**Learning Resources in Adult Education**

**ADED 7010 – Tentative Syllabus v1.2**

**Auburn University**

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

**Spring 2019**

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

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

**Professor:** Dr. Leslie Cordie

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Office Hours: Mondays 1 to 3 PM; Tuesdays 1 to 5; and by Appointment

1. **Course Number**: ADED 7010

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

**Credit Hours:** 3 semester hours

1. **Required Text:**

King, K. P. (2017). *Technology and innovation in adult learning*. John Wiley & Sons Inc. (ebook, paperback and hardcover available; check the AU Bookstore or Amazon for more information)

**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 Schedule– Subject to Change

* Week 1 Module   - Class W Jan 9
* Week 2 Module   - Class M Jan 14
* Week 3 Module   - ONLINE ONLY (Jan 21 Holiday/Jan 23)
* Week 4 Module   - Class M Jan 28 - Discussion 1 - Clayte
* Week 5 Module   - Class M Feb 4
* Week 6 Module   - ONLINE ONLY (Feb 11/13) - Discussion 2 - Robyn
* Week 7 Module   - Class M Feb 18
* Week 8 Module   - ONLINE ONLY Feb 25/27 - Discussion 3 - Addye
* Week 9 Module   - Class M March 4
* Spring Break March 11 - 15
* Week 10 Module - ONLINE ONLY Mar 18/20 - Discussion 4 - Joe
* Week 11 Module - Class M March 25
* Week 12 Module - Class M April 1 - Discussion 5 - Jean
* Week 13 Module - Class M April 8 - Final Presentations
* Week 14 Module - Class M April 15 - Discussion 6 - Hannah; Final Presentations
* Week 15 Module - Class M April 22 – ePortfolio Review

1. **Course Requirements/Evaluation**

### ePortfolio (Individual Assignment with Peer Review) – 40 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 to help train others on ePortfolio along with updating and revising your current ePortfolio. For instance, you could design a learning assignment related to reflective writing, facilitate how to customize a template, instruct on the creation of photos/images, develop a video, or other tutorials related to developing 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.

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.

**Creation of a New/Initial ePortfolio**

Begin to design and develop an ePortfolio to help you apply what you learn in this course and what you are learning in the ADED program or other graduate program. The basic goal of an ePortfolio for the Adult Education program is to make learning visible to an external audience. 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. You will need the following pages (a minimum of 4 pages or areas to include):

- Welcome Page

- About Me Page (including a resume or CV)

- Contact Page

- Artifacts Page (this can be a work in progress and can be multiple tabs); post at least ONE artifact related to the ADED program, prior work experience, or other significant learning area with REFLECTION.

In addition, you will need to have ONE peer review - you can use a classmate, a supervisor or mentor, or you may use the Writing Center!!

Therefore, a complete ePortfolio assignment will include a link to the ePortfolio along with a peer evaluation.

**If you have already developed an ePortfolio**

If you have already developed an ePortfolio, you can do a revision to the site (show a before and after link) and create a learning opportunity related to instruction of ePortfolio. For instance, you could design a learning assignment related to reflective writing, facilitate how to customize a template, instruct on the creation of photos/images, develop a video, or other tutorials related to developing an ePortfolio. If you choose this option, please contact Dr. Cordie BEFORE you start for approval.

In addition, you must go the OUW to the ePortfolio Studio for an evaluation review to receive full credit for this assignment.

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

1. **Learning Resources Proposal (Individual or Group Assignment) – 10 points**

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. The narrative should be in APA format, and approximately one page (minimum of about 250 words).

The presentation is be at least a minimum of 20 minutes to maximum of 30 minutes

With ideas from the textbook, and the topics listed in the course modules. New, technological advances can allow for learning to be more efficient and effective. It can also allow the learner to adapt and learn how to learn; the idea is to explore the topics that are relevant to the different types of adult learners.

1. **Annotated Bibliography (Individual Assignment) – 20 points**

A bibliography is a list of sources (books, journals, web sites, videos, etc.) that you will compile to help you research your topic.

