**Experiential Learning in Adult Education**

**ADED 7680 D01**

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

**Auburn University**

**Spring 2024 – v1**

Class Time: Asynchronous (due dates on Thursdays)

Location: Canvas / Online

Professor: Dr. Leslie Cordie, Associate Professor

Office: Haley Center 4082

Email: lesliecordie@auburn.edu

Office Tel: (334) 844-3089

Office Hours: Wednesdays and by appointment

**Course Number:** ADED 7680 D01

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

**Credit Hours:** 3 semester hours (Graduate)

**Pre/Corequisites:** - None required

* ***Recommended that you have taken the following ADED courses***:
	+ (1) ADED 7600 Nature of Adult Education; AND
	+ (2) ADED 7050 Methods of Adult Education;
* If you NOT taken the recommended courses, additional supporting materials will be made available for self-directed learning and course competencies.

**Required Text:**

Kolb, A., & Kolb, D. A. (2017). *The experiential educator: Principles and practices of experiential learning.* Experience Based Learning Systems.

This book is available in both paperback and as an eBook through Amazon and other providers.

Other Required Readings, Resources, and Course Materials will be posted online or made available through eReserves and the Library, the web, or as links.

**Course Description:**

This course is designed to introduce the key theories of teaching and learning related to experiential learning in adult education and training. Through a variety of materials, students will explore theory, research, and professional practices that help gain new skills and develop competencies related to experiential learning. Experiential learning is built upon a foundation of interdisciplinary and constructivist learning. The desired result is a deeper understanding of how certain behaviors can influence outcomes and an appeal to apply those new behaviors as adult learners.

**Course Objectives:**

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

* Define the key characteristics of experiential learning activities or methods in adult education and training
* Compare and contrast the literature on important theories related to experiential learning
* Examine values and behaviors in learning environments and determine how they influence the adult learner and experiences
* Develop and explore learning experiences through reflection, critical analysis, and synthesis of information
* Apply appropriate experiential learning theories and perspectives into an educational or training related context
* Complete multiple authentic experiential learning tasks to develop KSAs (knowledge, skills, and abilities) in relation to adult and experiential learning theories.

**Course Philosophy:**

There are approximately 15 weekly sessions with a variety of topics related to Experiential Learning in Adult Education. This is an asynchronous course with all activities in the distance environment – the class will not ‘meet’ yet regular online logins and interaction is required.There will be online lectures, recorded guest speakers, videos, discussions, group activities, online assessments, and other tasks, all to provide knowledge and skills related to experiential education. 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 and is not a self-paced course but can be completed with some flexibility during the weeks of the semester.**

In general, the Canvas course homepage will be updated weekly to give an overview. The course has weekly modules that usually include a weekly schedule, overview, readings/resources to view/explore, and assignments/activities to complete or reflect upon.

A variety of media are available in the LMS (Canvas), which are used for communication among class members and the instructor. Technologies outside of the LMS are required to complete the course, including Flipgrid and others, which are noted in Canvas and the Course Assignments. Instructions are provided to the student to set up the technologies, all of which are freely available on the web. Thus, there are multiple resources to provide a comprehensive learning environment through Auburn University’s learning management system (LMS), which is Canvas, and through Auburn University student accounts, including Office 365 and Adobe Create Suite. Interactivity is possible through the LMS, which allows for online discussions, email, web conferencing and chats with the instructor, along with course materials and submission of assignments.

A student taking the course will need a reliable computer and internet connection, must understand how to operate a variety of software programs, and will need to decide if online and technology-enhanced learning is a good option for them as an individual. Some items DO NOT work in the mobile environment (this means a phone or tablet!). Please be proactive – thus, **IF you have questions on this, please ask me the first week of class or as soon as you have the question. Do NOT wait till the day the assignment is due.** The best way to clarify any question is to set up an appointment to discuss expectations. Sometimes email does not help in clarification of a relatively simple situation. **Please do not wait for me to contact you with concerns!**

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** by taking responsibility for their learning. Thus, the participants are 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.

