**Methods of Teaching in Adult Education – ADED 7050**

**Fall, 2016**

**College of Education**

**Educational Foundations Leadership and Technology**

**Dr. Maria M. Witte**

**Class:** Monday 5:00p.m. – 2454 Haley Center

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**Office Hours:** Monday-Thursday by appointment

**1.**  **Course Title:** Methods of Teaching in Adult Education

**2.** **Credit Hours:** 3 Semester hours

Prerequisites: None

Co-requisites: None

**3.** **Required Text:** Galbraith, M. (2004). *Adult learning methods*. Malabar,

FL: Kreiger

Additional readings will be posted on Canvas.

**4.** **Course Description:**

Methods and techniques of instruction using appropriate instructional materials; planning and evaluation of instruction for adult education programs. Credit is not awarded for both ADED 7050 and 7056.

**5.** **Course Objectives:**

Upon completion of this course, students will be able to:

1. evaluate principles of teaching and learning.

2. evaluate effective teaching behaviors.

3. develop units of instruction and lesson plans.

4. prepare and give a demonstration on how to perform a skill to a group of learners.

5. create an environment conducive to learning.

6. describe the relationship between the learning process and the problem-

solving approach to teaching.

7. develop performance objectives for units of instruction.

8. describe how learning styles affects individual’s teaching styles.

9. select and incorporate teaching strategies into your teaching style that will reach a culturally diverse group of learners.

10. determine the appropriate method to evaluate the learners.

11. develop an evaluation strategy that assesses the student’s learning based on the learner outcomes.

12. develop an instructional strategy that utilizes the most effective teaching technique for the topic.

13. use a variety of instructional strategies in learning.

14. organize, allocate, and manage resources of time, space, and activities.

15. analyze and synthesize teaching techniques used in instructional settings.

**6.** **Course Content:** See Tentative Class Schedule

**7. Course Requirements:**

1. **Philosophy of Teaching Statement –** *Develop a 1 to 2 page paper explaining your philosophy of teaching. Your paper should include teaching strategies and methods that help others understand who you are in a teaching or training session. It is important to make your statement unique and memorable including what sets you a part from others.* **OPTION:** Use a visual, video, or powerpoint format.
2. **Literature Review Paper–** *Existing research related to various methods and techniques used by teachers of adults will be explored by each student through a literature review based on a chosen/assigned method or technique. Each student will complete a literature review based on a method or technique relevant to adult learners. The literature review paper should provide research using a range of sources on your selected method or technique. The review should identify areas of consensus or conflict in the literature as well as areas that need further study. The review should analyze the learning outcomes achieved through use of the method/technique, learning tasks students are engaged in, characteristics and skills of learners that are necessary for effective use of the technique, conditions necessary for effective use of the technique, teacher skills needed to expertly use the technique, and preplanning needed to use the technique expertly.*
3. **Oral Presentation –** *Deliver a 30 minute presentation based on the findings in your literature review. It is important for all graduate students to be able to present their work in written format, as well as, oral format. Academic work is often communicated through oral presentations at conferences, meetings with other scholars, and talks to the general public. This presentation will require that you isolate the key points that need to be discussed, create a clear organizational format in which to discuss the points, prepare visual aids, and use effective verbal and nonverbal communication skills.*
4. **Weekly Resource Discussion –** *Select and share a summary of an article, website, video, webinar, or any other presentation related item.*
5. **Class Participation –** *Each student is expected to attend all class sessions and participate in all class discussions and exercises. The participation grade is based on class attendance and interaction within each session..*

**8.** **Grading and Evaluation Procedures:**

Your grade in this course will be based on your performance on the following:

Philosophy of Teaching Statement 20%

Literature Review Paper 40%

Oral Presentation 20%

Resource Discussion 15%

Class Participation 5%

The following grading scale will be used:

A = 90-100%

B = 80-89.9%

C = 70-79.9%

D = 60-69.9%

F = 59.9% and below

**9. Class Policy Statements:**

A. Students are expected to attend all class meetings and participate in all classroom exercises. Should students need to be absent for any reason, please contact the

course instructor before missing that class meeting.

B. All due dates for assignments will be announced well in advance. Makeup of missed work will be allowed only for excused absences. Written documentation is required for an absence to be excused. Please refer to the Auburn University Student Policy eHandbook [http://www.auburn.edu/student\_info/student\_policies](http://www.auburn.edu/student_info/student_policies" \t "_blank)) for guidelines on "Academic Regulations." Make-up of missed work must be scheduled within 7 days of the missed due date. Late work will only be accepted with a university approved documentation.

