**Nature of Adult Education – ADED 7606**

**Fall, 2019**

**College of Education**

**Educational Foundations Leadership and Technology**

**Faculty:** Jonathan E. Taylor, Ph.D.

**Class:** Distance (Asynchronous Delivery)

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**Course Title:** Nature of Adult Education

**Credit Hours:** 3 Semester hours

Prerequisites: None

Co-requisites: None

**Textbook:** Ross-Gordon, J. M., Rose, A. D., & Kasworm, C. E. (2017). *Foundations of adult and continuing education*. San Francisco: Jossey-Bass

**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.

**Course Objectives:**

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

1. Describe the passage from pre-adult to adult in our society. (From various points-of view, how do we define adulthood?)
2. Citing seminal theorists and using both age-specific and life-long developmental tasks, describe adult development from early-adulthood to death.
3. Describe adult education settings (informal, self-directed, continuing, human resources development, extension, remedial, and populist adult education).
4. 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.
5. Describe the major historical developments in adult education.
6. Describe the development of the concept of "literacy" in the United States from colonial times to the present.
7. Describe and differentiate three paradigms of adult education: behaviorist, humanistic, and constructivist.
8. 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.
9. 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.

**Course Content:**

* History of Adult Education
  + Adult Education in Context
  + Learning Theory
* Life Cycle/Stage Development
* Learning Styles
* Motivation
* Younger learner/Older learner
* Learning Organizations
* Leadership
* Teaching/Learning
* Special Populations
* Future of Adult Education

**Course Requirements:**

1. *Check-In Posts (P/F – Required) – This is a one-time post in the discussion board of CANVAS in which you (a) introduce yourself and (b) post a picture of yourself. Make sure you follow the directions in the discussion post itself to ensure that you fully complete the assignment.*
2. Reflective Journals: (30%)

\*\*SEE VIDEO IN CANVAS ABOUT JOURNALS\*\*

There will be a one-page, single spaced journal entry due from each member of the class every other WEEK. All Journals will be emailed directly to me via [jonathan.taylor@auburn.edu](mailto:jonathan.taylor@auburn.edu)  unless otherwise noted. Journals will be due, without exception, by **DATES LISTED on Course TO-DO List**, providing reflections on the materials from the previous week.

Please utilize following guidelines:

* 1. APA references are allowed but NOT required.
  2. APA formatting NOT required.
  3. Good spelling, punctuation and syntax are required.
  4. In the FIRST journal ONLY, write specifically about what (a) your basic understanding of adult learning is, briefly, and (b) what you expect to learning in the course.
  5. For all other journals EXCEPT the FIRST and the LAST, write your thoughts on the previous class meetings (a) class discussion, and (b) readings. Include pro’s and con’s of theories, which you like and which you don’t, and why.
  6. For the LAST entry, due on the last day of class, write your journal on the course as a whole – what you learned and how your understanding and practice has changed as a result of this course.

1. Discussion Forum Posts and Replies (30%)

Each week you will need to substantively answer a Discussion Question. The Weekly Discussions Forums are in the Discussion Board Area of Canvas.

*Due Dates can be found on the To-Do Checklist in Canvas under MODULES and then To-Do Checklist.*

Substantial discussion questions are evaluated based upon the degree of completion. Be mindful of correct grammar, spelling, punctuation, sentence structure and syntax as points taken off for skimpy responses and not fully answering the questions. Your postings need to be respectful and have proper   
etiquette.

To earn all 25 points for each DQ, you must respond to at least four other students’ postings. Students who respond to others and do not post a required assignment do not earn points.

You can feel free to disagree constructively and courteously regarding your own thoughts and ideas as compared to others. Name-calling or attacking another person is not acceptable online classroom behavior. I monitor your participation very closely. Credit not earned for responding and not posting.

**NOTE:** I DO **NOT** TABULATE AND ENTER GRADES FOR DISCUSSION POSTS AND REPLIES **UNTIL THE LAST WEEK OF THE COURSE**, BUT CREDIT WILL ONLY BE GIVEN FOR POSTS AND REPLIES MADE WITHIN THE WEEK (SEE TO-DO LIST FOR DATES) THAT THEY ARE DUE.

