**Nature of Adult Education – ADED 7606**

**Summer 2019**

**College of Education**

**Educational Foundations Leadership and Technology**

**Dr. Leslie Cordie**

**Class:** ADED 7606 - ONLINE (Asynchronous Delivery)

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**Office Hours:** By appointment

**Course Title:** Nature of Adult Education

**Credit Hours:** 3 Semester hours

Prerequisites: None

Co-requisites: None

**Textbook:**

* Recommended - Adult Learning: Linking Theory to Practice (2014); Sharan B. Merriam & Laura L. Bierema; Jossey-Bass (Wiley).
* Required weekly readings posted on Canvas - 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.

**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.

**Course Objectives:**

Based on online instruction and discussion, reading assignments, and related activities, each participant should be able to do the following:

1. Describe the passage from pre-adult to adult in our society. (From various points-of view, how do we define adulthood?)
2. Citing seminal theorists and using both age-specific and life-long developmental tasks, describe adult development from early-adulthood to death.
3. Describe adult education settings (informal, self-directed, continuing, human resources development, extension, remedial, and populist adult education).
4. List the four different types of agencies, which sponsor adult education and describe the differences in emphasis each of these agencies bring to the field.
5. Describe the major historical developments in adult education.
6. Describe the development of the concept of "literacy" in the United States from colonial times to the present.
7. Describe and differentiate three paradigms of adult education: behaviorist, humanistic, and constructivist.
8. 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.
9. 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.

**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 and /or materials 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.

Topics for the course include:

* History of Adult Education
* Adult Education in Context
* Learning Theory
* Life Cycle/Stage Development
* Learning Styles
* Motivation
* Younger learner/Older learner
* Learning Organizations
* Leadership
* Teaching/Learning
* Special Populations
* Future of Adult Education

**Course Requirements:**

1. **Survey of Adult Education Providers. (20 points)**

Using the four types of agencies offering adult education (See handout of Schroeder, 1970), each participant will survey and research five (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 (URL) and any social media. Give a brief overview of the adult education services provided (for example, what adult population does the agency serve; see additional instructions and example posted in Canvas).

1. **Shared Items Paper (20 points)**

Each participant will develop a set of two (2) shared items. Shared items are any point, principle or concept, which constitutes newly acquired knowledge or information for you. These items will be discussed with someone outside the class and reported in the following format.

* + Name: (of person with whom you shared item)
  + Relationship to the above: friend, neighbor, co-worker, etc.
  + Date of discussion
  + Item(s) Shared related to ADED topic/issue
  + Person’s reaction
  + Timeframe for discussion (should be not less than 15-20- minutes)
  + Conclusion / Reflection

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 anyone 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. **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 10 sources related to these concepts. For the 10 sources, at least 50 % or 5 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 and will be defined with 1-2 paragraphs per item.

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.

Information to include:

* A summary of its content
* The purpose of the work - Significance to the field of adult education
* 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

1. **Digital Citizenship Reflection (20 points)**

Based on the course materials, discussion and research create a reflection on the concept of Digital Citizenship. Digital Citizenship is an umbrella term that is used to describe a number of items related to online safety and responsible use of technology, including topics such as copyrights, information literacy, digital footprints and even physical and psychological wellbeing. Support your reflection with current research /resources in the field. Discuss how the concept is important to adult education and this course.

1. **Read all assigned materials and watch course videos. Participate in all online class discussion posts and responses via Canvas.**

**Grading and Evaluation:**

The final class grade will be based on the following:

Survey of Adult Education Agencies – 20% Shared Items – 20%

Annotated Bibliography – 30%

Digital Citizenship Reflection – 20%

Participation – 10%

The following grading scale will be used.

* + 1. = 90% - 100%
    2. = 80% - 89.9%
    3. = 70% - 79.9%
    4. = 60% - 69.9%

F = 59.9% or lower

**Class Policy Statements:**

1. Students are expected to check Canvas every week and participate in all online exercises. Should a student be unable to complete a weekly assignment on Canvas, the student should contact the course instructor immediately before missing the assignment.