**Tentative - Course Content/Schedule:** Weekly sessions run from Fridays to Thursdays (assignments will be due Thursdays).

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

In general, the Canvas course homepage will be updated weekly to give an overview. In addition, the course has weekly modules that includes a weekly overview, readings/resources to view/explore, and assignments/activities to complete or reflect on.

* Read and review the Syllabus and Course Schedule for specific dates and assignments
* Download and Print the Syllabus for reference and clarification during the first week of class, if needed to have a hard copy
* Check CANVAS regularly (a minimum of 2x per week) and have your notifications/preferences set up appropriately (if you do not know how to do this – ASK!)
* Review the Course Weekly Announcements, the Course Schedule, and the Assignments section in Canvas for specifics and DUE Dates
* Additional information is made in Canvas to support the course syllabus and assignments
* ASK your course and assignment questions in the Discussion Board FAQs (frequently asked questions)!
* Assignments are DUE on Thursdays

|  |  |  |  |
| --- | --- | --- | --- |
| **Week**  | **Date** | **Topic(s)** | **Assignments/Activities/Readings** |
|  | **Weeks start on Fridays** |  | **Assignments are DUE on Thursdays NLT than midnight CST; check Canvas for more information!** |
| 1 | Jan 10 - 18 | Welcome / Introduction – Course Overview and Syllabus | * **DUE – Introduction via Flipgrid**
* **DUE – Syllabus Acknowledgement**
* **READ Introduction in Textbook**
* **REVIEW Course Syllabus / Canvas web site materials**
* VIEW any videos or lectures posted
* REVIEW any additional Readings or Resources Assigned (see Course Modules)
* REVIEW Course Homepage for Assignments Updates or additional Comments
 |
|  |  |  |  |
| 2 | Jan 19 - 25 | Learning Theories Overview | * **DUE – Select an Experiential Learning Strategy (ELS)**
* **DUE – Choose an eBook Software**
* **DUE – Meet with your Discussion Leaders!!**
* **READ Chapter 1 in Textbook**
* VIEW any videos or lectures posted
* REVIEW any additional Readings or Resources Assigned (see Course Modules)
* REVIEW Course Homepage for Assignments Updates or additional Comments
 |
|  |  |  |  |
| 3 | Jan 26 – Feb 1 | The Learning Cycle and Learning Styles | * **DUE – Kolb Style Learning Inventory (KSLI) Reflection**
* **DUE – Discussion 1**
* **READ Chapter 2 in Textbook**
* **READ Appendix 3 in Textbook**
* VIEW any video or lectures posted
* REVIEW any additional Readings or Resources Assigned (see Course Modules)
* REVIEW Course Homepage for Assignments Updates or additional Comments
 |
|  |  |  |  |
| 4 | Feb 2 – 8 | The Philosophy of Experiential Learning | * **DUE – Journal Reflection #1**
* **READ Chapter 6 Textbook**
* VIEW any video or lectures posted
* REVIEW any additional Readings or Resources Assigned (see Course Modules)
* REVIEW Course Homepage for Assignments Updates or additional Comments
 |
|  |  |  |  |
| 5 | Feb 9 - 15 | Learning and the Brain | * **DUE – Annotated Bibliography Submissions**
* **DUE –Discussion 2**
* **READ Chapters 3 and 4 in the Textbook**
* VIEW any video or lectures posted
* REVIEW any additional Readings or Resources Assigned (see Course Modules)
* REVIEW Course Homepage for Assignments Updates or additional Comments
 |
|  |  |  |  |
| 6 | Feb 16 - 22 | Learning Identity | * **DUE – eBook Draft - Submissions for Instructor and Peer Review**
* **READ Chapter 5 in Textbook**
* VIEW any video or lectures posted
* REVIEW any additional Readings or Resources Assigned (see Course Modules)
* REVIEW Course Homepage for Assignments Updates or additional Comments
 |
|  |  |  |  |
