

**Directed Independent Study in Adult Education
ADED 4900 Guidelines
Auburn University - College of Education
Educational Foundations, Leadership, and Technology Department**

Class Time: To Be Arranged

Location: To Be Arranged

Professor:

Dr. Witte
Haley 4010
844-3054

1. **Title:** ADED 4900 - Independent Study in Adult Education
2. **Credit:** Variable: 1-6 semester hours.
3. **Prerequisites:** Departmental approval.
4. **Date:** Prepared March 2010
5. **Special Accommodations.** Any participant needing special accommodations should contact Dr. Kelly Haynes, Director of the Program for Students with Disabilities, located in 1232 Haley Center. If you need assistance in contacting Dr. Haynes, please let me know.
6. **Session Materials:** Resources will be provided by the instructor.
7. **Course Description:**
This directed independent study provides participants an opportunity to apply an aspect of adult education principles to their specific area of interest and study. In this independent study, participants will be invited to assess their own learning preferences and apply that information to their current reality. Evaluations will be held at periodic intervals.

**OBJECTIVES, CONTENT, EXPERIENCES, REQUIREMENTS, EVALUATION, and
METHODOLOGY**

8. **Course Objectives:**

Based on instruction, activities, self-assessments, research requirements, and related activities, each participant should be able to do the following upon completion of this directed independent study:

- a. Describe and interpret personal learning styles assessments.
- b. Synthesize learning styles assessments, research and other literature as appropriate.
- c. Recognize and explain individual learning differences as acknowledged through assessments, literature review, and reflection.

9. **Course Content:**

Session 1 - Review syllabus and course requirements

Session 2 - Evaluation conference to check progress on course requirements
Date: TBD (Sometime around mid-semester)

Session 3 - Exit Requirement - Completion of Research Paper. Schedule appointment with for exit interview and defense of paper.
Dr. Borel. Due Date: TBD (2 weeks before graduation)

10. **Developmental Experiences:**

Illustrative participant experiences will include: self-directed learning activities, learning styles self-assessments, review of topic-related literature and research, and individual reflection. The reflection paper should be grounded in literature and presented in a way that reflects the participant's understanding and skills in analysis and synthesis of professional material. The experiences will include:

a. **Learning Styles Self-Assessment - Preferred Modality Preference Survey (PMPS)**
www.learningstyles.org

b. **Learning Styles Self-Assessment - Index of Learning Styles (ILS)**
www.crc4mse.org/ILS/Index.html

NOTE: You may want to add an additional learning styles instrument (see other attached page).

c. **Structured reflection paper containing the following elements:**

1. Definition of learning styles (what do the experts say?)
 2. Explanation of the Preferred Modality Preference Survey (PMPS) and Index of Learning Styles (ILS) survey and the constructs they measure.
 3. Self-assessment scores from both PMPS and ILS.
 4. Interpretation of the PMPS and ILS scores.
 5. Your reactions to the self assessments (e.g., What does this information mean to you in terms of your personal experience and knowledge? How does this information apply to your current specialization? What key insights did you have when applying this information to your everyday life?)
 6. Reflection papers should be double-spaced pages (see minimum and maximum number of pages below) and grammatically correct. Length of paper for: 3 hours - 7-10 pages; 4 hours - 11-13 pages; 5 hours - 12-14 pages; 6 hours - 12-15 pages. Literature references should be current and varied (at least 6 references). Execute care in use of quotations and citations using MLA or APA (American Psychological Association).
- d. Be prepared to discuss key findings from the reflection paper with the instructor as an exit requirement.

11. **Course Requirements:***

- a. Conduct research pertaining to the specified topic.
- b. Complete a reflection paper containing an interpretation and synthesis of the self-assessments and personal applications.
- c. Attend and engage in periodic and exit evaluation with the instructor.

* **NOTE** The participant is to keep a copy of the reflection paper that is turned in.

12. **Evaluation:**

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. (See page 86 of the Tiger Cub.)

Any evaluative assignment presented/handed in late will be penalized. All persons who do not hand in all course requirements will receive an "I" (Incomplete) for the course which will automatically turn to an "F" (Failure) if not completed in a timely fashion. The final class grade will be based on the following:

Evaluation Conference (Session 2) - 20% (20 points)
Reflection Paper - 60% (60 points)
Exit Session with Instructor - 20% (20 points)

The following grading scale will be used:

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

13. **Methods:**

A variety of techniques and strategies are employed in the instruction of this independent course. The principal methods to be used include, but may not be limited to self-directed activities, learning styles self-assessments, developmental experiences, and 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 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.