**Learning Resources (15111) ADED 7010 D01– Tentative Syllabus v1**

**Auburn University**

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

**SUMMER 2021**

**Class Time:** ONLINE

**Location:** Class Materials and Textbook in LMS: CANVAS

**Professor:** Dr. Sarah Bond

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

# Course Information:

**Course Number**: **ADED 7010, DO1 Course Title:** Learning Resources **Credit Hours:** 3 semester hours

# Required Resources:

* + **Required readings and learning resources** are posted online via the LMS: Canvas. There is not a required textbook.
  + **AU Access:** A link to AU Access is located at the top right of the AU homepage, or go directly to auaccess.auburn.edu.

# 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 essential for the adult learner in the 21st century
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 and intercultural competence
5. Explore blended learning and its core concepts and theories.
6. Utilize a variety of instructional technologies and strategies to develop lifelong learning skills.

# Course Philosophy:

* + There are approximately **10 weeks of class** with a variety of topics related to instructional resources and technology.
  + This course is entirely online and involves **self-directed learning** and

## exploration.

* + You are **expected** to read the assigned readings, review the videos, participate and contribute to various learning experiences, collaborate 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.
  + ADED 7010 is a professional, graduate course in adult education. All participants are considered adults and are expected to study and 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 activities, and be collaborative and supportive of all learning settings. 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 Auburn 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 course will need a reliable computer and decide if the online format is a good option for them.

* + - **If you have questions about this, please email me the first week of class.**
    - **Smartphones and tablets are NOT acceptable substitutes for learning as some applications do not work in the mobile setting.**
  + Please see **Academic Calendar** for Important University Dates <http://www.auburn.edu/main/auweb_calendar.html>

**6. Course Schedule and Evaluation**

## Check CANVAS – Course Weekly Announcements - Course Schedule for specifics and Assignment DUE Dates

* + - **Download and Print “AU ADED 7010 Summer 2021 Course Outline”**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **AU ADED 7010 Learning Resources - SUMMER 2021** | | | | |  |
|  |  | **Modules begin Wednesdays 8 am CST** |  | **Assignments due on Tuesdays 10 pm CST** | **Points** |
| Please see Academic Calendar for Important Dates <http://www.auburn.edu/main/auweb_calendar.html> | | | | |  |
| **Week 1** | *Welcome and Introductions* | **May 19 - May 25** |  |  |  |
|  |  |  | ***Read/Review*** | Syllabus, Course Outline, Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: May 25, 10 pm CST**  **Due: May 25, 10 pm CST** | ***Reflect/DUE*** | Introductions - Flipgrid | **4** |
|  |  | ***Reflect/DUE*** | Digital Competences - Self Assessment | **5** |
|  |  |  |  |  |  |
| **Week 2** | *Adult Learning and the Evolution of Technologies* | **May 26 - June 1** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: June 1, 10 pm CST** | ***Reflect/DUE*** | Eli Review Signup | **2** |
|  |  | **Due: June 1, 10 pm CST** | ***Reflect/DUE*** | Choice of Topic for Final Project | **5** |
|  |  |  |  |  |  |
| **Week 3** | *Creating Learning Experiences with Technologies* | **June 2 - June 8** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: June 8, 10 pm CST**  **Due: June 8, 10 pm CST** | ***Reflect/DUE*** | Learning Resources Proposal - Final Project Idea/Outline | **10** |
|  |  | ***Reflect/DUE*** | Progress Report 1 - Flipgrid | **5** |
|  |  |  |  |  |  |
| **Week 4** | *Critical Thinking and Problem Solving* | **June 9 - June 15** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: June 15, 10 pm CST** | ***Reflect/DUE*** | Draft Annotated Bibliography - Submission to ELI | **3** |
|  |  |  |  |  |  |
| **Week 5** | *Andragogy and Motivational Learning Theories* | **June 16 - June 22** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: June 22, 10 pm CST** | ***Reflect/DUE*** | Draft Annotated Bibliography - ELI Peer Review | **5** |
|  |  |  |  |  |  |
| **Week 6** | *Neuroscience: Learning Development and Aging* | **June 23 - June 29** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: June 29, 10 pm CST** | ***Reflect/DUE*** | Draft Learning Proposal - Submission to ELI | **3** |
|  |  |  |  |  |  |
| **Week 7** | *Personalized Digital Learning* | **June 30 - July 6** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: July 6, 10 pm CST**  **Due: July 6, 10 pm CST** | ***Reflect/DUE*** | Progress Report 2 - Flipgrid  Draft Learning Proposal - Peer Review in ELI | **5** |
|  |  | ***Reflect/DUE*** | **5** |
|  |  |  |  |  |  |
| **Week 8** | *Transformative & Connected Learning Techniques* | **July 7 - July 13** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: July 13, 10 pm CST**  **Due: July 13, 10 pm CST** | ***Reflect/DUE*** | Digital Assessment for Learning Resources Session Annotated Bibliography - Final Project | **5** |
|  |  | ***Reflect/DUE*** | **10** |
|  |  |  |  |  |  |
| **Week 9** | *Global & Intercultural Competencies - Ethics & Digital Citizenship* | **July 14 - July 20** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: July 20, 10 pm CST** |  | Final Learning Resource Submission (Narrative & Lesson Plan) | **10** |
|  |  | **Due: July 20, 10 pm CST** | ***Reflect/DUE*** | Final Presentation (Video) Submission | **10** |
|  |  |  |  | |  |
| **Week 10** | *Blended and Online Learning* | **July 21 - July 27** |  |  |  |
|  |  |  | ***Read/Review*** | Posted Sources and Videos |  |
|  |  |  |  |  |  |
|  |  | **Due: July 27, 10 pm CST**  **Due: July 27, 10 pm CST** | ***Reflect/DUE*** | Final Video Presentation Peer Reviews | **10** |
|  |  | ***Reflect/DUE*** | Course Reflection - Flipgrid | **3** |
|  |  |  |  | **COURSE TOTAL** | **100** |
| **Week 11** | *Final Exam Period* | **Aug 4 - 6** |  | **NO Final Exam in this course as it is Project-Based!!** |  |

