ED 6168 - Applied Ethics for the Education and Training of Adults

July 2 - August 8, 2024 Summer Term D
Asynchronous Delivery (Brightspace D2L)

UNB
EST. 1785
UNIVERSITY OF NEW BRUNSWICK

TERRITORIAL ACKNOWLEDGEMENT:

We recognize and respectfully acknowledge that all UNB course interactions take place on the unsurrendered and unceded traditional lands of Wolastoqiyik (Maliseet). This territory is covered by the Treaties of Peace and Friendship which the Wolastoqiyik (Maliseet), Mi'kmaq and Passamaquoddy peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Wolastoqey (Maliseet), Mi'kmaq and Passamaquoddy title and established the rules for what was to be an ongoing relationship between nations.

Photo: Nate Gaffney

MEET YOUR INSTRUCTOR

khaines@unb.ca

Hello! And welcome to ED 6168: Applied Ethics for the Education and Training of Adults Summer 2024. My name is Kendra, and I will be your instructor for this course. I have been facilitating classes at the undergraduate and graduate levels at UNB since Fall 2017 for both the Faculty of Education and the Faculty of Management.

My areas of research/teaching speciality lie in adult development, the transition to adulthood, conceptions of adulthood (how youth construct their understanding of what it means to be an adult), the #adulting phenomenon, precarious employment and union learning. My areas of facilitation include adult learning, methods and strategies of facilitating adult learning, distance education, online education, educational / instructional technologies and data visualization.

COURSE DESCRIPTION

ED 6168 explores various types of conflicting situations and ethical dilemmas relevant to educators and trainers in corporate, workplace, and post-secondary settings. Participants may use their own contexts for analyzing difficult dynamics and reaching a decision using applied ethics strategies.

COURSE DELIVERY

ED 6168 is an asynchronous instructor-paced, term-based class delivered through the Brightspace Leanring Management System (D2L: lms.unb.ca). Access to reliable Internet and a computer, laptop, or tablet is required.

COURSE OBJECTIVES

Key learning objectives will structure our course this session:

- Learn about ethical practice
- Learn about the purpose and nature of reflective practice as it relates to your profession.
- Explore ethical standards in the field of adult education
- Evaluate ethical dilemmas using the EDM model
- Develop a framework / code of ethical standards for adult educators
- Develop a case study to further your understanding of ethical standards within adult education.

ACCESSING THE COURSE

This course is delivered as an asynchronous course using Brightspace LMS. We will have OPTIONAL synchrionous sessions on Thursdays from 7:00-8:00pm to gather together as a learning community to socialize and/or discuss course content.

It is the students responsibility to have adequate and consistent technology (hardware, software and internet) access to complete the course.

TEAM MEETING DETAILS

Please download the desktop application of Teams for Work through the UNB M365 Portal (you will not be able to connect to our class Team using the personal version of Teams included in Windows 11) or the mobile device client.

TEAMS SUPPORT

New to Teams? Visit the ITS Microsoft 365 Resources Site for more information on how to install and use Microsoft Teams.

https://unbcloud.sharepoint.com/sites/M365/SitePages/

REQUIRED READINGS

In ED 6168 we will be using (below) as our primary text:

Brockett, R. G., & Hiemstra, R. (2004). Toward ethical practice. Krieger.

The text is available for purchase through the UNB Bookstore for approximately 55.00$. You may also find used copies through Amazon or other online resellers. There is one copy on 2-day loan at the HIL. Additional required readings will be available through the UNB HIL Reserves.

Optional readings (Take Your Learning Further) will be available through the HIL to support your development and exploration of the topics in ED 6168.

COURSE GUIDELINES

Along with the general University and Departmental regulations (ie: Faculty of Education Graduate Student Handbook, School of Graduate Studies Graduate Manual) regarding your participation in this course (plagiarism, etc.) I would like to provide a few guidelines for us to keep in mind as we progress through the course.

ADJUSTMENTS TO ASSIGNMENTS, SCHEDULE, AND SYLLABUS

The syllabus is a guide. Circumstances and events, such as student progress, copyright provisions, and content access may make it necessary for the instructor to modify the syllabus during the semester. The scope, timing, and due date/time of any assignments, projects, or any other required work may be adjusted by the instructor as needed to maximize learning opportunities for students and/or better serve the goals of the course. The syllabus may likewise be modified at the discretion of the instructor. Any adjustments will be communicated to students in class, on D2L, and through Email with as much advanced notice as possible.