| 7 | Feb 23 – 29 | Team and Organizational Learning | * **DUE – Annotated Bibliography Peer Reviews**
* **DUE –Discussion 3**
* **READ Chapter 7 in Textbook**
* VIEW any video or lectures posted
* REVIEW any additional Readings or Resources Assigned (see Course Modules)
* REVIEW Course Homepage for Assignments Updates or additional Comments
 |
|  |  |  |  |
|  |  | **March 4 - 8** | **SPRING BREAK** |
|  |  |  |  |
| 8 | March 1 - 14 | Learning Spaces | * **DUE – eBook Draft - Peer Review**
* **READ Chapters 8 and 9 Textbook**
* VIEW any video or lectures posted
* REVIEW any additional Readings or Resources Assigned (see Course Modules)
* REVIEW Course Homepage for Assignments Updates or additional Comments
 |
|  |  |  |  |
| 9 | March 15 - 21 | Learner-Centered Practices | * **DUE –Discussion 4**
* **READ Chapters 10 and 11 in Textbook**
* VIEW any video or lectures posted
* REVIEW any additional Readings or Resources Assigned (see Course Modules)
* REVIEW Course Homepage for Assignments Updates or additional Comments
 |
|  |  |  |  |
| 10 | March 22 - 28 | Reflective Thinking and Learning | * **DUE – Journal Reflection #2**
* **READ Chapter 12 in Textbook**
* VIEW any video or lectures posted
* REVIEW any additional Readings or Resources Assigned (see Course Modules)
* REVIEW Course Homepage for Assignments Updates or additional Comments
 |
|  |  |  |  |
| 11 | Mar 29 - Apr 4 | Structure and Practice of Experiential Learning | * **DUE – eBook Video Overview – Submit to Discussion Board**
* **DUE –Discussion 5**
* **READ Chapter 15 in Textbook**
* VIEW any video or lectures posted
* REVIEW any additional Readings or Resources Assigned (see Course Modules)
* REVIEW Course Homepage for Assignments Updates or additional Comments
 |
|  |  |  |  |
| 12 | Apr 5 - 11 | Roles in Learning Experiences | * **DUE – eBook Video Overview – Discussion Board Comment**
* **DUE – Final eBook Submission**
* **READ Chapter 16 in Textbook**
* VIEW any video or lectures posted
* REVIEW any additional Readings or Resources Assigned (see Course Modules)
* REVIEW Course Homepage for Assignments Updates or additional Comments
 |
|  |  |  |  |
| 13 | Apr 12 – 18 | Best Practices in Experiential Learning | * **DUE – Discussion Leader Reflection**
* **READ Chapter 17 in Textbook**
* VIEW any video or lectures posted
* REVIEW any additional Readings or Resources Assigned (see Course Modules)
* REVIEW Course Homepage for Assignments Updates or additional Comments
 |
|  |  |  |  |
| 14 | Apr 19 - 25 | Sustaining Learning Experiences - Summary and Reflection | * **DUE – eBook Reflection**
* **DUE – Final eBook Peer Reviews**
* **READ Chapter 14 in Textbook**
* VIEW any video or lectures posted
* REVIEW any additional Readings or Resources Assigned (see Course Modules)
* REVIEW Course Homepage for Assignments Updates or additional Comments
 |
|  |  |  |  |
| 15 | Apr 29 – May 3 | Final Exam and Grading Period**NO EXAM in this Course as Project / Application Based** | Final Grades to be Posted in Canvas andBanner NLT than Monday, May 6, 2024\*\*please notify me if you are graduating SP 2024\*\* |

**Course Requirements/Evaluation/Assignments**

***See Course Schedule and Canvas for Specific Due Dates.***

**\*\*More information and specific details are provided in in the Assignments area in Canvas; please make sure to review ALL areas in the Assignments, read them carefully, and print them out if you need to!\*\***

**Participation / Discussion / Reflection Assignments** (multiple assignments)

Participants are expected to participate regularly, contribute to the class setting by participating in online discussions and activities, be collaborative and supportive of all members of the learning setting, and reflecting on the information and resources necessary to learn.

1. **Syllabus Acknowledgement (5 points)**
	* Since this course is completed online, there are video and audio instructions provided along with the text instructions that help you complete the course; you are asked to confirm review of the course materials during the first week of the semester
	* An assignment asks you to submit your name to acknowledge download and review of syllabus, along with acknowledgement of course overview video
2. **Journal Assignments (2 @ 5 points each = 10 points total)**
	* As this is an experiential learning course, it will be important for you to experiment with new ideas, interests, readings, etc.; a series of questions as posed for you to utilize the experiential learning process through the course and assignments.
	* These journaling assignments require you to have an ongoing dialogue between your ideas and the course material - connecting theory to practice!
	* You have the freedom of choice on how you want to complete these journaling assignments - you can:
		+ draft a Word document
		+ post as a blog
		+ submit as a video reflection
		+ draw a concept map
		+ design an image or photo collage
		+ be creative - other ideas - you decide!
	* Each of the journaling assignments will be worth 5 points. I encourage you to complete more, though, as this process can help you develop your critical thinking skills in terms of the course concepts.
3. **Discussions** (multiple assignments)

A percentage of your grade is based on your participation in the Discussion Board. The main parts of the discussion include:

* + **Participation in a minimum of five (5) online group discussions for this course, including four (4) as a participant and one (1) as a part of a Discussion Leader Group**.
	+ Posting at least twice to the discussion board assignments unless otherwise indicated in the assignment description and instructions.
		- At a minimum, one post should be your response to the questions posed in the discussion board.
		- The other post should be a thoughtful response to another student’s post.
	+ Work collaborating with your group leaders to facilitate the discussion that you are assigned
		- Create a discussion prompt or question(s) at least one week before the assigned group discussion
		- Facilitate the group discussion during the week assigned with responses and prompts to a majority of the postings
		- Post a summary for the assigned group discussion after the discussion is concluded
		- Complete the discussion leader reflection as an individual assignment
1. **Discussion Leader Group Question Posting / Facilitation / Summary (**5 points)
* The discussion leaders are responsible for creating discussion question or questions, moderating the answers, and facilitating the discussions.
* Create a discussion prompt or question(s) at least one week before the assigned group discussion
* Facilitate the discussion at least 4 of the 7 days assigned
* Provide comment on a majority of the postings
* Posting a summary at the end of the group discussion
1. **Discussion Participation** (5 Discussions @ 5 points each = 25 points total)

This course is about Experiential Education and although we do not meet in person in person, we hope to 'experience' learning through a variety of methods, including the discussion board. As this is a graduate course in adult education, the expectation is that you drive the learning process and practice Andragogy during the semester. In order to do this, the discussion board is a vital link to others in the course to 'practice' learning. Active participation in the online discussions helps create a learning community and extends learning beyond the course materials.

All discussions should be supported with references or resources and go BEYOND opinion. Using examples or experiences from your past are most welcome yet also need support from the literature. References should be supported in APA with in-text citations and a final reference list.

Discussion postings/responses should be 3 to 5 full sentences in length and include at least one reference or resource. In addition, postings should be early in the week with responses to other classmates’ posting later in the week. Waiting till the night before to post will result in loss of points. For example, a first time posting on Thursday night at 10 pm will not receive full credit. Or, posting multiple responses to postings only on Thursday will not receive full credit. Both of these examples and timeframes do not allow for robust discussion in the final hours of the assignment.

