Webster UNIVERSITY SCHOOL OF EDUCATION

POINTS OF INFLUENCE

Course Syllabus

COURSE NUMBER:
EDTC 5630.W2

COURSE TITLE:
Adult Learning & Technology

TERM: Fall 2005

SITE: Online

CREDIT HOURS: 2

INSTRUCTOR CONTACT INFORMATION:
Sebastian Mahfood
mahfood@kenrick.edu

1. **COURSE DESCRIPTION:** 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:**

Learner Outcomes for this course	ISTE NETS Goals, Standards addressed
* 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.	(ISTE NETS 3 and 5)
* Student will demonstrate an understanding of the ways in which appropriate technologies can be used to facilitate teaching and learning.	(ISTE NETS 2, 3, and 4)
* Student will demonstrate a basic understanding of social ethics in relation to emerging web-based technologies.	(ISTE NETS 6)
* Student will demonstrate a working knowledge of developing trends concerning the implementation of instructional technologies in educational environments.	(ISTE NETS 1 - 6)
* Student will demonstrate an ability to be a facilitator of learning.	(ISTE NETS 4 and 5)

The student is guided by the profession's ethical and professional practice standards. While some of the students in this class are not presently classroom teachers, it is important for candidates in the Masters of Arts in Teaching program to develop an understanding of the standards by which the profession is being judged.

For that reason, the ISTE NETS standards for teachers (listed to the right) also apply to the students in this course, for what is outlined here is the professional responsibility of all teachers. For a listing of ISTE NETS standards for students, see how they're matched up* below:

Technology Foundation Standards for Students
http://cnets.iste.org/students/s_stands.html

1. Basic operations and concepts
    - Students demonstrate a sound understanding of the nature and operation of technology systems.
    - Students are proficient in the use of technology.
2. Technology productivity tools
    - Students use technology tools to enhance learning, increase productivity, and promote creativity.
    - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
3. Technology communications tools
    - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
    - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students located at http://cnets.iste.org/students/s_stands.html)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

4. Technology research tools
    - Students use technology to locate, evaluate, and collect information from a variety of sources.
    - Students use technology tools to process data and report results.
    - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

5. Technology problem-solving and decision-making tools
    - Students use technology resources for solving problems and making informed decisions.
    - Students employ technology in the development of strategies for solving problems in the real world.

6. Social, ethical, and human issues
    - Students understand the ethical, cultural, and societal issues related to technology.
    - Students practice responsible use of technology systems, information, and software.
    - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

(I've moved the social, ethical, and human issues from the #2 slot in the list to the #6 so it would match up with NETS for teachers. See the website for the correct ordering.)

IV. **ASSESSMENT AND EVALUATION.**

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. **PRODUCTIVITY AND PROFESSIONAL PRACTICE.**

Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. **SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.**

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.

3. COURSE SCHEDULE – THIS COURSE IS DIVIDED INTO 8 WEEKS AS FOLLOWS: (WHILE THE CHART PROVIDES A ROUGH SKETCH OF WEEKLY ACTIVITIES, THERE MAY BE OTHER READINGS AND VIEWINGS POSTED ON WEBCT FOR STUDENT CONSUMPTION.)

Week 1	
Activities:	Introduction to course (concepts, methods, and assessment procedures) and to student learning needs. HOMEWORK: Introduce selves in the Week 1 forum on the discussion board. Review websites and online materials as

prompted on the Week 1 assignments page.

Week 2

Activities:

Annotated Bibliography (or, what resources are out there that are best for me to use and why)

HOMEWORK: Read Chapter 5 ("Theories of Teaching" pp. 73-114) and Chapter 12 ("Whole-Part-Whole Learning Model" pp. 240-250) and respond as prompted on the discussion board.

Week 3

Activities:

Tagmemics (or, the wonderful six-step method to breaking down an idea)

HOMEWORK: Read Chapter 3 ("Theories of Learning" pp. 18-34) and Chapter 13 ("From Teacher to Facilitator of Learning" pp. 251-4) and respond as prompted on the discussion board.

Week 4

Activities:

Teaching Contract (or, how to articulate and develop a method for engagement)

HOMEWORK: Read Chapter 4 ("A Theory of Adult Learning: Andragogy" pp. 35-72), Chapter 6 ("An Andragogical Process Model for Learning" pp. 115-138) and Chapter 15 ("Some Guidelines for the Use of Learning Contracts" pp. 265-271) and respond as prompted on the discussion board.