You will prepare an annotated bibliography outlining the background and current research regarding the chosen instructional technology or learning resource. The bibliography is to be submitted in APA format and must include a minimum of 10 resources.

For this assignment, provide a descriptive or informative annotation. A descriptive annotated bibliography summarizes the information, describes why the source is useful for researching a particular topic or question, and notes any key features. In addition, it describes the author's main arguments and conclusions without evaluating what the author says or concludes.

Information to include:

* The purpose of the work
* A summary of its content
* What type of audience the work is written for
* The relevance of the work to the topic
* Any special features about the material
* The strengths, weaknesses, or biases in the material

More information to be provided in the LMS and in class.

1. **Learning Resources Presentation (Individual or Group Assignment) – 30 points**

New technological advances can allow for learning to be more efficient and effective. It can also allow the learner to adapt and learn how to learn.

You will present their chosen instructional technology/learning resource, 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. You may work in groups of no more than 2.**

**The presentation is be at least a minimum of 20 minutes with a max of 30 minutes.** 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.

### Participation/Attendance – 10 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 deduction of 10 points for each absence from the final grade points.**

1. **Online Discussions – 40 points total**

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

1. **Discussions (6 Total) – 30 points (5 points each)**

Students will participate in online discussions. The instructor will assign discussion groups at the beginning of the term. 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. **Discussion Facilitation – 10 points**

The role of the moderator is to promote thinking, and challenge your fellow classmates to think, consider alternative viewpoints and to develop new knowledge through thinking and constructing a discussion.

For the discussions, an assigned moderator will post a topic and provide an article or video to generate scholarly discussion for the course. This article or video must be uploaded to the discussion board no later than Sunday midnight for the following week’s participation.

Discussions are to be monitored by the assigned moderator who is expected to engage colleagues in continued discussion throughout the two-week period. The moderator is expected to engage colleagues in continued discussion throughout the two-week period. A summary of the discussion is to be posted by the moderator at the end of the discussion period.

More information to be provided in the LMS and in class.

1. Progress Reports/Reflections (5) – 50 points total

To help monitor your progress and understanding of this course and your learning growth, you will submit four progress reports/reflections throughout the semester.

For Progress Report/Reflection, in general, you will answer questions regarding the following:

**Completion** - What progress has been made in the past few weeks on the course materials? Have you completed all the materials? Why or why not?

**Challenges** - What challenges have been encountered in the past few weeks? Any issues with the course materials? Do you have any new expectations or concerns on any of the assignments for the course or syllabus requirements?

**Meaning/Usefulness** - What lecture, reading, resource, activity or discussion had the most meaning or was most useful in these weeks? Be specific and give details on how and why you found the information valuable and how you may use it in your final project or perhaps later in your learning.

**Engagement/Participation** - Grade your participation on a scale of zero to 5, with 5 being the highest. Think about attendance, reading of materials, contributions to class discussions, sharing of relevant examples to class topic, listening, expansion of other contributions/ideas, etc.

**Final Project** – Progress

More information to be provided in the LMS and in class.

1. Evaluation of Assignments:

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Learning Resources Proposal **(I or G)** | 10 |
| Learning Resources Annotated Bibliography **(I)** | 20 |
| Learning Resources Presentation **(I or G)** | 30 |
| ePortfolio **(I)** | 40 |
| Online Discussions (6 total) **(I)** | 30 |
| Progress Reflections **(5) (I)** | 50 |
| Discussion Facilitation/Moderation **(I)** | 10 |
| Classroom Participation/Attendance **(I)** | 10 |
|  |  |
| **Total Points** | **200** |

**I = Individual Assignment**

**G = Group Assignment as an Option**

The following grading scale will be used:

90% - 100% / 180 – 200 points = A

80% - 89% / 160 – 179 points = B

70% - 79% / 140 – 159 points = C

60% - 69% / 120 – 139 points = D

Below 60% / Below 120 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:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality
   5. 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.