**ADED 7600 – Nature of Adult Education**

**Educational Foundations, Leadership, and Technology**

**Summer, 2021**

**Class Time:** Tuesday 5:00pm

 **Location:** 2467 Haley Center

 (Zoom for students not geographically located in the Auburn area.)

 **Instructor:** Jane B. Teel

3006 Haley Center

**Email:** teeljan@auburn.edu

**Office Hours:** Tuesday 1:00-4:00pm

 Most other days and times by appointment.

 (Please email me to schedule an appointment.)

**Title:** ADED 7600 Nature of Adult Education

 **Credit:** 3 Semester hours

 **Prerequisites:** None.

**Textbook:** Ross-Gordon, J. M., Rose, A. D., & Kasworm, C. E. (2017). *Foundations of Adult and Continuing Education.* Jossey-Bass.

**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 classroom instruction and activities, reading assignments, and related activities, each participant should be able to:

a. Describe the passage from pre-adult to adult in our society. (From various points-of-view, how do we define adulthood?)

b. Cite theorists and use both age-specific and life-long developmental tasks

c. Describe adult development from early-adulthood to death.

d. Describe adult education settings (informal, self-directed, continuing, human resources development, extension, remedial, and populist adult education).

e. 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.

f. Describe the major historical developments in adult education.

g. Describe the development of the concept of "literacy" in the United States from colonial times to the present.

h. Describe and differentiate three paradigms of adult education: behaviorist, humanistic, and constructivist.

i. 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.

j. 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 Overview:**

 This classes includes research and discussion in:

 1) Adult Education as a field of study

 2) Nature of the adult learner

 3) The teacher - learner transaction

 4) Adult education delivery systems

 5) An overview of selected adult education providers

 6) Adult education program areas and special clientele

 7) Visions of adult education in the future

**Course Requirements and Expectations**: (A detailed assignment sheet will be posted in Canvas for each assignment.)

**1. Transformative Learning Reflection**

*Using a personal life experience or life experience of an individual recorded in a book or movie (biography, autobiography, or fictional) provide a written analysis of the process and outcome of the transformative learning (TL) experience. TL is a learning process making meaning of one's life experiences.*

**2. Chapter Overview and Discussion**

*Prepare and present a 20 minute group developed, media-supported chapter content overview lecture. (Chapter will be selected from the following options: textbook chapters 5, 8, 9, 10, 11, 12, instructor provided learning styles chapter or instructor provided motivation chapter.) Groups will be selected in class. In addition lead a 20 minute small group discussion of the chapter content.*

**3. Individual Change Project Proposal**

*Select a personal change that you would like to accomplish during 6 weeks this semester. This change can be work related or personal. Prepare and submit a plan for this project including a summary, goal, personal importance, strategies, and assessment. Your plan proposal will be submitted in Canvas.*

 **4. Definition/Explanation of Significant Terms and Individuals in the Field of Adult Education Project**

*Based on class discussion and student research, 15 designated terms or individuals significant to the field of adult education will be defined with designated word count per term or individual.*

**5. Self-Directed Learning Summary and Reflection Paper**

*Research the self-directed learning theory (personal attribute or way of organizing instruction) including definitions, descriptions, early theorists, strengths and weaknesses of the theory. In addition, provide a reflection of your Individual Change experience.*

**6. Class Attendance and Participation**

*Each student is expected to attend each class session on time and stay for the entire class, read all assigned materials prior to class and participate in all class discussions and exercises. Completing course readings are a very important part of the success of this course. Students are encouraged to bring professional experiences to the classroom to add to our collective discussion and knowledge. Please find specific guidelines posted in Canvas.*

**Make-up of Class Attendance and Participation Points**

*Because of the importance of being present in class, if you miss a class you should make up the class time by watching the Zoom recording of class and preparing a 2-3 double spaced page summary that synthesizes, responds to, and discusses key points of interest of the class and the readings for the week. Upon submission of the make-up assignment, you will be awarded the attendance points.*

*The format of the memo can be paragraphs, bullet points, etc. The memo:*

*1. must be within the 2-3 page limit*

*2. demonstrate that you have watched the Zoom recording, read the assigned chapters, articles, etc.*

*3. demonstrate the application of the readings to adult education*

*4. should focus more on the synthesis and reflection of the readings rather than just a summary.*

*Even if you miss the class meeting, any assignments that are due should be submitted in Canvas* ***on time.***

**Evaluation**

The final class grade will be based on the following:

 Transformative Learning Reflection = 75 points

 Chapter Overview and Discussion = 100 points

 Individual Change Project Proposal = 50 points

 Define, Describe, or Identify Significant Terms and Individuals Project = 150 points

 Self-Directed Learning Summary and Reflection = 100 points

 Class Attendance and Participation = 50 points

 The following grading scale will be used.

