**Class Time:** Online

**Concepts, Programs and Resources in Adult Education (ADED 7620)**

**Auburn University**

**Educational Foundations, Leadership, and Technology Department Spring 2022**

**ONLINE**

**Location:** Canvas

**Faculty:** Sarah E. Bond, Ph.D.

* 1. **ail**: [sarahbond@auburn.edu](mailto:sarahbond@auburn.edu)

**Appointments:** Scheduled via Zoom

# Course Information

**Course Title -** ADED 7620 Concepts, Programs and Resources in Adult Education

**Credit -** 3 Semester hours

**Prerequisites -** Graduate standing

**Textbook:** *APA 7th Ed. Publication Manual*. You may use whatever version you would like but I strongly recommend that you purchase the spiral bound print copy, particularly if you are a Ph.D. student.

*Supplemental content will be assigned and will be posted in Canvas.*

**Course Description:** This course will explore the relationship between academic scholarship and community practice, and the complex adult educator roles of Scholar-Practitioner / Practitioner-Scholar.

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

* + 1. Determine the role of the scholar, with the practitioner, and the interaction of the two.
    2. Identify the scholar’s trade tools, practices, and culture (APA, Scholarly Writing/Tone, Academic Culture, etc.)
    3. Illustrate the concept of community education for adults as it relates to programs and resources.
    4. Analyze categories of community providers of adult education for their commonalities and differences.
    5. Distinguish characteristics of the independent adult learner and the group adult learner in the community.
    6. Summarize the support adult learners receive through organizations within the community.
    7. Determine how a community helps develop its adult leaders.
    8. Identify the organizational pattern of adult education in a community.
    9. Distinguish the special considerations a community may have that impact its adult education programs.
    10. Develop a rationale for the future direction of adult learning in a community.

# Course Content:

Concepts, Programs, and Resources in Adult Education is designed to develop within the student the culture and habits of scholarship, and to provide opportunities for the student to develop their identity more fully as a scholar *and* practitioner in Adult Education. As leaders, planners, and even participants in adult education programs, it is important that we understand the theoretical and practical knowledge regarding the organization and administration of adults within the various communities of learners which comprise a large part of contemporary society. This course examines the rules and culture of scholarship, administrative practice, organizational principles and theories, and the constructs involved in furthering the understanding community and popular education.

# Course Philosophy

A variety of teaching techniques and strategies are employed in the instruction of this online course. The principal methods to be used include, but may not be limited to video, visual aids, peer review, and group discussions. This is a professional education course in adult education. All students 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.

There are approximately 15 weeks of class with a variety of topics related to concepts, programs, and resources in adult education. This course is completely course and involves self-directed learning and exploration. You are expected to read the assigned readings, review the videos, participate, and contribute to a variety of learning experiences, collaborate in discussions, and submit assignments. A variety of media provided by the LMS (Canvas) are used for communication among class members and the instructor, along with additional resources.

This is a professional, graduate course in adult education. All participants are considered adults and are expected to not only study but also practice andragogy by taking responsibility for their learning. Thus, the participant is expected to participate regularly, contribute to the class setting by participating in online discussions and activities, 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.

Additional course materials are made available through Auburn University’s learning management system (LMS). Interactivity is possible through the LMS, which allows for online discussions, email, web conferencing and chats with the instructor, along with testing and submission of assignments.

# A student taking this course will need a reliable computer and will need to decide if the online format is a good option for them.

**If you have questions on this, please ask me the first week of class.**

**Smartphones and tablets are not acceptable substitutes for learning as some applications do not work in the mobile setting.**

Please see Academic Calendar for Important Dates <http://www.auburn.edu/main/auweb_calendar.html>

# Course Requirements/Evaluation:

**Late work is not accepted without advanced agreement except as noted in the syllabus and Student eHandbook.**

**Grade penalties apply.** Any assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date (up to five calendar days). Late assignments presented or turned in late after seven calendar days (1 week) will not be accepted and will receive a grade of zero (0).

