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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 2017

Class Time: Tuesdays/Thursdays, 11 AM to 1220 PM

Location: HC 3430 – Learning Resources Center

Professor: Dr. Leslie Cordie

Office: Haley Center, Room 3066

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

Telephone: (334) 844-3089

Office Hours: T/TH 1-3 PM; 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 and develop alternative options for a variety of settings and learners
3. Develop and present appropriate training resources related to instructional technologies
4. Analyze components of 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/Readings** |
| 1 | | TH Jan 12 | Review syllabus and course requirements;  Introductions |
| 2 | | T Jan 17 | Instructional Resources – Criteria and Selection  Chapter 1 |
|  | | TH Jan 19 | Instructional Resources – Criteria and Selection  Chapter 1 |
| 3 | | T Jan 24 | Role of Instructional Resources in Teaching the Adult  Chapter 2 |
|  | | TH Jan 26 | Role of Instructional Resources in Teaching the Adult  Chapter 2 |
| 4 | | T Jan 31 | Development of Training Resources  Chapter 3 |
|  | | TH Feb 2 | Development of Training Resources  Chapter 3 |
| 5 | | T Feb 7 | Procuring Instructional Resources  Chapter 3 |
|  | | TH Feb 9 | Procuring Instructional Resources  Chapter 3 |
| 6 | | T Feb 14 | Design Considerations in Teaching and Training  Chapter 4 |
|  | | TH Feb 16 | Design Considerations in Teaching and Training  Chapter 4 |
| 7 | | T Feb 21 | Evaluation of Instructional Resources |
|  | | TH Feb 23 | Evaluation of Instructional Resources |
| 8 | | T Feb 28 | Review for Midterm |
|  | | TH Mar 1 | MIDTERM |
| 9 | | T Mar 7 | Active Learning |
|  | | TH Mar 9 | Active Learning |
|  | | Mar 14-16 | Spring Break |
| 10 | | T Mar 21 | Selection of Instructional Resources  Chapter 5 |
|  | | TH Mar 23 | Selection of Instructional Resources  Chapter 5 |
| 11 | | T Mar 28 | Educational Video Sessions – Design and Production  Chapter 6 |
|  | | TH Mar 30 | Educational Video Sessions – Design and Production  Chapter 6 |
| 12 | T Apr 4 | | Distance Learning Instruction  Chapter 7 |
|  | TH Apr 6 | | Distance Learning Instruction  Chapter 7 |
| 13 | T Apr 11 | | Developing Individualized Instructional Units |
|  | TH Apr 13 | | Developing Individualized Instructional Units |
| 14 | T Apr 18 | | Teaching – Learning Presentations |
|  | TH Apr 20 | | Teaching – Learning Presentations |
| 15 | T Apr 25 | | Teaching – Learning Presentations |
|  | TH Apr 27 | | Final Exam Review – Class Summary |
| 16 | TBD | | Final Exam as Scheduled by the University |
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1. **Course Requirements**

**Undergraduate Requirements**

1. Read/view all assigned materials and resources
2. Participate in all class discussions, activities and exercises. Participation assumes attendance and engagement in class activities and assignments
3. Research a topic related to teaching the adult learner with technology; create an annotated bibliography of at least 10 academic references
4. Develop and present a media-supported teaching-learning session 20 minutes in length (if an individual; 30 minutes if group of 2)
5. Create an evaluation rubric or assessment for a technology learning assignment
6. Set up a site in LMS (Learning Management System)
7. Develop an educational video or tutorial (5 minutes)
8. **Evaluation**

**Undergraduate final grading:**

1. Learning Management Site – 10%
2. Educational Video Recording – 10%
3. Evaluation Rubric/Assessment – 10%
4. Teaching-Learning Session Research - Annotated Bibliography – 10%
5. Media-supported Teaching-Learning Session – 20%
6. Midterm Examination – 10%
7. Final Examination – 20%
8. Participation/Activities/Exercises/Quizzes/Discussions – 10%

Any assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date (up to 3 calendar days). Late assignments presented or turned in late after three calendar days will not be accepted and will receive a grade of zero (0).

