

KNOWLEDGE AREA MODULE 5
LEARNING AGREEMENT

Theories of Intelligence, Learning, and Motivation

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Ph.D. in Education Program
Specialization: Transcultural Distance Learning

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OVERVIEW

This Learning Agreement applies to my self-designed doctoral program, with a particular emphasis on distance learning and transcultural issues in education. This KAM will help fortify my understanding of learning theories as applied to the pedagogical and technical aspects of distance learning, especially as the theories relate to international and domestic adult students.

Abiding by the guiding theme of theories of intelligence, learning, and motivation, for Breadth, I will compare theoretical foundations of the processes and exigencies associated with intelligence, learning, and motivation within a learning environment. For Depth, I will analyze, critique, and contrast the intelligence, learning, and motivational theorists from the Breadth component with contemporary theories and realities in emerging and expanding educational environments, in particular distance learning and international settings for adult students. For Application, I will evaluate the principles from Breadth and Depth in new student-centered methods of learning as they may be applied to distance courses I have developed and taught for Cardean and Antioch universities.

BREADTH

Breadth Preliminaries

EDUC 8510: Theories of Intelligence, Learning and Motivation as a Basic Praxis

Breadth Objectives

Compare theoretical foundations of the processes and exigencies associated with intelligence, learning, and motivation within an educational environment. Among other theorists, I will integrate within the Breadth analysis various intelligence, learning, and motivational theories including those of Gardner, Maslow, Knowles, Vygotsky, and Kincheloe.

Preliminary Breadth Reference List

Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.

Kincheloe, J., Steinber, S. & Villaverde, L. (Eds). (1999). *Rethinking intelligence: Confronting psychological assumptions about teaching and learning*. New York: Routledge.

Knowles, M., Holton, E., & Swanson, R. (1998). *The adult learner: The definitive classic in adult education and human resource development*. Burlington, MA: Gulf Professional Publishing.

Maslow, A. (1954). *Motivation and personality*. New York: Harper & Brothers

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Breadth Demonstration

In a scholarly paper of about 30 pages, I will investigate and contrast a spectrum of intelligence, learning, and motivational theories, laying a foundation for the Depth examination of facilitators of learning in diverse educational environments.

DEPTH

Depth Preliminaries

EDUC 8520: Distance Education as a Facilitator of Learning

Depth Objectives

Analyze, critique, and contrast the intelligence, learning, and motivational theorists from the Breadth component with contemporary theories and realities in emerging and expanding educational environments, in particular distance learning and international settings for adult students.

Preliminary Depth Reference List

Books:

Armstrong, T. (2000). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Jonassen, D., Peck, K., & Wilson, B. (1999). *Learning with technology: A constructivist perspective*. Upper Saddle River, NJ: Merrill.

Kiewra, K. & DuBois, N. (1998). *Learning to learn: Making the transition from student to life-long learner*. Boston: Allyn and Bacon.

Kurzweil, R. (1999). *The age of spiritual machines: When computers exceed human intelligence*. New York: Viking.

Pittinsky, M. (2003). *The wired tower: Perspectives on the impact of the internet on higher education*. Upper Saddle River, NJ: Prentice Hall.

Vella, J. (2002). *Learning to listen, learning to teach: The power of dialogue in educating adults*. San Francisco: Jossey-Bass.

Articles:

Belanger, P., & Federighi, P. (2000). *Unlocking people's creative forces: A transnational study of adult learning policies*. (ERIC Document Reproduction Service No. ED466764)

