



COURSE SYLLABUS

COURSE NUMBER:
EDTC 5630

COURSE TITLE:
Adult Learning & Technology

TERM: Fall 2 2007

SITE: Online

INSTRUCTOR CONTACT INFORMATION:
Angela Astuto
astutoa@webster.edu

CREDIT HOURS: 2

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)

3. **COURSE SCHEDULE – THIS COURSE IS DIVIDED INTO THREE SATURDAYS AS FOLLOWS:**

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

HOMEWORK: Read Chapter 7 ("Andragogy in Practice" pp. 140-164), Chapter 9 ("New Perspectives on Andragogy" pp. 183-203), and Chapter 12 ("Making Thing Happen by Releasing the Energy of Others" pp. 225-264) and respond as prompted on the discussion board.

Week 6

Activities: 3-page Analysis (or, what is this idea 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. 213-238) 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 / GRADING SCALE:

Grading Scale:	Assessments:
93-100 = A	a) Classroom Activities – 30%
90-92 = A-	b) Discussion Board Activities – 20%
86-89 = B+	c) Curriculum project – 50%
83-85 = B	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 in the online resources.
80-82 = B-	2) A three-page comprehensive analysis that attempts to demonstrate how your thesis statement is valid
70-79 = C+	3) A presentation of the final project to the class
0-69 = NC	

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

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

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. 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>).

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs.

8. ATTENDANCE:

Attendance is crucial in all online courses. This means that a student is expected to login to the course several times during each week.

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. It is important to actively participate each week in the course.

The instructor reserves the right to lower the final grade by a letter grade for absences (or in the case of an online course, lack of participation).

9. OTHER

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:

International Society for Technology in Education (ISTE) - National Educational Technology Standards for Teachers (NETS) – http://cnets.iste.org/teachers/t_stands.html

ISTE NET Standards:

- 1. Technology operations and concepts.**
Teachers demonstrate a sound understanding of technology operations and concepts.
- 2. Planning and designing learning environments and experiences.**
Teachers plan and design effective learning environments and experiences supported by technology.
- 3. Teaching, learning, and the curriculum.**
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- 4. Assessment and evaluation.**
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
- 5. Productivity and professional practice.**
Teachers use technology to enhance their productivity and professional practice.
- 6. 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.

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.

The progress of students in this course toward ISTE Nets or School of Education goals may be recorded for the purpose of program evaluation, not for student assessment. If you have any questions about this, please contact your instructor.

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