

**Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
Twin Cities Campus**

**Fall 2021
Communication and Power in Learning Settings
EDD810A-BL
3 credits
Online (Blended Ed.D. Program)
Instructor: Jack McClure
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Course Dates/Hours

Online August 29 - October 23, 2021

Prerequisite Courses

Prerequisites: EDD809 Advanced Research writing

Course Description:

This course studies dimensions of effective communication in adult learning settings. Emotional intelligence, cultural perspectives on communication, and strategies for communicating effectively with adult learners are critiqued.

Student Learning Objectives:

Upon completion of this course, students are expected to be able to do the following:

1. Evaluate systems for communication in a learning setting.
2. Employ and evaluate effective oral communication and presentation strategies.
3. Facilitate and evaluate creative cultural contributions and collaborations through dialogue.
4. Utilize emotional intelligence as leadership competencies for critical thinking.
5. Evaluate the power dimensions and the impact of education and culture on organizational communication in adult learning settings.

CANVAS Access; may be accessed from the SMU external website at
<https://smumn.instructure.com/>

Textbooks:

Apple, M. W. (1995). *Education and power* (2nd ed.). New York, NY: Routledge. ISBN-10: 0415913101 (REVISED 21) ISBN 9780415808101

Bohm, D. (2003). *On dialogue*. London, UK: Routledge. ISBN-10: 0415336414

Merriam, S.B., & Grace, A.P. (2011). *The Jossey-Bass reader on contemporary issues in adult education*. San Francisco, CA: Jossey-Bass. ISBN-978-0-470-87356-4 (pbk). (When using this text, pay attention to the Sources section beginning on p. ix. The details of the source material and dates of publication are not included within the chapters- so, for example, the first two chapters are originally from 1926 and 1933 respectively).

Goleman, D. (2000). *Working with emotional intelligence*. New York, NY: Bantam. ISBN-10: 0553378589

Foucault, M. (1977). *Power/knowledge: Selected interviews & other writings*. New York, NY: Pantheon. ISBN-10: 039473954X

Required article:

Shea, J. J. (2003). The adult self: Process and paradox. *Log of Adult Development*, 10(1), 23-30.

Technical Support

For technical support, contact our help desk at

tchelpdesk@smumn.edu

<http://www2.smumn.edu/helpdesk/>

612-728-5100; option 65

800-372-8176 x7800

x7800 on campus

Teaching Methods

Role-plays, readings, small and large group discussions, online discussions, online research, lectures, experiential activities, reflections, and written assignments.

Topical Course Outline and Activities

Course Dates	Face to Face/Online	Topics	Instructional Activities & Assignments
Begins 8/30/21 MOD 1	Online	Be prepared to discuss: <ul style="list-style-type: none"> ● Reproduction, Contestation, and Curriculum. ● Commodification of Culture. ● Concept of power and power in organizations ● Two Lectures 	Understand communication and power in organizations. ZOOM- (videoconference) Q & A 8/30- 6 pm-Central (And recorded) Read analyze, synthesize, and evaluate Chapter 1-3 Apple and Chapter 5 in Foucault. View Video Apple 1, 2, & 3 and Video Foucault 1. Divide up all and complete Google Doc 1 Questions and responses- DO a FLIPGRID intro Select Chapters for Presentations from Merriam and Grace

Begins Sept 5 SUNDAY MOD 2	Online	Be prepared to discuss: <ul style="list-style-type: none"> ● Class, Culture and the State. ● Commodification Returns. ● Education and Political Work. 	Understand ideology and organizational cultures, symbolism and truth. Read, analyze, synthesize and evaluate Chapters 4-6 Apple. View Apple Video 4, 5, 6. Complete discussion questions and responses- Google Doc 2. WED 9/8 @ 10am Central Office Hours Zoom
Begins Sept 12 SUNDAY MOD 3	Online	Be prepared to discuss: <ul style="list-style-type: none"> ● Dialoguing, Discussion, and Reflection as a part of learning ● Setting the stage: A Council of Leaders (the Dialogue/Leadership Council) ● The Nature of Collective Thought ● The Problem and the Paradox ● The Observer and the Observed ● Suspension, the Body and Proprioception ● Participatory Thought and the Unlimited ● Dialogue Council (1) ● Communities of Discourse 	Read analyze, synthesize, and evaluate Bohm: ALL- View Bohm Video. Complete questions Bohm Google Doc 3. Video Sharing Dialogue Council Meeting 1
Begins Sept 19 SUNDAY MOD 4	Online	Be prepared to dialogue on: <ul style="list-style-type: none"> ● Truth & Power ● Power & Strategy ● The Eye of Power ● Defining a Field: Foundations of Adult Education ● Symbolic Action. ● Dialogue Council (2) 	Demonstrate how to manage with power. Read, analyze, synthesize and evaluate Chapter 6-8 in Foucault. Read Merriam & Grace -Part 1 (Chapters 1-7) View Video Foucault 2. Complete CANVAS discussion -Synthesis on Power. Video Sharing Dialogue Council Meeting 2.

