

SYLLABUSⁱ
EADU 8030
INTERNATIONAL ADULT EDUCATION

Instructor: Dr. Robert J. Hill

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Do not leave personal emails on WebCT for me, please.

Oasis Title: International Ad Ed – Call #01-069

Class Location: Rm 136

Class Dates: January 9, 2008 – April 23, 2008 (Wednesday nights)

Class Time: 4:30 pm – 7:15 pm

Course Description From the Catalog:

History, goals, governmental and nongovernmental organizations and delivery systems worldwide are considered in light of the global economy. Issues of access and opportunity, societal versus individual change, and the meaning of development are explored. Adult Education in various regions and countries is compared.

Course Description From the Instructor:

A glimpse at the World Wide Web site for International Adult Learner's Week (<http://www.adultlearnersweek.org/about/international.html>) shows that people around the globe are engaged in a world of learning! The United Nations' Educational, Scientific, and Cultural Organization (UNESCO), Institute for Education (UIE) held the Fifth World Conference on Adult Education (called CONFINTEA V) in Hamburg,

Germany in 1997. Most of the 10 themes to emerge from this major conference explore the impacts of globalization on adult learning communities. They call for all members of the global society to engage in dialog, discussion, deliberation, and debate on such key items as democracy, educational equity, gender equity and the empowerment of women, culture, new information technologies, environmental justice, the universal right to literacy and basic education, and the changing world of work in relation to adult education.

EADU 8030 explores theories, policies, research, multiple discourses, methodologies, histories, goals, organizations (governmental and community-based), delivery systems, and practices of adult education from an international (and comparative) perspective. It examines models, paradigms, and data of adult education in light of neoliberalism and globalization. This course is organized around central themes, from a critical perspective, of access & opportunity, societal & individual change, race, ethnicity, class, gender, and sexual orientation. The course examines the role of adult education for critical citizenship, processes of democratization, and sustainable development.

Course Objectives:

- ☑ To develop an international and cross-cultural perspective on adult education
- ☑ To develop knowledge and understanding of adult education and global cultural diversity
- ☑ To develop knowledge and understanding of adult education and international cooperation and solidarity
- ☑ To develop an understanding of research methodologies used in international and global comparative adult education studies
- ☑ To develop an understanding of the need for majority communities to be educated on the adult education needs of minority and indigenous communities
- ☑ To develop knowledge and understanding of the formal, nonformal and informal sites of intercultural information and education
- ☑ To develop an international understanding of the four pillars of learning (Delors Commission) for the 21st century: *learning to be* (the right of self-identification and self-definition), *learning to know* (the right to self-knowledge), *learning to do* (the right to self-development), and *learning to live together* (the right to self-determination)

Class Structure: The course is designed as a seminar, based on a substantial array of readings, critical classroom and online dialog/discussions, and scholarly writings. The instructor will be a co-discussant with the class.

Because of the centrality of participation, students will be expected to arrive on time and to interact with the learning community (the class). Your active, prepared participation and critical reflection in relations to the readings, students'/instructor's comments, and other materials is the very centerpiece of the class. We may use videos, other media and guest lecturers in this class.

Class Structure: The course uses multiple pedagogical tools, central to which are the *Reading Circles*. Handouts and postings on WebCT describe this process.

Required Texts:

📖 Merriam, S. B., Courtenay, B. C., Cervero, R. M. (Eds.). (2006). *Global issues and adult education: Perspectives from Latin America, Southern Africa and the United States*. San Francisco: Jossey-Bass. ISBN: 978-0-7879-7810-5

📖 McLaren, P. (2005). *Capitalists & conquerors: A critical pedagogy against Empire*. Lanham, MD: Roman & Littlefield. ISBN# 0-7425-4193-2

📖 Haddad, Sergio. (1997). *Adult education: The legislative and policy environment*. Boston: Kluwer Academic Publishers. (Published in cooperation with UNESCO Institute for Education, Hamburg). eReserve (GIL). **You do not purchase this.** (This text presents a gaze at the international policy environment. It focuses on civil organizations' roles in lifelong learning, such as voluntary associations, social and popular movements, and NGOs [non-government organizations]).