- Beltman, S. (2001, December). *Researching motivation in context: Rethinking methodologies*. Paper presented at the annual meeting of the Australian Association for Research in Education, Fremantle, Australia. (ERIC Document Reproduction Service No. ED471191)
- Jongewaard, S. (2001, April). *Beyond multiculturalism: Towards a unification theory for the improvement of cross-cultural communication*. Paper presented at the annual meeting of the National Council for Social Studies Great Lakes Regional Conference, Bloomington, MN. (ERIC Document Reproduction Service No. ED453119)
- Jongewaard, S. (2000, November). *The six characteristics of universal citizenship: Their development and measurement in pre-service teachers*. Paper presented at the annual conference of the National Council for the Social Studies, San Antonio, TX. (ERIC Document Reproduction Service No. ED454109)
- Keegan, D. (2002). *The future of learning: From elearning to mlearning*. (ERIC Document Reproduction Service No. ED472435)
- Klapan, A. (2001, May). *Educational needs of the adults - the key question of andragogy*. Paper presented at the International Andragogical School in Bosnia and Herzegovina, Sarajevo, Bosnia. (ERIC Document Reproduction Service No. ED472062)
- Lawton, D. F. (2001, November). Older adults eager to explore cyberspace. *Proceedings of the National Convention of the Association for Educational Communications and Technology, Atlanta, GA, 1-2*. (ERIC Document Reproduction Service No. ED470093)
- Macia, J. J. (1999). *Transcultural experiences: A literature bridge to English for ESOL students from Cuba*. Unpublished doctoral dissertation, Florida International University. (ERIC Document Reproduction Service No. ED446445)
- Matus-Grossman, L., & Gooden, S. (2002). *Opening doors: Students' perspectives on juggling work, family, and college*. (ERIC Document Reproduction Service No. ED471815)
- Nashashibi, P. (2002). *Learning in progress: Recognizing achievement in adult learning*. (ERIC Document Reproduction Service No. ED470805)
- Pinheiro, S. O. (2001). *Perceptions versus preferences: Adult international students' teaching-learning experiences in an American university*. (ERIC Document Reproduction Service No. ED452785)
- Sample, J. (2002, June). *Learning vs. performance: Implications for the adult learner*. Paper presented at the National Adult Learning Conference, Orlando, FL. (ERIC Document Reproduction Service No. ED470915)
- Thoms, K. J. (2001, April). They're not just big kids: Motivating adult learners. *Proceedings of the Annual Mid-South Instructional Technology Conference, Murfreesboro, TN*. (ERIC Document Reproduction Service No. ED463720)

Udoh, B. O. (2000). *Cultural adjustment of foreign students in an institution of higher education*. Unpublished doctoral dissertation, Louisiana State University. (ERIC Document Reproduction Service No. ED464560)

Wonacott, M. E. (2002). *Blending face-to-face and distance learning methods in adult and career-technical education. Practice application brief No. 23*. (ERIC Document Reproduction Service No. ED470783)

Depth Demonstration

In a scholarly paper of about 30 pages including annotated references, I will analyze and integrate the theoretical foundations from the Breadth component with contemporary realities as institutions and instructors adapt to the challenges and opportunities of distance learning and the internationalization of education. The annotated bibliography will include a minimum of 15 current research and investigative articles addressing relevant subject matter.

APPLICATION

Application Preliminaries

EDUC 8530: Professional Practice Using Distance Learning Theories

Application Objectives

Evaluate the principles from Breadth and Depth in student-centered methods of learning as they may be applied to distance courses I have developed and taught for domestic and international students at Cardean and Antioch universities.

Preliminary Application Reference Materials

Lockwood, F., & Gooley, A. (Eds.). (2001). *Innovation in open & distance learning: Successful development of online and web-based learning*. London: Kogan Page.

Rosset, A. (Ed.). (2002). *The ASTD e-learning handbook*. New York: McGraw-Hill.

Rudestam, K., & Schoenholtz-Read, J. (Eds.). (2002). *Handbook of online learning: Innovations in higher education and corporate training*. Thousand Oaks, CA: Sage.

Application Demonstration

Use the research and findings from Breadth and Depth, as well as additional relevant materials, in the evaluation of design and delivery for online courses I have developed and taught through Antioch University Santa Barbara, and the MBA program at Cardean University.