

## Nature of Adult Education

ADED 7606

### Syllabus

Credit Hours: 03

Instructor: Dr. James E. Witte

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Prerequisites: None

Textbook: None

Resources are provided by the instructor via the course website in Blackboard.

#### **Course Overview/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 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.
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- i. Discuss the future of adult education with specific reference to:
    - a. Older adults
    - b. The economy and human resource development
    - c. Continuing education for professionals
    - d. Community development
    - e. Political movements within democratic societies
    - f. The impact of technological change on both the nature of work and educational delivery systems.

## **Course Content:**

There are 7 topics spread across 15 sessions. You are expected to read the assigned readings, watch lecture presentations in the form of Microsoft PowerPoint, post responses to discussion questions, and submit assignments. More information is given about these activities in the Course Requirements/Developmental Exercises section in this document.

A variety of media provided by Canvas are used for communication among class members and the instructor. These are online submission of assignments, email, and discussion board.

## **Course Topics:**

### 1. Adult Education as a Field of Study

#### a. Adult education defined

- 1 What is an adult - definitions
- 2 The passage from pre-adult to adult status
- 3 Education defined from its Latin roots
- 4 Andragogy defined from its Greek roots

#### b. The history of adult education

- 1 Ancient times
- 2 European roots to United States practice
- 3 The United States, colonial times through WWII
- 4 The United States, WWII to the present

#### c. Literacy in Search of a Definition

- 1 Historical understanding
- 2 Academic equivalency
- 3 Functional models

#### d. Schools of educational philosophy and adult education

- 1 How different philosophical schools look at people and transfer of knowledge
- 2 How different models are applied in adult education
- 3 Behaviorist models
- 4 Humanistic models
- 5 Critical models

#### e. The sociology of adult education

- 1 Four types of agencies offering adult education
- 2 Patterns of participation in adult education

### 2. 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

### 3. 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

### 4. 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
- h. The World Wide Web
- i. Distance education

### 5. 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

### 6. 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
- ### 7. Visions of adult education in the future.

## **Course Requirements/Developmental Experiences:**

Note: All of the course work will be based on individual effort and solely the responsibility of the individual submitting the final product.

1. Lectures: Read all assigned materials for each session and view the related lecture presentations.
2. Discussions: Each session you will use the course website on Chat (Discussion board) for contributing to research questions. You will post your response and also respond/react to one of your peer's postings by a specified time. Therefore, for each topic you are expected to at least make two substantial postings.
3. Survey: You are expected to conduct a survey of adult education providers in a city or area. The city or area with at least 50,000 people should be used for this survey. Using the four types of agencies offering adult education (Find information attached), each participant will use the phone book and other sources to identify by name the agencies offering adult education in their community.
4. Shared items: You will develop a set of five (5) 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:

5. Research/Reaction Questions: The culmination of class activities will be in the form of research/reaction questions submitted at the end of the term. These are designed to re-enforce content and application skills throughout the entire learning experience.

## **6. Late Submissions:**

As a distance education learner, it is your responsibility to share a significant responsibility for preparing and discussing course material. If a serious situation arises and you anticipate you will not be able to meet a deadline, it should be discussed with the instructor, before the due date.

If the instructor is contacted, regarding the problem at least three days before the due date, and judges it to warrant special consideration (usually due to illness or injury) the instructor and you will negotiate an alternate due date. If the instructor has not been contacted and special consideration has not been granted, 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 submit 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.

## **7. Make-up Assignments:**

Make-up assignments will only be given with a valid university excuse. This means a doctor's statement or other documentation must be provided. You are responsible for informing the instructor prior to missing the assignment no later than one week after the assignment's official due date. You must initiate arrangements to

take the make-up immediately after the excuse. A make-up must occur within 1 week from the time that you initiate arrangements for it or you will receive a zero grade.

## **8. Evaluation:**

The final class grade will be based on the following:

Discussion - 30%  
Survey of adult education agencies - 20%  
Shared items - 20%  
Research / Reaction Questions - 30%  
The following grading scale will be used.

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

## **9. Course Philosophy:**

A variety of teaching techniques and strategies are employed in the instruction of this course. This is a professional education course in adult education. You are considered an adult and are expected to not only study but also practice andragogy - to take responsibility for your learning. Thus you are 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.

## **10. Learners with Disabilities:**

Auburn University is committed to providing accommodations and services to learners with documented disabilities. Any learner with a qualified disability which requires accommodations should contact The Program for Learners with Disabilities, 1244 Haley Center, Auburn University, AL 36849, 334-844-2096 PH, 334-844-2099 FAX, and haynemd@auburn.edu. More information is available on their website at [www.auburn.edu/disability](http://www.auburn.edu/disability). The office will fax or mail the required forms to learners to apply for services. Learners who have questions to participate in this course should contact the above office in advance to ensure proper accommodations.

## **11. Plagiarism and Academic Dishonesty:**

Plagiarism is the act of presenting directly or indirectly someone else's work as your own. Plagiarism is a major type of academic dishonesty and will not be tolerated. Similarly cheating on tests in any way, falsifying bibliographies, fraudulent quotes, and similar practices are intolerable forms of academic dishonesty. The University's policy for academic misconduct in the Learner Code of Conduct will be followed for this course (see the Tiger Cub). If any questions regarding its contents, the learners are expected to contact the instructor.

## RESEARCH / REACTION QUESTIONS

ADED 7600

Spring, 2013

(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 teachable 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)
4. Define culture and socialization and explain their impact on the social roles adults assume in life. (Three or four paragraphs)
5. 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 (constructivist, behaviorist, etc.) do you believe you operate? Is that where you want to be? Explain why or why not. (Three paragraphs)
6. What are the issues facing adult education as a discipline and field of study? (Two or three paragraphs)

# Survey Instructions

Using Schroeder's Typology as a reference locate five (5) examples within each category. Simply list the Name and Address for each example. Use the yellow pages of the phone book as your primary source. The attached information should be of assistance.

Example:

Providers of Adult Education  
Prepared by: (your name)

**Type I**

**Type II**

Auburn University  
Auburn, University, AL 36849-5321

Southern Union State Community College  
1701 LaFayette Parkway  
Opelika, AL 36801

**Type III**

**Type V**

# TYPES OF ADULT EDUCATION AGENCIES: Schroeder's Typology

TYPE	DESCRIPTION	EXAMPLES
Independent Adult Education Agencies  <b>TYPE I</b>	Education of adults is the primary goal or function.  Strong orientation to adult needs: service only to adults	Community-based agencies Non-Profit adult schools Residential adult Centers Proprietary Schools Technical Schools Correspondence Schools
Educational Institutions  <b>Type II</b>	Adult education is not a primary goal or function	Public school adult education Community Colleges Four-year Colleges and Universities Cooperative Extension Community Education
Quasi-Educational Organizations  <b>TYPE III</b>	Education is an allied function to fulfill some goals of the agencies.  They serve both educational and non-educational interests	Cultural Organizations (libraries, museums) Religious organizations Senior Citizens Centers Occupational Associations (state, local and national)
Non-Educational Organizations  <b>TYPE IV</b>	Education used to enhance the achievement of goals.  Education is a means to an end.	Business and Industry Government agencies Armed Forces Unions Correctional Institutions Hospitals

Based on Schroeder, 1970