**Applied Adult Learning Theory– ADED 7970**

**(Special Topics)**

**Fall, 2019**

**College of Education**

**Educational Foundations Leadership and Technology**

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

**Class:** Face-to-Face

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**Phone:** (334) 844-3078 **Office Hours:** 2:30-4:30 Monday

 4:00-5:00 Tuesday

 10:00-12:00 Thursday

 Other times by appointment

**Course Title:** Applied Adult Learning Theory

**Credit Hours:** 3 Semester hours

 Prerequisites: None

 Co-requisites: None

**Textbook:** Illeris, K. (2017). How we learn. New York: Routledge.

 Additional Required readings posted on Canvas

**Course Description:**

This course will examine a broad range of learning theories drawn from multiple disciplines, including Education, Sociology, Anthropology, and Psychology. Each of the theories will be analyzed in relationship to the adult learner and the learning dynamics found in various domains. The focus of the course will be the effective use of theory to develop and utilize concrete strategies and methods for teaching adults.

**Course Objectives:**

1. Provide an overview of prominent theories in various domains of adult education.
2. Identify the process for choosing the appropriate theory for a given situation, locating information on the theory, interpreting the theory, and applying the theory to specific real-world problems.
3. Demonstrate the role of theory in practice.
4. Analyze contextual specific teaching-learning problems and develop solutions from Theory to Transcendent Principle to Method and Counter-Method.

**Course Content:**

This course will cover a wide range of extant human learning theory in the areas

of cognition; emotion; incentive; motivation; critical reflection; social learning; conceptual change; transformational learning; experiential learning; cultural and sociocultural/historical views; and others. Beyond this a theory application method will be introduced and used during the course.

**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. Theory – Practice Conversion Exercises (70%)

PART I

Each week, you will choose one (1) theory from the week and break it down into elements, principles, methods and counter-methods. You should use the TPM Worksheet (Canvas) to complete this task. You should use the MSWord document as a template and type the document (this will eliminate the problem of trying to read everyone’s handwriting).

PART II

After completing the TPM Worksheet for a specific learning theory, you should pick a specific teaching-learning situation that you have experienced as a teacher or as a student, or which you are thinking you may have to experience in a future situation. Identify a specific “problem” that should be corrected or solved. Using the PRINCIPLES from the TPM you completed above, outline specific methods you could use to make a positive difference in the situation. After you have outlined the methods you would use, share how those methods serve the transcendent principles. Lastly, provide at least three examples of how the principles could result in counter-methods based on the contextual factors of the teaching-learning situation.

\*There is a completed example of this in Canvas.

1. Class Attendance and Participation (30%)

This is not a lecture-oriented course (although there will be some). Rather, it is an interactive course where we will work with the content to create methods for various real-world, practical situations. Because of this, you will not be able to simply watch a recording of the course at a later date and “get” the content. This would be sort of like having a conversation in a room after everyone has left.

Having said this, I know that life circumstances make it difficult or impossible to attend every session of a semester. I am willing to work with you on this, but please notify me in advance when you are not able to attend. It is expected that you will attend face-to-face meetings and that you will actively participate in those sessions.

Class participation will be assessed using the rubric posted in Canvas.

**Grading and Evaluation:**

 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 face-to-face and online exercises. Should a student be unable to complete a weekly assignment, the student should contact the course professor 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.Unexcused late assignments will be penalized by 10%. EMAIL ALL ASSIGNMENTS using your auburn.edu email directly to jonathan.taylor@auburn.edu with an appropriate subject heading that is recognizable.

1. Students are responsible for initiating arrangements for missed work due to excused absences.

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.