

Introduction to Adult and Community Education
ADED 6445
East Carolina University
Department of Interdisciplinary Professions
College of Education
Fall 2021

Class Time: Online
Location: Virtual
Professor: Xi Lin
Office – XXXX
Email: XXX@email.com
- Send another email if you do not receive a response within 10 hours
Office Hours: MW 10:30 am to 2 pm or by appointment

Course Number: ADED 6445
Course Title: Introduction to Adult and Community Education
Credit Hours: 3 semester hours
Pre/Corequisites: None

Recommended Texts: Older versions of these texts will work sufficiently (match the chapter titles) and some of this information is available free online through various sources.

- a. Ross-Gordon, J., Rose, A., & Kasworm, C. (2017). *Foundations of adult and continuing education*. San Francisco: Jossey-Bass.
- b. Additional articles will be assigned and posted on Canvas.

Course Description:

As professional adult educators, it is important to understand the history, nature, and scope of adult education, both as a field of practice and a field of study. This course is designed to provide an overview of the historical and philosophical foundations of the field as well as an introduction to the nature and scope of the field of practice. This course will also address the social, political, technological, and economic factors that impacted the development of the field and continue to influence it today. Another major focus of the course includes an overview of the numerous and diverse providers of educational programs for adults and the various audiences they serve. Finally, the course will examine issues, trends, and controversies facing practitioners of adult education currently and in the future.

Course Objectives:

Upon completion of this course, students will be able to:

1. Knowledge of the nature, scope, and goals of adult education, and the adoption of a “working” definition of adult education.
2. Knowledge of the historical and philosophical foundations of the field of adult education and the formulation of a personal philosophy for working with adult learners.

3. Recognition of the ever changing social, political, economic, technological, and cultures influences on adult education.
4. Knowledge of the major providers of adult education programs and the various audiences they serve.
5. Understanding the concepts that are central to adult education practice.
6. Appreciation of the issues, trends, and controversies adult education is currently facing.

ADA Information

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Service located in Slay 138 (252) 737-1016 (Voice/TTY).

Technology Requirements

You will need constant, reliable access to the internet in order to successfully complete this class. It would be best if you have a high-speed connection to the internet as there will be readings to download and print off from the Canvas site for this class. For further information on technology requirements, go to <http://www.ecu.edu/cs-acad/options/technology.cfm>. There are no special software requirements for this course.

Course Requirements/Evaluation (General Information – more details provided in Canvas):

1. Chapter Presentation & Discussion Leading (Individual or group – 20 points)

Each group **(at most 2 people)** will

1) will lead one session (chapter) in which the team will demonstrate one perspective of the foundational overview of adult education, and the organizations and practices developed to support adult learning in a variety of contexts of their choice (lecture, illustrated talk, demonstration, discussion, questioning techniques, collaborative learning, etc.) to the members of the class. This will be assigned starting week 3. This assignment will be evaluated on how well you implement the theory and practices, as well as engaging the learners. As this is an online class, please make sure to adapt the session to both the F2F (face-to-face) and online/blended format. **This assignment will be recorded.**

2) lead the discussion or/and activities for your chosen week. **You will need to respond and follow up with your classmates' posts to continue potential conversation. This assignment will be evaluated on how well your discussion lead and interaction.

2. Presentation Quiz Design (5 points)

As presenter(s), you need to design **5 to 8 questions** (fill in blank, multiple choice, and/or true or false) with answers and explanations based on your presentation and send them to me along with your presentation materials.

*****NOTE: The presentation (PowerPoint/Handouts/Agenda/Quiz questions/Supporting Materials) is due to the instructor every Saturday at 11:59pm or earlier prior to scheduled presentation week.**

For example: If you are schedule to present on week 3 (1.27 – 2.2), you must send your presentation and quiz questions with answers to me by Saturday (1.25), and I will post them on Canvas before 1.27.

Students will be provided a variety of options in terms of recording their presentations for the online class. This information will be discussed posted in the course. The resources to complete these presentations are available through the University’s LMS. If for some reason you have limited computer access on a particular week, please let me know in advance if possible.

3. Peer Evaluations of Presentations (5 points)

You need to provide peer evaluations for at least **2 presentations** for the entire course. Providing the comments to the student is an important task for an adult education as a means of feedback.

