**Nature of Adult Education – ADED 4600 DO1 Syllabus Auburn University College of Education**

**Educational Foundations, Leadership, and Technology Department SPRING 2025**

**ONLINE**

**Instructor**: Dr. Sarah Bond

**Class**: Distance (Asynchronous Delivery) via Canvas

**E-Mail:** sarahbond@auburn.edu **Appointments**: Scheduled via Zoom

**Course Information**

**Course Title - ADED 4600 D01 - Nature of Adult Education Credit Hours 3 Semester hours (undergraduate) Prerequisites - None**

**Textbooks**: All textbooks and readings will be available online through the AU Library or in Canvas.

Three eBooks encompass many of the weekly readings and resources; there may be different editions in hard copy or online; however, you will be responsible for matching the Chapters /Table of Contents/Pages; you must be logged into the AU Library or on-campus to access the Permalinks.

* Merriam, S. B., & Baumgartner, L. M. (2020). Learning in adulthood: A comprehensive guide (4th ed.). Jossey-Bass. Permalink to eBook - https://ebookcentral-proquest- com.spot.lib.auburn.edu/lib/auburn/reader.action?docID=6007459&ppg=6
* Merriam, S. B., & Brockett, R. G. (2007). The profession and practice of adult education: An introduction. John Wiley & Sons. Permalink to eBook - [http://spot.lib.auburn.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&A](http://spot.lib.auburn.edu/login?url=https%3A//search.ebscohost.com/login.aspx%3Fdirect%3Dtrue&db=nlebk&A) N=199975&site=eds-live&scope=site
* Knox, A., Conceição, S., Martin, L. (2017). Mapping the field of adult and continuing education: An international compendium. Stylus Publishing, LLC (The chapters in this eBook are only 2000 words or less) Permalink to eBook - [http://spot.lib.auburn.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&A](http://spot.lib.auburn.edu/login?url=https%3A//search.ebscohost.com/login.aspx%3Fdirect%3Dtrue&db=nlebk&A) N=1638698&site=eds-live&scope=site

**Course Description**: This course introduces students to adult education's history, principles, and context. The primary focus is on the development and implementation of programs in remedial, occupational, continuing, and life-long learning.

**Student Learning Outcomes:**

By the end of this course, each student should be able to accomplish the following:

1. Discuss the various points of view and learning theories related to adulthood.
2. Explore the significant historical developments in adult education in the United States.
3. Explain the life cycle and stages of adult development regarding lifelong learning.
4. Describe the multiple adult education settings (i.e., informal, self-directed, continuing, human resource development,

extension, remedial, and populist adult education).

1. Investigate the four different types of agencies that sponsor adult education.
2. Differentiate between the paradigms of adult education, including behaviorist, humanistic, and constructivist.
3. Describe the "teacher-learner" transaction regarding roles, expectations, and settings in adult education.
4. Examine the concepts of motivation and learning styles
5. Consider the future of adult education

**Course Content:**

There are approximately 15 weekly sessions with various topics related to the history and methods of Adult Education. You are expected to read the assigned literature, participate in and view lecture presentations or videos, post responses to discussion questions, and submit assignments.

These activities are described in more detail in the Course Assignments section of the syllabus, elaborated upon in the Canvas course, and discussed in the first session in an online review lecture posted in Canvas. As part of the course requirements, all participants are required to view the online resources, lectures, and materials.

The Learning Management System (Canvas) provides various media for communication between class members and the instructor. The LMS allows for online assignment submission, Canvas email, discussions, and a diverse selection of interaction tools. Communication is also available through Zoom or AU email.

