

**Nature of Adult Education
ADED 7606
Auburn University
Adult Education - EFLT Department
Summer 2014**

Class Time: Weekly
Location: Online (Asynchronous)
Instructor: Leslie A Cordie, Ph.D.
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Office Hours: Before or After Class or By appt.

1. **Title: ADED 7600 Nature of Adult Education**
Credit: 3 Semester hours
Prerequisites: None
2. **Date: Summer 2014**

Accommodations/Learning Disabilities

If you need accommodations, you are to follow the policy listed in the Student Handbook and contact the Office of Accessibility. In addition, you are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail or phone. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Office of Accessibility at 1244 Haley Center, (334) 844-2096.

The eHandbook can be found at www.auburn.edu/student_info/student_policies/

3. **Textbook: NONE**

Recommended Text: *Adult Learning: Linking Theory to Practice (2014)*; Sharan B. Merriam & Laura L. Bierema; Jossey-Bass (Wiley).

Supplementary resources will be provided by the instructor on the LMS (Canvas) or through the online library database and will be utilized as required readings or resources for the course.

4. **Course 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.

5. 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 educational foundations 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 and detail the various 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; 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.
- i. Discuss the future of adult education with specific reference to:
 - Older adults
 - The economy and human resource development
 - Continuing education for professionals
 - Community development
 - Political movements within democratic societies
 - The impact of technological change on both the nature of work and educational delivery systems.

6. Course Content:

There are approximately 10 sessions with a variety of topics related to the history and methods of Adult Education. You are expected to read the assigned readings, participate and view lecture presentations, post responses to discussion questions, and submit assignments. More information is given about these activities in the Course Assignments/Requirements section and will be discussed the first session in an online review.

A variety of media provided by the LMS (Canvas) are used for communication among class members and the instructor. There is the ability for online submission of assignments, email, and discussion board. You can always contact me through phone or email, though.

Topics in this course may include the following:

I. Adult Education as a Field of Study

- A. Adult education defined
 - What is an adult - definitions
 - The passage from pre-adult to adult status
 - Education defined from its Latin roots
 - Andragogy defined from its Greek roots
- B. The history of adult education
 - Ancient times
 - European roots to United States practice
 - The United States, colonial times through WWII
 - The United States, WWII to the present
- C. Literacy
 - Historical understandings
 - Academic equivalency
 - Functional models
- D. Schools of educational philosophy and adult education
 - How different philosophical schools look at people and transfer of knowledge
 - How different models are applied in adult education
 - Behaviorist models
 - Humanistic models
 - Critical models
- E. The sociology of adult education
 - Four types of agencies offering adult education
 - Patterns of participation in adult education

II. 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

III. 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

IV. 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
 - The World Wide Web
 - Distance education

V. 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

VI. 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

VII. Visions of adult education in the future.

7. Course Assignments:

- A. **Research / Reaction Questions.** The culmination of course activities and learning 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. The questions should be referenced in APA format (see end of syllabus for additional instructions and posted in Canvas).
- B. **Survey.** Using the four types of agencies offering adult education (see handout at the end of syllabus or Schroeder, 1970), each participant will research and locate 5 agencies for each typology offering

adult education in a community. A community (a city or regional area of at least 30,000 people) should be used for this survey. Provide the contact information for these agencies, including point of contact, address, phone and web sites. Give a brief overview of the adult education services provided; for instance, what adult population does the agency serve (see end of syllabus for Schroeder handout and additional instructions, also posted in Canvas).

C. **Shared Items.** Each participant will develop a set of 5 (five) 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: (of person you shared item)
- Relationship to the above: (friend, neighbor, pastor, co-worker, etc)
- Date of discussion
- Item Shared related to ADED topic/issue
- Person's Reaction
- Timeframe for Discussion (should be no less than 15-20 minutes)
- Conclusion

The reaction is the comments from the person who you 'interview' or discuss the shared item with. The conclusion is your summary about the conversation and how you would use the information in the future as an adult educator - for instance, what is your take-away from the session? (see additional information in Canvas)

D. Discussions/Participation

a) **Group Moderation of Discussion Forum.**

You will lead (moderate) one weekly discussion by developing a question related to the readings assigned for that week. As the moderator, you will question, promote dialogue and summarize the group discussion at the end of the week. The role of the moderator is to promote thinking, and challenge your fellow classmates to think, consider alternative viewpoints and to develop new knowledge through thinking and constructing (see additional information in Canvas).

b) **Weekly Discussion/Participation/Activities**

Participation in this class involves a variety of activities, including the online discussion board. Even though there may be holidays, you are required to interact and attend during this shortened semester. If you do not feel you can login regularly to the class or complete most of the activities and assignments, please consider another semester.