Begins Sept 26 SUNDAY MOD 5	Online	<ul style="list-style-type: none"> ● Beyond Expertise ● Personal Mastery ● People Skills ● A New Model of Learning ● The Emotionally Intelligent Organization ● Dialogue Council (3) 	<p>Read analyze, synthesize, and evaluate Goleman: All Chapters. Complete CANVAS discussion "A Day in the Life," Video Sharing Dialogue Council Meeting 3.</p> <p>Outline of Final Paper Due</p>
Begins Oct 3 SUNDAY MOD 6	Online	<ul style="list-style-type: none"> ● What is an Adult? ● Process & Paradox ● Actualization and Reflection ● Positioning Adult Ed in a Global Context ● Adult Ed's Constituencies and Program Areas: Competing Interests? ● Dialogue Council (4) 	<p>Read, analyze, synthesize and evaluate Shea. View Shea Video. Be reading analyzing, synthesizing and evaluating Merriam & Grace Parts 2 & 3. Do Shea Discussion and responses. Video Sharing Dialogue Council 4. Gathering Q&A and Mid Term exam via Zoom 10/3 Sunday @5pm Central</p>
Begins Oct 10 SUNDAY MOD 7	Online	<p>Positioning Adult Ed in a Global Context Adult Ed's Constituencies and Program Areas: Competing Interests?</p>	<p>Read analyze synthesize and evaluate Merriam & Grace Parts 2 & 3. Groups 1 & 2 Present-Teamwork Evals due. Responses to presentations.</p>
Begins Oct 17 SUNDAY MOD 8	Online	<p>The Changing Landscape of Adult Learning New Discourses Shaping Contemporary Adult Ed</p>	<p>Read analyze synthesize and evaluate Merriam & Grace Parts 4 & 5. Groups 3 & 4 present Responses due Final Paper due 10/24. Closing Teamwork Evals due</p>

Course Time Standards

Contact hours per credit: 13, Outside study by student per credit: 39. Total time in hours per credit invested by the student in class meetings, online instruction, and outside study: 52

Synopsis of Assignments:

Assignment One: Canvas Sessions (Google Docs-Discussions) Weeks 1, 2, 3, 4, 5, 6, 7, 8.

Objectives 1, 2, 3, 4, & 5 During student presentation weeks, responses to these presentations will be what is credited. If you are a presenter you are also facilitating discussion. SEE Assignments All (in assignments tab) for details of effective contributions.

4 points each- Weeks 1-8. Total 32 points

Assignment Two: Dialogue Council and Leadership Development Sharing (12 points total)-
Objectives 1, 3, 4, & 5.

The Dialogue Council is a video recording that each student makes during a week. Make a video recording using the Canvas tool of about 2 minutes. This should be posted by Saturday.

It is meant to be a personal reaction to the dialogues and other course work experiences that follow Bohm's ideas for doing dialogue. APA is not required. What has this work made you think about? There are five video dialogue sharing meetings listed. Here are some things that could be a part of postings.

- a) Dialogue and communication
- b) power in action
- c) the Emotional Competence Framework,
- d) relative to the framework- your strengths, weaknesses, and learning during this period of time,
- e) your reactions to the dialogue/leadership councils,
- f) how they all relate to your ongoing development and understanding.

Total (6 entries- 2pts each) 12 points

Assignment Three-Teaching Topics Presentation: Objectives 1, 2, 3, & 5
Synthesis Projects EDD810BL Power in Practice: Sessions 7 & 8.

- Presentation One MOD 7: (Part Two- Chapters 8-13 Positioning Adult Education in a Global Context)
- Presentation Two MOD 7: (Part 3- Chapters 14-19 Adult Education's Constituencies and Program Areas: Competing Interests?)
- Presentation Three: MOD 8 (Part 4 Chapters 20-25 The Changing Landscape of Adult Learning)
- Presentation Four MOD 8: (Part 5 Chapters 26- 30 New Discourses Shaping Contemporary Adult Education)

Develop an effective and facilitate an asynchronous class discussion and activities (not real time – built in Canvas) that explore these subjects in depth. This work should take your

colleagues *no more than an hour to do- presentation and interaction* Use Instructional Technology as a resource.

Use what you know about adult learning and effective communication. Use multiple channels, symbol systems, and representations. At the core should be views of the relationships between truth, knowledge, power and communication. 1) Create a presentation and 2) facilitate discussion/activities

Use the readings to inform your project and discussion. **NOTE: You will also turn in a rating form of team member's or partner participation which will affect individual grades.**

What are the key points in the readings? Why are they key points? What surprised you?

Highlight and share these.

In what ways do these concepts relate to other readings in the class?

Using: the concepts, ideas and understandings from the chapters, the concepts understandings and ideas from other class materials, and outside peer reviewed materials:

Apply these concepts to real situations that you know about. (In other words, use examples)

Present this comprehensive synthesis and analysis. Criterion:

- Key points from Chapters and correct citations (Merriam & Grace) (10 points).
- Integration of other class materials and other sources and correct citations (10 points).
- Appropriate and thorough application to a real situation or situations (10 points).
- Clarity, effectiveness, comprehensiveness of synthesis, analysis, and communication (10 points).
- TOTAL 40 points

Assignment Four and Five- Power in Practice Outline and Paper: Objectives: 1, 4 & 5

Write an academic paper based on a real organization, in which you can see the dynamics of power and communication in play. This paper should be 10-12 pages in length, APA required. You may seek relevant outside materials in peer reviewed journals, but the class materials should provide the main conceptual bases for your paper. This paper requires synthesis and application. Understanding key concepts from each of our authors and readings, synthesis of the materials and application to a real context is required. **What concepts described by our authors and discussed in our course work, do you see in action at this organization? Based upon your synthesis what changes should be considered?**

Your analysis should include concepts of power and society, power in organizations, personal manifestations of working with power, and how education relates to and is used as a part of all of these. As you structure the paper, consider the following:

- Ideology and culture, symbolism and truth. (Apple, Foucault, Bohm, Merriam & Grace)

- Formal authority, power structure, education, politics and communication networks. (Foucault, Apple, Merriam & Grace, Goleman, Shea)
- Individual attributes as sources of power (Goleman, Shea, Apple)
- How these concepts relate to each other and to communication in organizations
- A recommendation for change based on the above
- Changes you note in yourself in response to the work

Criteria 12 points each: *(The degree to which each of these were met)*

1. Comprehensiveness- depth of understanding demonstrated: Use of concepts, descriptions, and resources and examples
2. Relevance and applicability of concepts and descriptions to the organization
3. Integration, analysis, synthesis, logic, recommendations
4. Description/reflection on your personal learning in this process
5. Clarity of presentation and analysis-includes APA

Total 60 points

Outline 2 points; Outline Due MOD 5 Final paper due 10/24 11:59pm

Assessment:

Course objectives will be demonstrated through the content of the six assignments. All assignments will be expected to incorporate the readings into the application and demonstrate an understanding of the topic of each assignment, which is based upon the course objectives.

Each assignment will be evaluated based upon the extent to which the course objectives are demonstrated in the assignment.

Scoring Summary:

Power in Practice paper	60
Teaching Topics Project	40
Dialogue Council Sharing	12
Canvas/Google/Discuss	32
Total possible	144

Grading Summary

144-129.6	A
129.5-115.2	B
115.1- 100.8	C
100.7- and Below	NC

Grading Policy:

The final course grades will be assigned according to the following scale:

90% - 100%	A
80% - 89%	B
70% - 79%	C
<70%	NC

Grading Policy:

The final course grades will be assigned according to the following scale:

90% - 100% (250-225)	A
80% - 89% (224-200)	B
70% - 79% (199-175)	C
<70% (174 and below)	NC

Instructional Methods:

This course will be taught in a “learner centered” approach. Students will be expected to participate in dialogues and to offer ideas without fear of being “right or wrong.” The goal of this approach is to allow students to learn from each other as well as from the instructor and the texts. Later material in the course builds upon what has come before.

Students must be “present” in class for this approach to work. If you are absent, not only are you infringing on your education but also on the education of your classmates by not providing your perspective to the other students. Timeliness is essential in the blended format. Work is due on the dates assigned. Any variation needs to be approved by the instructor *in advance*. **If approved**, scores for late work are generally reduced by 10% per week late- or a percentage equal to whatever portion of a week it is late. Late posting to online work (discussion boards- Google docs etc) impacts the learning of all students. **Late postings will not receive credit**. Incomplete grades are meant to be used only in unusual circumstances and must be requested in writing and approved by the instructor in advance of course ending date.

The role of the instructor is to guide the thinking of the students as a facilitator of learning. The process of learning takes place in the mind of each and it will be the goal of the instructor to provoke that learning using appropriate teaching techniques.

This teaching method is framed within the Lasallian Educational Mission and its values.

Student Ratings of Teaching and Learning

Students are expected to provide feedback about teaching and learning in the course. Please check your SMU email near the end of the course for a link to an online rating form that records responses anonymously.

University Conduct and Academic Policies

See the course Canvas site for a direct link to all University policies.

Writing Center and Library Services

See the course Canvas site for a direct link to all University policies.