* Unit 1: History, Context, Theory, and Framework of Adult Education (Weeks 2 & 3)
* Unit 2: Life Cycles and Learning Styles of Adult Education (Weeks 4, 5 & 6)
* Unit 3: Learning Strategies and the Learner (Weeks 7 & 8)
* Unit 4: Training and Workforce Development/Teaching and Learning Best Practices (Weeks 10 & 11)
* Unit 5: Project 5 Literacy, Global Agenda, and the Future of Adult Education (Weeks 12, 13 and 14)

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

**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).

Tentative Schedule– Subject to Change – Check CANVAS and the course schedule for specifics and **Assignment DUE Dates:** Download and Print “AU ADED 4600 Spring 2025 Course Outline”

For all the assignments in this course, including the discussion forum, count grammar and spelling toward your grade. Please use Grammarly or the University Writing Center for assistance if necessary. This is a project-based course; as such, there are NO exams.

**Total Points for the Course: 455 Reflections Overview:**

* + **Purpose:** Reflecting and sharing introductions, expectations, and progress allows you to articulate with classmates as if in a face-to-face classroom.
	+ **Goal:** Using the "prompt" I provided, you will respond with your thoughts covering all prompts. Respond as if you were speaking to me and your classmates in front of the classroom. You do NOT have to respond to your classmates.
	+ **Grading**: **Reflections are worth 5 points each. Week 1 Introduction and Expectation Reflection Week 8 Progress Report**

**Week 15 Course Reflection Discussion Forum Overview:**

* + **Purpose**: Participating in the discussion forums allows you to apply the course concepts by communicating with your classmates, thus simulating workplace communication.
	+ **Goal**: You will be given guiding questions relative to the weekly topic. It will require you to read and review the materials provided and research additional information for a proper response. Please save a copy of each discussion post, as they will all be built to help you complete your **Final Project.**
	+ **Grading**: The discussion forum is graded using the discussion rubric on the Canvas ADED 4600 Main Course page (left-hand side). Locate "Rubric," and you will find all the rubrics for this course. Be sure to thoroughly review those expectations and guidelines before beginning the forum. No late posts will receive credit.

I am looking for a **TOTAL of TWO POSTS. YOUR INITIAL POST**– posted NO LATER than SUNDAY of the assigned week, at least 300 words with two APA citations. **YOUR RESPONSE POST to a classmate should be a** minimum of 100 words with one APA citation. **Discussion Forums are worth 20 points each.**

**Discussion Forum Week 2: History and Context of Adult Education**

**Discussion Forum Week 4: Life Cycles Stages and Development of Adult Education Discussion Forum Week 5: Overview of Learning Styles**

**Discussion Forum Week 7: Overview of Cooperative and Critical Learning Strategies Discussion Forum Week 10: Training and Workforce Development**

**Discussion Forum Week 12: Literacy in the 21st Century Discussion Forum Week 13: A Global Agenda for Adult Education**

**Unit Project Overview:**

* + **Purpose:** The projects aim to synthesize your understanding of concepts in the Unit and apply them to adult education today.
	+ **Goal:** You will be given the paper prompts within each Unit. The project should be at least 750 words (approximately three typed pages), double-spaced, with 1-inch margins, and in Times New Roman Font. Provide a cover page and a reference page with at least three Citations in APA format.
	+ **Grading:** The unit projects are graded using the project rubric, found on the Canvas ADED 4600 Course page

(left-hand side) under "Rubric." Locate "Rubric," and you will find all the rubrics for this course. Be sure to review those expectations and guidelines thoroughly. **Unit Projects worth 40 points each.**

* + **Also, please save a copy of each project, as they will all be built to help you complete your Final Project. Unit 1: Project 1 History, Context, Theory, and Framework of Adult Education (Weeks 2 & 3)**

**Unit 2: Project 2 Life Cycles and Learning Styles of Adult Education (Weeks 4, 5 & 6) Unit 3: Project 3 Learning Strategies and the Learner (Weeks 7 & 8)**

**Unit 4: Project 4 Training and Workforce Development/Teaching and Learning Best Practices (Weeks 10 & 11)**

**Unit 5: Project 5 Literacy, Global Agenda and the Future of Adult Education (Weeks 12, 13 and 14)**

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

**Class Policy Statements:**

Absences/Inactivity in Class -

You are expected to log in to the online class resources regularly and participate in all exercises and requirements as scheduled. Login access is regularly monitored, including viewing lectures, time of logins, and amount of time online. It is your responsibility to contact me if assignment deadlines are not met and to initiate 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 before any excused absences, but such notification shall not 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. For more information, please see the Student Policy eHandbook.