📖 **For all electronic reserve material (e-reserve)** through the online UGA library: go to the library's web page (www.libs.uga.edu) and click on "GIL Catalog, find books and more." This takes you to the GIL page (<http://gil.uga.edu/>). Here click on "Search Course Reserves" (<http://gil.uga.edu/webvoy.htm>); then select **Instructor:** Hill, Robert; **Department:** EADUAdult Education; **Course:** EADU8030: International Adult Education. This will take you to the 'course page,' where it is possible to access the e-items. The list flows alphabetically, so it is easy to find the necessary articles. Click on the desired article and then enter the password **global**. This step will open the article and allow you to print it if you wish.

📖 Documents may be sent to you by way of standard email and may be simultaneously posted on WebCT on the general Discussion Board.

Class Assignments and Due Dates Spring 2008:

- **Read and reflect** on the materials prior to each class session—Each week
- **Comparative Adult Education Paper**—Due by (on or before) March 19th, 4:30 pm (email to bobhill@uga.edu)
- **Active Participation/Portfolio**—Hard copy due in class on April 16th (contents described below)

Evaluation:

1. Dynamic Participation	30%	
2. Comparative Adult Education Paper	35%	3. Portfolio 35%
GRADING SYSTEM (See below for Plus/Minus details): A = 90 and above I = Incompletes are reserved for extreme circumstances.		B = 80 – 89 C = 70 – 79 Please see Appendix I for the Grading Rubric

Plus/Minus Grading Notes

For the official policy, please see: <http://bulletin.uga.edu/PlusMinusGradingFAQ.html>

The plus/minus grading system is the official grading system approved by the Board of Regents for a three-year period. *It is the only grading system approved for the University of Georgia.*

All grades throughout a three-year period beginning Fall 2006 will be provided in this plus/minus grading system.

The assignment of grades in a course is *the responsibility of the instructor*. The new plus/minus system provides more grade options, but *how those options are used is the decision of the instructor*.

Letter grades will correspond to the following (note that there is no A+ in the UGA system!):

- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D = 1.0
- F = 0.0

I have assigned the following point system to correspond to the Letter grade plus/minus options:

- A = 100 - 93**
- A- = 92 - 90**

B+	= 89 - 86
B	= 85 - 83
B-	= 82 - 80
C+	= 79 - 76
C	= 75 - 73
C-	= 72 - 70
D	= 69 - 61
F	= < 60

Description of Assignments:

1. Dynamic Participation – Each week

In this seminar course, students should read all assigned materials, submit written assignments, and come to class prepared for dialog and in-depth discussion—these are all forms of ‘participation.’

Dynamic participation in class activities is important. It is accepted that there are multiple ways in which dynamic participation can occur. In addition to class discussions, other forms of acceptable participation are: suggesting outside readings, films or television programs that relate to course topics; and attending any relevant activities outside class and reporting on them in class.

I have been invited to deliver two Key Notes at an Adult Education Conference in Taiwan during this semester. Therefore, **we will meet online on March 26th and April 2nd (Week 11 and 12)** via WebCT. Please get a MyID and learn to access WebCT as soon as possible. Participation in the online portion of the course is required.

2. Comparative Adult Education Paper—Due March 19th

This formal academic paper will explore one or more adult education topics, selected by the student and *approved by the instructor*, in two or more countries/nation-states. The paper should be 12 - 15 pages, INCLUSIVE of a 250 word abstract, 1 ½ spaced lines, 12 point font with 1” page margins in Times New Roman. The top of each page should have a running header with a brief title-description and your last name. Be certain to number the pages (upper right hand corner). Include your name and the paper title on a cover sheet (This will be page 1). Please use APA 5th edition for style.

Refer to the handout titled, *International And Comparative Adult Education: Some Reflections* (WebCT). This handout may help you to think about your project.

The completed paper should be emailed to bobhill@uga.edu.

Note: These will be compiled into a class project e-book and distributed electronically to the entire class for reading discussion in the Reading Circle. In essence, your paper is a chapter in this collectively written e-book.