1. **Discussion Leader Reflection** (5 points) (individual assignment)

The role of the Discussion Leader(s) 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, the assigned leaders will either post a selected topic (online) and be responsible for creating one or more discussion questions based on the topic assigned. The discussion leaders will facilitate the discussion as a group. This means deciding on the topic, creating the discussion questions, facilitating the discussion, writing the discussion summary, and dividing the workload. Discussions are to be led by the assigned group facilitators (not the instructor) who are expected to engage colleagues in continued discussion.

This assignment is the final reflection on what you learned from the experience of developing and facilitating an online group discussion.

1. **Introduction to the Class using Flipgrid** (5 points)

Please introduce yourselves to the course using Flipgrid. Since will not meet synchronously, this will help us learn more about you and personalize the learning experience. We are trying to establish a learning community and this discussion help us understand your learning background and experiences. More instructions are provided in Canvas.

1. **Kolb Learning Style Inventory** **Reflection** (5 points)
	* Take the KLSI (available in your textbook and Canvas)
		+ The Kolb Learning Style Inventory was developed by David A. Kolb and is based on experiential learning theory (Kolb 1984) and is designed to help individuals identify the way they learn from experience
		+ There are no right or wrong answers
	* **Using Flipgrid,** reflect on your results in terms of your skills and abilities, and areas for future development
	* Consider how this information will help you in this course and in developing the eBook and incorporating this into your learning experiences

**eBook Assignment (multiple assignments)**

The main assignment for this course is creating an eBook on an experiential learning strategy (ELS). The resources and additional guidelines to complete these presentations are available through the University’s LMS. You may work as an individual or a group on the eBook. **Groups will be limited to 3 members. If you work as a group, some assignments will require you to work as an individual and/or submit the assignment to allow for Peer Review.**

1. **Select an Experiential Learning Strategy (ELS) (**5 points) – individual assignment

Create a one page summary of the ELS that should answer the following questions:

* You may work as a group but need to provide your own thoughts and reflection on this initial assignment
* Review the various types of experiential learning strategies (ELS) as noted in the course materials and literature
* **Support why you will work as a group or as an individual for the project (if you work as a group, the amount of effort and length of the project should be exponentially related to the final product)**
* List the name or topic for your ELS and where you found it supported in the literature (see below on academic source)
* Discuss why you are choosing the strategy (ELS) and its relevance to the adult learner
* Describe HOW this is an experiential learning strategy not just a teaching method or strategy; discuss the philosophy and practice of this ELS in relation to experiential learning theory
* Select at least one (1) academic reference as a resource related to your ELS; provide the information in APA format at the end of the narrative; you will identify additional sources for supporting your ELS in the Annotated Bibliography Assignment (see below)
1. **Choose an eBook Publishing Software** (5 points)

Provide a one page or less narrative (can be a group assignment)

* List the name of the platform or software you will use to create your eBook
* Discuss why you are choosing the platform and describe your experience with the technology
* Share the resources for support on the technology (for example, tutorials, videos, handouts, other group members who have experience with the technology)
* Explain how your learner will be able to use the platform including any instructions they might need for using/downloading the eBook
* Identify an alternative technology (discuss a Plan B – if you have issues with the technology, what will you use instead)
1. **Annotated Bibliography (multiple individual assignments) (20 points total)**

 Annotated Bibliography Submission (10 points)

 Annotated Bibliography Peer Review (10 points)

This assignment involves developing an annotated bibliography that will help you with creation of your eBook. Although you can work as a group, these references should be distinct and different from your group members – thus, no duplicates

Requirements:

* A minimum 3 credible sources (see information and instructions provided in Canvas as to credibility)
* If you work with a group, this is still an individual assignment!! You may work together to guide each other on selection and citation but the sources should be different from members in your group – for example, 2 people in the group will each have 3 different and distinct references (no duplicates)
* Annotation for each source that includes:
	+ 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 - the analysis
	+ Citation of the source in APA format
	+ Peer review
1. **eBook Draft** (10 points) (can be a group assignment)

Develop the outline with as much detail as possible for the eBook. You may want to submit both the outline and an actual draft of the eBook. Both the instructor and peers will review for completeness, content, and understanding.