Suppose the total absences equals more than 20 percent of the class. In that case, students may be directed to (1) request a withdrawal based on medical or other circumstances allowed by university policy and (2) re-enroll when 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 has the appropriate documentation for that absence.

Please be aware that the instructor may verify any or all medical or other documentation 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 due before class starts 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 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 before the absence.

Situations of “extenuating” circumstances (i.e., Extended stays in the hospital) should be communicated to the instructor as soon as possible. Students should try to resolve any missing work upon returning 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 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 regarding Academic Honesty will apply to this class. All coursework should be properly cited using APA format. Coursework from other classes cannot be used unless it has been 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:

* + - Engage in responsible and ethical professional practices.
		- Contribute to collaborative learning communities.
		- Demonstrate a commitment to diversity.
		- Model and nurture intellectual vitality
		- These behaviors are essential 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), Canvas. Interactivity is possible through the LMS, which allows for online discussions, email, web conferencing, chats with the instructor, and testing and submitting 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, please email me.
		- **Email** - Auburn University has provided each student with an email account. These accounts are 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. The instructor may not open emails originating from non-Auburn sources.
		- **Back-up of Files and Assignments—**It is the student's responsibility to maintain backup copies of assignments and to complete the work in the time available. Students are strongly encouraged to utilize the public server space provided by Auburn University as one of their backup 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.

