Special Topics in Adult Education

ADED 4970 – Fall 2009
Auburn University - College of Education
Educational Foundations, Leadership, and Technology Department

Class Time: To Be Arranged

Location: To Be Arranged

Instructors:

Dr. Maria Martinez Witte
Office: Haley Ctr Rm 4012
Tel Office: (334) 844-3078   - Email: wittemm@auburn.edu

Title: ADED 4970 Topics in Adult Education

Credit: Variable: 1-6 semester hours.

Prerequisites: Departmental approval.

Date: Prepared August 2008

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.

Session Materials: Resources will be provided by the instructor.

Course Description:
Independent study directed toward desired objectives. Includes evaluation at regular intervals by professor and student. Course may be repeated for a maximum of 6 credit hours.

Course Objectives / Nature of the Teaching-Learning Process:
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.

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.

Course Content / Proposed Schedule of Meetings:

Session 1 - Review syllabus and course requirements

Session 2 - Evaluation conference to check progress on course requirements.
Due Date: Mid-semester

Session 3 - Exit Requirement - Reflection Paper due. Schedule appointment with instructor.
Due Date: Last day of classes or 2 weeks before graduation

Course Requirements / Proposed Work Products:

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

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 reflection findings with the instructor as an exit requirement.

Course Evaluation/Policies:

The criterion to assess work products is attached. In addition, this project includes the ability to:

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.

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee (see the Tiger Cub). Any evaluative assignment presented/handed in late will be penalized. Participation assumes attendance at scheduled meetings. Meeting attendance is a required component of the course. Absences not due to sickness will be given consideration only if discussed with the instructor in advance of the absence. The final class grade will be based on the following:

Mid-Semester Evaluation Conference (Session 2) - 20% (20 points)
Exit Evaluation Conference (Session 3) - 20% (20 points)
Reflection Paper - 60% (60 points)

The following grading scale will be used:
90% - 100% (90-100 Points) = A
80% - 89% (80-89 Points) = B
70% - 79% (70-79 Points) = C
60% - 69% (60-69 Points) = D
Below 60% (below 60 points) = F

Course Philosophy:

A variety of techniques and strategies are employed in the instruction of this independent course. The principal methods to be utilized 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.

Criteria to Assess Work Products
ADED 4900 Directed Independent Study - Learning Styles Reflection Paper ● Rating Rubric – 60 Points Maximum

	5 Points Unsatisfactory	6 Points Satisfactory	8 Points Proficient	10 Points Exemplary	Total
Content	The content lacks clear points of view and logical sequence of information. Information was incomplete, out of date, and/or incorrect. There was no clear sequence of ideas.	Most points of view were clear and the purpose was somewhat defined. Most of the content aligned with the requirements. Some references were reliable and from authoritative sources.	Content was written with a logical progression of ideas and supporting information. Most references were reliable and from authoritative sources. Some references were from secondary sources.	Content was written clearly and concisely with a logical progression of ideas and supporting information. Information was accurate, current, and extracted from primary sources.	
Subject Knowledge	Student did not respond to required prompts and questions about the subject.	Student responded minimally to the required prompts and questions about the subject.	Student responded with expected answers to all prompts and questions, but did not elaborate.	Student responded with full knowledge (more than required) by answering all prompts and questions with elaborate explanations.	
Application	Student did not apply the information to their everyday circumstances.	Student applied a basic level of meaning from the information to their everyday circumstances. Had some integration of the information to their personal experiences.	Student was able to make application inferences and comprehends a deeper meaning on most instances. Related most of the information to their personal experiences.	Student clearly inferred and comprehended the information and applied it their surroundings. Demonstrated insight and relevance of the information to their personal and professional surroundings.	
Reflection	No personal response was made to the issues/concepts raised in the subject materials. Did not reflect on their own work and no examples were provided.	Reflection conveyed some evidence of a personal response to the issues/ concepts raised in the subject material. Demonstrated an ability to reflect on own work but provided minimal examples.	Reflection conveyed supplementary evidence of a personal response to the issues raised in the subject material. Demonstrated an ability to reflect on own work. Provided sufficient examples throughout the document.	Reflection conveyed extensive evidence of a personal response to the issues raised in the subject material. Reflected soundly on own work and provided numerous examples.	
Citations	Sources of information were not documented. Validity of information could not be verified.	Sometimes citation guidelines were followed. Some information was not correctly cited using either MLA or APA format.	Proper MLA or APA citations were used for nearly all sources. Most sources were documented and allowed verification of the validity and accuracy of the source.	All sources of information were properly cited using the MLA or APA format. Sources could be verified and were determined to be credible.	
Format	Student's document had five or more spelling errors and/or grammatical errors. Document was not typed.	Document was typed and had less than five misspellings and/or grammatical errors.	Document was typed and had no more than two misspellings and/or grammatical errors.	Document was typed and had no misspellings or grammatical errors.	

Grading Evaluation	Grading Scale	Reflection Paper
Grading Evaluation **Mid-Semester Evaluation (max 20 points):** _____ **Exit Evaluation (max 20 points):** _____ **Reflection Paper Final Rating (max 60 points):** _____ **TOTAL POINTS (max 100 points):** _____	**Grading Scale** **90-100 points = A** **80-89 points = B** **70-79 points = C** **60-69 points = D** **Below 60 points = F**	**Reflection Paper** **Total Points (max of 60)** **Rater #1:** **Rater #2:** **Rater #3:**

Learning Styles/Brain-Based Learning Web Sites
Supplementary Resource
** Online surveys available

Learning Styles and Effective Teaching (great site)**
http://www2.ncsu.edu/effective_teaching/ then click on link to Learning
Styles OR Career Resource Center - Materials Science & Engineering**
http://www.crc4mse.org/ILS/self_test.html

Student Teacher Academic Resources (STAR) Learning Styles Sites (lots
of learning styles links)
http://coe.etsu.edu/department/cuai/starlinks/learningstyles.htm

Discovering Your Learning Style
http://www.sil.org/lingua/LangLern.html

Explorations in Learning & Instruction: The Theory into Practice Database
http://www.gwu.edu/~tip/
Brief summaries of major learning and instructional theories.

Institute for Learning Styles Research (ILSR)** - Perceptual Modality
Preference Survey
http://www.learningstyles.org

Keirsey Temperament Sorter and Temperament Theory**
http://www.keirsey.com

Price Systems (Dunn, Dunn, & Price EPPS)
http://www.learningstyle.com

Improving learning and teaching at Columbia University: Learning Styles**
http://turmac13.chem.columbia.edu/LearnTeach/learnstyles.html

Determine your four-letter Personality Pattern**
http://www.careerfulfillment.com/

A self assessment test by Synergistic Learning Incorporated**
http://www.tangischools.org/schools/phs/techno/dayfour.htm

Paragon Educational Consulting - Student Learning Style Inventory**
http://www.oswego.edu/~shindler/plsi/plsi48a.htm

Abiator's Online Learning Styles Inventory**
http://www.berghuis.co.nz/abiator/lsi/lsiframe.html

Accelerated Learning - What is my learning style?**
http://www.acceleratedlearning.com/method/test_launch.html

Neuroscience - wonderful site
http://faculty.washington.edu/chudler/ehc.html
A lot of links to other sites

Three types of Learners
http://www.iep4u.com/learn.htm

Teaching and Learning Center – Owensboro Community & Tech
http://www.octc.kctcs.edu/tlc/LEARNING/Learning/learningstyles.html

Academic Success Workshops – Three Rivers Community College
http://www.trcc.commnet.edu/ed_resources/tasc/success%20workshops/learning_styles.htm