Discussions will be graded based upon the quantity and quality of the discussions posted as determined by the instructor (grading rubric at the end of the syllabus)

c) **Research/Reaction - Discussion**

Critical Reflection - Post a 3 to 4 paragraph reflection on the discussion board. Use APA format to

source references (complete this toward the END of the semester, while you are working on your Research/Reaction Questions).

From the lectures, discussions, readings, resources, and completion of your assignments, please reflect on the role of the adult educator as a practitioner (more information in Canvas)

****see Make-up Assignments and Late Submissions****

8. Course Requirements:

- A. Complete Research / Reaction Questions.
- B. Conduct a Survey of adult education providers
- C. Prepare Shared Items paper
- D. Read all assigned materials.
- E. Conduct Group Moderation on Discussion Board
- F. Post a Critical Reflection near the end of the semester
- G. Participate in all class discussions and exercises. Participation assumes attendance. Class attendance is required. Absences not due to sickness will be given consideration only if discussed with the instructor in advance of the absence.

****Unexcused absences or lack of regular logins and participation in the course will result in the penalty of a one-letter grade reduction from the final class average.**

9. Evaluation:

The final class grade will be based on the following:

Research / Reaction Questions – 30 pts

Research/Reaction – Critical Reflection – 5 pts

Survey of adult education agencies – 20 pts

Shared items – 20 pts

Group Moderation Discussion (Team Activity) - 10 pts

Participation (attendance, activities, discussions, etc) – 15 pts

The following grading scale will be used:

90pts - 100pts = A

80pts - 89pts = B

70pts - 79pts = C

60pts - 69pts = D

Below 60pts = F

10. Course Philosophy:

A variety of teaching techniques and strategies are employed in the instruction of this course. The principal methods to be utilized include, but may not be limited to lectures, video, visual aids, peer

teaching, laboratory experiences, guest lectures and group 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 ; this means you are to take responsibility for your learning. Thus, the participant is expected to contribute to the class setting by participating, and to be collaborative and supportive of all members of the learning setting.

11. **Late Submissions:**

As a graduate student, 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 or more, depending on the assignment and schedule. Some assignments may not be turned in late and will receive a grade of zero (0).

See the eStudent Handbook for more information on grading policies.

12. **Make-up Assignments:**

Make-up assignments for missed 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.

13. **Class Policy Statements:**

- A. **Attendance:** You are expected to attend/login to class and participate in all exercises, discussions and activities. It is your responsibility to contact me if assignment deadlines are not met. You are responsible for initiating arrangements for missed work.
- B. **Accommodations:** If you need accommodations, you are to follow the policy listed in the eStudent Handbook and contact the Office of Accessibility. The eHandbook can be found at www.auburn.edu/student_info/student_policies/. Information noted in #2 on first page of syllabus.
- C. The University **Academic Honesty Code** and the other rules and regulations from the Student Handbook will apply to this class. The eHandbook can be found at www.auburn.edu/student_info/student_policies/
- D. As faculty, staff, and students interact in professional settings, they are expected to demonstrate

professional behaviors as defined in the College's conceptual framework. Additional guidelines for this course include:

- Follow videoconferencing rules
- The use of cellphones, emailing or texting in class is prohibited
- Support discussion netiquette
- Treat all with respect

- E. If you need to contact me, please use your AU email and/or call me immediately. There is NO guarantee that I receive email from other sources; for instance, if you use gmail, yahoo, or other outside mail, they may be considered spam or junk and not allowed into my AU email address.

