Appendix N

TEACHER EDUCATION CURRICULUM IN ADULT EDUCATION

Philosophy Statement

The mission of the teacher education curriculum in adult education is the preparation of adult educators with the knowledge and the competencies they will need to offer adult students an education that will enable them to become self-directed, lifelong learners, as well as useful and productive citizens, in a rapidly changing society.

Rationale

The teachers in the Adult Education Program at the Department of Education do not have a university degree in adult education because no university on the island has a curriculum to prepare adult educators. They are hired by the Department of Education because they have a bachelors degree in elementary or secondary education or because they are experienced teachers. The only preparation in adult education they have is a few workshops offered by the Department of Education.

The Inter American University of Puerto Rico, which is the only university with an adult education program on the island, recognizes the fact that there is the need to prepare teachers of adult students. In
its attempt to continue improving the quality of adult
education not only at the university level, but also in
the community it serves, IAU Ponce Campus, has
established as one of its priorities the development of
a teacher education curriculum in adult education.
Several factors have influenced IAU in making this
decision. These are (a) the lack of qualified adult
education teachers on the island, (b) the increasing
number of adult students in adult programs offered by
the Department of Education, (c) the Department of
Education of Puerto Rico has made adult education one
of its priorities and is requesting the universities to
develop teacher education programs in adult education,
(d) the increasing numbers of adult students entering
the IAU Adult Education Program who gave graduated from
programs offered by the public education system, and
(e) the commitment IAU has of improving adult education
in the community it serves.
Goals

The following are the goals of the adult teacher education curriculum:

1. To develop adult educators who can function as change agents in the adult education programs for which they work;

2. To prepare adult educators to become learning facilitators as well as resource persons;

3. To integrate the adult teacher education curriculum at IAU with the adult education program of the Department of Education;

4. To stimulate research in adult education;

5. To make adult education at IAU, Ponce, a new field of study;

6. To improve the teaching of adults in the Ponce region;

7. To prepare adult educators who can contribute to the professional and personal development of the adult students; and

8. To contribute to the professionalization of the field of adult education
Objectives

1. To strengthen the Education Department at the Ponce Campus of Inter American University through another area of specialization.

2. To implement an innovation in education by integrating this curriculum to the Education Department.

3. To implement innovative teaching techniques and methods in adult education.

4. To encourage students to develop research projects in adult education.

5. To prepare materials that help the adult students develop specific skills.

6. To introduce students to the literature on adult education.

7. To apply the concepts, principles, and theories of adult education to specific situations.

8. To investigate about nontraditional learning modalities and their possible implementation in the adult education programs the Department of Education offers.
9. To evaluate existing programs and materials for the teaching of adult students at the Department of Education and make recommendations for improvement.

Competencies

Cognitive

1. To demonstrate knowledge of the theories of adult growth and development;

2. To demonstrate knowledge of the theories of adult learning;

3. To demonstrate knowledge of the historical and philosophical foundations of adult education in Puerto Rico;

4. To demonstrate knowledge of the sociocultural foundations of adult education in Puerto Rico;

5. To develop research projects in adult education;

6. To be able to implement innovative teaching methods and techniques of adult education;

7. To demonstrate knowledge of concepts and principles of adult education;
8. To make use of the literature on adult education; and
9. To make reference to adult education authorities to support any issue or argument on adult education.

Affective

1. To be able to create a nonthreatening atmosphere in the classroom;
2. To foster a spirit of collaboration among the students;
3. To treat adults as adults and not as children;
4. To show respect and consideration for the students' experiences; and
5. To provide for individual differences

Psychomotor

1. To make use of the technological resources available at the library;
2. To produce materials that facilitate the teaching learning process;
3. To participate in active learning activities such as simulations, role plays, workshops, and demonstrations;
4. To coordinate the use of community resources; and
5. To offer mini lessons to demonstrate specific methods, techniques, or activities

Instructional Facilities

Classrooms

Classrooms will be assigned by the Director of the Education Department according to the number of courses to be offered during the semester. The classroom assigned to the course or courses will be included in the program for that semester.