ONLINE DISCUSSION FORUM

I expect you to participate in all discussion forums in this course. Participating in our discussion forums is a critical component of the communicative and emancipatory nature of transformative learning. Discussion, weekly activities, and personal exploration will form the basis of our learning experience. The online space presents a unique opportunity and unique challenges for facilitating communicative and emancipatory learning.

Consistent participation in the weekly discussion forums is a requirement of ED 6168. Not participating is the same as not attending class. Your particiation in the discussion forums should be evenly spread over the course of the discussion week and you should be engaging with your peers (responding to them, asking clarifiying questions….). Some discussion forums will include small group work.

DISCUSSION ETIQUETTE

- Check the discussion forum frequently and respond appropriately and on topic.
- Use appropriate sentence case and capitalize additional words only to highlight a point. Capitalizing otherwise is known as shouting in online forums.
- Be respectful in your online interactions.
- Cite all quotes, references and sources, this way everyone can have access to the information.
- Ask permission before forwarding a class message to someone outside of the class
- Using humor is good, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticisms or flaming (angry, antagonistic criticism)
- The class discussion area is not an appropriate place for forwarding ads, chain letters, or other unrelated email

Discussion forums are a part of our learning experience and our learning environment. University wide academic regulations apply here.

LANGUAGE

All language for this course must be non-racist, non-sexist, non-homophobic. How a paper or discussion post is written and what it says are not separate issues, but rather components of the whole. This classroom will be conducted in way that values mutual respect. I encourage your active participation and welcome respectful discourse and reasoned debate. It is important to refrain from language and conduct that demonstrates a lack of respect for anyone's race, class, gender identity or expression, sexuality, culture, beliefs or abilities.

RESPECTING OUR FELLOW LEARNERS:

We are a diverse group of learners and we each bring our own knowledge and experience to the class. I hope that we can create a dynamic and supportive learning environment. To that end, I would ask that we treat each other respect in our interactions. We all have something to contribute. I encourage reflective practice for this course and encourage you to bring your experiences to the discussions. However, while sharing your experience is welcome, please try to avoid making the discussions overly personal. *Note that reflection is more about how something makes you think rather than how something makes you feel.*

- You do not need to share anything about yourself that you do not wish to. No one is to pressure others to share private information.
- Please ensure that what you are sharing is relevant to the topic.
- Anything shared during this course is **confidential** and must not be shared with persons who are not members of the class.

PRONOUNS

Chosen Names and Personal Pronouns: Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns, for example: they/them/theirs, ze/zir/zirs, etc. Rosters do not list gender or pronouns so you may be asked to indicate the pronouns you use so that I don't make assumptions based on your name and/or appearance/self-presentation (you are not obligated to do so). If you use a chosen name, please let me know. Chosen names and pronouns are to be respected at all times in the classroom. Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not however, tolerate repeated comments which disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen name and personal pronouns may evolve over time, so if at any point during the semester you would like to be addressed differently, please let me know.

We have an opportunity in this class to hear from people with different viewpoints and open some lines of communication about difficult or emotional topics. All opinions are welcome, as long as they are grounded in the evidence and presented respectfully. I reserve the right to manage, intercede, side-line, or stop a conversation if it is leading us too far off track or if it is disrespectful to others.

I'm (Professor) Kendra, and I use the pronouns she, her and hers. Pronouns are the parts of speech we use to refer to someone instead of their name. Using the right pronoun, like using someone's correct name, is a way to show respect."

The best means of contacting me is through email at khaines@unb.ca. I do not have office hours, per se as we are all working virtually. If you want to meet with me I am happy to do so through Teams at a time that is suitable to both of us.

I will respond to regular emails and course inquiries regularly throughout the week. Emails sent after 3:00pm Friday may not be addressed until the following Monday.

These are the initial guidelines that I propose for this course. I will monitor 'the workings' of these guidelines as we progress through the course and will be amenable to adding or changing them if we feel such changes are necessary to facilitate our learning.

PLAGIARISM AND ACADEMIC OFFENCES

The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism as well as cheating and other academic offences. Plagiarism includes:

1. Quoting verbatim or almost verbatim from any source, including all electronic sources, without acknowledgement;
2. Adopting someone else's line of thought, argument, arrangement, or supporting evidence without acknowledgment;
3. Submitting someone else's work, in whatever form, without acknowledgment;
4. Knowingly representing as one's own work any idea of another.

