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| 1. | Course Number: | ADED 4050-002 |
|  | Course Title: | Methods of Teaching in Adult Education |
|  | Credit Hours: | 3 semester hours |
|  | Pre/Corequisites: | Junior standing or departmental approval |

Class Time: Mondays – 1:00-3:50 pm

**Methods of Teaching Adult Education ADED 4050-002**

**Auburn University**

**Department Educational Foundations, Leadership, and Technology College of Education**

**Fall - 2017**

Location: Haley Center – Room 2461

Professor: Dr. Maria Martinez Witte Office: Haley Center, Room 3068

E-Mail: wittemm@auburn.edu Telephone: (334) 844-3078

Office Hours: Mon, Tues, or Wed by Appointment

1. Date Syllabus Prepared: August 2017
2. Optional Text:

Chan, J. (2010). *Training fundamentals: Essential guides to training basics*. San Francisco, CA: Pfeiffer.

1. Course Description:

Methods and techniques of instruction using appropriate instructional materials; planning and evaluation of instruction for programs within adult education.

1. Course Objectives:

Based on instruction and activities, reading assignments, and related activities, each participant should be able to do the following upon completion of this course:

1. evaluate principles of teaching and learning.

2. evaluate effective teaching behaviors.

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

4. create an environment conducive to learning.

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

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

7. determine the appropriate method to evaluate the learners.

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

9. use a variety of instructional strategies in learning.

# 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, development experiences, 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. Adult education is not a place for passive learning but a place to explore, take risks and grow. Ignorance is not vested in the participants 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.

1. Course Content / Schedule:

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| **Session** | **Date** | **Topic** |
| 1 | Aug 21 | Review syllabus and course requirements Introductions and What is Adult Education? |
| 2 | Aug 28 | Working with Adult Learners  |
| 3 | Sep 4 | Labor Holiday (No class meeting) |
| 4 | Sep 11 | Adult Learning Principles / Learning Styles  |

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| 5 | Sep 18 | Needs Assessments & Presentation Techniques*Due: Article Review #1* |
| 6 | Sep 25 | Learning Goals and Objectives |
| 7 | Oct 2 | Case Study |
| 8 | Oct 9 | Discussion*Due: Article Review #2* |
| 9 | Oct 16 | Distance Learning Techniques |
| 10 | Oct 23 | Simulation / Demonstration  |

11 Oct 30 Adult & Continuing Ed Conference AAACE – No class

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| 12 | Nov 6 | Portfolios*Due: Article Review #3* |
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| 13 | Nov 13 | Evaluation and Assessment |
| 14 | Nov 20 | Thanksgiving Holiday – No Class  |
| 15 | Nov 27 | Presentations |
| 16 | Dec 4 | Presentations  |
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1. Course Requirements/Evaluation:
2. Weekly Quizzes – available via Canvas
3. Mid-Term and Final – available via Canvas
4. Complete 3 article reviews & present reviews to class members.
5. Develop and deliver a presentation using a specific method (e.g., case study, discussion, distance learning, simulation/demonstration, portfolios).
6. Philosophy of Teaching Statement – Develop a 1 to 2 page paper explaining your philosophy of teaching and working with others. 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.
7. Read all assigned materials.

This class will use developmental experiences and some of the illustrative experiences will include:

* + attendance and active participation;
	+ group discussions;
	+ small-group problem-solving;
	+ individual research;
	+ participant and group presentations; and
	+ review of topic-related literature.

The experiences will include:

# Weekly Quizzes (on Canvas)

# Three Journal Article Reviews:

These article reviews are designed to provide opportunities to review current literature related to adult learners and training and describe the content of the selected article. The article may be selected from any current journal related to adult education, training and development, human resource development, personnel management, human resource management, etc. At least one article must be selected from the ***Training and Development*** journal publication.

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| # 1. Journal Article Review | *Due: Sep 18 - Session 5* |
| # 2. Journal Article Review | *Due: Oct 9 - Session 8* |
| # 3. Journal Article Review | *Due: Nov 6 - Session 10* |

Read and summarize each article (obtained from an appropriate journal) and

report a brief summary and your reaction. Each review should contain the complete bibliographic entry (include author(s) name, date, title of article, title of publication, volume #, issue #, page #s) of the source article, a summary of the content of the article, and your reactions to the article, specifically, what did you learn from this article? Reviews should be typed, double-spaced and approximately 1 page in length. Reviews will be presented to class members.

*Here is a sample journal article review format:*

Student Extraordinaire (Your name)

ADED 4050 - Methods of Teaching in Adult Education Journal Article Review #1

Source: Abernathy, D. J. (October, 2015). Presentation tips from the pros. *Training and Development, 53*(11), 19-25.

Brief summary Brief summary Brief summary Brief summary Brief summary Brief summary Brief summary Brief summary Brief summary Brief summary Brief summary Brief summary. Your reaction (what did you learn?) Your reaction (what did you learn?) Your reaction (what did you learn?) Your reaction (what did you learn?) Your reaction (what did you learn?) Your reaction (what did you learn?) Your

reaction (what did you learn?).

b. **Teaching Statement**. Requirements to be discussed in class. *Due: Sessions 13-15*

c. **Presentation** using a specific method (e.g., case study, discussion, distance learning, simulation/demonstration, portfolios). The presentation will be approximately 15-minute presentation regarding the selected topic, subject to approval by the instructor. Following the presentation, be expected to facilitate questions and answers. The entire segment, presentation and discussion, should not exceed 25 minutes. A Presentation Plan Outline will be required before the actual presentation.

*Here is a sample presentation outline plan format:*

Presentation Outline Plan

ADED 4050 - Methods of Teaching in Adult Education

Your name

Topic: Audience: Objectives:

* The participant will be able to ...
* The participant will be able to ...
* The participant will be able to ... Introduction:

Main Points: Conclusion:

Evaluation: (How will you know the participants have learned what you wanted them to learn?)

* 1. **Evaluation. Any assignment presented/handed in late will be penalized**. To be eligible for a grade of Incomplete (IN), you must have completed and passed more than half of all class assignments for the semester AND made contact with me in writing to request an Incomplete. The final class grade will be based on the following:

Weekly Quizzes (10 total) – 3 points each – 30% (30 points)

Mid Term – 10% (10 points)

Final – 10% (10 points)

3 Article Reviews - 5 points each - 15% (15 points)

3 Article Presentations - 3 points each - 9% (9 points)

Presentation - 15% (15 points)

Teaching Statement – 11% (11 points)

The following grading scale will be used:

 90-100% / 90 – 100 points = A

80-89% / 80 – 89 points = B

70-79% / 70 - 79 points = C

60-69% / 60 – 69 points = D Below 60% / Below 60 points = F

1. Class Policy Statements:
2. You are expected to attend all class meetings and participate in all exercises. It is your responsibility to contact me if assignment deadlines are not met. You are responsible for initiating arrangements for missed work.
3. If you need accommodations, 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 Program for Students with Disabilities at 1244 Haley Center, (334) 844-2096 (V/TT).
4. The Student Policy eHandbook rules and regulations pertaining to cheating will apply to this class: <http://www.auburn.edu/student_info/student_policies/>
5. 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