**Experiential Learning in Adult Education**

**ADED 7970/6 – Special Topics (both sections ONLINE)**

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

**Auburn University**

**Summer 2020 – version 1.2 May 19, 2020**

Class Time: Weekly – Mondays to Sundays

Location: Virtual

Professor: Dr. Leslie Cordie, Assistant Professor, OUW Affiliate Faculty

Office: Haley Center 3066 (working remotely SP/SU 2020)

Email: [lesliecordie@auburn.edu](mailto:lesliecordie@auburn.edu)

Office Tel: (334) 844-3089 (calls are forwarded)

Office Hours: By Appointment (available days, nights, and weekends via Zoom or phone)

**Course Number:** ADED 7970/6 Special Topics (combined sections)

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

**Credit Hours:** 3 semester hours

**Pre/Corequisites:** None; **Recommended that you have taken the following ADED courses**: (1) ADED 7600/6 Nature of Adult Education; (2) ADED 7050/6 Methods of Adult Education

**Required Text:** This book is available in both paperback and as an eBook.

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

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, the engagement in discussions, and creation of an eBook, 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
* Apply appropriate experiential learning theories and perspectives into an educational or training related context
* Develop learning experiences through reflection, critical analysis, and synthesis of information
* Complete an authentic learning task
* Explore and examine values in learning environments and how they influence the learner

**Course Philosophy:**

There are approximately 10 sessions with a variety of topics related to Experiential Learning in Adult Education. **Summer semesters are intense, and fast-paced!** There will be online lectures, recorded guest speakers, YouTube videos, discussions, group activities, online and other tasks 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 week. A variety of media are available in the LMS (Canvas), and are used for communication among class members and the instructor.

In general, the Canvas course homepage will be updated weekly to give an overview. In addition, the course has 10 Weekly modules, that includes a weekly overview, readings/resources to view/explore, and assignments/activities to complete or reflect on.

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.

There are multiple resources to provide a comprehensive learning environment. 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 course will need a reliable computer, must understand how to operate a variety of software programs, and will need to decide if online learning 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. 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.

**Tentative - Course Content/Schedule:** Online Weekly Sessions run from **Mondays to Sundays.**

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 10 Weekly modules, that includes a weekly overview, readings/resources to view/explore, and assignments/activities to complete or reflect on.

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| --- | --- | --- | --- |
| **Week** | **Date** | **Topic(s)** | **Assignments/Activities/Readings** |
|  |  |  |  |
| 1 | Wed. May 20 – Sunday, May 31 | Welcome / Introduction – Course Overview and Syllabus | * **DUE – Introduction Discussion** * **DUE – Discussion Leader Sign Up** * **DUE – Eli Review Account Set Up** * **DUE – Selection of 3 Discussions for the Semester** * **REVIEW Course Syllabus / Canvas web site materials** * **READ Chapter 1 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 |
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| 2 | June 1 - 7 | Learning and the Brain | * **DUE – Choose an Experiential Learning Strategy (ELS)** * **DUE – Select an eBook Software** * **READ Chapters 2 and 3 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 | June 8 - 14 | Learning and Development Experiences | * **DUE – eBook Outline – Submission to Eli Review** * **DUE – Week 3 F2F Discussion – Zoom – June 9 from 10 to 11 AM CST** * **READ Chapters 4 and 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 |
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| 4 | June 15 - 21 | Learning Spaces | * **DUE – eBook Outline – Peer Reviews in Eli Review** * **DUE – Week 4 – ONLINE Discussions - Canvas** * **READ Chapters 8, 9 and 10 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 |
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| 5 | June 22 - 28 | Learner-Centered Practices | * **DUE – Week 5 F2F Discussion – Zoom – June 23 from 4 to 5 PM CST** * **READ Chapters 7, 11 and 12 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 |
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| 6 | June 29 – July 5 | Sustaining Learning Experiences | * **DUE – eBook Draft - Submission to Eli Review** * **DUE - Week 6 – ONLINE Discussions - Canvas** * **READ Chapters 13 and 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 |
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| 7 | July 6 - 12 | Structure and Practice of Experiential Learning | * **DUE –** **Peer Review of eBook - complete in Eli Review** * **DUE - Week 7 Discussion - F2F – Zoom - Tues July 7 - 7 to 8 PM CST** * **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 |
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| 8 | July 13 - 19 | Roles in Learning Experiences | * **DUE - Week 8 – ONLINE Discussions - Canvas** * **READ Chapter 16 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 |
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| 9 | July 20 - 26 | Best Practices in Experiential Learning | * **DUE – Discussion Leader Reflection** * **DUE – Submission of your Discussion Participation (list)** * **DUE – Share eBook and Discussion** * **DUE – Final eBook** * **DUE – eBook Video Overview** * **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 |
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| 10 | Monday July 27 – Friday July 31  NOTE – classes end on Friday, not Sunday!! | Summary and Reflection | * **DUE – eBook Reflection** * 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 | Aug 1 – 10 | Final Grading Period  **NO EXAM in this Course as Project / Application Based** | Final Grades to be Posted in Canvas and Banner  \*\*please notify me if you are graduating Summer 2020\*\* |

**Course Requirements/Evaluation/Assignments**

***See Course Schedule 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 and read them carefully and print them out if you need to!!