The final class grade will be based on the following:

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Discussion Posts: 11 (20 pts each) | 220 |
| FlipGrid Video Posts: 2 (20 pts each) | 40 |
| Eli Review Sign Up | 5 |
| Practitioner-Scholar; Scholar-Practitioner Personal Statement - Submission to ELI Review | 10 |
| Worldview Assessment | 5 |
| Practitioner-Scholar; Scholar-Practitioner Personal Statement - ELI Peer Review | 15 |
| Philosophy, Theory, Empirical Research Concepts Paper | 50 |
| Literature Review Paper - Submission to ELI Review | 10 |
| Practitioner-Scholar; Scholar-Practitioner Personal Statement - Final Draft | 25 |
| Concept Mapping Assignment | 15 |
| Literature Review Paper - Eli Peer Review | 15 |
| Theoretical Framework Assignment | 10 |
| Literature Review Paper - Final Draft submitted to Instructor | 100 |
| Adult Education Program Interview and Report - Part 1 | 10 |
| Adult Education Program Interview and Report - Part 2 | 25 |
| Professional Organization Resources Paper | 20 |
| Reflection Paper: What are my next steps as a Scholar and a Practitioner | 25 |
| **TOTAL** | **600** |

# Tentative Schedule– Subject to Change – Check CANVAS and the course schedule for specifics and Assignment DUE Dates

**Download and Print “AU ADED 7620 Spring 2022 Course Outline”**

*Information on these individual assignments is provided in Canvas.*

The following scale will be used to determine your grade:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

**Accommodations –** Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

# Class Policy Statements:

* **Absences/Inactivity in Class** -

You are expected to login to the online class resources regularly and participate in all exercises and requirements as scheduled. **Login access is regularly monitored, including viewing of lectures and time of logins and amount of time online**. It is your responsibility to contact me if assignment deadlines are not met. You are responsible for initiating arrangements for missed or

late assignments.

Students who are absent for “excused” reasons (please see the Student Policy eHandbook for specific information regarding excused absences) must provide the instructor with appropriate **documentation within one (1) week from the date of the absence (7 calendar days).**

*Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.* The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.

# Any assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date (up to five calendar days). Late assignments presented or turned in late after seven calendar days will not be accepted and will receive a grade of zero (0).

**Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook for more information on excused absences.**

If the total number of absences equals more than 20 percent of the class, students may be directed to (1) request a withdrawal based on medical or other circumstances allowed by university policy and (2) re-enroll when the essential.

**Excused” absences are defined as absences that have been documented as occurring for University approved reasons**. ALL absences will be “Unexcused” until and unless the instructor is in possession of the appropriate documentation for that absence.

Please be aware that the instructor may verify any or all medical or other documentation that is presented for absence verification purposes. The falsification or forgery of medical documentation is considered an act of Academic Dishonesty, subject to sanctions as spelled out in the **Student Policy eHandbook by the Academic Dishonesty Committee.**

# Late/Make-up Assignments:

Students who miss class when assignments are due have two responsibilities.

* + First, they must submit the work that is due prior to the start of class using the appropriate online submission procedure(s) (i.e., Assignment drop box, posting a discussion, or other as communicated by the instructor).
  + Second, they must be sure to provide university-approved documentation in cases where the absence should be considered “excused.” If students have questions regarding the submission procedures, they should email the appropriate instructor for clarification prior to the absence.

Situations of “extenuating” circumstances (i.e., Extended stays in the hospital) should be communicated to the instructor as soon as is possible. Students should make every effort to resolve any missing work upon their return to class (es). Appropriate documentation will be required to arrange for special scheduling needs in these circumstances.

Students, with excused absences, may turn in assignments up to a week after the due date and not be penalized. **Late assignments presented or turned in late after seven calendar days will not be accepted and will receive a grade of zero (0).**

Again, appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook for more information on excused absences.

* **Academic Honesty:** The Student Policy eHandbook rules and regulations pertaining to Academic Honesty will apply to this class. All coursework should be properly cited using **APA format**. Coursework from other classes cannot be used unless FIRST discussed with the professor and substantially revised or updated for the class.
* **Professional Classroom Behavior:** 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:
  + - 1. Engage in responsible and ethical professional practices
      2. Contribute to collaborative learning communities
      3. Demonstrate a commitment to diversity
      4. Model and nurture intellectual vitality
      5. These behaviors are especially important in terms of our graduate classroom and online discussions.

