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| **Learning Resources in Adult Education**  **ADED 4010 – Tentative Syllabus**  **Auburn University**  **Department - Educational Foundations, Leadership, and Technology**  **College of Education** |

1. **Course Number: ADED 4010**

Course Title: Learning Resources in Adult Education

Credit Hours: 3 semester hours

Pre/Co-Requisites: Junior standing or above; or Departmental approval

1. Term: Spring 2016

Class Time: Tuesdays, 1 to 3:50 PM

Location: HC 2461 or HC 3430 Lab #1

Professor: Dr. Leslie Cordie

Office: Haley Center, Room 4095

E-Mail: [lesliecordie@auburn.edu](mailto:lesliecordie@auburn.edu)

Telephone: (334) 844-3089

Office Hours: TBA – anytime by appointment

1. **Required Text:**

*Best Practices for Teaching with Emerging Technologies* (2012) by Michelle Pacansky-Brock; ISBN-13: 978-0415899390 or ISBN-10: 0415899397; Routledge

Web site <http://teachingwithemergingtech.com/>

Other resources and readings may be made available online or through eReserves and the Library.

1. **Course Description:**

Selecting, developing, utilizing, and evaluating instructional resources and technology for teaching the adult learner.

1. **Course Objectives:**

Upon completion of this course, students will be able to:

1. Select and utilize appropriate instructional resource materials for area of specialization
2. Operate and maintain commonly used audio/visual equipment for teaching; analyze back-up options
3. Develop and present appropriate training resources related to instructional technologies
4. Design and produce a distance learning session
5. Create an educational video session
6. Review, evaluate, select, and utilize appropriate software for developing instructional materials
7. **Course Philosophy:**

A variety of teaching techniques and strategies are employed in the instruction of this course. The principal methods to be utilized include, but may not be limited to lectures, videotapes, visual aids, development experiences, and group discussion. This is a professional education course in adult education. All participants are considered adults and are expected to not only study but also practice andragogy - to take responsibility for their learning. Thus the participant is expected to contribute to the class by participating and to be collaborative and supportive of all members of the learning setting. Adult education is not a place for passive learning but a place to explore, take risks and grow.

1. **Course Content / Schedule:**

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| **Session** | | **Date** | | **Topic/Assignments/Readings** |
| 1 | | Jan 19 | | Review syllabus and course requirements;  Introductions |
| 2 | | Jan 26 | | Instructional Resources – Criteria and Selection  Chapter 1 |
| 3 | | Feb 2 | | Role of Instructional Resources in Teaching the Adult  Chapter 2 |
| 4 | | Feb 9 | | Development of Training Resources  Chapter 3 |
| 5 | | Feb 16 | | Procuring Instructional Resources  Chapter 3 |
| 6 | | Feb 23 | | Design Considerations in Teaching and Training  Chapter 4 |
| 7 | | Mar 1 | | Evaluation of Instructional Resources |
| 8 | | Mar 8 | | MIDTERM |
|  | | Mar 15 | | Spring Break |
| 9 | | Mar 22 | | Presentations - Selection of Instructional Resources  Chapter 5 |
| 10 | | Mar 29 | | Educational Video Sessions – Design and Production  Chapter 6 |
| 11 | Apr 5 | | Distance Learning Instruction  Chapter 7 | |
| 13 | Apr 12 | | Developing Individualized Instructional Units | |
| 14 | Apr 19 | | Teaching – Learning Presentations | |
| 15 | Apr 26 | | Teaching – Learning Presentations | |
| 16 | TBD | | Final Exam as Scheduled by the University | |
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1. **Course Requirements**

**Undergraduate Requirements**

1. Read all assigned materials
2. Complete a Midterm and Final Examination
3. Participate in all class discussions and activities/exercises. Participation assumes attendance or logging in to an online course
4. Develop a media-supported teaching-learning session 20 minutes in length.
5. Create an evaluation assessment.
6. **Evaluation**

**Undergraduate final grading:**

1. Midterm Examination – 20%
2. Final Examination – 25%
3. Participation/Activities/Exercises/Discussions – 15%
4. Media-supported Teaching-Learning Session – 40%

The following grading scale will be used:

90-100% / 90 – 100 points = A

80-89% / 80 – 89 points = B

70-79% / 70 - 79 points = C

60-69% / 60 – 69 points = D

Below 60% / Below 60 points = F

1. **Class Policy Statements:** 
   1. **Absences/Inactivity in Online Class** - You are expected to attend all class meetings or login to the online class regularly and participate in all exercises and requirements as scheduled. It is your responsibility to contact me if assignment deadlines are not met. You are responsible for initiating arrangements for missed work.

Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences.

Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be specified by instructor.

* 1. **Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 334 -844-2096 (V/TT).” Please visit their web site at: <http://accessibility.auburn.edu/>
  2. The [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) rules and regulations pertaining to Academic Honesty will apply to this class.
  3. **Professional Classroom Behavior** - As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality