

ADE 601
FOUNDATIONS OF ADULT EDUCATION
SPRING 2000-01

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"A survey of the history, philosophies, form, structure, and current developments in the field of adult education"---Graduate Bulletin.

"Mastery of any subject requires years of familiarity with it. The formal training one receives in an institution is but the introduction."--Everett Dean Martin, The Meaning of a Liberal Education, 1926.

Texts: Merriam, S.B. and Brockett, R. G., (1997). The Profession and Practice of Adult Education: An Introduction. San Francisco: Jossey-Bass.

Supplementary Reader: available from secretary for overnight use.

General description: This course serves as an introduction to adult education, focusing on what adult education is, who the adult learner is (and is not), adult education's tremendous growth in this century, its history, philosophical orientations to it, and the broad variety of settings in which it takes place. The course will involve lecture, discussion, formal debate, and student presentation.

If a student has a disability that qualifies under the Americans with Disabilities Act and requires accommodations, he/she should contact the Office of Support Services for Students with Disabilities (OSS) for information on appropriate policies and procedures; Box 8586;
Tel: 266-5024; TTY: 266-6837; Fax: 266-6035.

General course objectives:

1. You will become familiar with and be able to outline and discuss the historical development, including significant events and personalities, of adult education. You will also be able to identify and discuss general trends in the evolution of the field.
2. You will be able to discuss the causes of the vast growth of adult education activity in this century.

3. You will be able to describe the primary concepts and identify important advocates of several adult educational philosophies.
4. You will be able to identify and discuss several of the settings and institutions in which adult education activities occur.
5. You will be able to define adult education and defend your definition.
6. You will be able to identify and describe some of the current issues and developments in adult education.
7. You will gain facility in doing research.
8. You will be able to explain different structural and typological conceptualizations of adult education, professional organizations, etc.
9. You will be able to identify and discuss certain concepts pertaining to who does and does not participate in adult education and some of the "key concepts" of adult learning theory.
10. A global set of related goals for both the course and the entire adult education degree program is that each student--you--will begin or continue the difficult process of (1) critical reflection about the nature of your professional practice; (2) personal development as an independent adult learner; and (3) the articulation of a personal philosophy of adult education.

Course activities and requirements:

For items 1, 2, and 3, you will need to make a selection which I will need to approve. New students will naturally wonder, "How can I select when I don't know anything about what I'm selecting?" Please be assured that I will help you as you need it. Do be aware that selections for items 1, 2, and 3 are on a first-come, first-served basis.

1. Participation in a debate on the issue "What Should be the Aims and Philosophy of Adult Education?" Darkenwald and Merriam (1982) offer five basic philosophical positions, each of which will be represented by a student team (team size to be determined by class size). Details will be discussed in class. (20% of course grade)
2. Class presentation based on a visit to some agency or organization that provides adult education or training. Please choose an agency you are not familiar with and have not visited relative to some other course. We will suggest some interview questions. Presentation time should be around 10 minutes. Time constraints may necessitate that these visits be presented in written form rather than orally. Grades for this assignment will be pass/fail.
3. At the graduate level in any field, students should develop some familiarity with those individuals who, over time, have made significant contributions to that field. ADE 601, which could be seen as the "introductory" course to

adult education, is an appropriate place for some of the "big names" to be introduced. Thus a major assignment of this course will be for each student to become very familiar with one contributor, and generally familiar with the work and ideas of the other contributors selected by other students in the class. In order to do this, each student will:

- a) Read at least one book and several articles (or possibly two books) by the individual selected. Try to choose books and articles that are representative of their work, preferably books and articles that are single-authored (avoid edited books). Your objective here is to get to "know" the author. Obviously, you are welcome to read anything you can find about the author as well (but other than basic biographical info, keep the focus on the author's main ideas, themes, and interest areas). Doctoral students should not select works which are on the doctoral reading list, but may choose an author on the reading list and read other works by him or her. For example, a doctoral student could choose Freire, The Politics of Education, but not Pedagogy of the Oppressed. Master's students, however, may select a book from the doctoral reading list. Neither doctoral nor master's students should select books which are currently used as texts in our courses.
- b) Provide a two page summary plus bibliography to each of the other class members. Please indicate the works you actually read by typing them in **boldface** font. To save copying expense, you may single-space this assignment.
- c) Make an oral presentation of the major themes, ideas, and research interests of your subject. Possible subjects: Apps, Bergevin, Brookfield, Bryson, Clark, Cross, Freire, Horton, Houle, Kidd, Knowles, Knox, Laubach, Lindeman, Martin, McKenzie, Merriam, Mezirow, Nadler, Thorndike, Tough, Verner. Presentations should allow for questions and last approximately 15 minutes.

Note: Depending on class size, it may be necessary to have "teams" for the presentations. Still, each team member should read one book and several articles by the author. "B" and "C" would be collaborative. (20% of course grade)

4. Attendance, assigned readings, and active class participation which demonstrates both intellectual ability as well as familiarity with the field generally and class readings specifically. (10% of course grade)
5. Do EITHER (a) or (b) in APA fourth edition format (20% of course grade):
 - (a) A thoughtful and articulate essay of approximately 10 pages of narrative text (i.e., a position paper) with support from reference sources on one of the following:

1. The meaning and broad purpose of adult education as you currently perceive them.
2. The principles of adult education and principles of training adults (are or are not) essentially the same.
3. Corporate interests (have or have not) essentially co-opted American adult education causing it to largely abandon its social action orientation to improve lives and promote the public good.
4. "Adult education is not pursued for ulterior rewards; entrance requirements, examinations, and academic degrees play no part in true adult education." Eduard Lindeman, "The Meaning of Adult Learning," Progressive Education Jan. - March, 1929).
5. "The truly artistic teacher of adults. . .conscientiously suppresses his own compulsion to teach what he knows his students ought to learn in favor helping his students learn for themselves what they want to learn." Malcolm Knowles, The Modern Practice of Adult Education: Pedagogy vs. Andragogy, 1970.
6. The major "principles" of adult education are. . . .
7. Adult education as it relates to one of the following: multiculturalism/gender issues; democracy; professionalization; or culture.

OR:

- (b) A research-based paper dealing with one of the following major subject areas of this course: the structure of adult education (classifications, typologies, organizing principles); some aspect of the history of adult education; or some aspect of philosophy of adult education.

6. A final exam. (30% of course grade)

NOTE:

Item #5 is due the last class session before the exam. Grading is done on a 10-point scale. Be sure to retain a copy of all submitted work. All term papers (item 5) will be returned to you. Please also note that grades of "Incomplete" are strongly discouraged by the university. Family emergencies are obviously a legitimate reason, but having insufficient time is not. The university is also enforcing its policy of incompletes having to be completed by the end of the following semester or the "I" automatically becomes an "F."

Topic Outline

Note that there are only seven topics over the course of the term. You may wish to distribute your assigned readings accordingly--that is, read ahead! Particularly be sure to get a head start on your biography reading and the preparation necessary for the debate.

Topic 1: Introduction

Topic 1 Objectives: By the end of this topic, you should:

- a. Understand course format and requirements.
- b. Feel comfortable in participating in class discussion.
- c. Be acquainted with other class members.
- d. State whether you consider yourself to be an adult education practitioner.

Topic 1 Activities:

- a. Introductions
- b. Review syllabus
- c. Professional organization and important journals

Topic 1 Assignment: Read syllabus.

Topic 2: The Concept of Adult Education

Topic 2 Objectives: By the end of this topic, you should:

- a. Recognize different definitions of adult, adult education, and lifelong learning, and write a definition of adult education that is personally satisfactory.
- b. Be familiar with certain demographic characteristics affecting adult education. You should commit some of the more interesting facts about your field to memory and be able to discuss any important trends.
- c. Distinguish between adults in educational settings and children in educational settings; also distinguish between adult education and education of adults.
- d. Identify and explain major typologies of the field.

Topic 2 Activities

Comparison and contrast of different kinds of learning endeavors to show the breadth of the field and to generate thinking about what adult education is and is not; discussion of reasons for adult education; discussion of typologies.

Topic 2 Assignments:

- a. Develop a definition of what you perceive adult education to be. Give credit for any ideas directly borrowed. Be prepared to read, defend, and submit your definition.
- b. Read Chapters 1 and 4 in the text.
- c. Read Grattan (Chapter 1), Lindeman, and Rachal ("Taxonomies") in Reader.

Topic 3: Where Have We Been? A Backward Glance at Adult Education

Topic 3 Objective:

By this topic's conclusion, you should have an introductory knowledge of adult education's American history with some knowledge of its European roots. Specifically, you should be able to write a brief "history" of the field as it has developed in the U.S. Particular attention should be given to important personalities, events, institutions, movements, and time frames (and yes, a few dates!). But rather than just mastering some informational raw data about history, you should seek parallels, generalizations, and trends, and be able to discuss the impact and implications of these historical phenomena.

Topic 3 Activities:

The instructor will use lecture and to some extent the Socratic method in presenting adult education historically considered. Our scan will begin with the origins of writing and conclude with some recent developments. We'll briefly introduce the ancients, especially Plato; look at scribal culture and the transition to print culture. Our primary focus, however, will be on American adult education history, beginning with the Puritans. We should touch on, among some other things, the Lyceum movement, Chautauqua, freedmen's education, the Morrill Acts, the G.I. Bill, the Americanization movement, (and the way in which adult education is often embedded in various social movements), adult basic education, the junior college movement, and the professionalization and formalization of the field. Students should try to focus on why these phenomena developed and what impact they had or continue to have.

Topic 3 Assignments

Read Knowles ("Growth and Development") and Grattan (Chapter 21), in Reader; and chapters 3 and 9 in text.

Topic 4: Biographies: Who's Who in Adult Education?