Week 5

Activities:

Development of Online Activity (or, how do I make this become an online reality)

HOMEWORK: Read Chapters 7 ("Andragogy in Practice" pp. 140-164), Chapter 9 ("New Perspectives on Andragogy" pp. 183-203) and Chapter 12 ("Making Things Happen by Releasing the Energy of Others" pp. 255-264) and respond as prompted on the discussion board.

Week 6

Activities:

3-page analysis (or, what this idea is all about)

HOMEWORK: Read chapter 10 ("Beyond Andragogy" pp. 204-230) and Chapter 14 ("Core Competency Diagnostic and Planning Guide" pp. 272-281) and respond as prompted on the discussion board.

Week 7

Activities:

PowerPoint Development (or, how do I break my idea into a 15-minute presentation)

HOMEWORK: Read Chapter 11 ("The Future of Andragogy" pp. 231-238) and Chapter 17 ("Personal Adult Learning Style Inventory" pp.282-295) and respond as prompted on the discussion board.

Week 8

Activities:

Online, Real-Time Presentations

4. RESOURCES:

Required Text(s):

Required reading: Knowles, Malcolm S, Elwood F. Holton III, and Richard A. Swanson. (2005.) *The Adult Learner.* 6th Edition. Butterworth-Heinemann.

Recommended reading:

Materials on Adult Learning and Technology by Sebastian Mahfood (http://www.kenrickparish.com/tpcii)

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.

Campus Technology Magazine (http://www.campustechnology.com)

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

Google (http://www.google.com)

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.

Other audio and video materials will be made available online

5. EVALUATION:

Assessments

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

1) The various components of which the learning contract is comprised, including the implicit tagmemic structure, the learning goals with their various strategies and means of assessment, and 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. Examples of how other students have responded to these assignments can be found at http://www.sebsteph.com/adult3

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

3) A presentation of the final project to the class

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

5. GRADING SCALE :

A 93-100 **A–** 90-92 **B+** 87-89 **B** 83-86 **B–** 80-82 **C** 70-79 **NC** 69 and below

Note: FEEDBACK ON ALL PAPERS/PROJECTS WILL BE RETURNED ELECTRONICALLY. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

At this stage in your academic career, you should be fully conscious of what it means to plagiarize. In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. This is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (http://library.webster.edu/citation.html). Students guilty of plagiarism may be removed from the course without credit or refund. Respect yourselves, and respect your own work.

8. ACCESSIBILITY/ACCOMODATIONS POLICY

Since this is a course on Adult Learning and Technology, we consider technological limitations of at-home computers as functional disabilities. Anyone unable to use a particular classroom technology is asked to make use of the student lab to complete assignments. Anyone with a personal disability that limits access to any kind of course implementation method (for instance, a lot of audio and video is used in this course that might be difficult to access for deaf or blind students or for students with slow connection or processing speeds), please notify your instructor as soon as possible to discuss your accommodation needs.

9. OTHER

Because this class only meets online, students should be prepared to invest 1.5 hours for every 1 hour of class time, which means that, 2 credits being 2 hours of "classtime" during the week, a total of 5 hours each week of class preparation (reading, responding on the discussion board, and project creation) should be sufficient to synthesize the course materials. A failure on the student's part to actively participate in the life of the course may result in a reduction of the final grade.

A virtual environment will be open within which students have the option to meet during weekly office hours from 7-9 pm on Tuesdays or from 9-11 am on Saturdays.

Students who do not complete the requirements of the course must meet with the instructor prior to the end of the course to complete an Incomplete Course Form; otherwise, an NC will be issued. Assignments not submitted by the deadlines listed may be penalized. This syllabus is subject to change at the discretion of the instructor.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the

incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

10. Standards / Goals

ISTE NET Standards: (Listed above and accessible through the links below)
International Society for Technology in Education **(ISTE)** - National Educational Technology Standards for Teachers **(NETS)** – http://cnets.iste.org/teachers/t_stands.html or http://cnets.iste.org/students/s_stands.html

The School of Education (SOE) Goals:

1. **The knowledgeable learner:**
   Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
2. **The informed instructor:**
   Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
3. **The reflective collaborator:**
   Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
4. **The responsive educator:**
   Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

This syllabus is subject to change at the discretion of the instructor.