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| **Nature of Adult Education****ADED 7606****Auburn University****Adult Education - EFLT Department****Tentative Syllabus - Summer 2017** |

**Class Time:** Weekly

**Location:** Online (Asynchronous)

**Instructor:** Leslie A. Cordie, Ph.D.

Office – 43066 Haley Center

Email: lesliecordie@auburn.edu (please use your AU email to contact me)

Office Tel: (334) 844-3089

Office Hours: By appointment only

1. **Title: ADED 7600/6 Nature of Adult Education**

 **Credit: 3 Semester hours**

 **Prerequisites: None**

2. **Date: Summer 2017**

**Accommodations/Learning Disabilities**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours to discuss your accommodations. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

The Student eHandbook can be found at [www.auburn.edu/student\_info/student\_policies/](http://www.auburn.edu/student_info/student_policies/)

**3. Textbook: NONE required – recommended only.**

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 lecture. You are required to view the online lectures as part of the course requirements.

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.

**7. Course Assignments:**

1. **Survey (20 Points).** Using the four (4) types of agencies offering adult education (see handout on Schroeder, 1970 in Canvas); each participant will research and locate five (5) agencies for each typology offering adult education in a community. A community (a city or regional area of at least 50,000 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 additional instructions and example posted in Canvas).

1. **Shared Items (20 points).** 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 course 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? You may share the information with one or more people; please do not use someone in this course or who has taken the course. Each session should be approximately 15 to 20 min in length per question/topic area (see additional information and requirements in Canvas).

1. **Discussions/Participation (20 pts total)**
2. **Group Moderation of Discussion Forum (10 points).**

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).

1. **Discussion/Participation/Activities (10 Points)**

**This online class is interactive and requires scheduled participation and assignments.  This is NOT a self-paced course.**

Participation in this class involves are variety of activities, including the online discussion board, viewing of the weekly online lectures, reading of the course materials, and other activities. 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 for this course.**

**\*\*Please post early (during the first week) the week to allow for participation and reflection in the discussions. Full credit will be given for participation in the first week of the discussion.**

Discussions will be graded based upon the quantity and quality of the discussions posted as determined by the instructor (grading rubric provided in Canvas)

1. **Critical Reflection (10 Points)**

**Critical Reflection** - 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).

1. **Annotated Bibliography (30 points)**

During this course, we will cover a broad range of topics to explore the foundation and concepts of adult education. This assignment requires you to review the outline below, and to find 30 sources related to these concepts. For the 30 sources, at least 50 % or 15 of the sources should come from academic journals. The rest of the sources can be from web sites, videos, academic sources, social media, etc. The terms and concepts outlined below are designed to re-enforce content and application skills throughout the learning experience of finding the source and creating the annotation. The resource and annotation should be referenced in APA format.

In general, a bibliography is a list of sources (books, journals, web sites, videos, etc.) that you will compile to help you research your topic. Try to choose at least 10 different topics from the list below (choose at least 10 different areas to look at).

Information to include:

* The purpose of the work
* A summary of its content
* What type of audience the work is written for
* The relevance of the work to the topic
* Any special features about the material
* The strengths, weaknesses, or biases in the material

8. **Course Requirements:**

**\*See Make-up Assignments and Late Submissions listed below and in the** eHandbook at [www.auburn.edu/student\_info/student\_policies/**\*\***](http://www.auburn.edu/student_info/student_policies/%2A%2A)

**\*\*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:

**Annotated Bibliography – 30 pts**

**Critical Reflection – 10 pts**

**Survey of Adult Education Agencies – 20 pts**

**Shared Items – 20 pts**

**Group Moderation Discussion (Team Activity) - 10 pts**

**Participation (attendance, activities, discussions, etc.) – 10 pts**

**Total = 100 points**

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).

**\*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.**

See the eStudent Handbook for more information on grading policies [www.auburn.edu/student\_info/student\_policies/**\*\***](http://www.auburn.edu/student_info/student_policies/%2A%2A).

**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.

See the eStudent Handbook for more information on grading policies. The eHandbook can be found at [www.auburn.edu/student\_info/student\_policies/](http://www.auburn.edu/student_info/student_policies/)

**13. Class Policy Statements:**

1. **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.
2. **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/](http://www.auburn.edu/student_info/student_policies/). Information noted in #2 on first page of syllabus.
3. 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/](http://www.auburn.edu/student_info/student_policies/)
4. 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:

* Support discussion netiquette
* Treat all with respect
1. 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 spank or junk and not allowed into my AU email address.

**Tentative Schedule** (subject to change)

**CHECK DATES IN CANVAS for DUE DATES – most assignments are due at the end of class except for the online discussions.**

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| **Month** | **Date** | **Week/****Session** | **Subject/Topics** | **Readings/Notes/Activities**(see other dates/readings/resources in Canvas) |
| May  | 18 | 0 | Introduction and Course Overview | * Review Syllabus
* View Course Overview
* Introduction Discussion
 |
| May  | 22 | 1 | Introduction and Historical Overview | * Introduction Discussion
* Pick a City for Survey Assignment
* Find your Groups to Moderate Discussion Board
 |
| May  | 29 | 2 | Adult Education in Context | * Historical Overview Discussion
* Option - Review Ch 1/Ch 3
 |
| June | 5 | 3 | Learning Theory | * Moderations Start – Group 1
* Option - Review Ch 2
* Survey City Pick Due
 |
| June  | 12 | 4 | Life Cycle / Stage Development | * Option - Review Ch 9
* Survey Assignment Due Date
 |
| June  | 19 | 5 | Learning Styles | * Group 2 Discussion Start
 |
| June  | 26 | 6 | Motivation | * Option - Review Ch 8/Ch 4
* Shared Items Assignment
 |
| July | 3 | 7 | Transactional andCooperative Learning | * Group 3 Discussion Start
* Option - Review Ch 5/Ch6
* Critical Reflection Assignment Due
 |
| July  | 10 | 8 | Special Populations; Younger learner / Older learner | * Annotated Bibliography Due
 |
| July  | 17 | 9 | Organizational Perspectives | * Group 4 Discussion Start
 |
| July  | 24 | 10 | Teaching Effectiveness/Future of Adult ED | * **FOR PARTIAL CREDIT ONLY for some ASSIGNMENTS the last week of class if instructor approved**
 |
| July | 31 |  | FINAL GRADING | * Final Grading; No final exam
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**\*Course weeks run from Monday to Sunday**

**\*\*Please post earlier in the week to allow for participation and reflection in the discussions.**

**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 and in Canvas.**

**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)**

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| **Type I Agencies** to serve the educational needs of adults--**AE is a central function** | * Proprietary Schools (business, technical, correspondence)
* Independent Residential & Nonresidential Centers
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| **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)
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| **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
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| **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
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AE = Adult Education

**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 stately 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).

**Critical Reflection
ADED 7600/6**

From the lectures, discussions, readings, resources, and completion of your assignments in this course, please reflect on the role of the adult educator.

Please reflect on the following questions, and send a written reflection in the assignments area (approximately 1 page in length). Also post a summary in the discussion, and then reflect on at least one posting by one of your classmates.

1. Review the main concepts from this course, and choose one (1) area of focus/topic
2. Think about the main point you chose: how it was developed throughout the semester? what were your reactions? What were the key ideas that stood out for you?
3. What readings/resources/lectures/discussions/assignments helped in understanding the topic? Did you agree or disagree with the information from the course readings, lectures or interactions? why or why not
4. How do you now better understand the topic or yourself? 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?