**Learning Resources in Adult Education**

**ADED 7010 – Tentative Syllabus**

**Auburn University**

**Department of Educational Foundations, Leadership, and Technology College of Education**

**Spring 2018**

**Class Time:** MW 11:00am-12:20pm

**Location:** Science Center Classroom (SCC) Building – Room 129

**Professor:** Dr. Leslie Cordie

Office – Haley Center 3066 Email: lesliecordie@auburn.edu

Office Tel: (334) 844-3089

Office Hours: Wed. 1 to 5 pm and by Appointment

1. **Course Number**: ADED 7010

**Course Title:** Learning Resources in Adult Education

**Credit Hours:** 3 semester hours

1. **Required Text:**

King, Kathleen P. (2017). Technology and Innovation in Adult Learning. John Wiley & Sons Inc.

**Other required readings and learning resources** will be posted online or made available through eReserves and the Library.

### Course Description:

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

### Course Objectives:

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

1. Analyze why learning resources are important for the adult learner.
2. Critique the use of learning resources and digital technologies in instructional settings.
3. Design and integrate digital technologies into adult learning instruction.
4. Examine the themes of digital citizenship.
5. Describe and create an online professional presence.
6. Explore blended learning and its core concepts and theories.
7. Utilize a variety of instructional technologies and strategies to develop lifelong learning skills.

### Course Philosophy:

There are approximately 15 weeks of class with a variety of topics related to instructional resources and technology. This course is a hybrid course, so there will be both in-classroom and online lectures and discussions. You are expected to read the assigned readings, participate and contribute to lecture presentations, collaborate in discussions, and submit assignments. A variety of media provided by the LMS (Canvas) are used for communication among class members and the instructor, along with additional resources.

This is a professional, graduate course in adult education. All participants are considered adults and are expected to not only study but also practice **andragogy by taking responsibility for their learning**. Thus, the participant is expected to participate regularly, contribute to the class setting by participating in online discussions and activities, 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.

Additional course materials are made available through the university’s learning management system (LMS). Interactivity is possible through the LMS, which allows for online discussions, email, web conferencing and chats with the instructor, along with testing and submission of assignments. **A student taking this hybrid course will need a reliable computer and will need to decide if the hybrid format is a good option for them. If you have questions on this, please ask me the first week of class.**

Please see Academic Calendar for Important Dates <http://www.auburn.edu/main/auweb_calendar.html>