Key Components for the eBook:

- Title page

- Table of Contents

- Objective

- Purpose

- Facilitation Steps and Timeframes

- Example Activity

- Advantage(s) / Limitation(s)

- Assessment / Evaluation

- Minimum of 5 Credible References

- Images/Visuals

1. **Peer Reviews of eBook Draft** (10 points) (individual assignment)

The goal for this assignment is to provide your classmates with suggestions/ improvements/corrections to their eBook outlines in order for them to improve the final eBook. Your peers will review your work and give you feedback you can use to improve your work. You will also review other students’ work and give them feedback on their work as well. You will conduct this in Eli Review. If you work in a group, you must still individually submit a copy of the information to participate.

1. **eBook Final** (20 Points) Instructor and Peer Review (can be a group assignment)

Develop a full eBook draft and use the chosen software to publish it. Make sure to have incorporated comments and suggestions as appropriate from the instructor and peer reviews. See rubric in Canvas. Both the instructor and peers will provide review and comments.

1. **eBook Final – Discussion Posting**

Post the final eBook to the Discussions. Only one member of the group needs to post but all need to comment on another group’s posting. This is to ensure that we all can see the final book and share the information and celebrate the types of ELS.

1. **eBook Video Overview** (2 parts) (5 points) (can be a group assignment)

Part 1 - Create a 1 - 3-minute overview video for your book. See instructions and examples in Canvas. Post to the Discussion Board.

Part 2 - Provide comment to at least one video posting (do not comment on your own eBook)

1. **eBook Reflection**  (5 points) (individual assignment)

Provide a summary of the learning aspects of this experience in Flipgrid. In an effort to increase students’ self-reflective skills and attitudes of life-long learning, please review the development of your eBook and lessons learned during this experience.

Suggested questions to consider before recording your summary are the following (you do not have to answer all of these, but they are to help you develop your reflection):

* How do you feel about experiential learning strategy you choose? What was the most important thing you learned?
* What revisions did you make to the eBook based upon peer feedback or the peer process? What was your the experience of peer review process?
* What are some skills you still need to refine? In addition, why? Moreover, how will you gain those skills?
* How were you challenged by this assignment?
* What could you do differently in the future? What are your areas of opportunity?

E**valuation/Grading of Assignments:**

|  |  |
| --- | --- |
| **Assignment** | **Points**  |
|  |  |
| Syllabus Acknowledgement | **5** |
| Journal Entries – 2 @ 5 Points Each | **10** |
| Introduction posted on Flipgrid | **5** |
| Discussion Leader Group Meeting / Questions/ Summary  | **5** |
| Discussions 5 @ 5 Points each | **25** |
| Discussion Leader Reflection  | **5** |
| KLSI Reflection posted on Flipgrid | **5** |
|  |  |
| Select an Experiential Learning Strategy | **5** |
| Choose an eBook Publishing Software | **5** |
| Annotated Bibliography – Instructor Review | **10** |
| Annotated Bibliography Peer Review | **10** |
| eBook Outline/ Draft eBook – Instructor Review | **10** |
| Peer Review of eBook Outlines/Drafts | **10** |
| eBook Final – Instructor & Peer Review | **20** |
|  |  |
| eBook Final – Discussion Posting | **5** |
| eBook Video Overview – Discussion Posting | **5** |
| eBook Reflection posted on Flipgrid | **5** |
|  |  |
| **Total Points**  | **145** |

The following grading scale will be used:

90% - 100% / 130 – 145 points = A

80% - 89% / 116 – 129.9 points = B

70% - 79% / 101 – 115.9 points = C

60% - 69% / 87 – 100.9 points = D

Below 60% / Below 87 points = F

**Class Policy Statements:**

***Absences/Inactivity in Class*** - - You are expected to participate and login regularly to the weekly course discussions and readings, including any ad hoc 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 and responsible for initiating arrangements for missed work.** Attendance and participation in the online discussions and course activities will affect your grade, as this is graduate level course. Your participation is part of the course design and is directly correlated to academic success. **THIS IS NOT A SELF-PACED COURSE** and requires participation and engagement. **You can work ahead, yet if you cannot participate regularly, please consider another course.**

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. Students are granted excused absences from class for specific reasons. Please review and familiarize yourself with the information.

