

**Nature of Adult Education
(ADED 7600)
Auburn University
Educational Foundations, Leadership, and Technology Department
Fall - 2013**

Class Time: Wednesday 5:00 - 8:00 pm

Location: Haley Center 2435

Instructor: Leslie A Cordie, Ph.D.

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Office Hours: After Class or By appt.

1. **Title: ADED 7600 Nature of Adult Education**
Credit: 3 Semester hours
Prerequisites: None.

2. **Date: Fall 2013**

Accommodations/Learning Disabilities

If you need accommodations, you are to follow the policy listed in the Student Handbook and contact the Office of Accessibility. In addition, you are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged.

To set up this meeting, please contact me by e-mail or phone. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Office of Accessibility at 1244 Haley Center, (334) 844-2096.

The eHandbook can be found at www.auburn.edu/student_info/student_policies/

3. **Textbook: None**

Supplementary resources will be provided by the instructor on Canvas and will be utilized as required readings.

4. Course Description:

The Nature of Adult Education addresses the history and principles of adult education applied to the development and implementation of programs in remedial, occupational, continuing and life-long learning. Topics to be presented will include the history and philosophy of adult education, the nature of the adult learner, curriculum and teaching strategies for adult learners, agencies and programs in adult education and problems and issues facing the field.

OBJECTIVES, CONTENT, ACTIVITIES, AND Participant EVALUATION

5. Course Objectives:

Based on classroom instruction and activities, reading assignments, and related activities, each participant should be able to do the following:

- a. Describe the passage from pre-adult to adult in our society. (From various points-of-view, how do we define adulthood?)
- b. Citing seminal theorists and using both age-specific and life-long developmental tasks, describe adult development from early-adulthood to death.
- c. Describe adult education settings (informal, self-directed, continuing, human resources development, extension, remedial, and populist adult education).
- d. List the four different types of agencies, which sponsor adult education and describe the differences in emphasis each of these agencies bring to the field.
- e. Describe the major historical developments in adult education.
- f. Describe the development of the concept of "literacy" in the United States from colonial times to the present.
- g. Describe and differentiate three paradigms of adult education: behaviorist, humanistic, and constructivist.
- h. Describe the "teacher-learner" transaction including what each brings to the transaction and the role of the setting and the group dynamic plays in the transaction.
- i. Discuss the future of adult education with specific reference to:
 - Older adults
 - The economy and human resource development
 - Continuing education for professionals
 - Community development
 - Political movements within democratic societies
 - The impact of technological change on both the nature of work and educational delivery systems.

6. Course Content:

There are approximately 15 sessions with a variety of topics related to the history and methods of Adult Education. You are expected to read the assigned readings, participate lecture presentations, post responses to discussion questions, and submit assignments. More information is given about these activities in the Course Requirements/Developmental Exercises section in this document.

A variety of media provided by Canvas are used for communication among class members and the instructor. There is the ability for online submission of assignments, email, and discussion board.

Topics include:

- I. Adult Education as a Field of Study
 - A. Adult education defined
 - What is an adult - definitions
 - The passage from pre-adult to adult status
 - Education defined from its Latin roots
 - Andragogy defined from its Greek roots
 - B. The history of adult education
 - Ancient times
 - European roots to United States practice
 - The United States, colonial times through WWII
 - The United States, WWII to the present
 - C. Literacy in Search of a Definition
 - Historical understandings
 - Academic equivalency
 - Functional models
 - D. Schools of educational philosophy and adult education
 - How different philosophical schools look at people and transfer of knowledge
 - How different models are applied in adult education
 - Behaviorist models
 - Humanistic models
 - Critical models
 - E. The sociology of adult education
 - Four types of agencies offering adult education
 - Patterns of participation in adult education

- II. Nature of the adult learner
 - A. Humanistic psychology and the concept of needs
 - B. Adult development as a life cycle function of persistent life concerns
 - C. Adult development as a function of ages and stages of life
- III. The teacher - learner transaction
 - A. The psycho-social transaction called learning
 - B. What the learner brings to the transaction
 - C. What the teacher brings to the transaction
 - D. How the setting influences the transaction
 - E. The contribution of the social dynamics to the transaction
- IV. Adult education delivery systems
 - A. Self-teaching and self-learning
 - B. Adult classes
 - C. Nontraditional education
 - D. Continuing education of professionals
 - E. Human resources development
 - F. Alternative institutions of higher education for adults
 - G. The rise of electronically mediated adult education
 - The World Wide Web
 - Distance education
- V. An overview of selected adult education providers
 - A. Proprietary schools
 - B. Religious institutions
 - C. Public schools and the community education movement
 - D. Colleges and universities
 - E. Cooperative extension
 - F. The military
 - G. Correctional facilities
 - H. Business and labor
- VI. Adult education program areas and special clientele
 - A. Adult basic education
 - B. Citizenship education and English as a second language
 - C. The civil rights movement
 - D. The feminist movement
 - E. The environmental movement

- F. Multi-cultural education and the world-wide economy
- G. Providing for mid-career vocational change in a dynamic economy
- H. The rise of the older adult population
- I. The developmentally challenged adult