Examples of other academic offences include:

1. Cheating on exams, tests, assignments or reports;
2. Impersonating somebody at a test or exam;
3. Obtaining an exam, test or other course materials through theft, bribery, collusion, purchase or other improper manner;
4. Submitting coursework that is identical or substantially similar to work that has been submitted for another course;
5. And more as set out in the academic regulations of the School of Graduate Studies Calendars (Section 15: https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/academic-offenses.html offenses.html)

USE OF GENERATIVE AI (IE: CHATGPT, PERPLEXITY.IO, GRAMMARLY AI) AND THE USE OF AI PARAPHRASERS/GRAMMAR CHECKERS (IE: QUILBOT, GRAMMARLY, WORDTUNE)

Generative AI tools may be used to assist in students' understanding of course content or in their completion of coursework for this class. However, if students choose to use generative AI to help with their coursework, they must be sure to cite any AI-generated content according to the relevant citation format.

When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of the conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).

Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter. It is a violation of university policy to misrepresent work that you submit or exchange with your instructor by characterizing it as your own, such as submitting responses to assignments that do not acknowledge the use of generative AI tools. Please feel free to reach out to me with any questions you may have about the use of generative AI tools before submitting any content that has been substantially informed by these tools.

In the field of education, we use the APA 7th Edition (American Psychological Association) Style Guide for referencing and citations [https://apastyle.apa.org]. There have been several important updates from APA 6th Edition that you should take note of.

As well as information on how to cite materials for an academic paper, the full APA guide provides information for all elements of academic writing from the purpose of an introductory paragraph to how to craft a sentence. Academic writing is an important part of your academic work so I recommend that you give some thought and some time to these resources. Like many things, writing is a skill that can be learned and bettered with practice. I am happy to help you with that.

WRITING AND STUDY SKILLS SUPPORT

UNB's Student Affairs and Services provides many coaching and mentoring services to assist with writing papers, effective study methods, and other skills development related to student success: http://www.unb.ca/fredericton/studentservices/academics/index.html

To contact the Writing and Study Skills Support Centre: WSS@UNB.CA The Harriet Irving Library also has a series of guides and documents to help you guide APA 7th Edition as well as issues surrounding plagiarism: https://guides.lib.unb.ca/guide/179

Note: Your instructor strongly recommends using the Writing and Study Skills Support Centre for writing support versus the use of Generative AI tools when feasible. Please do not leave requests for assistance from the WSS Centre to the last minute as they may not be able to accommodate your schedule.

SERVICES FOR STUDENTS WITH DISABILITIES

If you are a student with a disability of any type (physical, mental, learning, medical, chronic health, sensory; visible or invisible) you are strongly encouraged to register with the UNBF Student Accessibility Centre (SAC) so that you may receive appropriate services and accommodations. Once you are registered with SAC, I will be notified via the UNBF SAC Accommodation Letter of your specific accommodations. If you would like to discuss your particular needs with me, please book a time for a confidential appointment. http://www.unb.ca/fredericton/studentservices/academics/accessibility/

CLASS RECORDING AND COPYRIGHT

Classes will not be recorded or stored for future use / review. It is your responsibility to attend class. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. Students may not create audio recordings of classes with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record lectures. Students creating unauthorized audio recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

STILL LOOKING FOR ANSWERS? CHECK YOUR STUDENT HANDBOOK!

- Education Graduate Student Handbook

Still can't find the answers? Email Kendra and we will find ansers!

LIBRARY SUPPORT

The Harriet Irving Library (HIL) is the main library on campus that is accessible to students both on and off campus (eBooks, eJournals, other electronic resources). To access the library holdings, you will need to use your UNB user account. This is where you will also be accessing course readings and resources. Distance Education students living in Canada are eligible for delivery of books from the UNB collection to their home address free of charge.

The library has several subject and course guides available to students based on their area of study. They maintain a subject guide page for adult education students that contains links to the most commonly accessed library resources, as well as resource videos to help you navigate the library system. You also have access to our education research librarian Marc Bragdon (mbragdon@unb.ca). Please don't hesitate to contact him when you are researching for your assignments. He is available to help you through the process.

The library research desk, located in the library commons, can help you to develop your research strategy for any paper you may be writing. You can visit them in person, or give them a call at (506) 453-3546 or email: askus@unb.ca .

TECHNICAL SUPPORT

Information Technology Services (ITS) Help Desk: 457-2222, itservicedesk@unb.ca at the Harriet Irving Library Learning Commons.

SUBMISSION OF ASSIGNMENTS

Assignments and supporting work should be submitted via D2L **unless otherwise noted** (large video and/or audio files may need to be securely dropped through Teams). Please submit all written assignment as word documents (.doc or .docx) or as a .pdf file. Please use APA and remember to provide citations for your resources. Please do not submit assignments as a link from your OneDrive – this does not always guarantee access to the instructor.

