

Involving Learners in Professional Communication Course Design: Adult Learners' Perceptions

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Abstract

Designing a module or course in higher education is a daunting experience. The course design may include the choice of texts and ideas as the central focus of the study, the learning activities that enhance learner engagement, the learning outcomes by which performance is assessed, and the delivery that brings the course to life in a learning environment in order to yield meaningful learning experiences to the learner. Thus the main focus of the course are the learners. However, despite their importance, they are not involved in the planning and designing of the course. Their voices are never heard. This qualitative-descriptive phenomenological study aimed at determining the students' learning experiences, views, opinions, and suggestions on the design of a workable and appropriate professional communication module. Ninety adult learners who were registered during the Fall 2021 semester were the participants of the study. Using the Focus Group Discussion (FGD) as a method of gathering information, the researcher found that participants preferred personalized learning; they value more the attitudes and approach of the teachers in the classroom; they appreciate consultative sessions during office hours; they identified various significant and irrelevant tasks; and they offered various suggestions to improve the module. Thorough discussions and conclusion were provided and discussed in details.

Keywords: Adult learners; Learner involvement; Learner perceptions; Module design, Professional Communication