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Nature of Adult Education

(ADED 7600)

Auburn University

Educational Foundations, Leadership, and Technology Department

Spring - 2013

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Class Time: Thursday   5:00 - 8:00 pm

Location: Duncan Hall Rm 116

Instructor: James E. Witte, Ph.D.   4036 Haley Center
          E-Mail: witteje@auburn.edu   Voice: (334) 844-3054
          Office Hours: Mon, Tues, Wed   1:30 to 4:00 P.M. Call for appointment.

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

     Credit: 3 Semester hours

     Prerequisites: None.

2.   **Date:**   Prepared Jan 2013

Any participant needing special accommodations should contact Dr. Kelly Haynes, Director of the Program for Participants with Disabilities, located in 1232 Haley Center. If you need assistance in contacting Dr. Haynes, please let me know.

3.   **Textbook:** (Optional) Steinbach, R. (1993).   The Successful Lifelong Learning. San Francisco: Jossey-Bass.

     Supplementary resources will be provided by the instructor.

4.   **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.

     OBJECTIVES, CONTENT, ACTIVITIES, AND Participant EVALUATION

5.   **Course Objectives:**

     Based on classroom instruction and activities, reading assignments, and related activities, each participant should be able to do the following:

a. Describe the passage from pre-adult to adult in our society.   (From various points-of-view, how do we define adulthood?)
b. Citing seminal theorists and using both age-specific and life-long developmental tasks, describe adult development from early-adulthood to death.
c. Describe adult education settings (informal, self-directed, continuing, human resources development, extension, remedial, and populist adult education).
d. 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.
e. Describe the major historical developments in adult education.
f. Describe the development of the concept of "literacy" in the United States from colonial times to the present.
g. Describe and differentiate three paradigms of adult education: behaviorist, humanistic, and constructivist.
h. 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.
i. 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.

6. **Course Content:**

   I.   Adult Education as a Field of Study

       A. Adult education defined
          - What is an adult - definitions
          - The passage from pre-adult to adult status
          - Education defined from its Latin roots
          - Andragogy defined from its Greek roots

       B. The history of adult education
          - Ancient times
          - European roots to United States practice
          - The United States, colonial times through WWII
          - The United States, WWII to the present

       C. Literacy in Search of a Definition
          - Historical understandings
          - Academic equivalency
          - Functional models

       D. Schools of educational philosophy and adult education
          - How different philosophical schools look at people and transfer of knowledge
          - How different models are applied in adult education

         - Behaviorist models
         - Humanistic models
         - Critical models

    E. The sociology of adult education
       - Four types of agencies offering adult education
       - Patterns of participation in adult education

II. Nature of the adult learner
    A. Humanistic psychology and the concept of needs
    B. Adult development as a life cycle function of persistent life concerns
    C. Adult development as a function of ages and stages of life

III. The teacher - learner transaction

    A. The psycho-social transaction called learning
    B. What the learner brings to the transaction
    C. What the teacher brings to the transaction
    D. How the setting influences the transaction
    E. The contribution of the social dynamics to the transaction

IV. Adult education delivery systems

    A. Self-teaching and self-learning
    B. Adult classes
    C. Nontraditional education
    D. Continuing education of professionals
    E. Human resources development
    F. Alternative institutions of higher education for adults
    G. The rise of electronically mediated adult education
       - The World Wide Web
       - Distance education

V. An overview of selected adult education providers
    A. Proprietary schools
    B. Religious institutions
    C. Public schools and the community education movement
    D. Colleges and universities
    E. Cooperative extension
    F. The military
    G. Correctional facilities
    H. Business and labor

VI. Adult education program areas and special clientele

    A. Adult basic education
    B. Citizenship education and English as a second language

C. The civil rights movement
D. The feminist movement
E. The environmental movement
F. Multi-cultural education and the world-wide economy
G. Providing for mid-career vocational change in a dynamic economy
H. The rise of the older adult population
I. The developmentally challenged adult

VII. Visions of adult education in the future.

7. **Developmental Experiences**:

   A. **Research / Reaction Questions**. Research / Reaction Questions are designed to Re-enforce content and application skills.