# Other Class Policy Statements:

* **Technology -** Additional course materials are made available through Auburn University’s learning management system (LMS) which is Canvas. Interactivity is possible through the LMS, which allows for online discussions, email, web conferencing and chats with the instructor, along with testing and submission of assignments. **A student taking the online version of the course will need a reliable computer, must understand how to operate a variety of software programs, and will need to decide if online learning is a good option for them as an individual. Some items DO NOT work in the mobile environment. Please be proactive. If you have questions on this, please ask me during the first week of class. The best way to clarify any question is to call me if possible during office hours. Sometimes email does not help in clarification of a relatively simple situation.**
  + **Email** - Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using only their official university (MS Exchange) accounts. Email originating from Hotmail, AOL, or other non-Auburn sources may not be opened by the instructor.
* **Back-up of Files and Assignments** - It is the student's responsibility to maintain backup copies of disks and assignments and to complete the work in the time available. Students are strongly encouraged to utilize their public server space provided by Auburn University as one of their back- up options. However, this should not be the only option used by students. Failure to submit assignments due to data loss is not an acceptable excuse.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **AU ADED 7620 Concepts, Programs and Resources in Adult Eduction - SPRING 2022** | | | | | |  |
|  |  | **Modules begin Wednesdays 8 am CST** | |  | **Assignments due on Tuesdays 10 pm CST** |  |
| Please see Academic Calendar for Important Dates <http://www.auburn.edu/main/auweb_calendar.html> | | | | | |  |
| **Module 1** | Welcome, Introductions and Course Expectations | **01/12/22-01/18/22** | |  |  | **Points** |
|  |  |  | | ***Read/Review*** | Syllabus, Course Outline |  |
|  |  |  | |  | Posted Sources and Videos |  |
|  |  |  | |  |  |  |
|  |  | **Due: 1/18/22, 10 pm CST Due: 1/18/22, 10 pm CST** | | ***Reflect/DUE*** | Getting Started - FLIPGRID video  Eli Review Signup | 20 |
|  |  |  | 5 |
|  |  |  | |  |  |  |
| **Module 2** | Practitioner - Scholar; Scholar-Practitioner | **01/19/22-01/25/22** | |  |  |  |
|  |  |  | | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  | |  |  |  |
|  |  | **Due: 1/25/22, 10 pm CST**  **Due: 1/25/22, 10 pm CST** | | ***Reflect/DUE*** | Practitioner-Scholar; Scholar-Practitioner Personal Statement - Submission to ELI Review  Discussion: Practioner/Scholar or Scholar/Practioner - Intial Thoughts | 10 |
|  |  |  | 20 |
|  |  |  | |  |  |  |
| **Week 3** | Academic Reading | **01/26/22-02/01/22** | |  |  |  |
|  |  |  | | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  | |  |  |  |
|  |  | **Due: 02/01/22, 10 pm CST Due: 02/01/22, 10 pm CST**  **Due: 02/01/22, 10 pm CST** | | ***Reflect/DUE*** | Worldview Assessment  Discussion: Worldview Assessment  Practitioner-Scholar; Scholar-Practitioner Personal Statement - ELI Peer Review | 5 |
|  |  |  | 20 |
|  |  |  | 15 |
|  |  |  | |  |  |  |
| **Week 4** | *Philosophy, Theory, and Empirical Research* | **02/02/22-02/08/22** | |  |  |  |
|  |  |  | | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  | |  |  |  |
|  |  | **Due: 02/08/22, 10 pm CST Due: 02/08/22, 10 pm CST** | | ***Reflect/DUE*** | Philosophy, Theory, Empirical Research Concepts Paper Discussion: Philosophy, Theory, Empirical Research Concepts | 50 |
|  |  |  | 20 |
|  |  |  | |  |  |  |
| **Week 5** | *Academic Writing/Scholarly Tone* | **02/09/22-02/15/22** | |  |  |  |
|  |  |  | | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  | |  |  |  |