 A = 525-472.5

 B = 472.4-420

 C = 419.9-367.5

 D = 367.4-315

F = 314.9 and below

**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, 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. 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. Adult education is not a place for passive learning but a place to explore, take risks and grow.

**Class Policies:**

**Late Assignment Submission:** All due dates for assignments will be announced well in advance. Late submission 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 [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies) . Make-up of

missed work for **excused absences must be scheduled within 7 days of the return to class after the absence.**

Late assignments will only 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.

**Reply to Student Email:** When contacting me via email, I will respond within 24 hours, excluding weekends.

**Academic Honesty:** 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 follows the guidelines for "Academic Regulations" as described in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) found at [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies) . You are responsible for knowing and adhering to those guidelines. Also, please refer to the following guidelines:[Academic Regulations](http://www.auburn.edu/studentpolicies) .

**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.**

**Accommodations*:***  Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with me during the first week of classes via phone call or Zoom. You will not be able to use your accommodations until you meet with me.

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

**Zoom Guidelines:**  ZOOM is offered for students who work or reside at a geographical distance that makes travel to attend class on campus very difficult. ZOOM is also offered for use when out of town for work-related activities. If you live in the Lee County area, you are expected to attend ADED 7600 in the classroom. Also, driving and joining via Zoom is not allowed for safety reasons. Any student who plans to attend via Zoom needs to send an email to teeljan@auburn.edu

**Zoom Etiquette:**

* You are attending a synchronous class.
* **Your camera should remain on and we should be able to see you at all times.** If notified that we cannot see or hear you, you are expected to make the appropriate adjustments.
* Your behavior should be the same as being in a face-to-face class. You are expected to make eye contact with the camera, contribute to class discussions, and engage in all class activities.
* Leaving your computer is equivalent to a face-to-face student leaving the classroom.
* You should be ready for class at the beginning and remain until the end of class.
* Be sure that you eliminate all background noise or visual distractions.

**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:

* + - Engage in responsible and ethical professional practices
		- Contribute to collaborative learning communities
		- Demonstrate a commitment to diversity
		- Model and nurture intellectual vitality

**Emergency Contingency Plan:** If normal class activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original mate

**Tentative Schedule for ADED 7600 – Summer 2021**

**Week 1 May 25** Overview of Class and Syllabus

 Chapter 1 – What Counts as Adult Education?

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**Week 2 June 1** Historical Overview of Adult Education (printed reading)

 Chapter 6 - Historical Perspectives: Contexts or Contours

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**Week 3 June 8** Critical Reflection and Transformative Learning

 Chapter 2 – Who Participates in Adult and Continuing Education? Mapping the Adult Learning Landscape

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**Week 4 June 15** Chapter 7 – The Adult Learner

 Self-Directed Learning, Experiential Learning

 Adult Learning Theories

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**Week 5 June 22** Chapter 3 – Who are Adult Educators and What Do They Do?

 Chapter 4 – Adult and Continuing Education as an Evolving Profession

 **Transformative Learning Reflection due**

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**Week 6 June 29** Group 1 – Learning Styles (chapter to be provided)

 Group 2 – Chapter 8

 **Individual Change Project Proposal due**

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**Week 7 July 6** Group 3 – Chapter 9

 Group 4 – Chapter 10

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**Week 8 July 13** Group 5 – Chapter 11

 Group 6 – Chapter 12

 Group 7 – Motivation (Chapter posted in Week 8 Module)

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**Week 9 July 20** **Definition/Explanation of Significant Terms and Individuals in the Field of Adult Education Project due**

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**Week 10 July 27** Adult Education in Summary

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**August 4** **Self-Directed Learning Summary & Reflection Paper due**

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