Tentative Schedule (subject to change)

Month	Date	Week/ Session	Subject/Topics	Readings/Notes/Activities (see other readings in Canvas)
May	16	1	Introduction and Historical Overview	
May	23	2	Adult Education in Context	Ch 1/Ch 3
June	6	3	Learning Theory	Ch 2
June	13	4	Life Cycle / Stage Development	Moderations Start Ch 9
June	20	5	Learning Styles	
June	27	6	Motivation	Ch 8/Ch 4
July	4	7	Transactional and Cooperative Learning	(even though this is a holiday, we will continue as a new week) Ch 5/Ch6
July	11	8	Special Populations; Younger learner / Older learner	
July	18	9	Organizational Perspectives	
July	25	10	Teaching Effectiveness	ALL ASSIGNMENTS DUE last week of class

Justification for Graduate Credit:

Participants in this class must have an advanced knowledge level of learning and the adult. Participants will be required to demonstrate their ability to evaluate the completeness and appropriateness of an adult education program based upon application and synthesis of principles associated with this course. Participants will demonstrate critical knowledge regarding programs in adult education and problems and issues facing the field.

Additional Instructions for Assignments Attached on following pages.

Assignments: Survey

Schroeder, W. L. (1970). Adult education defined and described. In R. M. Smith, G. F. Aker, & J. R. Kidd (Eds.), *Handbook of Adult Education* (pp. 25-43). New York: MacMillan.

1970 *Handbook* (Schroeder)

Type I Agencies to serve the educational needs of adults-- AE is a central function	• Proprietary Schools (business, technical, correspondence) • Independent Residential & Nonresidential Centers
Type II Agencies to serve the educational needs of youth which have assumed the added responsibility of at least partially serving the needs of adults-- AE is a secondary function	• Public Schools • Junior Colleges • Colleges and Universities (incl. extension divisions and Cooperative Extension Service)
Type III Agencies to serve both educational and non-educational needs of the community-- AE is an allied function employed to fulfill only some of the needs which agencies recognize as their responsibility	• Libraries • Museums • Health and Welfare Agencies
Type IV Agencies to serve the special interests (economic, ideological) of special groups-- AE is a subordinate function employed primarily to further the special interests of the agency itself.	• Business and Industry • Labor Unions • Government • Churches and Voluntary Organizations

AE = Adult Education

Assignments: Moderation

Group Moderation of Discussion Forum. You (as an Individual or as a Team) will lead (moderate) one weekly discussion by developing a question related to the readings assigned for that week. As the moderator, you will question, promote dialogue and summarize the group discussion at the end of the week. The role of the moderator is to promote thinking, and challenge your fellow classmates to think, consider alternative viewpoints and to develop new knowledge through thinking and constructing (this information is posted in the assignment area in Canvas).

Online Discussion Forums – Purpose for Assignment

Effective learning requires students' enthusiastic participation in a variety of activities and the exercises assigned through our semester are to provide experiences to enhance learning in different ways. One of the most effective means of engaging students in understanding material is through discussions. Online discussion forums can be even more effective than the in-class variety because participants must read comments and respond in writing; both of these activities encourage more thoughtful participation. Students will be required to both lead topics and contribute to discussion topics led by other students. Discussion topics will sometimes be taken directly from the weekly course material as well as lectures and web sites that are made available related to course topics or current events. Your group may provide the material that the discussion will be based on. In most cases, the discussions will be related to the lecture topic and reading for the week.

So, in general, I use discussion online discussion forums to foster engagement, elicit ideas and critical thinking outside the classroom, and to develop feedback and technology skills.

I will still be following the discussions and occasionally posting messages even though there will be student moderators.

General Instructions on How to Moderate the Discussions

1. Review the reading from the week, the lecture materials or find a current event.
2. Create an open-ended discussion question and post at the beginning of the week. For example, you can ask your classmates:
 - a. To describe a situation or event that relates to the topic
 - b. To create lists – who might like this? When it might be helpful? What else has been similarly done; was it successful; why or why not?
 - c. To imagine or envision – what do people think? What would they say?
3. Tell the group where the information they will base their responses is coming from (reading, web site, lecture, etc.). You can post this information in the assigned week for the discussion and also email your classmates through Canvas to prompt them to participate. IF you have any concerns, please send to me BEFORE you post the information.
4. You can also create a set of follow-on questions to probe as the discussion develops. For instance, use the question WHY to create more discussion.
5. In general, we would like students (not the moderator) to participate at least once during the with a new response and respond to a posting by a classmate
6. The discussion will run about a week and should end a day before the new class session.

