



# AHE 554: Foundations of Adult Education & Diversity

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## Overview & Learning Outcomes

This course is an introduction to the understanding of adult education as a field in its emphasis on diversity issues. Topics include the philosophy, history, and issues related to the foundations of the field with diversity factors influencing the practice of adult education.

### Learning Outcomes

By the end of this course, you will be able to:

- Identify key principles and authors within adult educational movements
- Analyze the historical roots of adult education especially the radical tradition and popular education
- Examine and apply principles of diversity, highlighting race, within the foundations of adult education
- Articulate a philosophy of adult education
- Analyze the role of adult education and its relation to diversity in historical and contemporary settings

## Expectations & Policies

### Inclusive Teaching & Learning Environment

Individuals of all backgrounds are welcome and I will work to create an inclusive learning environment for all learning colleagues regardless of age, race, ethnicity, culture, gender, sexuality, (dis)abilities, legal status, or religion. Courtesy and sensitivity are important to the success of this course, thus, I also ask everyone to provide the same respect for their learning colleagues.

Questions – contact [Shevell.Thibou@gmail.com](mailto:Shevell.Thibou@gmail.com) or [Shevell.Thibou@wwu.edu](mailto:Shevell.Thibou@wwu.edu)

Please advise me at the start of the quarter of your preferred name if it is different from Western's record; I would also appreciate being informed of your pronouns.

## **Academic Honesty**

Western Washington University students are urged to participate in this course with integrity. Please take some time to review the Western Coalition for Integrity's webpage: <http://www.wvu.edu/integrity>.

## **Reasonable Accommodation Policy**

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals. To request accommodation, students must contact WWU's Disability Access Center at 360.650.3844 or <https://disability.wvu.edu/>.

If you are uncomfortable or uncertain of how to approach DAC, that is okay, touch base with me immediately so we can discuss how I can best support you during this course and your time at Western.

## **Essential Functions**

All students must comply with the Department's Essential Functions. Please see the link below and ensure that you read the document as part of participating in this course, in the program, and as a student within the Department of Human Services and Rehabilitation Counseling.

<https://wce.wvu.edu/files/AHE/AHE%20Essential%20Functions%20for%20Dept%20of%20HCS-Current.pdf>

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## **Assignments & Participation**

Participation is essential to the success of this course. Participation includes completing the required assignments and also partaking in the face-to-face and Canvas discussions in a thoughtful and analytical manner.

Completion of all assignments in a timely manner is required to pass this class. Late assignments are penalized by 5% each day; after five days has elapsed, I will not accept any late assignments.

Below are additional details related to the assignments required for this course. Listed in parenthesis is the weight each assignment carries out of a 100%.

### **Face-to-face and Canvas Discussions (60%)**

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- **Face-to-Face Classes (15%)**

As previously highlighted, face-to-face classes are required and individuals are expected to participate in an active, thoughtful, and analytical manner. Each class contributes to 5% of your final grade.

- **Reflective Dialogues (20%)**

Prompts will be posted each week by Monday at 6 p.m. These questions will relate to the readings, class discussions, or current research related to the philosophical foundations of adult education. Please address the dialogue prompt before Friday at 11:59 p.m. Thereafter, respond to at least one other person before the upcoming Monday at 11:59 p.m.

For example, the dialogue prompt for Monday, September 30 should be responded to by Friday, October 4 at 11:59 p.m. You will then respond to one of your learning colleagues before Monday, October 7 at 11:59 p.m.

- **Pedagogy/Theory Analysis & Response (25%)**

Together, we will explore a range of learning pedagogies and theories that support inclusive and equitable learning communities.

**Facilitator:** During their selected week, individuals should respond to the following:

- Description: The origin and purpose of your selected pedagogy or theory, as well as potential scholars/theorists associated with the described theory.
- Pros and Cons: Share potential benefits and challenges related to the selected theory or theoretical framework. Reflect on the benefits and challenges for the educator as well as the adult learners.
- Translating to Practice: What are particular strategies, assignments, or other practices that one can implement that supports the selected theory or framework.
- Include 2-3 discussion prompts for learning colleagues.

In case it helps, here are some potential ideas:

- Connectivism Learning Theory
- Critical Pedagogy/Anti-Oppressive Education
- Latinx Critical Race Theory (aka Latino Race Theory, Latino Critical Theory)
- Tribal Critical Race Theory
- Feminist Pedagogy
- Social-Constructivism Theory
- Transformative Learning Theory

### **Inclusive Teaching & Learning Project (25%)**

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For this assignment, learning colleagues are expected to research and present (written or face-to-face) on a best practice or initiative that creates or sustains an inclusive and/or equitable learning environment. Your presentation or paper should include the following:

- Theories or frameworks that provide the foundation of the selected practice/initiative.
- Potential audience, purpose, and goals of the selected practice/initiative.
- Benefits of the selected practice/initiative.
- Potential challenges to implementing the selected practice/initiative.
- Detailed handout that includes the supporting literature and suggestions for implementation of the selected practice/initiative.