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| **AU ADED 4600 Nature of Adult Education - Spring 2025** |  |
| **Instructor: Dr. Sarah Bond,** **sarahbond@auburn.edu** |  |
|  |  | **Modules begin Wednesdays 8 am CST** |  | **Assignments due on Tuesdays 11:59 pm CST** | **POINTS** |
| ***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.*** |  |
|  |
| **Week 1** | ***Course Orientation and******Expectations*** | **01/13/25-01/21/25** |  |  |  |
|  |  |  | ***Read/Review*** | READ - Chapter 1 - What Counts as Adult Education? (Merriam & Brockett, 2007) |  |
|  |  |  |  | READ - Chapter 1 - The Social Context of Adult Learning (Merriam & Baumgartner, 2020) |  |
|  |  |  |  | REVIEW - History of Adult Education 1964 - 2013 |  |
|  |  |  |  | REVIEW - Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 01/21/25, 11:59 CST** | ***Reflect/DUE*** | **Introduction and Expectations Post** | **5** |
|  |  |  |  |  |  |
| **Unit 1: History, Context, Theory and Framework of Adult Education (Weeks 2 & 3)** |  |
| **Week 2** | ***History and Context of Adult******Education*** | **01/22/25-01/28/25** |  |  |  |
|  |  |  | ***Read/Review*** | READ - Adult Education in the American Experience (Stubblefield & Keane) (pages 1 to 16) |  |
|  |  |  |  | REVIEW - History of Adult Education 1964 - 2013 |  |
|  |  |  |  | REVIEW - A Selective Look at the History and Practice of Continuing Education |  |
|  |  |  |  | REVIEW - Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 01/28/25, 11:59 pm CST** | ***Reflect/DUE*** | **Discussion Forum Week 2: History and Context of Adult Education** | **20** |
|  |  |  |  |  |  |
| **Week 3** | ***Overview of Adult Learning******Theories and Frameworks*** | **01/29/25-02/04/25** |  |  |  |
|  |  |  | ***Read/Review*** | READ: Chapter 6 - Transformative Learning (Mapping the Field, Knox & Martin) |  |
|  |  |  |  | READ - Chapter 7 – Transformative Learning – Merriam & Baumgartner 2020 |  |
|  |  |  |  | READ - Chapter 8 – Experience and Learning – Merriam & Baumgartner 2020 |  |
|  |  |  |  | REVIEW - Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 02/04/25, 11:59 pm CST** | ***Reflect/DUE*** | **Project 1 History, Context, Theory and Framework of Adult Education (Weeks 2 & 3)** | **40** |
|  |  |  |  |  |  |
| **Unit 2: Life Cycles and Learning Styles of Adult Education (Weeks 4, 5 & 6)** |  |
| **Week 4** | ***Life Cycles Stages and Development of Adult Education*** | **02/05/25-02/11/25** |  |  |  |
|  |  |  | ***Read/Review*** | READ - Chapter 12 - Adult Development (Merriam & Baumgartner) |  |
|  |  |  |  | READ - Chapter 13 - Cognitive Development in Adulthood (Merriam & Baumgartner) |  |
|  |  |  |  | REVIEW - Sources and Videos |  |
|  |  | **Due: 02/11/25, 11:59 pm CST** | ***Reflect/DUE*** | **Discussion Forum Week 4: Life Cycles Stages and Development of Adult Education** | **20** |
|  |  |  |  |  |  |
| **Week 5** | ***Overview of Learning Styles*** | **02/12/25-/02/18/25** |  |  |  |
|  |  |  | ***Read/Review*** | READ - Different Types of Learners (Rasmussen College) |  |
|  |  |  |  | REVIEW - Sources and Videos |  |
|  |  |  |  | COMPLETE - Index of Learning Styles Questionnaire (NC State University) |  |
|  |  |  |  |  |  |
|  |  | **Due: 02/18/25, 11:59 pm CST** | ***Reflect/DUE*** | **Discussion Forum Week 5: Overview of Learning Styles** | **20** |
|  |  |  |  |  |  |
| **Week 6** | ***Motivation and Access for******Adult Education*** | **02/19/25-02/25/25** |  |  |  |
|  |  |  | ***Read/Review*** | READ - Chapter 8 - Examining Access and Opportunity (Merriam & Brockett, 2007) |  |
|  |  |  |  | READ - Chapter 4 - Adult Learners Who Participates and Why (Merriam & Baumgartner, 2020) |  |
|  |  |  |  | READ - Chapter 14 - The Power to Change Lives (Knox & Martin, 2017) |  |
|  |  |  |  | REVIEW - Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 02/25/25, 11:59 pm CST** | ***Reflect/DUE*** | **Project 2 Life Cycles and Learning Styles of Adult Education (Weeks 4, 5 & 6)** | **40** |
|  |  |  |  |  |  |
| **Unit 3: Learning Strategies and the Learner (Weeks 7 & 8)** |  |
| **Week 7** | ***Overview of Cooperative and Critical Learning Strategies*** | **02/26/25-03/04/25** |  |  |  |
