

Methods of Teaching Adult Education

ADED 4050-001

Auburn University

Department Educational Foundations, Leadership, and Technology

College of Education

Spring 2013

1. Course Number: ADED 4050
Course Title: Methods of Teaching in Adult Education
Credit Hours: 3 semester hours
Pre/Corequisites: Junior standing or departmental approval

Class Time: Thursdays – 3:30-6:30 p.m.

Location: Haley Center - Room 2438

Professor: Dr. Maria Martinez Witte

Office: Haley Center, Room 4012

E-Mail: wittemm@auburn.edu

Telephone: (334) 844-3078

Office Hours: Mon, Tues, or Wed by Appointment

2. Date Syllabus Prepared: January 2013

3. Text:

Van Kavelaar, Eileen K. (1998). *Conducting training workshops: A crash course for beginners*. San Francisco, CA: Jossey-Bass.

4. Course Description:

This course will integrate adult learning principles with designing effective instruction or training. Procedures for instructional planning for adult clientele will be provided.

5. Course Objectives:

Based on instruction and activities, reading assignments, and related activities, each participant should be able to do the following upon completion of this course, as related to the College of Education's conceptual framework (in italics):

- a. Identify elements that are vital to effective adult education or training. *Rationale: Developing competent, committed, reflective professionals who understand how students develop and learn.*
- b. Acquire knowledge and skills for improving the design and delivery of quality training. *Rationale: Developing competent, committed, reflective professionals who teach effectively as evidenced by knowledge of content and appropriate pedagogy and andragogy.*
- c. Distinguish adult clientele characteristics, implications for planning, and techniques for collecting relevant needs assessment information. *Rationale:*

Developing competent, committed, reflective professionals who focus on learning of all students and methods to assess performance.

- d. Determine training objectives with respective domains and levels of expected learning. *Rationale: Developing competent, committed, reflective professionals who create and maintain a safe, inclusive, tolerant, and stimulating learning environment.*
- e. Demonstrate content knowledge, application, and synthesis through formal presentation. *Rationale: Developing competent, committed, reflective professionals who integrate appropriate technology and other resources into the instructional program.*
- f. Improve individual presentation skills through practice and feedback. *Rationale: Developing competent, committed, reflective professionals who build upon empirical and experimental knowledge within dynamic and diverse programs.*

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 tapes, visual aids, development 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 - to take responsibility for their learning. 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. Ignorance is not vested in the participants while knowledge is vested in the instructor. Both are learners and have contributions to make to each other. Both are responsible for their own learning.

6. Course Content / Schedule:

Session	Date	Topic
1	Jan 10	Review syllabus and course requirements Introductions
2	Jan 17	What is Adult Education? Group Presentation Project
3	Jan 24	No class meeting – Respond to Discussion Questions Adult Learning Principles
4	Jan 31	No class meeting – Respond to Discussion Questions Adult Learning Principles

5	Feb 7	Needs Assessments Learning Goals and Objectives <i>Due: Article Review #1</i>
6	Feb 14	No class meeting – Respond to Discussion Questions Learning Goals and Objectives
7	Feb 21	No Class meeting – Respond to Discussion Questions
8	Feb 28	Instructional Strategies Presentation Techniques <i>Due: Article Review #2</i>
9	Mar 7	No Class Meeting – Respond to Discussion Questions Evaluating Learning
10	Mar 14	Spring Break March 11-15
11	Mar 21	No class meeting – Respond to Discussion Questions
12	Mar 28	Group Presentation Preparation <i>Due: Article Review #3</i>
13	Apr 4	No class meeting – Respond to Discussion Questions
14	Apr 11	Group Presentations
15	Apr 18	Group Presentations
16	Apr 25	Review and Evaluation

7. Course Requirements/Evaluation:

- A. Complete 3 article reviews & present reviews to table members.
- B. Develop and deliver an individual presentation.
- C. Develop and deliver a group presentation with accompanying outline
- D. Read all assigned materials.

