

**Directed Independent Study in Adult Education
ADED 7900 Guidelines
Auburn University - College of Education
Educational Foundations, Leadership, and Technology Department**

Class Time: To Be Arranged

Location: To Be Arranged

Professors:

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1. **Title:** ADED 7900 - Independent Study in Adult Education
2. **Credit:** 3 semester hours.
3. **Prerequisites:** Departmental approval.
4. **Date:** Prepared October 2010
5. **Special Accommodations.** Any participant needing special accommodations should contact Dr. Kelly Haynes, Director of the Program for Students with Disabilities, located in 1232 Haley Center. If you need assistance in contacting Dr. Haynes, please let me know.
6. **Session Materials:** Resources will be provided by the professor.
7. **Course Description:**
This directed independent study provides participants an opportunity to apply an aspect of adult education principles to their specific area of interest and study. In this independent study, participants will be invited to assess their own learning preferences and apply that information to their current reality. Evaluations will be held at periodic intervals.

OBJECTIVES, CONTENT, EXPERIENCES, REQUIREMENTS, EVALUATION, AND METHODOLOGY

8. **Course Objectives:**
Based on instruction, activities, self-assessments, research requirements, and related activities, each participant should be able to do the following upon completion of this directed independent study:
 - a. Describe and interpret personal learning styles assessments. (30 points)
 - b. Synthesize learning styles assessments, research and other literature as appropriate.(30 points)
 - c. Recognize and explain individual learning differences as acknowledged through assessments, literature review, and reflection. (40 points)
9. **Course Content:**

Jan 3, 2001

Session 1: Review syllabus and course requirements

Date: To be arranged

Session 2: Evaluation conference to check progress on course requirements

April 27, 2001

Session 3: Exit Requirement - Reflection Paper due

10. **Developmental Experiences:**

Illustrative participant experiences will include: self-directed learning activities, learning styles self-assessments, review of topic-related literature and research, and individual reflection. The reflection paper should be grounded in literature and presented in a way that reflects the participant's understanding and skills in analysis and synthesis of professional material. The experiences will include:

a. **Learning Styles Self-Assessment - Preferred Modality Preference Survey (PMPS)**
(www.learningstyles.org)

b. **Learning Styles Self-Assessment - Keirsey Temperament Sorter**
(www.keirsey.com)

c. **Structured reflection paper containing the following elements:**

1. Definition of learning styles.
2. Explanation of the Preferred Modality Preference Survey (PMPS) and Keirsey Temperament Sorter and the constructs they measure.
3. Self-assessment scores from both PMPS and Keirsey Temperament Sorter.
4. Interpretation of the PMPS and Keirsey Temperament Sorter scores.
5. Your reactions to the self assessments (e.g., What does this information mean to you in terms of your personal experience and knowledge? How does this information apply to your current specialization? What key insights did you have when applying this information to your everyday life?)
6. Reflection papers should, at minimum, be 7 typewritten, double-spaced pages; however, should not exceed 10 pages in length. Literature references should be current and varied (at least 6 references). Execute care in use of quotations and citations (e.g., use the Fourth edition of the Publication Manual of the American Psychological Association).

d. **Communication** - Be prepared initiate contact with the professor to discuss progress on this independent study and to verbally present key findings from the reflection paper as an exit requirement.

11. **Course Requirements:***

- a. Conduct research pertaining to the specified topic.
- b. Complete a reflection paper containing an interpretation and synthesis of the self-assessments and personal applications.
- c. Attend and engage in periodic and exit evaluation with professor.

*** NOTE** The participant is to keep a copy of the reflection paper that is turned in.

12. **Evaluation:**

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. (See page 86 of the Tiger Cub.)

Any evaluative assignment presented/handed in late will be penalized. Individuals who do not complete all course requirements will receive an "I" (Incomplete) for the course which will automatically turn to an "F" (Failure) if not completed in a timely fashion. The final class grade will be based on the following:

Evaluation Conference - 20% (20 points)

Reflection Paper - 60% (60 points)

Exit Requirement Session with Professor - 20% (20 points)

The following grading scale will be used:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

13. **Methodology:**

A variety of techniques and strategies are employed in the instruction of this independent course. The principal methods to be utilized include, but may not be limited to self-directed activities, learning styles self-assessments, developmental experiences, and 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 - to take responsibility for their learning. Thus the participant is expected to contribute 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.

Ignorance is not vested in the participants while knowledge is vested in the professor. Both are learners and have contributions to make to each other. Both are responsible for their own learning.