ADED 4053-001: Methods of Teaching Adult Education

Auburn University

Department Educational Foundations, Leadership, and Technology College of Education

Fall - 2019

**Instructor:** Salina O’Brian

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| **Fall Office Hours:** | 1:00 p.m. –- 3:00 p.m. | \*Fridays |
|  |  |  |
|  | \*By appointment only |  |

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| **Course Number:** | ADED 4053-001 |
| **CRN:** | 10021 |
| **Course Title:** | Methods of Teaching in Adult Education |
| **Credit Hours:** | 3 semester hours |
| **Pre/Corequisites:** | Junior standing or departmental approval |
| **Class Time:** | Distance Learning |
| **Location:** | Distance Learning Course |
| **Syllabus Prepared date:** | July 2019 |

**Required Text:**

1. Vella, J. (2014). *Taking learning to task: Creative strategies for teaching adults* (1st Ed.). San Francisco, CA: Josey-Bass. (ISBN-13: 978-0787952273).

1. Other readings as assigned by Instructor of Record

**Course Description or (What is this course about?)**

This course is designed to create a framework for your understanding of instructional strategies and its effective application in the adult learning environment. Participants will learn to apply effective strategies that stimulate critical thinking, creativity, and promote cooperative learning. This means that we will address the understanding and facilitation of adult learning and an array of methods and techniques of teaching to promote learning. We will examine the characteristics of a “good” teacher and the process of developing a teaching style. In addition, we will work on the identification of philosophical orientation to instruction, information and approaches for designing instruction, description of a variety of teaching methods, techniques, and delivery style for effective teaching. By choosing this course, you are indicating an interest in educating others. The value of this class is that you will explore and practice a variety of instructional activities that you will use to teach or train in an adult education setting. The instructional activities have been carefully chosen because they are most relevant to the skills you need to be successful as a teacher, trainer, and course developer.

**Catalog Description**

ADED 4050/4053 METHODS OF TEACHING IN ADULT EDUCATION (3) LEC. 2. LAB. 2. Methods and techniques of instruction using appropriate instructional materials; planning and evaluation of instruction for programs within adult education.

Course Learning Outcomes and Objectives

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| At the end of this course participants will: |
| **Outcome 1:**  Describe the framework for understanding the adult education:   1. Define Adult Education 2. Describe the difference between andragogy and pedagogy 3. Identify major theorists of adult education |
| **Outcome 2:**  Describe the framework for instruction in adult education:   1. Analyze learning goals 2. Describe the characteristics of the adult learner (audience) 3. Perform a needs assessment for course design 4. Identify learning needs |
| **Outcome 3:**  Identify and apply sound instructional methods appropriate for content, audience, and training needs   1. Deliver an effective lesson/teach a skill using appropriate method 2. Identify appropriate instructional methods or teaching tasks to achieve learning outcomes |
| **Outcome 4:**  Create learning tasks or activities:   1. Identify collaborative learning principles and the research, theories, and approaches that support instruction 2. Use the methods and strategies of collaborative learning for online learners 3. Identify and apply specific tools and technologies that enhance collaborative learning |
| **Outcome 5:**  Assess final outcomes:   1. Assess effectiveness of teaching task 2. Collect feedback from learners |

**Statement on Andragogy and Self-Directedness:**

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, development experiences, assigned readings, research, group work, presentations, and group discussions. 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. Both are learners and have contributions to make to each other. Both are responsible for their own learning.

