

Adult Learning and Development HRCM17-114

Purpose of course

Goals of the subject: learning traditional and modern learning theories, the interpretation of learning models in adult learning and recognition of its application possibilities. Presenting advanced scientific knowledge and its contexts on adult learning and processing them with interactive tasks. Helping knowledge to actively integrate into professional knowledge.

Learning outcomes and competences

Knowledge:

- learn traditional and modern learning theories,
- recognize the basic features and possibilities of application of the main theoretical models in the field of andragogy.

Attitude:

- flexibly respect the diversity and variation of individual learning features,
- be critical towards the known and processed theoretical models.

Ability:

- be capable of interpreting, comparing and applying different traditional and modern-looking learning theories with diverse examples,
- be capable of understanding adult learning in a problem-centered, versatile and practical way,
- for as many actors as possible, be capable of interpreting the spaces and frameworks of learning, groups and organizations of learning, as well as professional, community and social learning.

Content of the subject

Main content and thematic units

The interpretation of adult learning nowadays: the role of culture and social context in the learning process.

Learning models and learning theories. Self-directed learning. A transformative interpretation of learning. Experiential learning in adulthood.

Traditional learning theories.

The relationship between motivation and learning in adulthood. Specifics of brain and cognitive function.

Learning process of adults in the digital age.

Critical thinking and critical considerations in the learning process.

Organization and learning, organizational learning.

Connection points and opportunities for learning and adult education.

Planned learning activities and teaching methods

Lecture, discussion, interactive small group and individual task solution

Exam and evaluation system

Requirements, methods and aspects of assessment:

Requirements

Oral exam based on the lectures delivered on the classes and the compulsory literature

Method of evaluation: exam

Aspects of evaluation:

- use of the concepts of compulsory literature in the oral exam,
- presentation of the context between the elements of the professional content and its interpretation with practical examples.

Literature

Compulsory literature

- Erdei, E. (2012): Tanulási motiváció és tanulást nehezítő tényezők különböző gazdasági aktivitású csoportok esetében. *Felnőttképzési Szemle*, **vol. 1** 33–38.
- Feketéné Szakos, É. (2002): *A felnőttek tanulása – új felfogásban*. Budapest, Akadémiai Kiadó
- Zrinszky, L. (2008): *A felnőttképzés tudománya. Bevezetés az andragógiába*. Budapest, OKKER Kiadó
- D. Molnár, É. (2013): *Tudatos fejlődés*. Budapest, Akadémiai Kiadó
- Merriam, S. B., Bierema, L. (2013): *Adult learning: Linking theory and Practice*. Jossey-Bass.