Topic 4 Objective:

To learn more about some of the major figures in the field and their ideas about adult education, adult learning, or lifelong learning.

Topic 4 Activities:

Student introductions to and discussion of biographical subjects.

Topic 4 Assignment:

Prepare for biographical presentations. (Note: It is very important to avoid reading your presentation on your selected individual. Try to make it as conversational as possible and allow time for questions. Keep presentations to about 15 minutes and be sure to distribute a one or two page single-spaced summary.)

Topic 5: The Adult Learner and Concepts of Learning

Topic 5 Objectives:

- a. Identify and explain characteristics of the adult learner, reasons for participation, and reasons for non-participation (barriers).
- b. Identify the following concepts and individuals associated with them: andragogy, self-directed learning, perspective transformation, adult development, critical pedagogy, and feminist pedagogy.

Topic 5 Activities:

- a. Class lecture and discussion.
- b. Student biographical presentations on Knowles, Tough, Freire, and Mezirow.

Topic 5 Assignments:

- a. Read chapter 6, 7, and 8 in text.

Topic 6: Towards a Philosophy, or Fumbling in the Dark?

Topic 6 Objectives: By this topic's conclusion, you should be able to:

- a. Define and discuss strengths and shortcomings of the five adult educational philosophies and identify their major advocates.
- b. Articulate the main propositions or precepts of your personal adult education philosophy.
- c. Specify at least three philosophical questions relating to adult education and discuss the salient issues involved, especially issues

dealing with the purposes of adult education and the conflicts inherent in some of those contradictory purposes.

Topic 6 Activities:

- a. Class discussion of what a philosophy is, why have one, who should formulate it, what to do with antithetical positions, what should be its primary beliefs and tenets.
- b. Discussion of your scores on the Educational Orientation Questionnaire, Principles of Adult Learning Scale, and Philosophy of Adult Education Inventory.
- b. Formal debate; rules, positions, and date to be announced.
- c. Discussion (as time allows) of class members' own philosophical orientations and beliefs.

Topic 6 Assignments:

- a. Read Darkenwald & Merriam, and Martin in Reader; and chapters 2 and 10 in text.
- b. Prepare for your role in the Philosophy debate.
- c. Complete EOQ, PALS, and PAEI out of class and prior to the class following the debate (all three in Reader).

Topic 7: Adult Education: Who Does It?

Topic 7 Objectives: By this topic's conclusion, you should be able to:

- a. Identify several of the agencies/institutions/organizations involved both formally and informally in the education of adults.
- b. Summarize their functions, roles, methods, and target populations.

Those agencies discussed will be determined by you. However, possibilities include: community colleges, public schools teaching ABE/GED, business organizations with staff development operations, health organizations, the Cooperative Extension Service, libraries, ETV, correctional institutions, non-traditional university and college programs, etc. Please select an agency unrelated to your work and with which you are not very familiar.

Topic 7 Activities:

Student presentations on adult education agencies; discussion. **If time constraints require**, presentations will be omitted and summaries should be duplicated by the student for each class member.

Topic 7 Assignments:

- a. Visit an agency/organization that has adult education as at least part of its overall operation. Based on your visit, prepare a 10 minute presentation for Topic 7.

- b. Read Chapter 5 in the text. Also read the chapter in 1989 Handbook which covers your agency type.

Supplementary Readings Booklet: Table of Contents

1. AAACE Membership Application
2. Criteria for Evaluation of Written Student Work
3. Some Definitions of Adult Education
4. Grattan, C. Hartley. (1955). "Definitions and Implications" in Quest of Knowledge. New York: Association Press. Topic 2: pp. 3-17.
5. Lindeman, Eduard C. (1956). Selected Writings. Edited by Robert Gessner under the title The Democratic Man. Boston: Beacon Press. Topic 2: pp. 149-168.
6. Rachal, John R. (1988). "Taxonomies and Typologies of Adult Education." Lifelong Learning, 12 (2). Topic 2: pp. 20-23, and typescript addendum.
7. Knowles, Malcolm S. (1980). "The Growth and Development of Adult Education," in Building an Effective Adult Education Enterprise, ed. John M. Peters. San Francisco: Jossey- Bass. Topic 3: pp. 12-40.
8. Grattan, C. Hartley. (1955). "Organizing the Adult Educators" in Quest of Knowledge. New York: Association Press. Topic 3: pp. 276-286.
9. Darkenwald, G. G. and Merriam, S. B. (1982). "Philosophy and Adult Education," in Adult Education: Foundations of Practice. New York: Harper and Row. Topic 6: pp. 35-74.
10. Martin, E. D. (1926). The Meaning of a Liberal Education. Topic 6: pp.vii-ix; 1-22. 308-319.
11. Conti, Gary. Principles of Adult Learning Scale.
12. Hadley, Herschel. Educational Orientation Questionnaire.
13. Zinn, Lorraine. Philosophy of Adult Education Inventory.
14. Typologies