4. Participation (total of 30 points)

Discussion Participation (20 points): Participate in class discussions and online activities is required. You will need to respond to a majority of weekly discussion topics which may include case study analysis, topic debate, etc. Overall, discussions will be graded based upon the quantity and quality of the discussions posted as determined by the instructor.

****To earn full credit for each week’s discussion, you must post your posting by 11:59pm every Friday, and respond to at least two of your classmates’ postings by 5:00pm Sunday****

Quiz Participation (10 points): You need to participate at least **5 weekly quizzes** for the entire course. Thus, you need to provide a short reflective report for each quiz, as self-evaluation is important for adult learners. **Please note that your quiz grade will NOT influence your final grade, only your quiz participation will be counted in your final grade.*

5. History Report or Leader/Educator Profile (10 points)

This report should be 2 to 3 pages and double-spaced. You could choose to write either a history report or leader/educator profile. Your written report be submitted by Feb. 16th. The guideline is posted in Canvas.

6. Personal Philosophy (15 points)

Each of you will develop a 2 to 3-page APA format personal teaching philosophy based on your understanding of adult learners and adult education exclude the references. Take a moment and read the guidelines before you submit your paper. Because this may be the first time you have explicitly articulated your educational philosophy, I am available to do a pre-reading of a working draft of your paper and provide feedback one week before you turn in the final draft.

7. Site Visit Report (15 points)

The written report of your site visit should be 2-5 pages in length, not including supporting documents. It should be submitted in the Assignments link on or before May 3rd. Check more information in Canvas. The written report will be posted on the “Site Visit Report” Discussion Board.

Evaluation of Assignments:

Assignment	Points	Due date
Presentation + Quiz Design	20 + 5	Every <u>Saturday</u> at 11:59pm
Quiz + Discussion Participations	10 + 20	Every <u>Sunday</u> at 11:59pm

Peer Evaluation	5	Every <u>Sunday</u> at 11:59pm
History Report or Leader/Educator Profile	10	Feb. 16 th at 11:59pm
Personal Philosophy	15	March 22 nd at 11:59pm
Site Visit Report	15	May 3 rd at 11:59pm
Total Points	100	

The following grading scale will be used:

94% - 100% / 94-100 points	= A
82% - 93% / 82-93 points	= B
75% - 81% / 75-81 points	= C

Late Policy: All work is expected to be turned in by the due date. The instructor may make an exception for particular cases **IF** the student provides **previous notice**. All course deliverables are expected by the date indicated on the syllabus by 11:59 pm EST and will be turned in through Canvas. Any late assignment without an approved extension will be penalized 5% for each day past the assignment deadline. Assignments more than 2 weeks overdue will not be accepted.

Incompletes **may** be negotiated with all work due within one semester following registration in this course.

NOTE: Graduate School policy is that all unresolved "Incompletes" will change to a grade of "F" at the end of one calendar year from the date of enrollment.

Tentative - Course Content/Schedule:

Session	Date	Topic
1	1.13-19	Overview and Introduction
2	1.20-26	Chapter 1 What Counts as Adult Education
3	1.27-2.2	Chapter 2 Who Participates in Adult and Continuing Education?: Mapping the Adult Learning Landscape

4	2.3-9	Chapter 3 Who Are Adult Educators, and What Do They Do?
5	2.10-16	Chapter 6 Historical Perspectives: Contexts or Contours
Due: History Report or Leader/Educator Profile		
6	2.17-23	Chapter 7 The Adult Learner
7	2.24-3.1	Chapter 4 Adult and Continuing Education as an Evolving Profession
8	3.2-8	Chapter 8 Policy and Politics
9	<i>Spring break (3.9-15)</i>	<i>Have Fun!</i>
10	3.16-22	Chapter 5 Philosophy
Due: Personal Philosophy		
11	3.23-29	Chapter 9 Technology and Adult Learning
12	3.30-4.5	Chapter 10 The Landscape of Adult Education: Prominent Organizational Contexts of Adult Education
13	4.6-12	Chapter 11 The Landscape of Adult Education: Community-Based and Community Action Contexts of Adult Education
14	4.13-19	Chapter 12 Changing Boundaries of Adult and Continuing Education
15	4.20-26	Wrap Up and Summary
16	4.27-5.3	Due: Site Visit Report