|  |  | **Due: 02/15/22, 10 pm CST Due: 02/15/22, 10 pm CST** | | ***Reflect/DUE*** | Literature Review Paper - Submission to ELI Review  Discussion: Annotated Bibliography vs. Literature Review - what's the difference and application | 10 |
|  |  |  | 20 |
|  |  |  | |  |  |  |
| **Week 6** | *APA* | **02/16/22-02/22/22** | |  |  |  |
|  |  |  | | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  | |  |  |  |
|  |  | **Due: 02/22/22, 10 pm CST**  **Due: 02/22/22, 10 pm CST** | | ***Reflect/DUE*** | Practitioner-Scholar; Scholar-Practitioner Personal Statement - Final Draft  Discussion: Now that you have explored the concept of Practitioner-Scholar or Scholar-Practitioner | 25 |
|  |  |  | 20 |
|  |  |  | |  |  |  |
| **Week 7** | *Concept Mapping* | **02/23/22-03/01/22** | |  |  |  |
|  |  |  | | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  | |  |  |  |
|  |  | **Due: 03/01/22, 10 pm CST Due: 03/01/22, 10 pm CST Due: 03/01/22, 10 pm CST** | | ***Reflect/DUE*** | Concept Mapping Assignment Discussion: Concept Mapping  Literature Review Paper - Eli Peer Review | 15 |
|  |  |  | 20 |
|  |  |  | 15 |
|  |  |  | |  |  |  |
| **Week 8** |  |  | **SPRING BREAK - MARCH 7-11** | | |  |
|  |  |  | |  |  |  |
| **Week 9** | *Theoretical Frameworks for Writing and Research* | **03/02/22-03/15/22** | |  |  |  |
|  |  |  | | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  | |  |  |  |
|  |  | **Due: 03/15/22, 10 pm CST Due: 03/15/22, 10 pm CST** | | ***Reflect/DUE*** | Theoretical Framework Assignment Discussion: Theoretical Framework | 10 |
|  |  |  | 20 |
|  |  |  | |  |  |  |
| **Week 10** | *Academic Presentations and Writing for Publication* | **03/16/22-03/22/22** | |  |  |  |
|  |  |  | | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  | |  |  |  |
|  |  | **Due: 03/22/22, 10 pm CST Due: 03/22/22, 10 pm CST** | | ***Reflect/DUE*** | Literature Review Paper - Final Draft submitted to Instructor Discussion: Literature Review Process - Best Practices | 100 |
|  |  |  | 20 |
|  |  |  | |  |  |  |
| **Week 11** | *Interview with Adult Ed. Community Organization* | **03/23/22-03/29/22** | |  |  |  |
|  |  |  | | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  | |  |  |  |
|  |  | **Due: 03/29/22, 10 pm CST** | | ***Reflect/DUE*** | Adult Education Program Interview and Report - Part 1 | 10 |
|  |  |  | |  |  |  |
| **Week 12** | *Community Adult Education Organizations.* | **03/30/22-04/05/22** | |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 04/05/22, 10 pm CST Due: 04/05/22, 10 pm CST** | ***Reflect/DUE*** | Adult Education Program Interview and Report - Part 2 Discussion: Share about your Adult Education Program Interview | 25 |
|  |  |  | 20 |
|  |  |  |  |  |  |
| **Week 13** | *Professional Organizations* | **04/06/22-04/12/22** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 04/12/22, 10 pm CST Due: 04/12/22, 10 pm CST** | ***Reflect/DUE*** | Professional Organization Resources Paper  Discussion: Professional Organization Resources Paper | 20 |
|  |  |  | 20 |
|  |  |  |  |  |  |
| **Week 14** | *Next Steps* | **04/13/22-04/19/22** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 04/19/22, 10 pm CST Due: 04/19/22, 10 pm CST** | ***Reflect/DUE*** | Reflection Paper: What are my next steps as a Scholar and a Practitioner Discussion: What are my next steps as a Scholar and a Practitioner | 25 |
|  |  |  | 20 |
|  |  |  |  |  |  |
| **Week 15** | *Class Reflection* | **04/20/22-04/26/22** |  |  |  |
|  |  |  | ***Read/Review*** | All Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 04/26/22, 10 pm CST** | ***Reflect/DUE*** | Course Reflection - FLIPGRID video | 20 |
|  |  |  |  |  |  |
| **Week 16** | *Final Exam Period* | **04/27/22-05/03/22** |  |  |  |
|  |  |  | ***Reflect/DUE*** | NO Final Exam in this course as it is Project-Based!! |  |
|  |  |  |  | **TOTAL** | **600** |
| **The instructor reserves the right to modify the course schedule as necessary.** | | | | |  |
| **Notification of schedule changes will be made available by email/LMS announcement notification.** | | | | |  |