Students who wish to have an excused absence for any length of time 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. If you cannot participate regularly, you may need to either drop the course or request a medical withdrawal.

**Artificial Intelligence Policy:**

In this course, you are permitted to utilize artificial intelligence (AI) applications such as ChatGPT to augment your writing process. I do still expect your work to represent your own thinking and learning, but such applications can be useful tools for starting, organizing your ideas, or providing final polish. I will not penalize the grade so long as AI did not produce the entire final product**.**

* **If you use an AI application, you will need to include an author’s note explaining the contribution the application made to your final product**. In what ways did you use it, why did you use it that way, and how valuable was the experience**?**
* **If you use AI and do not acknowledge the actual use, you will be subject to failing the course and penalized according to the Academic Honesty Policy as noted in the Student Handbook -** [**https://www.auburn.edu/student\_info/student\_policies/**](https://www.auburn.edu/student_info/student_policies/)

**DOCUMENTATION IS REQUIRED for excused absences.** 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:***

Please check the guidelines for each of the assignments and due dates in Canvas**. In most cases, late assignments will NOT be accepted nor will make-up work be provided.**

In some cases, if assignment is provided late, the assignment will lose 10 percent for each day late. In addition, there will be a make-up assignment required in addition to the regular assignment. **Make-up work is required to be submitted within 7 calendar days of the missed assignment.**

**Late assignments due to unexcused absence will not be accepted.**

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.

***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 as an individual. You may be called upon to evaluate your own or your team members' performance on group assignments. Thus, you may be assigned a different grade based on your participation in the group assignment. The instructor is responsible for the final decision on grades.

***Accommodations***

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and the Office of Accessibility. Once the instructor is notified, it is the responsibility of the STUDENT to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. 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/>

***Academic Honesty***

The [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) rules and regulations pertaining to Academic Honesty will 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. If you do not get permission, you will be subject to the Policy Rules.

***Professional Classroom Behavior***

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College of Education’s conceptual framework. These behaviors are especially important in terms of our graduate classroom. 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 to accommodate the needs of the students and in light of University and academic schedule changes.**
	+ **Technology**
		- Additional course materials are made available through Auburn University’s learning management system (LMS), 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.
		- **If you have questions about this, please email me during the first week of class.**
	+ **Instructor Contact**
		- Communication on assignments can and should be conducted through Canvas Students are also strongly encouraged to contact the instructor via email for assistance or clarification if personal in nature; ***otherwise, please use the Discussion Board for FAQs in Canvas for course questions and assignments***.
		- **The instructor will respond within 2 business days of email receipt; DO NOT expect an immediate response.**
		- Zoom meetings can be scheduled for additional clarification.
	+ **Email**
		- Auburn University has provided each student with an email account and should be used appropriately as the official and professional communication medium between the University and the student.
		- For this reason, students should communicate with the instructor using only their official University account as Email originating from Hotmail, AOL, Gmail or other non-Auburn sources may not be opened by the instructor and are not official communications
	+ **Back-up of Files and Assignments**
		- It is the student’s responsibility to maintain copies of 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 and zero points will be assigned.**

**Justification for Graduate Credit:**

Participants in this class must have an advanced knowledge level of the clientele to utilize instructional technology in a variety of learning environments. Participants will be required to demonstrate their ability to integrate instructional technology into teaching and learning with adults based upon applying and synthesizing principles associated with this course.