Some things to ponder when selecting a topic:

- The historical, political, social, economic, and cultural factors that influence the nature of adult education in your chosen countries
- The factors that assist in:
 1. Shaping how adult education is defined
 2. Constructing its goals and purposes
 3. Providing functional delivery systems
 4. Funding decisions and mechanisms
 5. Learners' participation and access in adult education activities (and barriers to participation)
 6. Organizing adult education efforts
 7. The relationship between adult education/adult learning and policy
 8. The relationships between and among educational efforts that are formal, continuing education, professional development, training, nonformal, informal and incidental
- Organizing your paper from general statements to specific examples, thus you may provide a sweeping overview of the dominant arenas where adult learning takes place, and move to a more narrow project related to a few of these arenas.

The paper might include the following points of view where applicable:

- 1 The effect(s) of the dissolution of nation-states as a unit of analysis in light of *globalization*
2. The *relationships, preferences* and *ideologies* informing the topic(s) you selected
3. Assumptions and practices regarding *modernization-* and *human capital-theories*, especially as they relate to *international adult learning* and *development*
4. The dynamics of international adult education *provision* and *participation*
5. The role of *learning styles* and *cultural differences* related to the selected topic
6. The role of *educational technologies* and *instructional methodologies* related to the selected topic(s)
7. The assumed or stated *adult education policy* and mechanisms for *funding*
8. The role(s) of the *State*, the *Market sector*, and *Civil Society* (NGOs, professional organizations, etc.) Note that these 3 terms are well defined in the *Glossary*
9. The *theoretical lens(es)* that you applied e.g., Liberal (modernization- and human capital-theory based), Radical (social reproduction/resistance theory based), Interpretivist (constructivist theory based; describing cultural situations in terms of the actors' own categories and points of view, i.e., how people understand their own social world), postmodern, or other appropriate viewpoints
10. *Epistemological* perspectives
11. While you may situate your study in a foundational, modernist, empirical manner, you should also demonstrate an understanding of non-foundational ways of

analyzing the topic, e.g., your analysis or critique might employ feminism, post-modern or post-colonial notions, queer theory, etc., as a critique

3. Reading Circle Portfolio – Due (hard copy) April 16th

Most weeks, after the first one, students will prepare a *Reading Circle Role Sheet* based on that week's readings and the roles you have selected. See WebCT for printable copies of the appropriate *Reading Circle Role Sheets*, which will also be provided the first week of class as hardcopies. [Note that one of these may be the role of "Freeloader"—it is best to plan to use this during an excused absence such as work or family related events that take you from class, or for emergencies] All *Reading Circle Role Sheets* should be compiled into a Portfolio. This should be Prefaced by an introductory essay (which should also be Abstracted).

In summary: The *Portfolio* should consist of:

- A 250 word Abstract of your Introductory Essay
- A five page Introductory Essay that reports on the (a) intellectual, (b) emotional, and/or (c) spiritual growth that has occurred during the class
- All of YOUR Reading Circle Role Sheets – One Freeloader may be used
- A signed copy of the *Guidelines For Creating A Safe Space In The Classroom* form

Academic Citizenship.

The Department of Adult Education supports the directives of the President of UGA, the Faculty Council, and University policies on multiculturalism, diversity, and equal opportunity. The University of Georgia continues its **affirmative implementation of equal opportunity** to employees, students, covered contractors and vendors, and applicants for employment, admission, or contractor/vendor status. The University of Georgia will act in matters of employment, admissions, programs, services, and activities free of prohibited bias with regard to race, creed, color, sex, national origin, religion, age, veteran status, and disability. Furthermore, the University of Georgia will not maintain racially segregated facilities. Continuation of the above policies is consistent with applicable provisions of the Civil Rights Act of 1964, the Education Amendments of 1972, Executive Order 11246, Revised Order 4, the Vietnam Era Veterans Readjustment Act of 1974, the Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990, as revised and/or amended, with implementing regulations. Accordingly, this institution will not discriminate in employment, admissions, programs, services, or activities with regard to any position for which the applicant, employee, or student is qualified and will make reasonable accommodation for covered limitations.

