**Nature of Adult Education – ADED 4603**

**Fall, 2020**

**College of Education**

**Educational Foundations Leadership and Technology**

**Instructor: Dr. Leslie A. Cordie**

**Class:** Distance (Asynchronous Delivery)

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**Office Hours**: Thursday 1 to 5 PM by appointment (email or call to schedule an appointment); all hours are conducted via Zoom or phone at this time till further notice.

**Graduate Teaching Assistant** – Beth Sondemeyer

**Course Title: ADED 4600/3 - Nature of Adult Education**

**Credit Hours:** 3 Semester hours (undergraduate)

 Prerequisites: None Co-requisites: None

**Textbooks:**

* All textbooks and readings will be available online through the AU Library or in the Canvas course
* Three **(3) eBooks** encompass the majority of weekly readings; there may be different editions in hard copy or online; however, you will be responsible for matching the Chapters /Table of Contents/Pages; **you must be logged into the AU Library or on-campus to access the Permalinks**

	+ Merriam, S. B., & Baumgartner, L. M. (2020). *Learning in adulthood: A comprehensive guide* (4th ed.). Jossey-Bass. **Permalink to ebook** - <https://ebookcentral-proquest-com.spot.lib.auburn.edu/lib/auburn/reader.action?docID=6007459&ppg=6>
	+ Merriam, S. B., & Brockett, R. G. (2007). *The profession and practice of adult education: An introduction.* John Wiley & Sons.**Permalink to ebook** -<http://spot.lib.auburn.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=199975&site=eds-live&scope=site>
	+ Knox, A., Conceição, S., Martin, L. (2017). *Mapping the field of adult and continuing education: An international compendium.* Stylus Publishing, LLC
	(The chapters in this eBook are only 2000 words or less) **Permalink to ebook** -<http://spot.lib.auburn.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1638698&site=eds-live&scope=site>
* **Other readings will be assigned and posted in Canvas.**

**Course Description:** This course introduces students to the history, principles and context of adult education. Primary attention is applied to the development and implementation of programs in remedial, occupational, continuing and life-long learning.

**Course Objectives:**

By the end of this course, each student should be able to accomplish the following:

* Discuss the various points-of-view and learning theories related to adulthood
* Explore the major historical developments in adult education in the United States
* Explain the life cycle and stages of adult development in terms of the concept of lifelong learning
* Describe the multiple adult education settings (i.e., informal, self-directed, continuing, human resource development, extension, remedial, and populist adult education)
* Investigate the four different **types of agencies**, which sponsor adult education
* Differentiate between the paradigms of adult education, including behaviorist, humanistic, and constructivist
* Describe the "teacher-learner" transaction in terms of roles, expectations, and settings in adult education
* Examine the concepts of motivation and learning styles
* Consider the future of adult education

**Course Content:**

There are approximately 14 weekly sessions with a variety of topics related to the history and methods of Adult Education. You are expected to read the assigned literature, participate and view lecture presentations or videos, post responses to discussion questions, and submit assignments. More information is given about these activities in the Course Assignments/Requirements section and will be discussed the first session in an online review lecture posted in Canvas. All participants are required to view the online resources, lectures and materials as part of the course requirements.

A variety of media provided by the Learning Management System (Canvas) is used for communication among class members and the instructor. The LMS provides the ability for online submission of assignments, videoconferencing, Canvas email, discussions, and a diverse selection of interaction tools. In addition, communication is also available through phone or AU email.