### **Philosophy Statement (15%)**

For this assignment, please share your personal philosophy of adult education. Use the theories discussed in class or discovered on your own to support your teaching philosophy. These philosophical statements should be no less than 2000 words and address the following:

- Kumar and Maehr (2010) suggest that one's socio-culture influences their motivation and achievement. Deconstruct and analyze how your social, cultural, political, and philosophical underpinnings may influence your teaching practices.
- Share why you may think diversity is important within academia and/or workforce.
- Discuss how and why your selected principles will benefit adult learners.
- Present approaches you will use to create an inclusive and equitable learning/training environment for adult learners.
- Share your short and long term goals as an educator.
- Include at least 10 sources that support your claims. The required word count does not include your reference list.

### **Formatting of Assignments**

All assignments, except for your Canvas discussion posts, should follow APA style 6<sup>th</sup> edition. As a best practice, please format all assignments (except for Canvas discussions) as accessible documents. See <http://www.washington.edu/accessibility/documents/word/> for step-by-step instructions on how to create a document that is accessible to readers with disabilities.

### **Required Readings**

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There are no required texts that need to be purchased for this course. However, required readings will be posted to Canvas regularly to support the discussions and weekly topics. Please check each week for assigned readings.

## Grading Criteria

The following scale will be used to determine final grades:

A	96-100%	A-	91-95%	B+	88-90%
B	84-87%	B-	80-83%	C+	75-79%
C	78-75%	C-	74-70%	D+	69-65%
D	64-60%	D-	59-55%	F	54-0%

## Resource: Hacherl Research & Writing Studio

The Hacherl Research & Writing Studio is your place to work with knowledgeable staff to develop projects and explore ideas as an emerging educator. Drop in at the Hacherl Research & Writing Studio or chat with them online to work at your own pace—no appointments necessary! You'll receive feedback and step-by-step strategies to focus your ideas, navigate tough assignments, and find out what works best for you when reading, writing, and researching to help make an impact on the professional and scholarly conversations happening around you.

- Need tips on finding and using articles from a database like ERIC? Learn to navigate the research landscape.
- Too much to read? Discover how you can read faster and with deeper understanding.
- Wearing pajamas? You can also chat with the Studio or send a draft online.
- Need accommodation? The Studio offers specialized assistance to match your learning needs.

Visit the Studio in-person on the second level of Haggard Hall or online at [wwu.edu/rws](http://wwu.edu/rws).

## Course Schedule

Week	Topic/Assignments Due
Week 1	<b>Topic: Traditional Adult Ed Philosophies &amp; Theories</b>  Complete assigned readings.

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<b>Week 2</b>	<p><b>Topic: Traditional Adult Ed Philosophies &amp; Theories</b></p> <p><b>Face-to-Face session:</b> Introduction to course, expectations, and assignments</p> <p>Respond to reflective dialogue prompt.</p> <p>Sign-up for “Pedagogy/Theory Analysis” week.</p>
<b>Week 3</b>	<p><b>Topic: Popular Education</b></p> <p>Respond to reflective dialogue prompt &amp; this week’s Pedagogy/Theory Analysis.</p>
<b>Week 4</b>	<p><b>Topic: Multicultural Andragogy</b></p> <p>Respond to reflective dialogue prompt &amp; this week’s Pedagogy/Theory Analysis.</p>
<b>Week 5</b>	<p><b>Topic: Critical Race Theory &amp; Anti-Oppressive Education</b></p> <p><b>Face-to-Face session</b></p> <p>Respond to reflective dialogue prompt &amp; this week’s Pedagogy/Theory Analysis.</p>
<b>Week 6</b>	<p><b>Topic: Critical Race Feminism/Feminist Pedagogy/Queer Theory</b></p> <p>Respond to reflective dialogue prompt &amp; this week’s Pedagogy/Theory Analysis.</p>
<b>Week 7</b>	<p><b>Topic: Online/Distance Learning</b></p> <p>Respond to reflective dialogue prompt &amp; this week’s Pedagogy/Theory Analysis.</p>

**Thank you!**

I am very happy to have you as a member of this class and I look forward to learning with you. I hope you find this course to be useful as you complete your current academic journey and achieve your professional goals.