1. *Educational Philosophy Paper (40%).*

Student Learning Outcome:  *Graduates will communicate their philosophy as a professional adult educator and reflect on their growth and development in the field.*

Using your knowledge of the various lines of philosophical thought within the adult education literature, and engaging in critical self-reflection, develop a clearly articulated statement of your educational philosophy as it pertains to the practice of adult education. While your philosophy is personally derived, it should be firmly grounded in the literature, demonstrating your grasp of adult educational scholarship as it pertains to your personal viewpoints. Taking all of this into account, address, at a minimum, the following:

1. Provide a brief but thorough overview of the educational philosophies that have been prominent in adult education scholarship. Include (a) their proponents, (b) their general strengths and weaknesses, (c) their influence on the field at large, and (c) their similarities and differences – compare/contrast.
2. What is your Personal Adult Educational Philosophy?
3. What do you believe about the character of the average adult learner?
4. What do you believe about knowledge?
5. What do you believe about the role of the teacher?
6. What do you believe about the role of the student?
7. What do you believe about the role of education?
8. What do you believe about assessment of/for learning in Adult Education?
9. What do you believe about the purpose of Adult Education?
10. What is your primary drive in Adult Education?
11. What are some of the most noteworthy ethical considerations?
12. How did you develop your Adult Educational Philosophy?
13. What philosophies did you draw from?
14. Why?
15. Do you see any conflicts in your views?
16. Do you think your views might change over time?
17. How will this inform/change/affect your practice in teaching adults?
18. Was this a difficult task for you?

Your statement of philosophy paper should be between 8-10 double-spaced pages and reflect proper APA formatting. There is no stipulation on the exact number of references that must be included, but your response should be grounded in the literature and contain in-text citations that reflect that.

Students will be evaluated on:

1. Analysis of the adult education philosophical perspectives
2. Identification and analysis of personal philosophical perspective(s)
3. Integration of scholarly literature.
4. Quality of writing.

**Read all assigned materials and watch Panopto recordings.**

**Participate in all online class discussion posts and responses via Canvas.**

**Grading and Evaluation:**

The final class grade will be based on the following:

Reflective Journals – 30%

Discussion Post and Response – 30%

Philosophy Statement Paper – 40%

The following grading scale will be used.

* + 1. = 90% - 100%
    2. = 80% - 89.9%
    3. = 70% - 79.9%
    4. = 60% - 69.9%

F = 59.9% or lower

**Class Policy Statements:**

1. Students are expected to check Canvas every week and participate in all online exercises. Should a student be unable to complete a weekly assignment on Canvas, the student should contact the course instructor immediately before missing the assignment.

1. **Assignment Submission:** All due dates for assignments will be announced well in advance. Makeup of missed work will be allowed with no point deductions for excused absences only. 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) for guidelines on "Academic Regulations." Make-up of missed work must be scheduled within 7 days of the missed due date.

Late assignments will be accepted within one week (7 days) of due date for unexcused absences; however, 25% of the possible points will be deducted prior to grading. Students are responsible for initiating arrangements for missed work due to excused and unexcused absences.

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1. 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>

1. 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. I encourage continuing research in specialized areas of student interest. However, if you plan to continue research begun in a previous course, you must submit the original project to me for my review prior to continuing with that topic in this class.

1. 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

1. **Disability** **Accommodations:**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to schedule an in person or phone meeting to discuss the needed accommodations during the first two weeks of class. You will not be able to use your accommodations until you meet with me in person or via phone.

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

1. **Justification for Graduate Credit:**

Following the course requirements, participants are required to independently research topics related to the history, definition, providers, program areas and future of adult education. All assignments are designed to enhance the participants’ knowledge of the background of adult education and application of their understanding to providers and programs. Individual research projects encourage the participants’ evaluation of the nature of the adult learner in relevant adult education environments.