

**Concepts, Programs and Resources in Adult Education  
(ADED 7620)**

**Auburn University  
Educational Foundations, Leadership, and Technology Department  
Fall - 2010**

**Class Time:** Monday 5:00 - 8:00 p.m.

**Location:** Duncan Hall, Rm 112

**Instructor:** James E. Witte, Ph.D. 4010 Haley Center  
E-Mail: witteje@auburn.edu Voice: (334) 844-3054

**Office Hours: Tuesday, Wednesday 1:30 to 4:00 P.M. Call for appointment.**

1. **Title:** ADED 7620 Concepts, Programs and Resources in Adult Education

**Credit:** 3 Semester hours

**Prerequisites:** Graduate standing

2. **Date:** Prepared August, 2010

3. **Textbook:** Witte, J., & Witte, M (Eds.) (2008) Sources of Adult Education. Dubuque, IO:  
Kendall/Hunt. Additional reference materials to be provided in class.

4. **Course Description:** This course will explore the individual learner within the community, adult education as community development, community institutions and organizations as educators of adults, and the development of "the educative community" in which persons are nurtured and given opportunity for life-long learning and development.

5. **Course Objectives:** Upon completion of this course, students will be able to:  
Illustrate the concept of community education for adults as it relates to programs and resources.  
Analyze categories of community providers of adult education for their commonalities and differences.

Distinguish characteristics of the independent adult learner and the group adult learner in the community.

Summarize the support adult learners receive through organizations within the community.

Determine the means by which a community helps develop its adult leaders.

Identify the organizational pattern of adult education in a community.

Distinguish the special considerations a community may have that impacts its adult education programs.

Develop a rationale for the future direction of adult learning in a community.

6. **Course Content:** Community Programs and Resources in Adult Education is designed to provide the student, who plans to work with the education of adult clientele, an understanding of material, methods, and processes with which to organize, lead and supervise adult education programs within their chosen organizations. As leaders, planners, and even participants in adult education programs, it is important that we have an understanding of the theoretical and practical knowledge regarding the organization and administration of adults within the various communities of learners which comprise a large part of contemporary society. This course

examines administrative practice, organizational principles and theories, and the constructs involved in furthering the understanding community and popular education.

**7. Course Requirements/Evaluation:**

- A. Prepare a 1 1/2 - 2 page (typed, single-spaced) summary sheet based on your instructor approved topic.
- B. Prepare and present a 1 1/2 hour - 2 hour, individual or team developed, media-supported presentation on the instructor approved topic.
- C. Prepare three sample evaluation questions to assess the presentation content. Include as part of summary sheet.
- D. Throughout the examination of providers of adult education, accompanying emphasis will be placed on the acquisition and retention of knowledge, skills and information. This will be highlighted using Brookfield's (1990, 1995) model of the Critical Incident Questionnaire (CIQ). In order to meet this element of the learning process, each participant will respond to the following questions following each class meeting:

- 1. At what moment in the class this week did you feel most engaged with what was happening?
- 2. At what moment in the class this week did you feel most distanced from what was happening?
- 3. What action that anyone (teacher or student) took in class this week did you find most affirming and helpful?
- 4. What action that anyone (teacher or student) took in class this week did you find most puzzling or confusing?
- 5. What about the class this week surprised you the most? (This could be something about your own reactions to what went on, or something that someone did, or anything else that occurs to you?)

Two copies of CIQ question responses will be completed. One set of responses to be turned in to the instructor the night of class. Submissions to the instructor will be anonymous. The remaining copy to be maintained by the student. The week prior to the last class meeting, each student will prepare a summative report of their Critical Incident Questionnaire Responses as part of the overall course requirements.

C. Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. (See page 86 of the Tiger Cub.)

Late assignments will be penalized one letter grade if it is turned in within a week following the due-date. If an assignment is more than a week late it is eligible for a maximum grade of "C". Persons who do not hand in all materials will receive an "I" (Incomplete) for the course which will automatically turn to an "F" (Failure) if not completed by the end of the term following this class.

D. The final class grade will be based on the following:

Formal Presentation (including summery sheet and questions)	70 pts	90 - 100 = A
CIQ Report	30 pts	80 - 89 = B
		70 - 79 = C
		60 - 69 = D
		Below 60 = F

## 8. Class Policy Statement:

- A. **Participation assumes attendance. Class attendance is required. Absences not Due to sickness will be given consideration only if discussed with the instructor in advance of the absence.** Unexcused absences and tardiness will result in the penalty of one letter grade from the final class average. (A “B” instead of an “A”, etc.).

*Please note: Any failure to present at the scheduled date and time without the proper excuse will result in the loss of one letter grade from your final course evaluation and a subsequent rescheduling of your presentation.*

- C. Prepare and present a 1 1/2 hour - 2 hour, individual or team developed, media-supported presentation with summary sheet on an instructor approved topic.
- D. Prepare three sample evaluation questions to assess the presentation content.  
Include as part of summary sheet
- E. Complete CIQ summative report.

## 9. Presentation Schedule

To be published separately

## 10. Accommodations

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

## 11. Course Philosophy

A variety of teaching techniques and strategies are employed in the instruction of this course. The principal methods to be used include, but may not be limited to lectures, video, visual aids, peer teaching, laboratory experiences, guest lectures and group discussion. This is a professional education course in adult education. All students are considered adults and are expected to not only study but also practice andragogy – to take responsibility for their learning. Thus the student is expected to contribute to the class setting by participating, and to be collaborative and supportive of all members of the learning setting. Adult education is not a place for passive learning but a place to explore, take risks and grow. Ignorance is not vested in the students while knowledge is vested in the instructor. Both are learners and have contributions to make to each other. Both are responsible for their own learning.