

METHODS OF TEACHING IN ADULT EDUCATION

ADED 7050

SPRING, 2013

COLLEGE OF EDUCATION

EDUCATIONAL FOUNDATIONS LEADERSHIP AND TECHNOLOGY

Class Time: Monday 5:00 - 8:00 p.m.

Location: Haley Center Rm 2435

Instructor: Dr. James E. Witte
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Office Hours: Call or email for appointment (Mon, Tues, or Wed)

1. Course Number: ADED 7050
Course Title: Methods of Teaching in Adult Education
Credit Hours: 3 Semester hours
Prerequisites: None
Co Requisites: None
2. Date Syllabus Prepared: Jan, 2013
3. Texts: Galbraith, M. (2004). *Adult learning methods*. Malabar, FL: Kreiger

Additional materials to be made available in class.

4. Course Description:

Methods and techniques of instruction using appropriate instructional materials; planning and evaluation of instruction for adult education programs.

5. Course Objectives:

Upon completion of this course, students will be able to:

1. evaluate principles of teaching and learning.
2. evaluate effective teaching behaviors.
3. develop units of instruction and lesson plans.
4. prepare and give a demonstration on how to perform a skill to a group of learners.
5. create an environment conducive to learning.
6. describe the relationship between the learning process and the problem-solving approach to teaching.

7. develop performance objectives for units of instruction.
8. describe how learning styles affects individuals= teaching styles.
9. select and incorporate teaching strategies into your teaching style that will reach a culturally diverse group of learners.
10. determine the appropriate method to evaluate the learners.
11. develop an evaluation strategy that assesses the students= learning based on the learner outcomes.
12. develop an instructional strategy that utilizes the most effective teaching technique for the topic.
13. use a variety of instructional strategies in learning.
14. organize, allocate, and manage resources of time, space, and activities.
analyze and synthesize teaching techniques used in instructional settings.

6. Course Content:

Activity	Preparation
<p>I. Unit 1 - Introduction (week 1) A. Course Introduction B. Creating a positive educational environment</p> <p>II. Unit 2 - Foundations (week 2) A. Principles of teaching and learning B. Effective teaching characteristics C. Recognizing the principles and characteristics</p> <p>III. Unit 3 - Preparation (Getting the Learner Ready) (week 3) A. Creating interest B. Implementing the principles of learning through the problem-solving approach to teaching</p> <p>IV. Unit 4 - Preparation (Getting the Instructor Ready) (weeks 4 to 6) A. Unit planning Competency-based instruction Levels of cognition Teaching in the psychomotor domain Teaching in the affective domain F. Writing performance objectives G. Writing lesson plans</p> <p>V. Unit 5 - Evaluation (weeks 7 and 8) Evaluating cognitive learning Evaluating psychomotor learning Evaluating affective learning Application and use of objective and of prepared adult education evaluation/assessment instruments.</p>	<p>in class</p> <p>Chapts 1, 2</p> <p>Chapts 3, 4 in class Assessment/Evaluation</p> <p>Chapts 5 (continuous) in class 10 min presentation</p> <p>Chapt 9-14 in class Presentations (separate schedule)</p>

<p>VI. Unit 6 - Presentation / Application (weeks 9 to 13) Problem solving techniques Teacher-centered techniques Lecture Discussion Cooperative Learning Individual teaching techniques Supervised Study Experiments Independent Study Student Notebooks Information Sheets Job Sheets Skill Sheets Use and application of technology in teaching</p> <p>VII. Unit 7 - Accommodating Differences (weeks 14 and 15) Learning styles and personality types of students Teaching diverse populations Managing learner behavior</p>	<p>Continued reading / preparation in class presentations</p> <p>Chaps 6-8</p>
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7. Accommodations: Students who need accommodations 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 email. 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, please make an appointment with the Program for Students with Disabilities at 1244 Haley Center, (334) 844-2096 (V/TT).

8. Course Requirements:

Attend all class sessions and participate in all class discussions and exercises.
Complete Graded 30-40 minute presentation.
Create instructional evaluation instrument.

Prepare a written 7-10 page, referenced, paper on a specific teaching technique. Analyze and summarize the learning outcomes achieved through use of the technique, learning tasks students are engaged in, characteristics and skills of learners that are necessary for effective use of the technique, conditions necessary for effective use of the technique, teacher skills needed to expertly use the technique, and preplanning needed to use the technique expertly. Paper to be presented to instructor a minimum of 4 days prior to presentation.

9. Grading and Evaluation Procedures:

The final grade for this course will be based on the following:

The following grading scale will be used:

30-40 minute presentation	50 pts	90 - 100 % = A
Assessment Instrument	20 pts	80% - 89.9% = B
Technique paper	30 pts	70% - 79.9% = C
Total	100%	60% - 69.9% = D
		Below 60% = F

9. Class Policy Statements:

A. Students are expected to attend all class meetings and participate in all classroom exercises. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting.

B. Students are responsible for initiating arrangements for missed work due to excused absences.

C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements to take the make-up exams must be made in advance. Students who miss an exam because of illness need a doctor=s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

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

10. Course Philosophy:

A variety of teaching techniques and strategies are employed in the instruction of this course. The principal methods to be used include, but may not be limited to lectures, video tapes, visual aids, peer teaching, laboratory experiences, guest lectures and group discussion.

This is a professional education course in adult education. All students are considered adults and are expected to not only study but also practice andragogy - to take responsibility for their learning. Thus the student 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 students 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.