

Adult Learning and Technology
Course Syllabus

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Adult Learning and Technology Fall II 2004
CREDIT HOURS 2__

Webster Main Room 221

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This class focuses on two specific areas of teaching and learning: adult learning methods and the use of technologies appropriate to environments that engage adult learners. While the material covered in this course will deal with good practices in the teaching of adult learners, it will also provide sound methodology in the teaching of k-12 students as the focus is on individualizing education and creating relevance in course materials specific to immediate needs.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

- Student will demonstrate an understanding of the underlying theory of andragogy as a negotiated reality between the teacher, who is a facilitator of learning, and the student. (NETS 1-6)
- Student will demonstrate an understanding of the ways in which appropriate technologies can be used to facilitate teaching and learning. (NETS 1-6)
- Student will demonstrate a basic understanding of social ethics in relation to emerging web-based technologies. (NETS 1-6)

- Student will demonstrate a working knowledge of developing trends concerning the implementation of instructional technologies in educational environments. (NETS 1–6)
- Student will demonstrate an ability to be a facilitator of learning. (NETS 1–6)

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

The ISTE/NETS Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s):

Knowles, Malcolm S, Elwood F. Holton III, and Richard A. Swanson. *The Adult Learner*. 5th Edition. Butterworth–Heinemann, 1998.

Supplemental Readings: (list and indicate how these are to be used)

Materials on Adult Learning and Technology by Sebastian Mahfood

Students may review the posted articles, project ideas, and interactive videos as a means by which to understand transactional learning methodologies and the use of appropriate technologies in teaching and learning.

Syllabus Magazine

Students may review the current and previous issues of this journal to gauge how appropriate technologies are being used by higher education practitioners.

Google

Students may hunt for materials relevant to their own learning goals and create a links page on their class websites that will facilitate their studies.

Audio-visual/other:

Select Interactive Videos located online

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- a) Classroom Activities – 30%
- b) Discussion Board Activities – 20%
- c) Curriculum project – 50%

1) Learning Contract -- final and draft phases

2) A list of source materials that will be helpful not only to your own research but also to the creation for your classmates of a kind of

canon or extended bibliography where they can go to continue their research on your topic should they desire to do so

3) A tagmemic chart breaking down your idea into its constituent elements

4) A three-page comprehensive analysis that attempts to demonstrate how your thesis statement is valid

5) A presentation of the final project to the class

30% Class participation on the discussion board is worth the lion's share of the course grade. You won't be graded on your week-by-week postings and responses to the readings, but you will be evaluated by me and by your classmates on the thoughts these readings inspire and on your interaction with others concerning them. This should be an easy 30% for everyone.

6. Supplements (study guide, sample tests, project outlines may be attached.) Please list.

Interactive Videos, articles, and educational technology ideas

7. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Projects/Papers will be returned online by July 31st.
- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.