11:00) | 1. KRR 19, 40; St. Clair, R. (1998)  
                2. KRR 20, 21  

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<tr>
<th>Session 3B</th>
<th>Topics</th>
<th>Required Readings:</th>
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<tr>
<td>Oct. 5</td>
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| 1:00 – 3:45| 1. Distance & virtual (1:00)  
                2. Non-western (2:00)  
                3. ESL (3:00) | 1. KRR 29; Conceição, S. (2002)  
                2. KRR 8, 37; MCB 9  
                3. KRR 18; Lee, M.-Y., & Sheared, V. (2002) |

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<th>Session 3C</th>
<th>Topics</th>
<th>Required Readings:</th>
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<td>Oct. 5</td>
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| 4:00 – 5:30| • Wrap-up discussion  
             • Group planning session  
             • Peer review | • None |

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<tr>
<th>Session 4A</th>
<th>Topics</th>
<th>Required Readings:</th>
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<tr>
<td>Oct. 26</td>
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| 8:30 – 12:00| 1. Discussion of Adult Learner Project  
                2. Class and socioeconomic (9:00)  
                3. Gender (10:00)  
                4. Race (11:00) | 1. None  
                4. KRR 33; Chávez, A. F. & Guido-DíBrito, F. (1999); Lund, C. L. (2010) |

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<tr>
<th>Session 4B</th>
<th>Topics</th>
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<td>Oct. 26</td>
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| 1:00 – 3:45| 1. Age (1:00)  
             2. Sexuality (2:00)  
             3. Disability (3:00) | 1. KRR 34; MCB 14  

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<tr>
<th>Session 4C</th>
<th>Topics</th>
<th>Required Readings:</th>
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<td>Oct. 26</td>
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</table>
| 4:00 – 5:30| • Wrap-up discussion  
             • Peer review  
             • Student evaluations | • None |
**ACCESS TO ADDITIONAL COURSE READINGS**

**INSTRUCTIONS**

- Visit the FIU Libraries webpage at [http://library.fiu.edu](http://library.fiu.edu)
- On the top right of the page, click on "Off-Campus Access"
- Sign in using your FIU credentials
- Once you have off-campus access, you may search for the articles assigned as course readings

**Additional Readings**


**Additional References**


ADULT LEARNER RESEARCH PROJECT

INFORMED CONSENT FORM

You are invited to participate in a study that will explore how adults learn in different contexts or settings. In addition, this study is being conducted to fulfill the requirements of a class in Adult Education and Individual Learning. The study is conducted by (student name). Results will be used to complete a course research paper and to receive a grade in the course. (Student) can be reached at (phone or e-mail). This project is supervised by the course instructor, Dr. Antonio Delgado, in the Department of Leadership and Professional Studies, Florida International University, Miami, FL 33199.

Participation in this study should take about (#) minutes of your time. Participation will involve responding to (#) questions about (question content). Participation in this project is strictly voluntary. The risks associated with this project are minimal. If, however, you experience discomfort you may discontinue the interview at any time. We respect your right to choose not to answer any questions that may make you feel uncomfortable. Refusal to participate or withdrawal from participation will involve no penalty or loss of benefits to which you are otherwise entitled.

Your responses will be identified by a pseudonym only and will be kept separate from information that could identify you. This is done to protect the confidentiality of your responses. Only the researcher will have access to your individual data.

You may keep this page for your records. Please sign below if you understand and agree to the above. If you do not understand any part of the above statement, please ask the researcher any questions you have.

________________________________________________________________________

I have read and understood the descriptions of the study above called Adult Learner Research Project. I have asked for and received a satisfactory explanation of any language that I did not fully understand. I agree to participate in this study, and I understand that I may withdraw my consent at any time. I have received a copy of this consent form.

___ I agree to be audio recorded.

___ I do not agree to be audio recorded.

Signature ___________________________________________ Date ______________