VII. Visions of adult education in the future.

7. Developmental Experiences:

- A. **Research / Reaction Questions.** The culmination of class activities will be in the form of research/reaction questions submitted at the end of the term. These are designed to re-enforce content and application skills throughout the entire learning experience (see end of syllabus for instructions)
- B. **Survey.** Using the four types of agencies offering adult education (See handout or Schroeder, 1970), each participant will use the phone book and other sources to identify by name the agencies offering adult education in their community. A city or area of at least 30,000 people should be used for this survey. Provide the contact information for these agencies, including address, phone and web sites.
- C. **Shared Items.** Each participant will develop a set of ten (10) shared items. Shared items are any point, principle or concept which constitutes classroom based newly acquired information for you. These items will be discussed with someone outside the class and reported in the following format.
 - Name: (of person you shared item)
 - Date of discussion:
 - Item Shared:
 - Person's Reaction:
- D. **Discussions**
 - 1. **Group Moderation of Discussion Forum.** You will lead (moderate) one weekly discussion by developing a question related to the readings assigned for that week. As the moderator, you will question, promote dialogue and summarize the group discussion at the end of the week. The role of the moderator is to promote thinking, and challenge your fellow classmates to think, consider alternative viewpoints and to develop new knowledge through thinking and constructing. The moderator will be graded by his/her peers, and will grade his/her peers on their participation
 - 2. **Weekly Discussion/Participation/Activities**

8. Course Requirements:*

- A. Complete Research / Reaction Questions.
- B. Conduct a survey of adult education providers in an area with a population of at least 30,000 people.
- C. Prepare shared items (This item to be further discussed in class).
- D. Read all assigned materials.
- E. Conduct Group Moderation
- F. Participate in all class discussions and exercises. 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 (two or more) and/or tardiness will result in the penalty of a one-letter grade reduction from the final class average.

9. Evaluation:

The final class grade will be based on the following:

Research / Reaction Questions – 40pts

Survey of adult education agencies – 20 pts

Shared items – 20pts

Group Moderation Discussion (Team Activity) - 10 pts

Participation (attendance, activities, discussions, etc) – 10 pts

The following grading scale will be used.

90pts - 100pts = A

80pts - 89pts = B

70pts - 79pts = C

60pts - 69pts = D

Below 60pts = F

10. Course Philosophy:

A variety of teaching techniques and strategies are employed in the instruction of this course. The principal methods to be utilized include, but may not be limited to lectures, video tapes, visual aids, peer teaching, laboratory experiences, guest lectures and group discussion.

This is a professional education course in adult education. All participants are considered adults and are expected to not only study but also practice andragogy - to take responsibility for their learning. Thus, the participant is expected to contribute to the class setting by participating, and to be collaborative and supportive of all members of the learning setting.

11. Late Submissions:

As a graduate student, it is your responsibility to share a significant responsibility for preparing and discussing course material. If a serious situation arises and you anticipate you will not be able to meet a deadline, it should be discussed with the instructor, before the due date.

If the instructor is contacted, regarding the problem at least three days before the due date, and judges it to warrant special consideration (usually due to illness or injury) the instructor and you will negotiate an alternate due date. If the instructor has not been contacted and special consideration has not been granted, 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 submit 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.

12. Make-up Assignments:

Make-up assignments will only be given with a valid university excuse. This means a doctor's statement or other documentation must be provided. You are responsible for informing the instructor prior to missing the assignment no later than one week after the assignment's official due date. You must initiate arrangements to take the make-up immediately after the excuse. A make-up must occur within 1 week from the time that you initiate arrangements for it or you will receive a zero grade.

13. Class Policy Statements:

- A. You are expected to attend class and participate in all exercises, discussions and activities. It is your responsibility to contact me if assignment deadlines are not met. You are responsible for initiating arrangements for missed work.
- B. If you need accommodations, you are to follow the policy listed in the Student Handbook and contact the Office of Accessibility. In addition, you are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail or phone. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Office of Accessibility at 1244 Haley Center, (334) 844-2096.
- C. The University Academic Honesty Code and the other rules and regulations from the Student Handbook will apply to this class. The eHandbook can be found at www.auburn.edu/student_info/student_policies/
- D. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework.

Tentative Schedule

Month	Date	Meeting	Subject	
Aug	21	1	Introduction	
Aug	28	2	Historical Overview	
Sept	4	3	Adult Education in Context	
Sept	11	4	Learning Theory	
Sept	18	5	Life Cycle / Stage Development	
Sept	25	6	Learning Styles	
Oct	2	7	Motivation	
Oct	9	8	Transactional Learning Blue Ridge Conference	
Oct	16	9	Special Populations	
Oct	23	10	Cooperative Learning	Online Class
Oct	30	11	Organizational Perspectives	
Nov	6	12	Younger learner / Older learner AAACE Conference	
Nov	13	13	Teaching Effectiveness	
Nov	20	14	Review of course materials	
Nov	27		Thanksgiving Holiday	No Class
Dec	4	15	All course materials due	