**Summary of Assignments**

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| Week | Assignment Description | Type of Assignment | % of Grade | Due Dates |
| Week 1  August 19-25 | Read Digital Literacy Article and discuss with peers | Discussion | **2.5** | **Aug. 25** |
|  |  |  |  |  |
| Week 2  August 26 -  September 1 | Introductions: Introduce yourself to peers  Read Vella Chapter 1 | Discussion | **2.5** | **Sept. 1** |
| Week 3  Sept 2-8 | Adult Education Principles:  Read assigned sources, discuss “4 Principles of Andragogy” | Reading |  |  |
| Week 4  Sept. 9-15 | Principles of Adult Education continues read assigned material; discuss 5 Phases of Instructional design. | discussion | **5** | **Sept. 15** |
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| Week 5  Sept. 15-22 | Complete Myers-Briggs Personality Assessment, and What’s your learning Styles?” assessments-Upload score and Reflection Essay-500 words | Written | **10** | **Sept. 22** |
|  |  |  |  |  |
| Week 6  Sept. 23-29 | Vella Reading of Chapter 2;  Complete Principles of Adult Learning Scale;  Discuss results with peers | Discussion | **5** | **Sept. 29** |
| Week 7  Sept. 30-Oct. 6 | Needs Assessment reading and group activity | Group Activity | **10** | **Oct.6** |
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| Week 8  Oct. 7-13 | Fall Break Oct.10-11;  Vella Pages:59;55-56; 115-116;124; 105-106.  Understanding Objectives | Reading |  |  |
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| Week 9  Oct. 14-20 | Choose Method of Teaching;  Read Vella assigned pages;  \*Microteaching-record and upload microteaching session-6 minutes long | Media | **15** | **Oct. 20** |
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| Week 10  Oct. 21-27 | Assigned Reading;  Examples of Learning Activities  Quiz | Quiz | **5** | **Oct. 27** |
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| Week 11  Oct. 28-Nov. 3 | Vella Ch. 4: Four types of Learning Tasks; Begin working on Final Presentation  Send Method you have chosen for your presentation to instructor |  |  |  |
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| Week 12  Nov. 4-10 | Vella Chapter 6 and 7;  Quiz | Quiz | **5** | **Nov 17** |
|  |  |  |  |  |
| Week 13  Nov. 11-17 | Assessment and Teaching philosophy Reading:  Vella Pages 47-48;  Quiz on teaching philosophy reading | Quiz | **5** | **Nov. 17** |
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| Week 14  Nov. 18-24 | Planning and delivering your presentation Reading; Instructional Plan due | Written Upload to Canvas | **15** |  |
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| Week15  Nov. 25-Dec. 1 | Thanksgiving |  |  |  |
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| Week 16  Dec. 2-6 | Final Presentation Due | Media or upload PowerPoint | **20** | **Dec. 6** |
|  |  |  | **100%** |  |
| Week 17  Dec. 7-13 | Study for Finals: other classes |  |  |  |

**Grading Scale:**

**A = 90-100%**

**B = 80-89.9%**

**C = 70-69.9%**

**D = 60-69.9%**

**F = 59.9% and below**

**Assignments:**

**Microteaching Assignment**

Microteaching is a teacher training technique for learning teaching skills. Microteaching can be practiced with a very small lesson or a single concept and a smaller number of students. It scales down the complexities of real teaching, which allows the novice teacher to focus on skill attainment.

You are to select a topic/single teaching skill from your career or future career. Prepare a 6-minute lesson that will be presented in a recorded session and uploaded to Canvas. A review will be conducted by the instructor. Your microteaching must incorporate active learning (more than lecture.) This is a fun activity for you to practice your presentation skills; choose a topic you are very comfortable with and know well. Make it fun and simple. You can teach us how to peel a potato, for example, how to grow a garden, how to throw a football, how to do a proper squat, how to tell a joke, you get the point.

**Philosophy of Teaching- Quiz on material from reading.**

**Instructional Technique Outline/Plan –** Design an instructional plan appropriate for a 10-minute teaching/training session. Sample provided below.

**Instructional Techniques Presentation Outline**

Deliver a 10-minute presentation based on the findings in your research focused on one method or technique of teaching.

Each presentation should include:

1. Definition of method
2. Set up/Arrangement of Learning Environment, Technology
3. Advantages
4. Limitations
5. Instructor Responsibilities
6. Learner Responsibilities
7. Evaluation

**Presentation of Method:**

You can record a 10-minute presentation or upload your (about 10) slides. Your presentation should include learning activities. This presentation should include supporting information on how the teacher, instructor/facilitator would incorporate the strategy into the teaching/learning process. 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.

**Reflection paper:**

for this paper, I am looking for your opinion’s but based on your readings and results from the assessments you take, however you should cite points from your readings that confirm/inform your understanding. More details will be provided in Canvas.

**Quizzes: Based on readings, normally 5 questions, multiple choice and a short essay.**

**Chapter discussions:**

Discussions will be posted most weeks based on readings and other material.

**Evaluation.** Late assignments will be penalized 5 points for each day, unless instructor is informed of the reason for tardiness. If assignment is one week late 50% points will be deducted.

**Class Policy Statements:**

A. You are expected to log on to Canvas each week on a regular bases and view all material posted to Canvas. 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 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).

C. The Student Policy eHandbook rules and regulations pertaining to cheating will apply to this class: http://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. 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