   B. **Survey.** Using the four types of agencies offering adult education (See handout or Schroeder, 1970), each participant will use the phone book and other sources to identify by name the agencies offering adult education in their community. A city or area of at least 30,000 people should be used for this survey.

   C. **Shared Items.** Each participant will develop a set of ten (10) shared items. Shared items are any point, principle or concept which constitutes classroom based newly acquired information for you. These items will be discussed with someone outside the class and reported in the following format.

      Name:
      Date of discussion:
      Item Shared:
      Person's Reaction:

8. **Course Requirements:***

   A. Complete Research / Reaction Questions.
   B. Conduct a survey of adult education providers in an area with a population of at least 30,000 people.
   C. Prepare shared items (This item to be further discussed in class).
   D. Read all assigned materials.
   E. Participate in all class discussions and exercises.

9. Participation assumes attendance. *Class attendance is required.* **Absences not due to sickness will be given consideration only if discussed with the instructor in advance of the absence.**

   Unexpected absences (two or more) and/or tardiness will result in the penalty of a one-letter grade reduction from the final class average.

9. **Evaluation:**

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. (See page 86 of the <u>Tiger Cub.</u>)
Late assignments will be penalized one letter grade if it is turned in within a week following the due-date.   If an assignment is more than a week late, it is eligible for a maximum grade of C.   Persons who do not hand in all materials will receive an "I" (Incomplete) for the course, which will automatically turn to an "F" (Failure) if not completed by the end of the term following this class.

The final class grade will be based on the following:
    Research / Reaction Questions – 60pts
    Survey of adult education agencies – 20pts
    Shared items – 20pts

The following grading scale will be used.
        90pts - 100pts = A
        80pts -   89pts = B
        70pts -   79pts = C
        60pts -   69pts = D
        Below   60pts = F

10. **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, peer teaching, laboratory experiences, guest lectures 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.

RESEARCH / REACTION QUESTIONS

(Responses to the Research and Reaction Questions will be submitted in final, printed form. Hand written responses are not acceptable)

1. Define and Describe the following: (short paragraph each)

>   Andragogy
>   Self-Directed Learning
>   Philosophy
>   Adult Education
>   Community Education
>   Workforce Development
>   Competency-Based Education
>   Junto
>   Chautauqua
>   Lyceum
>   Ageism
>   Learning Projects
>   Social Roles
>   Learning Styles
>   Proprietary Schools
>   A Ateachable moment@

2. Identify these individuals and their major contributions to adult education: (short paragraph)

>   Cyril O. Houle
>   Malcolm Knowles
>   Paulo Freire
>   Allen Tough
>   Robert J. Havighurst

My questions to all of you require insight, clarification and reflection. I solicit your thoughts, ideas and clarifications of the following:

3. Identify and describe three special populations served by adult education.   How will these populations change in the future? (Paragraph on each point)

   Define culture and socialization and explain their impact on the social roles adults assume in life. (Three or four paragraphs)

4. Briefly explain your own philosophy of adult education.

A) What do you believe about adult education in general? (two or three paragraphs)

B)   From what orientation (constructivest, behavioralist, etc.) do you believe you operate.   Is that where you want to be?   Explain why or why not. (Three paragraphs)

7.   What are the issues facing adult education as a discipline and field of study? (Two or three paragraphs)

Activities Schedule

Month	Date	Meeting	Subject	
Jan	10	1	Introduction	
Jan	17	2	Historical Overview	
Jan	24	3	Adult Education in Context	
Jan	31	4	Learning Theory	
Feb	7	5	Life Cycle / Stage Development	
Feb	14	6	Learning Styles	
Feb	21	7	Motivation **EERA CONFERENCE**	No Class
Feb	28	8	Transactional Learning	
Mar	7	9	Applied Learning Theory **LERA CONFERENCE**	No Class
Mar	14	10	Teaching Effectiveness **SPRING BREAK**	
Mar	21	11	Cooperative Learning	
Mar	28	12	Organizational Perspectives	
Apr 4		13	Younger learner / Older learner	
Apr 11		14		
Apr 15		15	Learning Exercises All Course Materials Due	