**The instructor reserves the right to modify the course schedule as necessary.**

**Notification of schedule changes will be made available by email/LMS announcement notification.**

# Course Requirements/Evaluation:

\*See Canvas for more details.

## 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% = A

• 80% - 89% = B

• 70% - 79% = C

• 60% - 69% = D

* + Below 60% = F

## LEARNING RESOURCES PRESENTATION – 58 points total oPart 1 – Choice of Topic for Final Presentation (5 points) oPart 2 – Draft Proposal and Lesson Plan – (10 points)

* + Students will submit a written proposal outlining the **instructional technology** to be used as the topic for the assignment.
  + The **draft 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 300 words).
* The **lesson plan** should be submitted outlining the primary strategies for the teaching/learning session.

o The presentation should be at least a minimum of 20 minutes to a maximum of 30 minutes.

## oPart 3 – ELI Review of Proposal and Lesson Plan (8 points total)

* + Draft Proposal and Lesson Plan Submission to ELI (3 points)
  + Peer Reviews in ELI (5 points)

## oPart 4 – Digital Assessment for Learning Resources Presentation (5 points)

* + Create a **digital assessment** that could be completed before, during, or after your tutorial/learning resources session to

assess student learning and accomplish the learning objectives.

* + This is NOT an assessment of your presentation, rather an assessment completed by the learner to judge their competency.

## oPart 5 – Final Learning Resources Presentation (30 points)

* + The **revised written proposal and lesson plan** (10 points)
  + **Recorded presentation** posted (10 points )
  + **Final Video Presentation Peer Reviews** (10 points)

## ANNOTATED BIBLIOGRAPHY – 18 points total

* + A bibliography is a list of sources (books, journals, websites, 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.

## oPart 1 – ELI Review (15 points total)

* **Draft Annotated Bibliography** submission to ELI (3 points)
* **Peer Reviews of Annotated Bibliography** in ELI (5 points)

o**Part 2 – Final Annotated Bibliography** (10 points)

## PARTICIPATION/REFLECTION – 14 points total

* + Flipgrid **Introduction** and **Course Reflection** (7 points)
  + **Digital Competencies Assessment** (5 points)
  + **Eli Review Signup** (2 points)

## PROGRESS REPORTS/REFLECTIONS (2) – 10 points total

* + To help monitor your progress and understanding of this course and your learning growth, you will submit two (2) progress reports/reflections throughout the semester.
  + For Progress Report/Reflection, in general, you will answer questions regarding the following:

1. **Completion** - What progress has been made in the past few weeks on the course materials? Have you completed all the assigned materials to this point? Why or why not?
2. **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?

1. **Meaning/Usefulness** - What lecture, reading, resource, activity, or discussion had the most meaning or was most helpful 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.
2. **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 relevant examples to the class topic, listening, expanding other contributions/ideas, etc.
3. **Final Project** – Progress on the Assignments

## \*SEE CANVAS FOR MORE DETAILS ON ALL ASSIGNMENTS

1. **Class Policy Statements:**
2. **Absences/Inactivity in Class** -
   * You are expected to log in to the online class resources regularly and participate in all exercises and requirements as scheduled. **Login access is regularly monitored, including viewing lectures and time of logins and 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 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).**
   * *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.*

o The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor before 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 for more information on excused absences.**
    - 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 permitted.

## 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 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.**

## Late/Make-up Assignments:

* + Students who miss class when assignments are due have two responsibilities.
* First, they must submit the work that is due before the start of class using the appropriate online submission procedure(s) (i.e., Assignment dropbox, posting a discussion, or other as communicated by the instructor).
* Second, they must be sure to provide 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 before 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 to arrange for special scheduling needs in these circumstances.
  + Students with excused absences may turn in assignments up to a week after the due date and not be penalized. **Late assignments**

## presented or turned in late after seven calendar days will not be accepted and will receive a grade of zero (0).

* + - Again, appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook for more information on excused absences.

1. **Accommodations:** Students who need accommodations are asked to submit their approved accommodations through AU Access electronically 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 email. 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 rules and regulations about Academic Honesty will apply to this class. All coursework should be properly cited using **APA format**. Coursework from other courses 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:
4. Engage in responsible and ethical professional practices
5. Contribute to collaborative learning communities
6. Demonstrate a commitment to diversity
7. Model and nurture intellectual vitality
8. These behaviors are vital in terms of our graduate classroom and online discussions.

***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. Please be proactive.**
  + **If you have questions about this, please email me during the first week of class.**
* **Instructor Contact** - Students are also strongly encouraged to contact the instructor via email for assistance or clarification. The instructor will respond within 24 hours of email receipt. Zoom meetings can be scheduled for additional clarification.
* **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 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.

## Justification for Graduate Credit:

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