***Tentative topics for the course include:***

* History of Adult Education
* Adult Education Contexts
* Learning Theories
* Life Cycle / Stage Development
* Learning Styles
* Motivation
* Cooperative Learning
* Younger and Older Learners
* Learning Organizations
* Teaching Effectiveness
* Literacy in the 21st Century
* A Global Agenda for Adult Education
* The Future of Adult Education

**Course Requirements/Assignments:**

For all the assignments in this course, including the discussion board, grammar and spelling count toward your grade. Please use Grammarly or the University Writing Center for assistance, if necessary**.**

**Additional directions for each assignment are posted in Canvas.**

**Total Points for the Course** **100**

1. **Participation/Discussions (25 points total)**

Create an Eli Account for Peer Review 3

Discussion 1 – Introduction 3

 Discussion 2 – History of Adult Education 7

 Discussion 3 – Learning Styles 7

 Reflection - Online Lectures/Resources 5

***Peer Reviews***

* Peer to peer learning is a cooperative learning strategy that is used in this course that builds both self-directed and collaborative learning skills
* Several assignments require you to provide your classmates with feedback (suggestions /improvements/corrections) on their submissions
* You will need to create an account in Eli Review to participate in this process
* The process will be online and anonymous:
	+ Your peers will review your work and give you feedback you can use to improve your work.
	+ You will also review other students’ work and give them feedback on their work as well.

***Discussion Posts:***

* There will be minimum of three (3) discussion questions posted during the semester.
* Each discussion question will be based on an assigned topic.
* Each student will respond to the question and will be required to respond to one other student’s post.
* **In addition, students will be required to share their components of their assignments from the City Survey and Annotated Terms** (see those assignments for more information)
* Additional instructions and requirements posted in Canvas.

***Weekly Readings/Lectures/Resources***

* All students are expected to view any recordings, listen to podcasts, complete the readings, and review any of the resources posted in Canvas.
* This information can be accessed by the instructor in terms of login analytics provided in Canvas.
* Make sure you are spending the time necessary reading and reviewing the information posted to help you comprehend the content and premise of this course
	+ Most of the assignments are structured to develop your knowledge and skills based on the content provided in the course;
	+ Thus, it is critical to keep up with the course content or work ahead and reflect on your learning
* Reflection is a key component of adult learning
	+ Besides the discussion postings and peer reviews, there is a reflection assignment on the course materials
	+ You are asked to describe the three (3) most valuable resources you found in the course (including any optional resources)

**2. City Survey (35 points)**

Pick a City / Region 5

 City Survey – Draft Submission 5

Peer Review 10

 City Survey - Final 10

 Presentation/Discussion Post 5

* **Pick a City**
	+ Each student will be required to find a community (a city or regional area of at least 50,000 people) to be used for this assignment
	+ Students should try and explore a new region of the US or international location, if at all possible to broaden the experience
* **City Survey**
	+ Using the four types of agencies offering adult education (Schroeder, 1970 - attached), each participant will survey and research two (2) agencies for each typology offering adult education in the community
	+ For each agency, give a brief overview of the adult education services (for example, what adult population does the agency serve and how)
	+ In addition, provide the contact information, including a point of contact, address, phone and web sites (URL) and any social media.
	+ See additional instructions and requirements posted in Canvas.
* **Peer Review of Survey**
	+ Provide your classmates with feedback in relation to the City Survey
	+ Your peers will review your work and give you feedback you can use to improve your work.
* **Presentation Post**
	+ Post a video link or virtual tour for your city
		- You may wish to create a short (1 to 3 minute video) on the agencies from your City Survey
		- Alternative options will be discussed in Canvas
	+ Describe the most important fact about adult education you learned from this assignment
	+ See additional instructions and requirements posted in Canvas.

**3. Annotated Definition of Concepts (40 points)**

 Pick Terms 5

 Annotated Terms – Draft Submission 5

Peer Review 10

 Final Annotated Definitions 15

 Annotated Terms Discussion Posting 5

During this course, we will cover a broad range of topics to explore the foundation and concepts of adult education. In general, an annotated bibliography is a list of sources (books, journals, web sites, videos, etc.) that is compiled to help you research a topic. For this assignment, you will research some of the main terms and concepts related to adult education. A list of terms and concepts is provided in Canvas to choose from (attached).