7. Be sure to log-in regularly to moderate the discussion and stimulate further participation. If the discussion slows, you can send a reminder to your classmates.
8. **There should be a summary/synopsis at the end of the discussion by the moderators of what was learned during the discussion (1 to 2 paragraphs).**
9. The moderators do NOT grade the participation in the course, but are graded on their facilitation of the discussion by themselves, peer moderators (if any), and the instructor.

Group Moderation Grading (this information is posted in the assignment area in Canvas)

Self Review/Peer – 5 pts.

Instructor Review – 5 pts.

Total = 10 points

Criteria for Grading the group moderator(s):

1. demonstrate an observable understanding of the articles/readings/topics being discussed. The understanding will be at the critical thinking and synthesis level (Bloom's taxonomy).
2. demonstrate an ability to engage the audience in a discussion that is relevant to the topics of the articles and related concepts. This can be done in a variety of ways including but not limited to: - posing engaging questions; - eliciting responses; - engaging the learners in an activity or task.
3. demonstrate the ability to effectively organize the discussion. This includes:
 - a. keeping the discussion focused on the topic;
 - b. providing structure (beginning arguments, closing arguments, wrap-up or synthesis);
 - c. staying within the timeframe allotted for discussion (posting at beginning, ending, and summary before next class);
 - d. using effective additional resources/media (if applicable).
4. demonstrate the ability to respond to questions effectively.
5. demonstrate the ability to relate the concepts discussed in the articles to personal and professional experience by using examples from everyday practices.

Assignment: Research/Reaction Questions

Responses to the Research and Reaction Questions will be submitted in final, printed form, using APA format.

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 each)

Cyril O. Houle
Malcolm Knowles
Paulo Freire
Allen Tough
Robert J. Havighurst

Using insight, clarification and reflection, provide 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 and what do adult educators need to do to prepare? (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)

Assignment: Research/Reaction – Critical Reflection

Critical Reflection - Post a 3 to 4 paragraph reflection on the discussion board. Use APA format to source references (complete this toward the END of the semester, while you are working on your Research/Reaction Questions)

Definition: In a critical reflection, there is a 'stepping back' from the events, with an exploration of the role of self in events and actions. There is consideration of possible possible alternatives for explaining and hypothesizing, and it links factors and perspectives.

- to situate ourselves within a broader social context
- to understand our values, beliefs, and biases
- to work through seemingly contradictory feelings, reactions, and understandings to better work as an adult educator
- to assess our learning so that it informs our practice

Instructions:

From the lectures, discussions, readings, resources, and completion of your assignments, please reflect on the role of the adult educator as a practitioner.

- What have you learned about yourself and the adult as a learner that will enhance your role as an adult educator in designing and facilitating learning activities.
- Review the main concepts from this course, and choose one (1) area of focus; consider the following, but write in narrative format (do not answer each question individually, rather summarize the experience on one topic, and give thought to why you have an opinion)
 - o Think about the main point you chose and how it was developed throughout the semester; what were your reactions?
 - o What were the key ideas that stood out for you?
 - o How did the readings/resources/lectures/discussions help in understanding the topic?
 - o Did you agree or disagree with the information from the course interactions? why or why not?
 - o Did you have existing knowledge on the topic and where did it come from?
 - o How do you now better understand the topic or yourself?

Evaluation of Student Participation in Online Discussions

Category	Poor	Fair	Good	Excellent
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Often presents reflections that become central to the group's discussion; interacts freely and encourages others	Consistently presents creative reflections on topic; aware of needs of community; frequently prompts further discussion of topic
Relevance of Post	Posts topics which do not relate to the discussion content; makes irrelevant remarks	Occasionally posts off topic; most posts offer no further insight into the topic	Posts are related to discussion topic; makes some connections with readings	Posts consistently are related to discussion topic; brings readings into discussion; cites additional references related to topic;
Expression Within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Delivery of Post	Utilizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds promptly to most postings; requires occasional prompting to post	Responds promptly to postings; demonstrates good self-initiative

Adapted from "If You Build It, They Will Come: Building Learning Communities Through Threaded Discussions" by Susan Edelstein and Jason Edward [<http://www.westga.edu/~distance/ojdla/spring51/edelstein51.html>] and [http://www.elearnmag.org/subpage/sub_page.cfm?section=4&list_item=3&page=3]. It in turn comes from California State University at Hayward (EDUI 6707).