Developmental Experiences – the illustrative experiences will be:

- attendance and active participation;
- group discussions;
- small-group problem-solving;
- individual research;
- participant and group presentations; and
- review of topic-related literature.

The experiences will include:

a. **Three Journal Article Reviews:**

These article reviews are designed to provide opportunities to review current literature related to adult clientele training and describe the content of the selected article. The article may be selected from any current journal related to adult education, training and development, human resource development, personnel management, human resource management, etc. At least one article must be selected from the *Training and Development* journal publication.

1. Journal Article Review *Due: Feb 7/Session 5*

2. Journal Article Review *Due: Feb 28/Session 8*

3. Journal Article Review *Due: Mar 28/Session 12*

Read and summarize each article (obtained from an appropriate journal) and report a brief summary and your reaction. Each review should contain the complete bibliographic entry (include author(s) name, date, title of article, title of publication, volume #, issue #, page #s) of the source article, a summary of the content of the article, and your reactions to the article, specifically, what did you learn from this article?

Reviews should be typed, double-spaced and approximately 1 page in length.

Reviews will be presented to table group members.

Here is a sample journal article review format:

Student Extraordinaire (Your name)
ADED 4050 - Methods of Teaching in Adult Education
Journal Article Review #1

Source: Abernathy, D. J. (October, 1999). Presentation tips from the pros. *Training and Development*, 53(11), 19-25.

Brief summary Brief summary Brief summary Brief summary Brief summary Brief
summary Brief summary Brief summary Brief summary Brief summary Brief
summary Brief summary. Your reaction (what did you learn?) Your reaction (what
did you learn?) Your reaction (what did you learn?) Your reaction (what did you
learn?) Your reaction (what did you learn?) Your reaction (what did you learn?) Your
reaction (what did you learn?).

b. **Individual Presentation.** Requirements to be discussed in class.

c. **Group Presentation and Outline.**

Due: Sessions 14--15

Each group will make a 15-minute presentation regarding a selected topic, subject to approval by the instructor. The presentation must be a power point presentation. Groups can also use transparencies, handouts, or flipcharts to present their findings. Following the presentation, the group is expected to facilitate questions and answers. The entire segment, presentation and discussion, should not exceed 25 minutes. Each group will submit a Presentation Plan Outline or copy of the Powerpoint presentation slides to the instructor containing relevant information and any handouts.

Here is a sample presentation outline plan format:

Presentation Outline Plan
ADED 4050 - Methods of Teaching in Adult Education
Group Members: (List)

Topic:

Audience:

Objectives:

- The participant will be able to ...
- The participant will be able to ...
- The participant will be able to ...

Introduction:

Main Points:

Conclusion:

Evaluation: (How will you know the participants have learned what you wanted them to learn?)

d. **Evaluation. Any assignment presented/handed in late will be penalized.** To be eligible for a grade of Incomplete (IN), you must have completed and passed more than half of all class assignments for the semester AND made contact with me in writing to request an Incomplete. The final class grade will be based on the following:

- 3 Article Reviews - 5 points each - 15% (15 points)
- 3 Article Presentations - 1 point each - 3% (3 points)
- Individual Presentation - 15% (15 points)
- Group Presentation - 22% (22 points)
- Class Participation - 45% (45 points)

The following grading scale will be used:

- 90-100% / 90 - 100 points = A
- 80-89% / 80 - 89 points = B
- 70-79% / 70 - 79 points = C
- 60-69% / 60 - 69 points = D
- Below 60% / Below 60 points = F

8. Class Policy Statements:

- A. You are expected to attend all class meetings and participate in all exercises. It is your responsibility to contact me if assignment deadlines are not met. You are responsible for initiating arrangements for missed work.
- B. If you need accommodations, you are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are

needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail or phone. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, (334) 844-2096 (V/TT).

- C. The Student Policy eHandbook rules and regulations pertaining to cheating will apply to this class: http://www.auburn.edu/student_info/student_policies/
- D. 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