



Virtual Campus Fall 2008
School of Education

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

COURSE NUMBER AND TITLE: EDUC 5312 – Topics in Education/Instruction for Adult Learners
TERM AND DATES: Fall 2008 (Aug 18 to Nov 1, 2008)

INSTRUCTOR'S NAME: Barbara Allen Carr, Ed.D.
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OFFICE HOURS: MW 10-12; TR 11-12; other by appointment

CATALOG COURSE DESCRIPTION: The focus of this course is instruction for the world of adult learners. The course is designed with practical applications for instructors, builds confidence by supplying methods for reaching the goals of adult education, and answers the question “How will I teach?” The intended audience for this course includes educators who are military instructors, corporate trainers, vocational trainers, recreational or health care instructors, and others who target adults as their students. The emphasis will be on ways to begin teaching courses and/or ways to improve on already existing courses. From how to choose books or write a syllabus to instructional media and technology, this course will provide examples and opportunities to explore the world of adult instructional strategies. **PREREQUISITES:** none

REQUIRED RESOURCE MATERIALS:

Brady, M., & Lampert, A. (2007). *A handbook for teachers of adult learners (2nd ed.)*. Old Orchard Beach, ME: New Teacher Concepts. [ISBN – 0-9747249-1-2 or www.newteacherconcepts.com]

Requirements in Technology

- 1) Access to the internet on a regular basis is a requirement for this course; we will use Blackboard as the learning system. All class discussions take place via the Discussion Board. All class materials are distributed online (lecture notes). All tests are located online (assignments). All assignments will be collected via the digital dropbox, discussion board, or other electronic platform.
- 2) Familiarity with Microsoft Word, PowerPoint, Excel, and other software common to the practice of education is required for successful completion of the course.
- 3) Access to WBU Learning Resources www.wbu.edu/lrc

COURSE OUTLINE: This course is designed to develop the instructor skills needed to provide education for adult learners, foster the values and behaviors that enable an instructor to prepare effectively to enter the arena of teaching adults, and promote the best practices of instruction designed exclusively for adult learners. Confident, well-prepared instructors bring their expertise in what to teach, but do not necessarily know how to teach. The intent of this course is to increase instructional effectiveness in how to meet the needs of adult learners.

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| I. | Why teach? | XI. | Teaching through writing |
| II. | Basic characteristics of adult learners | XII. | Peer learning |
| III. | Working with “at risk” learners | XIII. | Instructional media and technology |
| IV. | Planning a new class and building a syllabus | XIV. | Teaching online |
| V. | Choosing books, materials, and assignments | XV. | Three simple tools: advance organizers, mind maps, and minute papers |
| VI. | The first class | XVI. | Co-teaching; working with others in your classroom |
| VII. | Establishing a safe environment for learning | XVII. | Assessing student learning |
| VIII. | The art and science of lectures | XVIII. | The quest for continuous improvement |
| IX. | Planning for group discussions | XIX. | Ten things to remember |
| X. | Facilitating group discussions | | |

COURSE REQUIREMENTS: Professionalism is a key component to being an effective educator, and this semester is an opportunity to demonstrate professionalism. Professionalism will be expected at all times, but most especially with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, we will frequently encounter the opinions of others which may seem novel and, occasionally, outlandish. We must show respect for one another in all circumstances. I will show respect for you by not belittling or ignoring you. You will show respect for me by giving attention to assignments. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my classes. This component will be evaluated based upon the Teacher Education Code of Conduct, my perspective, and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction.

1. The student will read all assigned materials, participate in class activities, and [complete assignments](#) at the appropriate time; due dates are important.
2. Weekly online [discussion board interactions](#) will allow dialogue among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will **post** an answer to the question or statement and **respond** to two (2) others. **Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.**
3. The student will [create materials](#) for an adult education module (including but not limited to)—a syllabus, the first class agenda, the first day plan, sample lecture notes, sample questions, a discussion issue, a writing assignment, and a peer learning situation.
4. The student will [incorporate media and technology](#) to create samples such as webs, bulleted lists, or diagrams, power point presentations, a flipchart page sample, a sample transparency, a sample discussion board, and lesson outlines.
5. The student will [create tools](#) for including students with diverse learning needs such as graphic organizers, mind maps, or minute papers.
6. The student will complete a [midterm](#) and a [final exam](#).

STUDENT LEARNING OUTCOMES:

1. Students will exhibit continuing growth in the development of their educational professionalism.
2. Students will review the characteristics of adult learners.
3. Students will practice creating materials for quality educational modules.
4. Students will create a model peer learning situation appropriate for adult learners.
5. Students will demonstrate use of quality materials incorporating media and technology.
6. Students will use tools and strategies designed to meet the needs of diverse learners.
7. Students will develop sample assessment instruments appropriate for adult settings.
8. Students will articulate ways to use best practices for adult education.