Additionally, the University Council, on April 25, 1991, passed the following resolution, "The University of Georgia strives to maintain a campus environment where all decisions affecting an individual's education, employment, or access to programs, facilities, or

services are based on merit and performance. Irrelevant factors or personal characteristics that have no connection with merit or performance have no place in the University's decision-making process. Accordingly, it is the policy of the University of Georgia that an individual's sexual orientation is an irrelevant factor and shall not be a basis for making decisions relating to education, employment, or access to programs, faculties, or services. Any employee of the University of Georgia who believes that he/she has been harassed or discriminated against because of sexual orientation should contact his/her immediate supervisor, the Employment and Employee Relations Department of the Human Resources Division, or the Equal Opportunity Office for appropriate action. Any member of the University community may also call upon the Equal Opportunity Office for counseling and advice....”

The Affirmative Action Plan implementing the above body of law, regulation, and policy is administered by the Director of the UGA Equal Opportunity Office at 3 Peabody Hall, Athens, Georgia 30602-1622. Questions and complaints may be directed to that address. Telephone inquiries concerning this Plan may be directed to (706) 542-7912. Copies of the Plan are available for inspection in the Equal Opportunity Office and in the UGA Main Library during normal weekday working hours.

NOTE ON ACCESS TO THIS COURSE: The University of Georgia is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualification as determined by the University and state or federal authorities. *If anyone has special assistance needs due a physical condition, please feel free to discuss this with me before or after class.* The University of Georgia has resources available for students with certain disabilities. In addition, other accommodations may be made in consultation with me or with other students.

Attempts will be made to accommodate learners with disabilities. Learners with questions about disabilities should contact UGA Disability Services at <http://www.dissvcs.uga.edu/> or (706) 542-8719.

2008 Spring Academic Calendar

From: <http://www.reg.uga.edu/or.nsf/preview/Schedule%20of%20Classes>

15 weeks of classes required

Classes Begin	Jan. 7	Monday
Holiday: Martin Luther King Jr. Day	Jan. 21	Monday
Midterm	Feb. 25	Monday
Last Day of Classes (prior to spring break)	March 7	Friday
Spring Break	March 10 – 14	Monday - Friday
Classes Resume	March 17	Monday
Classes End	April 28	Monday

Note: This class will not require field research involving human subjects. For students' information, however, you may want to review the university's policies on this.

APPROVAL FOR RESEARCH INVOLVING HUMAN SUBJECTS: The University of Georgia requires prior notification or approval for all research on human subjects, even as part of courses such as this. For class projects, see: <http://www.ovpr.uga.edu/hso/guidelines/12.html>. Information may not be used to theorize from, nor may it be generalized to people or populations. It can not be used in professional papers or presentations. If any class projects/activities include human subject *research*ⁱⁱ, you must have approval from the Institutional Review Board (IRB) before commencing the research. Depending on the complexity of the research, approval may take several weeks, so please plan accordingly. Further information see <http://www.ovpr.uga.edu/hso/>

ⁱ The *Syllabus* and *Study Guide* for EADU8030, International Adult Education, are presented as a way of familiarizing students interested in the course with its typical content. The instructor may provide additional materials, or delete listed items, with advanced notice.

ⁱⁱ "Research" is defined at UGA as: "a systematic investigation that contributes to the larger body of knowledge of any given discipline. This includes collection of scholarly materials for theses and dissertations done by students, and investigations carried out by faculty and staff for publication and/or presentation."

APPENDIX I - Grading Rubric

Emerging Knowledge	Proficient Knowledge	Exemplary Knowledge
<p>High Range 82-80 Low Range 79-76</p> <p>The participant demonstrates minimal knowledge. The Portfolio and MidTerm show partially correct information. Writing reflects, at best, a superficial understanding of the topic.</p>	<p>High Range 89-86 Low Range 85-83</p> <p>The participant demonstrates satisfactory knowledge. The Portfolio and MidTerm show knowledge of details, for the most part. The responses reflect a good <i>basic</i> understanding of the topic.</p>	<p>High Range 100-93 Low Range 92-90</p> <p>The participant demonstrates extensive knowledge. The Portfolio and MidTerm show knowledge of details that are extensive and accurate. The responses show an <i>unusual</i> depth of understanding of the topic.</p>