* **Pick five (5) Terms**
	+ Each student will select 5 terms that are significant to the field of adult education from a provided list.
* **Annotated Definition of Concepts**
	+ Based on class lectures, class readings and student research, write 1-2 pages for each term that defines, describes, and explains each term and the significance to field of adult education.
	+ Information to include for each term:
		- A summary definition or overview of the concept (3 to 5 sentences)
		- The purpose or significance of the work to the field of adult education
		- The type of audience the work is written for (Adult Basic Education, Prison Education, Families, Young Adults, etc.)
		- The relevance of the references to the topic (why the references were chosen and their credibility)
	+ Cite at least one source for each term using APA style that are from **academic references.**
* **Peer Review**
	+ Provide your classmates with feedback in relation to the Annotated Terms
	+ Your peers will review your work and give you feedback you can use to improve your work.

**Grading and Evaluation:**

The final class grade will be based on the following components:

* City Survey of Adult Education Agencies – 35%
* Annotated Definition of Terms – 40%
* Participation / Discussions – 25%
* Total – 100%

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% or lower

**Course Policies and Procedures**

* **Online Course Basics**
	+ As this course ends in a XXX3 (three), it is a completely online course and does not require any F2F (face-to-face) meetings. **Thus, in general, this course does not need a COVID policy and will operate under the normal academic policies and expectations.**
	+ A student taking this online course will need a **reliable computer (NOT a tablet or a smartphone), must understand how to operate a variety of software programs, and will need to decide if online learning is a good option for them as an individual.**
	+ All course communications and interactivity are possible through the LMS (learning management system), which allows for online discussions, email, web conferencing and chats with the instructor, along with testing and submission of assignments.
	+ Besides a reliable computer, the student will need access to reliable Internet, even if the University closes. Please be prepared for this contingency by ensuring that you have access to both a computer and Internet.
	+ **REGULARY check Canvas**: A recommended minimum of every 48-72 hours for announcements, assignments, lectures, etc.; login analytics will be monitored by the instructor; **in general, a 3-credit hour class involves 6 to 9 hours of study time or work per week**
	+ **Reply to Student Email**: When contacting me via email, I will respond within 48 hours if possible; if it is an emergency, please call my office phone.
* **Emergency Contingency Plan:** This course is completely online and should be able to be conducted even if the University closes campus. If class activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
	+ **Please make sure you have reviewed** [**The Healthier U policy**](http://ahealthieru.auburn.edu/)
	+ **If you feel not going to be able to complete course due to illness, please discuss your options with your Academic Advisor**
* **Academic Regulations:** All due dates for assignments are posted in Canvas and the tentative Schedule (see attached)
* **Late Assignments:** This policy pertains only to those with valid excuses according to the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/)
	+ Please refer to the Auburn University Student Policy eHandbook for guidelines on "Academic Regulations" [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies)
	+ Late assignments will be accepted if you provide written documentation for your missed assignment **within one week (7 days) after the due date and if your instructor determines that the missed due date is excused based on Auburn University policy in noted in the Student Handbook**
	+ The explanation/excuse must be on original letterhead, contain the original signature of the attesting official (physician, judge, social worker), and provide the name and phone number of a contact person (nurse, assistant, etc.); thus, a photocopy may not suffice
* **Academic Honesty**: All work is expected to be original and creative.
	+ Plagiarism and other forms of cheating will not be tolerated.
	+ The Department of Educational Foundations, Leadership, and Technology follows the guidelines for "Academic Regulations" as described in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) found at [Academic Regulations](http://www.auburn.edu/studentpolicies).
	+ You are responsible for knowing and adhering to the AU Regulations
	+ 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; **if you have a question about this, notify me and ASK.**
* **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 (via an appointment), as noted in the AU Policies**
	+ Accommodations related to learning
		- As this is an online class, you have the flexibility of working at your own pace during the week.
		- This course provides videos that have closed captioning (CC) that allows you to take notes, if needed; thus note takers are redundant.
		- In addition, many of the videos should have transcripts provided as additional resources that you can use for note-taking also.
		- You can review the videos at your own pace, and re-review them as needed to help provide comprehension and understanding.
	+ If you have any questions about accommodations, please contact the Office of Accessibility [Accommodations](https://fp.auburn.edu/disability/), 1228 Haley Center, 334-844-2096 (voice/TDD).