**ADED 7600 – Nature of Adult Education**

**Educational Foundations, Leadership, and Technology**

**Fall, 2023**

**Class Time:** Tuesday 5:00pm

**Location:** 2467 Haley Center

**Instructor:** Jane B. Teel, Ph.D.

3006 Haley Center

**Email:** teeljan@auburn.edu

**Office Hours**: Monday 2:00-4:00pm

 Wednesday 1:00-12:00pm

 *Most other times by appointment. Please schedule appointments by contacting me at* *teeljan@auburn.edu**. Please do not email me through Canvas.*

**Title:** ADED 7600 Nature of Adult Education

 **Credit:** 3 Semester hours

 **Prerequisites:** None.

**Textbook:** Ross-Gordon, J. M., Rose, A. D., & Kasworm, C. E. (2017). *Foundations of Adult and Continuing Education.* 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 classroom instruction and activities, reading assignments, and related activities, each participant should be able to:

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

 This classes includes research and discussion in:

 1) Adult Education as a field of study

 2) Nature of the adult learner

 3) The teacher - learner transaction

 4) Adult education delivery systems

 5) An overview of selected adult education providers

 6) Adult education program areas and special clientele

 7) Visions of adult education in the future

**Course Requirements and Expectations**: (A detailed assignment sheet is posted in Canvas for each assignment.)

**1. Transformative Learning Reflection**

*Using a life experience of an individual recorded in a book or movie (biography, autobiography, or fictional) provide a written analysis of the process and outcome of the transformative learning (TL) experience. TL is a learning process making meaning of one's life experiences.*

**2. Individual Change Project Proposal**

*Select a personal change that you would like to accomplish during 6 weeks this semester. This change can be work-related or personal but needs to be specific and should be a topic/change where progress can be seen in 6 weeks. Prepare and submit a plan for this project including a summary, goal change, persona/professional importance, strategies, and assessment (how you will track and measure your progress.) Submit your proposal in Canvas.*

**3. Chapter Overview and Discussion**

*Prepare and present a 45-minute group (2-3 members) developed, media-supported chapter content overview and small group discussion of the chapter content. In addition, chapter content should be supported by a minimum of 6 additional academic sources published within the last 10 years.) (Chapter will be selected from the following options designated textbook chapters.) Groups will be selected in class.*

**4. Self-Directed Learning Research Paper**

*Research the self-directed learning theory (personal attribute or way of organizing instruction) including definitions, descriptions, early theorists, strengths and weaknesses of the theory. This is a 3-4 page paper using in-text citations, supported by academic sources, and follows APA 7th ed. format.*

# 5. Adult Education Review of Literature Poster and Presentation

# *Based on the review of academic research, select one of the topics provided and develop an academic poster appropriate for use in a professional conference setting. This is a literature review project presented in poster format. Be prepared to share a 5-8 minute overview of your research. The purpose of this assignment is to re-enforce content from this foundational course in Adult Education and encourage greater depth of knowledge in an area of interest.*

# 6. Individual Change Project Reflection

# *This is a reflection of your Individual Change Project experience.*

# *After completing a minimum of 6 weeks of work following your project guidelines, you will reflect on your experience focusing on the level of success/completion of the project, level of satisfaction with your work, suggestions for adjustments you plan to make next time you self- direct, etc. This reflection should be ¾-1½ pages. No in-text citations or reference page are required.*

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# Evaluation

The final class grade will be based on the following:

Transformative Learning Reflection 75 points

Chapter Summary and Discussion 100 points

Individual Change Project Proposal 25 points

Self-Directed Learning Research Paper 100 points

Adult Education Review of Literature Poster and Presentation 125 points

Individual Change Project Reflection 30 points

 Final grade calculation will be based on the following:

 A =100%-90%

 B = 89.9%-80%

 C = 79.9%-70%

 D = 69.9%-60%

F = 59.9% or lower

**Course Philosophy**:

 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 lectures, video, visual aids, peer teaching, laboratory experiences, and group discussion.

 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. 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.

**Class Policies:**

**Attendance:** Students are expected to attend all class meetings and participate in all classroom exercises. Should a student need to be absent for any reason, please contact the course instructor before missing that class meeting. **For each class session missed over 2 (excused or unexcused), there will be a point (3) point drop in the final course grade.**

**Reply to Student Email:** When contacting me via email, I will respond within 24 hours, excluding weekends.

**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:

* + - Engage in responsible and ethical professional practices
		- Contribute to collaborative learning communities
		- Demonstrate a commitment to diversity
		- Model and nurture intellectual vitality

**Accessibility:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with their break out session instructor during the first week of classes. If you have any questions about accommodations or need accommodations, please contact the Office of Accessibility - 1228 Haley Center, 844-2096 (V/TT.)

<https://accessibility.auburn.edu/Home/CampusAccessibility>

**Academic Integrity:** Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

“We, the faculty, instructors, and students of the (ADED 7600) pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: <http://www.auburn.edu/student_info/student_policies/#i>

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.

**Late Submission of Assignments:**

**Late Assignment Submission:** All due dates for assignments will be announced well in advance. Late submission 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/#i>

Make-up of missed work for **excused absences must be scheduled within 7 days of the return to class after the absence.**

Late assignments will only 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.

**Tentative Schedule for ADED 7600**

Week 1 August 22 Overview of Class and Syllabus

 Defining Adult Education

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Week 2 August 29 Read: Chapter 1 – *What Counts as Adult Education?*

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Week 3 September 5 Read: Chapter 6 – *Historical Perspectives: Contexts or Contours*

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Week 4 September 12 Read: Chapter 7 – *The Adult Learner*

 Andragogy

 Self-Directed Learning

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Week 5 September 19 Transformative Learning

 Read: Chapter 2 – *Who Participates in Adult and Continuing Education? Mapping the Adult Learning Landscape*

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Week 6 September 26 Experiential Learning

 Read: *Experiential Learning in Adult Learning* (posted in Canvas)

 Research Discussion

 APA Format Discussion

 **Individual Change Project Proposal Due**

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Week 7 October 3 Research Week - No Class - AAACE

 **Transformative Learning Reflection due** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week 8 October 10 Read: Chapter 3 – *Who are Adult Educators, and What Do They Do?*

 Chapter 4 - *Adult and Continuing Education as an Evolving Profession* (optional)

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Week 9 October 17 Learning Styles

 Read: *Styles in Learning* (posted in Canvas)

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Week 10 October 24 **Group 1 – Chapter Presentation & Summary**

 **Group 2 – Chapter Presentation & Summary**

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Week 11 October 31 **Group 3 – Chapter Presentation & Summary**

 **Group 4 – Chapter Presentation & Summary**

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Week 12 November 7 **Group 5 – Chapter Presentation & Summary**

 Learning Organizations

 **Self-Directed Learning Research Paper due**

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 Read: *Motivation and Learning* (posted in Canvas)

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**Thanksgiving Break November 20-24**

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Week 14 November 28 **Poster Presentations**

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**December 1 Individual Change Project Summary due**

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