Educational Resources Center

The schedule of the ERC is as follows:

Monday - Thursday: 7:30 a.m. - 10:30 p.m.
Friday: 7:30 a.m. - 6:00 p.m.
Saturday: 7:30 a.m. - 4:30 p.m.

Computerized Learning Center

Students can make use of the CLC from 8:00 a.m. 10:00 p.m. Monday - Thursday except when there are classes going on. On Fridays the CLC is opened from 8:00 a.m. - 6:00 p.m. and Saturday from 1:00 p.m. - 4:30 p.m.

Faculty Qualifications

Faculty will be chosen on the basis of academic preparation and experience teaching adult students; a
combination of both is preferable. A doctoral degree in education is preferred, but a masters in education could also be considered. It is recommended that the faculty to teach the courses know the adult program of the public Department of Education of Puerto Rico.

Administrative Support

The teacher education program in adult education will be part of the Education Department of IAU, Ponce Campus. The Director of the Education Department will assist in the implementation of the curriculum within the structure of the Department. An adult education committee should be assigned. This committee will be responsible for the effective implementation of the curriculum. The committee will be composed of a curriculum coordinator, the director of the department, the Dean of Academic Affairs, and the Director of the Evaluation and Planning Office. An evaluation committee should also be assigned.

Clientele

A proposal will be written to the Department of Education of Puerto Rico with the purpose of sharing with them the curriculum for the preparation of adult basic education teachers developed at the Ponce Campus of the Inter American University. Since the great
majority of the adult education teachers do not have any college preparation in adult education, it is expected that the Department of Education will accept IAU'S proposal for the preparation of the adult education teachers.

The education students from the Ponce Campus will be encouraged to subspecialize in adult education by taking the 18 credits of the teacher education curriculum. Students from other IAU campuses will be notified of this new subspecialization to be offered at the Ponce Campus.

As part of the dissemination plan for the adult teacher education curriculum, students from other universities will be informed about this new curriculum. These students may increase the enrollment at the Ponce Campus if they take the courses in the curriculum.

Courses from the adult teacher education curriculum could also be offered through the continuing education program. Professionals from areas other than education but who are interested in adult education could also be part of the clientele.
Course descriptions

Ed.3640: Introduction to Andragogy

This course discusses and analyzes principles, practices, concepts, and assumptions of adult education and their implications for teaching. Emphasis will be given to Knowles' andragogy model. The basic adult education program from the Education Department is also discussed and analyzed.

Ed.3005E: Psychology of the Adult Learner

Analysis of the principal adult development and learning theories and their implications for teaching. Discussion of nontraditional learning modalities.

Ed.2420E: Sociocultural Foundations of Adult Learning

Discussion and analysis of those social and cultural factors which influence adult education and their implications for teaching.

Ed.3021E: Evaluation of Adult Learning

Discussion, interpretation, and application of evaluation principles and concepts from an andragogical perspective. Analysis, preparation, and use of different evaluation instruments and techniques. Evaluation of evaluation methods and techniques used in the basic adult education program.
Ed.3150E: Methods and Techniques in Adult Education

Discussion of methods, techniques, strategies, and approaches in the teaching of adult students. Practical application to simulated classroom situations.

Ed.3225E: Preparation and Use of Materials in Adult Education

Preparation, development, and utilization of different teaching materials for adult basic education. Emphasis will be given to the use of the computer.
Assessment Techniques

The following assessment techniques for the evaluation of students' attainment of competencies are recommended: (a) product assessment, where the evaluator rates a product rather than observes the students' performance; (b) performance tests, in which the evaluator requires the student to perform certain tasks in a situation designed by the evaluator; (c) simulations, in which the evaluator makes up a simulation which may be an actual situation or related to a conceived or projected situation; (d) objective or essay examination; (e) group or individual projects, in which the student or students apply their knowledge to a new task; (f) performance assessment, in which the process itself, the act of doing, is considered by the evaluator, and (g) oral interviews, in which the evaluator creates a face-to-face situation in which questions are asked of the student in order to obtain answers which will lead to an evaluation of the student's competency.
Instructional Materials

Textbooks


Journals

Adult Education Quarterly

Adult Learning

Lifelong Learning: An Omnibus of Practice and Research

Audio Visual Materials

The adult learner (videocassette)