|  |
| --- |
| **Learning Resources in Adult Education – SP 2020**  **ADED 4013 – Tentative Syllabus – Version 1.0**  **Auburn University**  **Department - Educational Foundations, Leadership, and Technology**  **College of Education** |

1. **Course Number: ADED 4013**

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 2020

Class Time: ONLINE – no on-campus sessions

Location: All Course Materials are in CANVAS

Professor: Dr. Leslie Cordie

Office: Haley Center, Room 3066

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

Telephone: (334) 844-3089

Office Hours: Tues./Thurs. from 1 to 5 PM; other times by appointment, online, and/or via videoconferencing

1. **Required Text:**

*Best Practices for Teaching with Emerging Technologies* 2nd Edition - Michelle Pacansky-Brock; Routledge Publisher (ebook, paperback and hardcover available; check the AU Bookstore or Amazon for more information)

Web site for additional open textbook resources - see <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 technologies for teaching and developing the adult learner.

1. **Course Objectives:**

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

1. Select, evaluate and utilize appropriate instructional resource materials for an area of specialization
2. Develop, design and present appropriate learning resources related to instructional technologies for an area of specialization
3. Create a lesson plan utilizing technology for an area of specialization
4. Analyze the broader impacts of educational technologies on the future of lifelong learning
5. Design a digital badge credential related to an area of specialization
6. **Course Philosophy:**

There are approximately 15 sessions with a variety of topics related to educational technology and learning. There will be online lectures, recorded guest speakers, discussions, group activities, online and other tasks to provide knowledge and skills related to technology and lifelong learning. You are expected to read the assigned readings, participate and contribute to activities, collaborate in discussions, and submit assignments in an asynchronous format. **This course requires regular participation and logins – in general, this is not a self-paced course, yet you can certainly be proactive and work ahead**. A variety of media provided by the LMS (Canvas) is used for communication among class members and the instructor, along with additional resources to provide a comprehensive learning environment.

All course communications and interactivity are 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 the online version of the course will need a reliable computer, must understand how to operate a variety of software programs, and will need to decide if online learning is a good option for them as an individual.**

**Some items or technologies DO NOT work in the mobile environment; this means you need a desktop or laptop computer to complete the course and submit assignments – smartphones and tablets are not reliable technology substitutes.**

**Be proactive. If you have questions on this, please ask me the first week of class. The best way to clarify any question is to call me if possible. Sometimes email does not help in clarification of a relatively simple situation. Please do not wait for me to contact you with concerns.**

Schedule Section (7) starts on next page – pages 3 to 6.

1. **Course Content / Schedule:**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | | **Date/Session** | **Topic** | **Readings/Assignments/Activities – Please see the complete details in Canvas under the Course Modules** |
|  | | Jan 8 | Start of Classes – Review of syllabus and assignments | * REVIEW syllabus and assignments * REVIEW the supplemental textbook and readings links * VIEW recording of course overview in Panopto * **READ Chapter 1 – Textbook – Building a Solid Foundation** * VIEW any video or lectures posted * POST Introduction in Discussions * POST any questions on the class in the FAQs area to share with the class |
| 1 | | Jan 13 | Review syllabus and course requirements | * Finish completing the activities listed above!! |
| 2 | | Jan 20 | Development of Learning and Training Resources – Lesson Planning and Instructional Resources | * **READ Chapter 2 - Textbook – Towards Participatory Learning** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments or additional Comments |
| 3 | | Jan 27 | Universal Design of Learning/Accessibility | * **DUE - Choice of Topic for Final Project** * **READ Chapter 3 - Textbook – Essentials Toolkit** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments or additional Comments |
| 4 | | Feb 3 | The Role of Instructional Resources in Teaching the Adult 21st Century Learner and Learning Environments | * **DUE – Discussion on Digital Competences** * VIEW any video or lectures posted * REVIEW any additional Readings or Resources Assigned (see Course Modules) * REVIEW Course Homepage for Assignments or additional Comments |
| 5 | | Feb 10 | Design Considerations in Teaching and Training for Digital and Online Learning | * **DUE – DRAFT Annotated Bibliography Assignment (part 1 – submission)** * **READ – Introduction of Textbook – The Flipped Classroom** * Review any additional Readings or Resources Assigned (see Course Modules) * Watch any video or lectures posted * REVIEW Course Homepage for Assignments or additional Comments |
| 6 | | Feb 17 | Educational Video Sessions – Design and Production | * **DUE - Progress Report 1** * **Read Chapter 4 in Textbook – Tools for Communication and Content Creation** * Review any additional Readings or Resources Assigned (see Course Modules) * Watch any video or lectures posted * REVIEW Course Homepage for Assignments or additional Comments |
| 7 | | Feb 24 | Social Media as Learning Tools | * **DUE – DRAFT Annotated Bibliography Assignment – ELI Review (part 2)** * **READ Chapter 5 in Textbook - Tools for Participatory Learning** * Review any additional Readings or Resources Assigned (see Course Modules) * Watch any video or lectures posted * REVIEW Course Homepage for Assignments or additional Comments |
| 8 | | March 2 | Evaluation of Instruction and Resources | * **DUE - Project Proposal/Draft Lesson Plan** * Review any additional Readings or Resources Assigned (see Course Modules) * Watch any video or lectures posted * REVIEW Course Homepage for Assignments or additional Comments |
|  | |  | Spring Break – March 9-13 | Rest and Relaxation |
| 9 | | March 16 | Professional Development and Digital Badging | * **DUE – Discussion on Final Projects** * Review any additional Readings or Resources Assigned (see Course Modules) * Watch any video or lectures posted * REVIEW Course Homepage for Assignments or additional Comments |
| 10 | | March 23 | ePortfolio as Lifelong Learning | * **DUE – Discussion on Digital Badge** * Review any additional Readings or Resources Assigned (see Course Modules) * Watch any video or lectures posted * REVIEW Course Homepage for Assignments or additional Comments |
| 11 | | March 30 | Gamification and Learning | * **DUE – FINAL Annotated Bibliography Assignment** * Review any additional Readings or Resources Assigned (see Course Modules) * Watch any video or lectures posted * REVIEW Course Homepage for Assignments or additional Comments |
| 12 | | April 6 | Blended and Personalized Learning | * **DUE - Progress Report 2** * Review any additional Readings or Resources Assigned (see Course Modules) * Watch any video or lectures posted * REVIEW Course Homepage for Assignments or additional Comments |
| 13 | April 13 | | The Future of Instructional Resources – Criteria and Selection in the Digital Age | * **DUE - Final Project** * **DUE – Digital Badge** * Read Chapter 6 in the textbook – Unlocking Learning * Review any additional Readings or Resources Assigned (see Course Modules) * Watch any video or lectures posted * REVIEW Course Homepage for Assignments or additional Comments |
| 14 | April 20 | | Class Summary -  CLASS ENDS ON FRIDAY | * **Review/Reflection Discussion - TBA** |
| 15 | TBD | | Final Exams as Scheduled by the University | NO Final Exam in this course as it is Project-Based |
|  |  | |  |  |