1. **Assignment Submission:** All due dates for assignments will be announced well in advance. Makeup of missed work will be allowed with no point deductions for excused absences only. Written documentation is required for an absence to be excused. Please refer to the Auburn University Student Policy eHandbook [http://www.auburn.edu/student\_info/student\_policies)](http://www.auburn.edu/student_info/student_policies) for guidelines on "Academic Regulations." Make-up of missed work must be scheduled within 7 days of the missed due date.

Late assignments will be accepted within one week (7 days) of due date for unexcused absences; however, 25% of the possible points will be deducted prior to grading. Students are responsible for initiating arrangements for missed work due to excused and unexcused absences.

1. Students are responsible for initiating arrangements for missed work due to excused absences.

1. All work is expected to be original and creative. Plagiarism and other forms of dishonesty will not be tolerated. The Department of Educational Foundations, Leadership, and Technology follow the guidelines for "Academic Regulations" as described in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) found at

[www.auburn.edu/studentpolicies.](http://www.auburn.edu/studentpolicies) You are responsible for knowing and adhering to those guidelines. Also, please refer to the following guidelines:

<http://www.auburn.edu/academic/provost/academicHonestyStudents.html>

1. Papers, presentations, projects, or any other assignments previously submitted for credit in another course will not be accepted in this course. If previously submitted work is submitted, a grade of zero will be awarded to the assignment. I encourage continuing research in specialized areas of student interest. However, if you plan to continue research begun in a previous course, you must submit the original project to me for my review prior to continuing with that topic in this class.

1. Professionalism: 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

1. **Disability** **Accommodations:**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to schedule an in person or phone meeting to discuss the needed accommodations during the first two weeks of class. You will not be able to use your accommodations until you meet with me in person or via phone.

If you have any questions about accommodations, please contact the Office of Accessibility ([https://fp.auburn.edu/disability/)](https://fp.auburn.edu/disability/), 1228 Haley Center, 334-844-2096 (voice/TDD).

1. **Justification for Graduate Credit:**

Following the course requirements, participants are required to independently research topics related to the history, definition, providers, program areas and future of adult education. All assignments are designed to enhance the participants’ knowledge of the background of adult education and application of their understanding to providers and programs. Individual research projects encourage the participants’ evaluation of the nature of the adult learner in relevant adult education environments.

Tentative Schedule

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| --- | --- | --- | --- | --- |
| **Month** | **Date** | **Week/**  **Session** | **Subject/Topics** | **Readings/Notes/Activities**  (see other dates/readings/resources in Canvas) |
| May | 16 | 1 | Introduction and Course Overview | * Review Syllabus * View Dr. Cordie Course Overview (TBA) * Introduction Discussion Post * Review Course Materials in Canvas * Read Chapter 1 |
| May | 27 | 2 | Adult Education in Context | * Pick a City for Survey Assignment * Review Course Materials in Canvas * Read Chapter 3 |
| June | 3 | 3 | Learning Theory | * Activity /Discussion TBA * Review Course Materials in Canvas * Read Chapter 2 |
| June | 10 | 4 | Life Cycle / Stage Development | * Survey Assignment Due * Read Chapter 9 * Review Course Materials in Canvas |
| June | 17 | 5 | Learning Styles | * VARK Questionnaire and Discussion * Review Course Materials in Canvas * Ready Chapters 9 and 10 |
| June | 24 | 6 | Motivation | * Shared Items Assignment Due * Read Chapters 4 and 8 * Review Course Materials in Canvas |
| July | 1 | 7 | Transactional and Cooperative Learning | * Activity /Discussion TBA * Review Course Materials in Canvas * Read Chapter 11 |
| July | 8 | 8 | Special Populations: Younger learner / Older Learners | * Digital Reflection Assignment Due * Read Chapters 5 and 6 * Review Course Materials in Canvas |
| July | 15 | 9 | Organizational Perspectives | * Annotated Bibliography Due * Read Chapter 12 * Review Course Materials in Canvas |
| July | 22 | 10 | Teaching Effectiveness/Future of Adult ED | * Read Chapter 7 * Review Course Materials in Canvas * Activity /Discussion TBA |
| July | 29 | 11 | Final Grading | * **NO ASSIGNMENTS** |