

Inst 6720: Instructional Technology in Adult Education

Summer 2013

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Textbooks:

Philosophical Foundations of Adult Education - by John L. Elias and Sharan B. Merriam Publisher: Krieger Pub Co; 3 edition (December 1, 2004)

Designing Instruction for Adult Learners – by Gary J. Dean Publisher: Krieger Pub Co; 2 edition (2002)

This course is designed for those who are interested in adult learning and adult learners. The course will be run more like a seminar* where students have major responsibility to choose the content and direction to develop a deeper understanding in the subject matter.

[*a small group of students, as in a university, engaged in advanced study and original research under a member of the faculty and meeting regularly to exchange information and hold discussions]

The instructional strategy is “learning by doing.” Students will choose the majority of topics, activities, and individually pertinent and relevant learning outcomes. As reading and discussion are foundational for any type of learning, reading and group discussions will be required. Active reading is expected: you are encouraged to apply your reading and discussions to your particular situation. Weekly readings, discussions, learning activities, and assignments are arranged and carried out based on student need and interest.

As the course is delivered at a distance, the class will be communicated mainly via Canvas – <http://learn-usu.uen.org>. Students should plan to visit the class web site as frequently as necessary – but at least once a week is suggested. Individualizing your contact settings in Canvas is encouraged.

Course Goals:

Each student will:

1. Define relevant labels, ideas, and practices - starting with 'adult'.
2. Investigate multiple philosophies of adult education and contribute to class discussions.
3. Identify, refine, and articulate a personal philosophy of adult education.
4. Customize instruction for adult learners based on reading from the Dean textbook – either existing or evolving.
5. Create an individual learning contract and follow through on self-determined goals.
6. Choose appropriate reading material for personal study/research and to share with fellow students.

7. Contribute to the overall positive experience by actively participating. This includes taking responsibility for course content, direction, and outcomes.
8. Foster and maintain a learning environment with mutual respect, trust, helpfulness, freedom of expression, and acceptance of differences.

Additionally, there are some general overarching objectives I have for this course:

- a. Learn to apply course material (to improve thinking, problem solving, and decisions)
- b. Develop specific skills, competencies, and points of view needed by professionals in the field
- c. Learn how to find and use resources for answering questions or solving problems
- d. Acquire an interest in learning more by asking questions and seeking answers

Although the structure of the class is open for collective development, we will have at least 4 modules. Students are required to participate in all 4 modules to some extent.

Module 1: Glossary (goal 1)

Module 2: Philosophy (goal 2)

Module 3: Adult Learners (goal 4)

Module 4: Learning Contract (goal 5)

Grading: Once students have their initial learning contracts submitted, they will be peer & instructor reviewed. Students will revise their learning contracts based on the feedback and will then contract for the grade their learning contract supports. At the end of the semester, the instructor and the student will determine the final grade based on completion of all learning objectives to a satisfactory level.

UNIVERSITY POLICIES:

Honor Pledge

Students will be held accountable to the Honor Pledge which they have agreed to: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

Academic Dishonesty

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined in the University's Student Code:

Acts of academic dishonesty include but are not limited to:

1. Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually"; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6)

submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

2. Falsification: altering or fabricating any information or citation in an academic exercise or activity.

3. Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Full text of the Student Code available at available at available at

<http://www.usu.edu/studentervices/pdf/StudentCode.pdf>:

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.