1. **Course Requirements**
2. Regular course logins and review of the online course and activities; provide Progress Reports and FAQs throughout the semester
3. Read/view all assigned materials and resources posted in the Canvas course
4. Participate in all class discussions, activities and exercises; participation assumes engagement and reflection on online class activities and assignments
5. Research a topic related to teaching the adult learner with technology
6. Create an annotated bibliography of at least 5 academic references
7. Develop, design and present a media-supported teaching-learning session, including a lesson plan
8. Design a Digital Badge credential
9. **Evaluation / Course Assignments** (additional details provided in Canvas)
10. Project Proposal and Lesson Plan – 15%
11. Draft of Annotated Bibliography
    1. Paper Submission – 5%
    2. ELI Peer Review – 10%
12. FINAL Annotated Bibliography - 10%
13. Digital Badge – 10%
14. Final Project - Media-supported Teaching-Learning Session – 30%
15. Progress Reports (2) – 10%
16. Participation/Activities/Exercises/Quizzes/Discussions – 10% (approximately 5; others if necessary for learning development)
    1. Introduction
    2. Choice of Topic/Partner for Final Project
    3. Digital Competence Assessment
    4. Feedback on Digital Badge
    5. Feedback on Final Projects

**Late work is not accepted without advanced agreement except as noted in the syllabus and Student eHandbook. Grade penalties apply.** Any assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date (up to five calendar days). Late assignments presented or turned in late after seven calendar days (1 week) 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 login to the online class resources regularly and participate in all exercises and requirements as scheduled. **Login access is regularly monitored, including viewing of lectures and time of logins and amount of time online**. It is your responsibility to contact me if assignment deadlines are not met. You are responsible for initiating arrangements for missed or late assignments.

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 five calendar days). Late assignments presented or turned in late after seven 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 (7 calendar days).**

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 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 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 arrange for special scheduling needs in these circumstances.

* 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. Review the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) rules and regulations pertaining to Academic Honesty will apply to this class. **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

***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 -** Additional course materials are made available through Auburn University’s learning management system (LMS) which is Canvas. 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 the online version of the course will need a reliable computer, must understand how to operate a variety of software programs, and will need to decide if online learning is a good option for them as an individual. Some items DO NOT work in the mobile environment. Please be proactive. If you have questions on this, please ask me during the first week of class. The best way to clarify any question is to call me if possible during office hours. Sometimes email does not help in clarification of a relatively simple situation.**

• **Instructor Contact** - Students are also strongly encouraged to contact the instructor regularly during semester, 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.

• **Back-up of Files and Assignments** - 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. Failure to submit assignments due to data loss is not an acceptable excuse.

• **Team Assignments** - Team assignments receive grades based on group and individual work. It is possible that unsatisfactory participation in team assignments will result in a lower participation grade or a lower grade on the team assignment itself. You may be called upon to evaluate your own or your team members' performance on group assignments, including any of the group projects.