### Tentative - Course Content/Schedule – Subject to Change

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Day** | **Date** | **Class Type** | **Topic/Chapter** | **Assignment** |
| 1 | W | 1/10 | In Class | Welcome and Course Overview | Introductions and Syllabus Review |
| 2 | M | 1/15 | NO CLASS | MLK Holiday |  |
|  | W | 1/17 | In Class | Online Discussions and ePortfolio Introduction | * Discussion Groups Assigned;
* Presentation Sign Up;
* ePortfolio Exercise and Lecture
 |
| 3 | M | 1/22 | In Class | Adult Learning and the Evolution of Technologies; Chapters 1, 2 and 13  | * **Practice Discussion**
* Online Lecture/Activity
 |
|  | W | 1/24 | Online |  | * Practice Discussion Due @ 1:59pm
* Online Lecture/Activity
 |
| 4 | M | 1/29 | In Class | Informal Learning and Development; Chapter 3 |  |
|  | W | 1/31 | Online |  | * Discussion 1 Original Comment Due @ 11:59pm
* Online Lecture/Activity
 |
| 5 | M | 2/5 | In Class | Neuroscience: Development and Aging; Chapter 4 | **Instructional Technology Proposal Due In Class** |
|  | W | 2/7 | Online |  | * Discussion 1 Second Comment Due @ 11:59pm
* Online Lecture/Activity
 |
| 6 | M | 2/12 | In Class | Andragogy and Motivation Theories; Chapters 5 and 6 |  |
|  | W | 2/14 | Online |  | * Discussion 2 Original Comment Due @ 11:59pm
* Online Lecture/Activity
 |
| 7 | M | 2/19 | In Class | Creativity, Critical Thinking and Problem-Solving; Chapter 7 |  |
|  | W | 2/21 | Online |  | * Discussion 2 Second Comment Due @ 11:59pm
* Online Lecture/Activity
 |
| 8 | M | 2/26 | In Class | Globalization and Intercultural Competencies: Digital Citizenship; Chapter 9 |  |
|  | W | 2/28 | Online |  | * Discussion 3 Original Comment Due @ 11:59pm
* Online Lecture/Activity
 |
| 9 | M | 3/5 | **Online** | Self-Directed and Personalized Digital Learning; Chapter 8 | **Instructional Technology Annotated Bibliography Due in Canvas** |
|  | W | 3/7 | Online |  | * Discussion 3 Second Comment Due @ 11:59pm
* Online Lecture/Activity
 |
| 10 | M | 3/12 | NO CLASS | Spring Break |  |
|  | W | 3/14 | NO CLASS | Spring Break |  |
| 11 | M | 3/19 | In Class | Transformative Learning using Technology; Chapter 10 |  |
|  | W | 3/21 | Online |  | * Discussion 4 Original Comment Due @ 11:59pm
* Online Lecture/Activity
 |
| 12 | M | 3/26 | In Class | Holistic Learning; Chapter 11 |  |
|  | W | 3/28 | Online |  | * Discussion 4 Second Comment Due @ 11:59pm
* Online Lecture/Activity
 |
| 13 | M | 4/2 | In Class | Blended Learning; Chapter 12 | **ePortfolio Due** |
|  | W | 4/4 | Online |  | * Discussion 5 Original Comment Due @ 11:59pm
* Online Lecture/Activity
 |
| 14 | M | 4/9 | In Class | Presentations (3) |  |
|  | W | 4/11 | In Class | Presentations (3) | Discussion 5 Second Comment Due @ 11:59pm |
| 15 | M | 4/16 | In Class | Presentations (3) |  |
|  | W | 4/18 | No Class |  | Discussion 6 Original Comment Due @ 11:59pm |
| 16 | M | 4/23 | In Class | Presentations (3) |  |
|  | W | 4/25 | In Class | Presentations (3) | Discussion 6 Second Comment Due @ 11:59pm |

1. **Course Requirements/Evaluation**

### ePortfolio (Individual Assignment with Peer Review) – 20 points

For this assignment, you will initiate the design of a professional portfolio. If you have previously created an ePortfolio you will design a portfolio learning process you would use with your own students or teach someone else how to create an ePortfolio. Current ePortfolios should be reviewed with the instructor within the first two weeks of class to determine the appropriate assignment option to complete.

In general, a portfolio should include (a) an introduction and focus, (b) a central theme, (c) a clearly organized method for navigation, (c) personal information such as vita/resume and bio of the developer. Post a hyperlink to the ePortfolio in the discussion forum by the established due date. In addition, there will be a peer review requirement for this assignment.

The ADED ePortfolio provides you with the opportunity to consider some of the critical incidents, experiences and artifacts in your life and learning experiences and helps to apply that knowledge to practice.

More information to be provided in class and the LMS, including grading rubrics.

### Instructional Technology Assignment - total points - 40

### This assignment has three (3) graded components – Proposal, Annotated Bibliography and a Teaching Presentation

* 1. **Proposal**
		+ Students will submit a written proposal outlining the instructional technology to be used as the topic for the assignment. The proposal will include a brief description of the technology and how the technology might be utilized in the adult education setting. APA format; approximately 1 page.
		+ **Due Date: 2/5/2018**
		+ **Points possible – 5**
	2. **Annotated Bibliography**
		+ Students will prepare an annotated bibliography outlining the background and current research regarding the chosen instructional technology. The bibliography is to be submitted in APA format and must include a minimum **of 10 resources.**
		+ **Due Date: 3/5/2018**
		+ **Points possible – 15**
	3. **Teaching Presentation**
		+ Students will present their chosen instructional technology, including an overview of the research concerning the technology in class. This presentation should include a visual presentation and a handout at a minimum. The handout should include a paragraph summary overview of the resource and a list of references. Copies of the handout should be provided by the student for all class members. **The presentation and handout is to be submitted to the instructor a minimum of one week prior to the presentation.**

The presentation is be at least a minimum of 20 minutes of content, but no longer than 30 minutes, including Q & A. This time frame will allow for questions regarding the technologies presented. Students will sign up for a presentation date during the second week of class. More information to be provided in the LMS and in class.