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 Class** - You are expected to attend all class meetings, login to the online class resources 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.

**Any assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date (up to 3 calendar days). Late assignments presented or turned in late after three calendar days will not be accepted and will receive a grade of zero (0).**

**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.**

• Students who are absent for “excused” reasons (please see the Student Policy eHandbook for specific information regarding excused absences) must provide the instructor with appropriate documentation within one (1) week from the date of the absence.

• If the total number of absences equals more than 20 percent of the class, students may be directed to (1) request a withdrawal based on medical or other circumstances allowed by university policy and (2) re-enroll when the essential function of regular attendance can be demonstrated. If the university policy governing withdrawals does not apply, designated grade penalties for unexcused absences will be invoked (A grade of “FA” – Failure due to excessive absences – will be submitted as the final grade).

• “Excused” absences are defined as absences that have been documented as occurring for University approved reasons. ALL absences will be considered to be “Unexcused” until and unless the instructor is in possession of the appropriate documentation for that absence. Please be aware that the instructor may verify any or all medical or other documentation that is presented for absence verification purposes. The falsification or forgery of medical documentation is considered to be an act of Academic Dishonesty, subject to sanctions as spelled out in the Student Policy eHandbook by the Academic Dishonesty Committee.

* Make-up assignments: Students who miss class on days when assignments are due have two responsibilities. First, they must submit the work that is due prior to the start of class using the appropriate online submission procedure(s) (i.e., Assignment drop box, posting a discussion, or other as communicated by the instructor). Second, they must be sure to bring university-approved documentation in cases where the absence should be considered “excused.” If students have questions regarding the submission procedures, they should email the appropriate instructor for clarification prior to the absence.

Situations of “extenuating” circumstances (i.e., Extended stays in the hospital) should be communicated to the instructor as soon as is possible. Students should make every effort to resolve any missing work upon their return to class(es). Appropriate documentation will be required in order to make arrangements for special scheduling needs in these circumstances.

* Make-up Test: Make-ups for the test will be given only for University approved excuses as outlined in the Student Policy eHandbook (<http://www.auburn.edu/student_info/student_policies/>). Arrangements to take a make-up test must be made in advance. Students who miss the test because of illness need a doctor’s statement of verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. Please note: Simply informing the instructor of an absence does not automatically cause that absence to be considered “excused.” It is the student’s responsibility to provide appropriate documentation of excused absences for make-up purposes. Failure to provide documentation within one week of return to class will result in a 0 being entered in the gradebook for any missed tests. 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

***Other Class Policy Statements:***

*The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.*

• **Technology Issues** - Students should make sure that any technological problems encountered while using public computers in the computer lab are immediately reported to the instructor, and to the lab staff in writing. Students should write the number of the computer (found either on the monitor or on the CPU), the time the problem occurred, the specific tasks being attempted when the problem occurred, name and email of the student discovering the problem, and a detailed description of the problem. This will provide the computer lab staff with the necessary information to quickly address and correct the problem.

• **Instructor Contact** - Students are also strongly encouraged to contact the instructor regularly during class, office hours or via e-mail for assistance; clarification, if needed, on assignment requirements; and for periodic review of class progress.

• **Email** - Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using only their official university (MS Exchange) accounts. Email originating from Hotmail, AOL, or other non-Auburn sources may not be opened by the instructor.

• **Conduct** - In addition to professional written communication, students are expected to comport themselves in a professional manner during class meeting times as well as conferences with the instructors. Accessing non-class related websites during class (i.e. Facebook, wedding planning sites, etc.) demonstrates a lack of professionalism and respect for the instructor and others enrolled in the class. This type of web use during class should not occur. Instructors may deduct points from the participation portion of the grade should this type of activity occur.

• **Back-up** - It is the student's responsibility to maintain backup copies of disks and assignments and to complete the work in the time available. Students are strongly encouraged to utilize their public server space provided by Auburn University as one of their back-up options. However, this should not be the only option used by students. Dropbox or flash drives, and multiple copies of files should also be used to guard against data loss. Failure to submit assignments due to data loss is not an acceptable excuse.