LEARNING OPPORTUNITIES & ASSESSMENT

1. **Discussion Forums / Discussion Participation Reflection [Individual] (40%)**
2. **(Adult) Educator Code / Standards for Ethical Practice [Group of 4 max] (20%)**
3. **Group Ethical Dilemma + Discussion Facilitation [Group of 4 max] (25% + 15%)**

DISCUSSION FORUMS PARTICIPATION / DISCUSSION SELF-ASSESSMENT PARTICIPATION AND LEARNING REFLECTION (40%)

ONGOING THROUGH COURSE (Discussion forums participation)
DUE August 8, 2024 (Reflection and Self-Assessment of Participation and learning reflection)

Each week discussion prompts based on our course readings will be posted in the discussion forum in Brightspace. Either as a large group or in smaller groups you will discuss the prompt integrating your current knowledge, your understandings from our required readings suplemented by optional course readings and self-directed research when applicable. Learners are expected to engage with their peers by responding to their posts. As this are our primary learning activity each week, your participation is expected to be consistent throughout the week. Please refer to the discussion forum assessment guide at the end of the syllabus to help you determine your level of participation.

Submit a 2-3 page (max) single spaced reflection on your discussion participation and reflection on your learning in ED 6168 at the end of the course. Ensure you provide a rationale supporting your self-assessed grade.

(ADULT) EDUCATOR CODE / CODE OF PRACTICE / STANDARDS FOR ETHICAL PRACTICE [GROUP OF 4* MAX] (20%)

DUE July 22, 2024

In week 2 we will be discussing Adult Educator Code / Standards for Ethical Practice. As a group (no more than 4), you will collaboratively develop an (Adult) Educator Code / Standards for Ethical Practice framework. On July 22, 2024 you will submit a copy to the Assignment box and post a copy in the sharing forum - (Adult) Educator Code Sharing - so your peers can view and comment on your (Adult) Educator Code / Standards for Ethical Practice framework and a copy to the Brightspace Assignment Dropbox (to be created once groups are established).

ETHICAL DILEMMA CASE STUDY/SCENARIO [GROUP OF 4* MAX] (25% + 10%)
DUE July 29, 2024

This Assignment has three parts:
1. Development of an ethical dilemma case study / Scenario
2. Moderating and Facilitating a discussion forum for your case study throughout the week
3. Providing your response to the forum participants (how you would have evaluated the scenario)

As a group, you will develop a case study exploring an ethical issue related to your own professional practice. Your case study/scenario may vary in length, however it should be roughtly 2 pages (max), single spaced. Create a series of guiding questions 3-4 to present to your peers who will use them to guide their discussion and analysis of the case study.

Once you have completed writing your group Ethical Dilemma Case Study / Scenario with questions develop a 1-2 page (max) single spaced response (aka "answer key" to it, answering the questions posed within the case study, drawing upon course readings where applicable.

The case study/scenario should:
- Present an ethical issue related to your own practice as (adult) educators (consider the broad context of all areas where adult education takes place)
- Include 3-4 questions to engage peers (guiding questions)
- Requires your peers to draw upon the theory discussed within this course;
- Be written in an accessible way (i.e., explanations are provided for occupational or technical jargon); and
- Be written in such a way that there is no identifying information (i.e., names are changed, company/ institution names are fictitious, etc).
- The case study is not an academic paper (i.e., no APA citations are required - unless direct quotes, case law, or. other documents are used) and should be written in an accessible manner (i.e., understood by all) and free of spelling errors.
- Your case study / scenario can be presented to your peers in an alternative format: podcast, video, narrated power point, branching scenario presentation….). If you have another idea you'd like to explore, please let me know so we can discuss to ensure it is compatible with Brightspace and accessible to all learners.

During the week of July 30 - August 5, 2024, each group will 'monitor' their own forum where their peers*** will respond to the scenario.

Each group member will submit a max 1 page (single space) self-assessment of their participation in the development of the Ethical Dilemma / Case Study and discussion forum facilitation / moderation by August 8, 2024.

*** The number of case studies students will respond to will be determined at the end of the second week as it will depend on the number of groups and final enrolment in the class.