* + - **Points possible - 20**

### Participation/Attendance – 5 points

Students are expected to participate in all class discussions and to provide insightful comments in order to foster a professional dialogue. Participation will be graded by the instructor as an overall grade at the end of the term.

Guidelines for participation will be discussed in class and information provided in the LMS. **Excused absences will require make-up work**. Unexcused absences will receive a 0.

1. **Online Discussions – 35 points total**

**There are 2 parts to this assignment: (1) online discussion participation; and (2) group discussion facilitation**

1. **Discussions (6 Total) – 30 points**

Students will participate in online discussions. Discussion groups will be assigned at the beginning of the term by the instructor. Online discussions are intended to further the knowledge and conversation of a topic from the class lecture or assigned reading materials. Typically, discussions will occur over a two week period of time and students are required to participate in the discussion during BOTH weeks of the discussion period. The class calendar outlines the overall discussion period. Overall, discussions will be graded based upon the quantity and quality of the discussions posted as determined by the instructor.

1. **Group Discussion Facilitation – 5 points**

Each group will select a related topic and provide an article or video to generate scholarly discussion. This article or video must be uploaded to the discussion board no later than Sunday midnight for the following week’s participation. Each student will make an **original comment** regarding the article or video during the first week. During the second week, **students will also comment on at least one submission from a colleague** to receive full credit for the assignment. Discussions are to be monitored by the original group and each sponsoring group member is expected to engage colleagues in continued discussion throughout the two week period. A summary of the discussion is to be posted by one member of the sponsoring group at the end of the discussion period.

### Evaluation of Assignments:

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Instructional Technology Proposal |  5 |
| Instructional Technology Annotated Bibliography | 15 |
| Instructional Technology Presentation | 20 |
| ePortfolio or ePortfolio Learning Process | 20 |
| Online Discussion 1  | 5 |
| Online Discussion 2  | 5 |
| Online Discussion 3  | 5 |
| Online Discussion 4  | 5 |
| Online Discussion 5 | 5 |
| Online Discussion 6  | 5 |
| Online Discussion Group Participation | 5 |
| Classroom Participation/Attendance | 5 |
|  |  |
| **Total Points** | **100** |

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

### Class Policy Statements:

1. **Absences/Inactivity in Class** - You are expected to attend all class meetings and participate regularly in the weekly course discussions and readings, including any ad hoc exercises and requirements as scheduled. Login access is regularly monitored. It is your responsibility to contact me if assignment deadlines are not met and responsible for initiating arrangements for missed work.

Attendance and participation in the online discussions will affect your grade as this is graduate learning course. Your participation is part of the course design and is directly correlated to academic success. **THIS IS A HYBRID COURSE AND IS NOT AN ONLINE COURSE. If you cannot attend the scheduled class meetings, please consider another course.**

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**.

If 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. Excused absences will require make-up work.

Appropriate documentation for all excused absences is required. Please see the [Student](http://www.auburn.edu/student_info/student_policies/) [Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences.

### Late/Make-up Assignments:

Students, with excused absences, may turn in assignments up to a week after the due date and not be penalized except for the Presentations. After the one-week grace period, students will lose 10% points for each week the assignment is late. **Late assignments will not be accepted after 1 week from the original due date.**

Again, 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.

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, 844-2096 (V/TT). Please visit their web site at: <http://accessibility.auburn.edu/>
2. **Academic Honesty:** The [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) rules and regulations pertaining to Academic Honestywill apply to this class. All coursework should be properly cited using **APA format**. Coursework from other classes cannot be used unless FIRST discussed with the professor and substantially revised or updated for the 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
	* These behaviors are especially important in terms of our graduate classroom and online discussions.

### Justification for Graduate Credit:

Participants in this class must have an advanced knowledge level of the clientele for utilization of instructional technology in the workplace. Participants will be required to demonstrate their ability to integrate instructional technology into the workplace based upon application and synthesis of principles associated with this course.