|  |  |  | ***Read/Review*** | REVIEW - Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 03/04/25 11:59 pm CST** | ***Reflect/DUE*** | **Discussion Forum Week 7: Overview of Cooperative and Critical Learning Strategies** | **20** |
|  |  |  |  |  |  |
| **Week 8** | ***Younger and Older Learners*** | **03/05/25-03/18/25\*\*** |  |  |  |
|  |  |  | ***Read/Review*** | READ - Ch 3 - Educating Multigenerational Groups of Adult Leaners (Kno & Martin, 2017) |  |
|  |  |  |  | READ - Chapter 5 - Learning in Later Life (Knox & Martin) |  |
|  |  |  |  | READ - Chapter 14 – Intelligence and Aging – - Merriam & Baumgartner 2020 |  |
|  |  |  |  | REVIEW - Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 03/18/25, 11:59 pm CST\*\*****Due: 03/18/25, 11:59 pm CST\*\*** | ***Reflect/DUE*** | **Project 3 Learning Strategies and the Learner (Weeks 7 & 8)****Progress Report** | **40** |
|  |  |  | **5** |
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| **Week 9** | ***\*\*SPRING BREAK (MARCH 10-14, 2025)*** |  |
|  |  |  |  |  |  |
| **Unit 4: Training and Workforce Development/Teaching and Learning Best Practices (Weeks 10 & 11)** |  |
| **Week 10** | ***Training and Workforce******Development*** | **03/19/25-03/25/25** |  |  |  |
|  |  |  | ***Read/Review*** | READ: Building Capacity to Prepare America’s Workers for Twenty-first Century Jobs |  |
|  |  |  |  | READ: Early History of the Fields of Practice of Training and Development and Org. Development |  |
|  |  |  |  | READ: Improving Skills Through America's Workforce Development System |  |
|  |  |  |  | READ: Suggestions on Effective Corporate New Employee Orientation Program |  |
|  |  |  |  | REVIEW - Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 03/25/25, 11:59 pm CST** | ***Reflect/DUE*** | **Discussion Forum Week 10: Introduction to the Field of Training and Development** | **20** |
|  |  |  |  |  |  |
| **Week 11** | ***Best Practices of******Teaching/Learning*** | **03/26/25-04/01/25** |  |  |  |
|  |  |  | ***Read/Review*** | REVIEW - Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 04/01/25, 11:59 pm CST** | ***Reflect/DUE*** | **Project 4 Training and Development/Best Practices (Weeks 10 & 11)** | **40** |
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| **Unit 5: Literacy, Global Agenda and the Future of Adult Education (Weeks 12, 13 and 14)** |  |
| **Week 12** | ***Literacy in the 21st Century*** | **04/02/25-04/08/25** |  |  |  |
|  |  |  | ***Read/Review*** | READ - Ch 9 - Adult Literacy Practices (Knox & Martin) |  |
|  |  |  |  | READ - Ch 13 - Adults with Low Literacy Skills (Knox & Martin) |  |
|  |  |  |  | REVIEW - Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 04/08/25, 11:59 pm CST** | ***Reflect/DUE*** | **Discussion Forum Week 12: Literacy in the 21st Century** | **20** |
|  |  |  |  |  |  |
| **Week 13** | ***A Global Agenda for Adult******Education*** | **04/09/25-04/15/25** |  |  |  |
|  |  |  | ***Read/Review*** | READ - Ch 7 - The Global Context of Adult Education (Merriam & Brockett, 2020) |  |
|  |  |  |  | READ - Models of Global Learning |  |
|  |  |  |  | REVIEW - Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 04/15/25, 11:59 pm CST** | ***Reflect/DUE*** | **Discussion Forum Week 13: A Global Agenda for Adult Education** | **20** |
|  |  |  |  |  |  |
| **Week 14** | ***The Future of Adult******Education*** | **04/16/25-04/22/25** |  |  |  |
|  |  |  | ***Read/Review*** | REVIEW - Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due:04/22/25, 11:59 pm CST** | ***Reflect/DUE*** | **Project 5 Literacy, Global Agenda and the Future of Adult Education (Weeks 12,13, and 14)** | **40** |
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| **Week 15** | ***Course Summary and******Reflection*** | **04/23/25-04/29/25** |  | \*\*\* extra time allotted due to Thanksgiving Break |  |
|  |  |  | ***Read/Review*** | All Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: 04/29/25, 11:59 pm CST****Due: 04/29/25, 11:59 pm CST** | ***Reflect/DUE*** | **Course Reflection****Final Project** | **5** |
|  |  |  | **100** |
|  |  |  |  |  |  |
| **Week 16** | ***Final Exam Period*** | **5/5/25-5/9/25** | ***Reflect/DUE*** | NO Final Exam in this course as it is Project-Based!! |  |
|  |  |  |  |  |  |
|  |  |  |  | **COURSE TOTAL** | **455** |
|  |  |