COURSE TIMELINE (SUBJECT TO CHANGE)

July 2 - 8

Chapter 1: What is ethical practice? (from course textbook)

Chapter 2: A model for ethical decision making (from course textbook)

Pratt, D.D. (2004). Chapter 8: Ethical Reasoning in Teaching Adults. In. M. W. Galbraith (Ed.) Adult learning methods: A guide for effective instruction, 3rd Edition, (pp. 165-177). Krieger Publishing Company. (In HIL Electronic Course Reserves)

July 9 - 15

Chapter 6: Codes and Standards for Ethical Practice (from course textbook)

Gordon, W. & Sork, T.J. (2001). Ethical Issues and Codes of Ethics: Views of Adult Education Practitioners in Canada and the United States, Adult Education Quarterly, 51(3), 202-218. (In HIL Electronic Course Reserves)

Ianinska, S., & Garcia-Zamor, J.-C. (2006). Morals, Ethics, and Integrity: How Codes of Conduct Contribute to Ethical Adult Education Practice. Public Organization Review : A Global Journal, 6(1), 3–20. (In HIL Electronic Course Reserves)

July 16 - 22

Chapter 3: Ethical Issues in Pracitce (from course textbook)

Chapter 7: Creating an ethical environment (from course textbook)

Murray, H., Gillese, E., Lennon, M., Mercer, P. and Robinson, M. (1996), Ethical principles for college and university teaching. New Directions for Teaching and Learning, 1996: 57-63. (In HIL Electronic Course Reserves)

Assignment: Group Ethical Code / Standard of Practice Due: July 22, 2024

July 23-29

Chapter 4: Common concern - five ethical dilemmas (from course textbook)

Chapter 5: Responding to ethical dilemmas (from course textbook)

Caffarella, R.S. (1988). Ethical Dilemmas in the Teaching of Adults. In R.G. Brocket (Ed). Ethical Issues in Adult Education (pp. 103 - 117). Teachers College Press. (In HIL Electronic Course Reserves)

July 30 - August 5

Assignment: Group Ethical Dilemma Posting of Ethical Dilemma Due July 29 in Disussion Forum

This week you will 'present', faciltiate and monitor, the discussion of your group ethical dilemma case study / scenario.

On August 5, 2024 post your groups "solution" to the discussion forum. We will review these during our lasst days together.

Each group member will submit a max 1 page (single space) self-assessment of their participation in the development of the Ethical Dilemma / Case Study and discussion forum facilitation / moderation by August 8, 2024.

No readings

August 6 - 8
Reflections & Course Wrap-Up

Chapter 8: Ethical Practice - Some Concluding Thoughts

Assignment: Discussion Particiation Reflection and Reflection on Learning Due August 8, 2024

DISCUSSION FORUM ASSESSMENT GUIDE

Grading participation in a discussion is always subjective, here is what an A student's participation would look like:

1. Promptness and initiative: The A student consistently initiates and/or responds to postings daily during the discussion period and demonstrates good self-initiative.
2. Delivery of post: The A student consistently makes grammatically correct posts with rare misspellings.
3. Relevance of post: The A student consistently posts topics related to discussion topic; cites additional references related to topic.
4. Expression within the post: The A student expresses opinions and ideas in a clear and concise manner with obvious connection to topic.
5. Contribution to the learning community: The A student is aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic.

Criteria	F/D	C	B	A
Frequency	Does not participate	Participates 1-2 times .	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week.
Initial Posting	Does not post	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.
Follow-up Postings	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely with peers.	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic of the week and connects to previous weeks.

OVERALL COURSE GRADE SCALE GUIDE

A+	95	It is reserved for exceptional work that greatly exceeds course expectations on every criterion.
A	90 - 94.9	A mark of this order suggests a very high level of quality on every criteria used for evaluation. Work deserving of an A is distinguished in virtually every aspect.
A-	85-89.9	It is awarded when the quality of work is generally high, but uneven.
B+	80 - 84.9	It will be awarded if the work shows adequate and accurate understanding and analysis, and goes beyond what was provided, but is careless or sloppy in its presentation.
B	75 - 79.9	This grade will be assigned if the work has more significant problems and is sloppy and careless.
B-	70 - 74.9	This grade will be assigned if the work has significant problems, and shows little or no evidence of initiative or depth of understanding.
C	60 - 69.9	A mark below 69% will be assigned to work that is more seriously flawed, e.g., lack of attention to requirements or superficial representation or evaluation of course content.The quality of the work is inconsistent, and the product contains grammatical and structural problems.
D	50 - 59.9	Demonstrates a limited awareness of issues related to the course subject. May use appropriate terminology but does not provide adequate illustration and support from class work and readings. There is no demonstrable sense of the range of issues in the field. The work is not professionally written and/or presented.
F	0 - 49.9	Demonstrates considerable lack of awareness of a range of issues related to adult education. There are severe misconceptions of key ideas. There is the appearance of a general lack of preparation. The work is not professionally written and/or presented.