**Educational Philosophy for Adult Education Practitioners– 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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**Office Hours:**

1:00-5:00 Tuesday

\*Other times by appointment

**Course Title:** Applied Adult Learning Theory

**Credit Hours:** 3 Semester hours

Prerequisites: None

Co-requisites: None

**Textbook:**

Elias, J.L., & Merriam, S. B. (2005). *Philosophical foundations of adult education* (3rd ed.). Kreiger: Malabar, FL

Additional Required readings posted on Canvas

**Course Description:**

This course will examine a broad range of both philosophical methods, as well as philosophical schools of thoughts as they pertain to educational practice Various philosophical approaches and lines of thought will be discussed and participants will work to apply those philosophical premises and approaches to educational practice in specific ways.

**Learning Outcomes:** Participants should be able to:

1. Identify, describe, and apply basic philosophical methods and processes to educational practice.
2. Identify, describe, and interpret prominent philosophical approaches and schools of thought as they pertain to adult education.
3. Identify pertinent philosophical questions in educational practice and apply sound philosophical thought in working toward answers.
4. Choose appropriate philosophical approaches for given situations, locate information on the approach, interpret the approach in terms of the issue at hand, and apply the theory to specific real-world educational problems.
5. Demonstrate the importance and role of philosophy in practice.
6. Identify and develop an informed, well-reasoned philosophical position on designated educational issues and practice.

**Course Content:**

This course will cover a wide range of educational philosophy and will cover topics including but not limited to the following:

1. Philosophy as Process
2. Philosophy as Content
3. Philosophical Lines of Educational Thought (schools of philosophy)
4. Application of Philosophical Considerations to Concrete Practice

**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. Principle-Method-Counter-Method (PMC) Papers (30%)

There are five of these short 1-2 page papers due during the course. Each of these contains two parts.

PART I

Provide a brief overview of the philosophical theory or schools of thought discussed in the most recent class meeting or two (see chart below). This overview/summary should be 1-3 paragraphs long and should explain the general concepts briefly.

PART II

After providing the summary of the content, and using the method explained and practiced in class on the second meeting night, state at least one philosophical principle as it relates to educational practice.

Following the stated principle, provide at least one concrete way this principle does or will or should direct your own personal practice as an educator (specific method).

Next, provide an example of a completely different (maybe even opposite) method that would fulfill or demonstrate the same exact principle.

Finally, wrap up by sharing a common teaching practice that might actually completely violate or work against the principle discussed. Explain why it might be harmful and how one can ensure that it is not (for instance, should it never be used, or should it be used in a different way or at a different time?).

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

1. Class Attendance and Participation (20%)

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 and or discuss 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.*

1. Application Paper (40%)

Each of you will develop and draft a full-length paper in which you pick some aspect of educational practice and address it clearly using philosophical methods and by connecting it (citations) to formal philosophical schools of thought. I will work with each participant to pick a specific topic or issue that is of personal relevance or importance to you.

While I do not deduct points for length, I would suggest that the paper be between 10-15 pages (double-spaced). The paper should use APA 7th and include both a Professional Header (not student paper header) and a reference page.

1. Application Paper Presentation and Dialogue Facilitation (10%)

This assignment will also consist of two parts.

Part I: Presentation of Application Paper to Class Members (approximately 10 minutes)

Part II: Facilitate (lead) a dialogue with members of the class on the topic you have addressed in a way that brings growth and enlightenment to your classmates.

**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](mailto: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.

See Covid Policy on Next Page

COVID-19 Details and Guidelines

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, A Healthier U. The sections below provide expectations and conduct related to COVID-19 issues. The following statements are items that faculty can consider including in your syllabi. Health and Participation in Class You are expected to complete your Healthcheck screener daily. Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app.

My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. Please do the following in the event of an illness or COVID-related absence:

● Notify me in advance of your absence, if possible

● Provide me with medical documentation, if possible

● Keep up with coursework as much as possible

● Participate in class activities and submit assignments remotely as much as possible

● Notify me if you require a modification to the deadline of an assignment or exam

● Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at covidresourcecenter@auburn.edu. Health and Well-Being Resources These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

● COVID Resource Center ([covidresourcecenter@auburn.edu](mailto:covidresourcecenter@auburn.edu))

● Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)

● AU Medical Clinic (<https://cws.auburn.edu/aumc/>

● If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (http://aucares.auburn.edu/) A Healthier U Campus Community Expectations

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck (https://ahealthieru.auburn.edu/). You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. You may be asked at any time during class to show your pass. Course Expectations Related to COVID-19:

● Face Coverings: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s policy on face coverings, you will be instructed to leave the classroom and will be held to the protocols outlined in the Auburn University Policy on Classroom Behavior. Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

● Physical Distancing: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

● Course Attendance: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.

● Course Meeting Schedule: This course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.

● Technology Requirements: This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at aubookstore@auburn.edu. Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the Classroom Behavior Policy. Course Delivery Changes Related to COVID-19 Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to computers and reliable internet.