**Discussions / Participation Assignments** (multiple assignments)

1. **Set up and Eli Account in Canvas** – Complete / Incomplete Grading (due Week 1)
2. **Discussions** (multiple assignments)

A percentage of your grade is based on your participation in the Discussions, whether F2F or Online.

You will participate in a minimum of four (4) group discussions for this course, including three (3) as a participant and one (1) as a Discussion Leader with a group. You must post at least twice to the discussion board selection 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. The same expectations will be for the live sessions - participation is required for both!!

There are multiple discussions available to choose from including F2F and online (see Canvas for options). I encourage you to participate in more than the required discussions to develop your skills and knowledge, collaborate and engage with the course, and be self-directed learners. **No extra credit or additional points will be given for extra discussions.**

1. **Discussion Leader Sign Up** – 3 points (due Week 1)

The discussion leaders are responsible for creating discussion question or questions, moderating the answers, and facilitating the discussions (in either the F2F or the Online environments). The process for both will be the same in terms of facilitation

1. **Discussion Participation** – 3 Discussions @ 3 points each = 9 points total

This course is about Experiential Education and although we may never meet 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. 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. (multiple due dates Weeks 3 through 8)

1. **Discussion Leader Reflection** – 5 points (due Week 9)

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) along with one or more discussion questions or share the questions in the F2F session (live discussion). The discussion leaders will facilitate the discussion. Discussions are to be led by the assigned group facilitators who are expected to engage colleagues in continued discussion. Please be aware that 'attendance' in the F2F environment may be limited, so plan accordingly. If by chance there are no participants, we will need to create the discussion in the online format.

1. **Introduction Individual Assignment in Discussion Board –** 3 points (due Week 1)

Please introduce yourselves to the course. We are trying to establish a learning community and this discussion will let us know a little about you.

**eBook Assignment (multiple assignments)**

The main assignment for this course is creating an eBook on an experiential learning strategy. The information is discussed and posted in the course under each of the assignments in Canvas. The resources and additional guidelines to complete these presentations are available through the University’s LMS.

1. **Choose an Experiential Learning Strategy –** 5 points (due Week 2)

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

* List the name or topic for your experiential learning strategy
* Discuss why you are choosing the strategy (ELS)
* Describe HOW this is an experiential learning strategy not just a teaching method or strategy
* Relate either the value or interest in the ELS
* Support why you will work as a group or as an individual
* Select one academic reference that you will use as a resource to get you started; provide the information in APA format at the end of the narrative

1. **Select an eBook Publishing Software** – 5 points (due Week 2)

Provide one page or less narrative

* List the name of the platform or software you will use to create your eBook - click here for some options
* Discuss why you are choosing the platform
* Describe your experience with the technology
* Identify the resources for support on the technology
* List an alternative technology if you have any issues
* Explain why you will work as a group or as an individual

1. **Draft eBook Outline** – 5 points (due Week 3)

Develop the Outline with as much detail as possible for the eBook

Key Components for the eBook Outline:

- Title page

- Table of Contents

- Objective

- Purpose

- Facilitation Steps and Timeframes

- Example Activity

- Advantage(s) / Limitation(s)

- Assessment / Evaluation

- Minimum of 3 Credible References

- Images/Visuals

1. **Peer Reviews of eBook Outlines** – 10 points (due Week 4)

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.

1. **eBook Draft** – 10 points (due Week 6)

Develop your outline into a full eBook draft and use the chosen software to publish it. See rubric in Canvas.

1. **Peer Reviews of eBook Drafts** – 10 points (due Week 7)

The goal for this assignment is to provide your classmates with suggestions/ improvements/corrections to their eBook drafts 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.

1. **Final eBook** – 15 points (due Week 9)

See Rubric in Canvas.

1. **eBook Video Overview** – 5 points (due Week 9)

Create a 30 second to 1-minute overview video for your book. See instructions and examples in Canvas.

1. **eBook Discussion Posting** – 10 points (due Week 9)

Share your Final eBook and eBook Video to the Discussion Board. Comment on two (2) classmates postings.

1. **eBook Reflection** – 5 points (due Week 10)

Provide a one-page summary of the learning aspects of this experience. The document should be in MS Word in 12-point Times New Roman font, 1-inch margins, double-spaced.

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 writing 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?

**Evaluation/Grading of Assignments:**

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| --- | --- |
| **Assignment** | **Points** |
|  |  |
| Introduction Discussion | **3** |
| Discussion Leader Sign Up | **3** |
| Discussions (3) @ 3 Points each | **9** |
| Discussion Leader Reflection | **5** |
|  |  |
| Choose an Experiential Learning Strategy | **5** |
| Select an eBook Publishing Software | **5** |
| eBook Outline | **5** |
| Peer Review of Outlines | **10** |
| eBook Draft | **10** |
| Peer Review of eBook Drafts | **10** |
| Final eBook | **15** |
| eBook Video Overview | **5** |
| eBook Discussion Posting | **10** |
| eBook Reflection | **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:**

***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 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 weekly 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 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 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.

**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.

**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. You may be called upon to evaluate your own or your team members' performance on group assignments.

***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 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.