

This discussion board spans Week 2 (from 1/11/10-1/17/10). What did you learn from reading, "Learning from Speculation to Science" (Chapter 1 in *How People Learn*), and "Part One: Adult Learning in Contemporary Society" (Chapters 1-3, pp. 5-53)? What is new, interesting, fascinating, or mind-expanding to you given the assigned readings in both texts? What is confounding, confusing, or unclear? I'm sure you have questions about what you read given our mutual goal of developing your critical thinking skills. Be sure to post, at minimum, at least one "robust" reaction to the assigned readings (two or three substantive paragraphs should do it). Remember, as well, to respond to at least one peer's posting this week. (Consult the syllabus regarding the discussion board participation rubric so you understand how the discussion boards are graded.) Additionally, Carol Shostak and Sangeetha Carmona will be uploading their Power Point presentation to this discussion board by or before 1/17. Direct your comments or questions to them regarding the Power Point. Enjoy! "See you" in the discussion board!

What excites me most about reading texts on instructional design and learning theory is doing so right before the start of the semester. In addition to giving me motivation, it also inspires me with new ideas of how to best educate my students. In the text *How People Learn* I especially liked the discussion on metacognition. One of the biggest challenges I've had in my teaching career is getting students to take responsibility for their own learning experience. Too many times I find that students come into my classes without any desire to put forth the effort to do what is necessary to learn, to take ownership of the learning experience. I'm now contemplating giving them writing assignments to assess what they feel they are learning and perhaps even an opportunity to reflect on their learning experience. I can hardly wait to read chapters 2 and 3 to see what else the authors have to say about metacognition.

*Learning in Adulthood* had some interesting points as well, especially the point it makes about the different methods by which we learn, formal, non-formal, and informal. It is partially true what they say about people not getting credit for having gained knowledge by means other than a formal education however, I was hired at Mt. San Jacinto College without even a degree based on my business and information technology experience I had gained prior to submitting my application for the job. On the other hand, I know of a colleague at work who stated that she didn't associate with anyone who had earned less than a masters degree – how arrogant. Lifelong learning is a concept that I did not comprehend until later in life. Before that, especially while earning my formal education through high school, I couldn't wait to end my formal education. It was grudgingly that I attended college afterwards, and jumped at the opportunity to end the experience when I got a full-time job as an on-air disc jockey. I thought I knew it all and was out to set the world on fire. It wasn't until over a decade later, when I got into learning about computers that I was re-inspired to make an effort to learn more about the world around me. This idea went into hyperdrive when I began the non-formal learning process to obtain a Microsoft Systems Engineer certification through New Horizons, a drive that has continued to flourish during my years at Mt. San Jacinto College. Learning new stuff has become an addiction for me, I can't ever seem to get enough of it. Primarily my focus has been in the area of digital technology, but learning about instructional design, understanding how people learn, comprehending how to determine learning styles and how to apply teaching methods based on those learning styles have become topics that I consume at a feverish pitch.

I don't necessarily agree with some of the socialistic viewpoints that the authors of *Learning in Adulthood* manage to weave into their text, like the suppositions that clean water and a roof over one's head are "inalienable rights," and that capitalism is "detrimental to humanity." The dogma of "social justice" is one that was continually spewed by textbook authors I read during the completion of my bachelor's degree and I had hoped I was done with the attempts at indoctrination; I guess I just have to accept that liberal progressives are prevalent and entrenched in the modern day public educational system. To their credit, they have made some excellent points that opened my eyes to perceptions of learning as I stated above. I too must give the authors credit for understanding that there is a difference between the Internet and the World Wide Web, a concept that a lot of people still don't grasp, and one that I try to drill into my *Intro to the Internet* and *Beginning HTML* students. In addition their observations on globalization, the shift to service-based employment, and the speed at which technological changes are affecting our lives by continually outdating our knowledge are quite accurate though not new. Alvin Toffler, the author who predicted "electronic cottages" and "telecommuters" in his 1970 publication *Future Shock*, writes about these same globalization and technological trends, and the impact they have on our lives in his latest book *Revolutionary Wealth*, published in 2006. All in all, I am very intrigued by what I have read in both textbooks so far, and I'm looking forward to reading and learning more.