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:

1. discussion board (outcomes 1, 2, 8)
2. create syllabus, 1st class agenda and plan, lecture notes, questions, discussion issue, and writing assignment (outcomes 3, 4, 5, 6,)
3. create presentation materials (outcomes 1, 3, 5, 6, 8)
4. tools for diverse needs (outcomes 1, 6, 8)
5. assessment instruments (outcomes 1, 7,8)
6. exams (outcomes 1, 2, 3, 4, 5, 6, 7, 8)

METHODS OF INSTRUCTION: The delivery system for the course will consist of internet supported instruction utilizing the Blackboard platform. Independent study and reading are essential to this course. Instructional methods may include, but will not be limited to, the following: lecture, independent study, discussion, and presentations.

ATTENDANCE POLICY:

1. Campus Attendance Policy: Students enrolled at Wayland Baptist University should make every effort to attend all class meetings. The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of E for that course. Student grade appeals should be addressed, in writing, to the campus dean.
2. Instructor's Additional Policies: Additional attendance policies for each course, as defined by the instructor in the course syllabus, are part of Wayland's attendance policy. Attendance for this online course will be documented by the student's participation in class discussion boards and submission of assignments. Attendance will be determined by the student's participation in course activity—not the last log in.

EVALUATION: University Grading System:

EVALUATION: University Grading System (see Catalog)			<p>A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded.</p> <p>*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the <u>I</u> is converted to the grade of <u>E</u>. An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.</p>
A	90-100	Cr for Credit	
B	80-89	NCR No Credit	
C	70-70	I Incomplete*	
D	60-69	W for withdrawal	
F	below 60	WP Withdrawal Passing	
		WF Withdrawal Failing	
		X No grade given	
		IP In Progress	

COURSE GRADING CRITERIA: All assignments are due as noted on course outline unless otherwise announced in class. All assigned work must be word-processed. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days unless prior authorization is cleared through contact with Dr. Carr.

Assignment	Possible	Earned
Weekly Discussion Boards (10)	100	
Construct a Syllabus	100	
1 st Day Materials	25	
Sample Lecture Notes	100	
Questions/Discussion Module	25	
Midterm	200	
Kagan Structure	25	
PPT presentation w/flipchart, transparency master	100	
Use 3 Simple Tools	25	
Assessment Instruments	100	
Final Exam	200	
TOTAL	1000	

ACADEMIC HONESTY: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

Plagiarism - The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*" - Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

DISABLED PERSONS: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

MEETING DATES AND ASSIGNMENTS Tentative Course Outline***

I reserve the right to amend the tentative course outline as needed during the course.

EDUC 5312 - Virtual Campus-Fall 2008				
Session	Date	Classwork	Reading	Assignments
1	Aug 18-24	Syllabus Basic Instructions Notes 1-3 VAK analysis	Ch1-Why Teach? Ch2-Ch of Adult Learners Ch3-At Risk	Discussion Board #1- Get Acquainted Q1-Why do I want to teach adults? Q2-What is your learning style?
2	Aug 25-31	Notes 4-5	Ch4-Planning new class & building a syllabus Ch5-Choosing books, materials & assignments	DB#2-Study the syllabus for this course Q1-Do I look at the syllabus differently after creating a syllabus myself? Syllabus due
3	Sep 1-7	Notes 6-7 7Questions Needs of Students Web	Ch6-First class Ch7-Safe Environment	DB#3-Share your experiences of a compelling 1 st day 1st Day materials due
4	Sep 8-14	Notes 8 Differentiation Notes	Ch8-Art & Sci of Lectures	DB#4-Compare/contrast the art and sci of lectures by recalling the best or worst example of your experience Lecture outline and module due
5	Sep 15-21	Notes 9-10 Bloom's Question Stems	Ch9-Planning Discussions Ch10-Facilitating Discussions	DB#5-What are the advantages of the discussion board? 6 Questions/discussion module due Prepare for Midterm
6	Sep 22-28	Midterm Notes 11	Ch11-Teaching via writing	DB#6- Create a sample writing assignment to share
7	Sep 29-Oct 5	Notes 12 Kagan Structures	Ch12-Peer learning	DB#7- How could you use peer learning to encourage positive collaboration? Kagan Structure due
8	Oct 6-12	Notes 13-14	Ch13-Instructional Media Ch14-Teaching Online	DB#8-Discuss 3 of 10 elements of effective online teaching PPT, flipchart & transparency master due
9	Oct 13-19	Notes 15-16 Graphic Organizers	Ch15-3 Simple Tools Ch16-Co-teaching	DB#9-Considering your personal learning style, what tools are most valuable to you? Create sample support tools due
10	Oct 20-26	Notes 17-18	Ch17-Assessing Ch18-Continuous Improvement	DB#10-What have you learned? Create sample assessments due
11	Oct 27-30	Notes 19 Final Exam	Ch19-Things to remember	