C. Students are responsible for initiating arrangements for missed work due to

excused absences.

D. All work is expected to be original and creative. Plagiarism and other forms of dishonesty will not be tolerated. The Department of Educational Foundations, Leadership, and Technology follow the guidelines for "Academic Regulations" as described in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) found at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies). You are responsible for knowing and adhering to those guidelines. Also, please refer to the following guidelines:<http://www.auburn.edu/academic/provost/academicHonestyStudents.html>

E. Papers, presentations, projects, or any other assignments previously submitted for credit in another course will not be accepted in this course. If previously submitted work is submitted, a grade of zero will be awarded to the assignment.

F. Professionalism: As faculty, staff, and students interact in professional settings,

they are expected to demonstrate professional behaviors as defined in the College’s

conceptual framework. These professional commitments or dispositions are listed

below:

* + - Engage in responsible and ethical professional practices
    - Contribute to collaborative learning communities
    - Demonstrate a commitment to diversity
    - Model and nurture intellectual vitality

**10.** **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, videos, 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 by being 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.

**11. Disability** **Accommodations:**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with me during the first week of classes. You will not be able to use your accommodations until you meet with me.

If you have any questions about accommodations, please contact the Office of Accessibility (<https://fp.auburn.edu/disability/>), 1228 Haley Center, 334-844-2096 (voice/TDD).

**12. Justification for Graduate Credit:**

Following the course requirements, participants are required to independently research topics related to teaching methods and techniques. All assignments are designed to enhance the participants’ knowledge of the methodologies that help adults learn and apply their understanding to developing an advanced educational experience. Individual research projects encourage the participants’ evaluation of each methodology passed on the purpose, audience and outcomes in relevant learning settings.

**ADED 7050 – Tentative Class Schedule**

**August 22** Introduction

**29** Chapter 1 – The Teacher of Adults

**September** **5 Labor Day holiday**

**12** Chapter 4 – Identifying Your Teaching Style

Complete: Principles of Adult Learning Scale

**19** Chapter 3 – Exploring Your Philosophical Orientation

Complete: Philosophy of Adult Education Inventory (PAEI)

**26** Chapter 2 – Understanding Adult Learners

**October 3** Chapter 5 – Designing Instruction

**10** Chapter 9 – Guidelines for Selecting Methods

**17** Chapter 6 – Understanding and Using Learning Styles

**24** Chapter 8 – Ethical Reasoning in Teaching Adults

**31** Chapter 7 – Creating Motivating Learning Environments

**November 7 No Class – AAACE Conference**

**14** Chapter 16 – Using E-Portfolios

**21 Thanksgiving Holiday**

**28 Presentations**

**Literature Review Paper due**

**Class Summary and Review**

**Sample Teaching Philosophy:**

My philosophy of teaching reinforces the belief that adult education is a lifelong process committed to purposeful, synergistic, and systemic learning. Learning is best when the content is relevant and meaningful, there are opportunities for social interaction, and the learning environment is supportive. The teaching philosophy encompasses an understanding of adult learner characteristics such as: adults seek out learning to cope with change; they learn because they want to; they come with expectations and many valuable experiences; and they prefer active learner participation and relevant information.

The field of adult education has responded to specific needs that have arisen either individually or within the surrounding environment. The link between adult education and the surrounding environment is a critical one because the continual, massive changes that are taking place throughout the workplace, home and community. These include advances in technology, company acquisitions, mergers, reorganizations, and new policies, procedures or regulations. In addition, changes may relate to health issues as one gets older, job changes, promotions, relocations, marriages, divorces, family role reversals, and drug-alcohol abuses. All are unsettling manifestations of change affecting society. Research in the area of managing change stipulates that it is not the events of change that so confuse and overwhelm us, it is the unanticipated implications these events bring into our lives. Change can be either positive or negative; however change in any form may cause disruption. The need for adult education will likewise come from a variety of factors. This variety of stimuli strengthens the importance of continuing to develop and expand knowledge within the adult education field which ultimately affects the learning environment and adult education courses and training activities curricula.

Within the field of adult education, there is specific vocabulary, theoretical, and practical knowledge behind the methods, strategies, and techniques. Every student within the field of adult education will demonstrate evidence of ability and skills in conjunction with relevant content. The goal is for all participants to achieve mastery. All participants are considered adults and are expected to not only study but also practice andragogy - to take responsibility for their learning. Thus the learner 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.