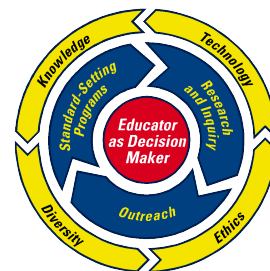


The University of Akron
College of Education
Educational Foundations and Leadership
5400:400/500, Postsecondary Learner, 3 credits



Instructor:	Shelley Waltonen-Moore, Ph.D.	Section:	680
Office:	Zook Hall 219 (enter 210 first)	Online:	https://springboard.uakron.edu/
Phone:	330-972-6964	Room:	Online
Email:	swalton@uakron.edu	Day/Time:	Online
Office Hours:	By appointment (phone, webcam, etc..)	F2F:	Sessions noted online in Events

I. COURSE DESCRIPTION

Welcome! The Postsecondary Learner course is designed to introduce you to the characteristics, issues, and factors pertinent to successful facilitation of learning with emphasis on the strategies successful in postsecondary education/training environments.

If the learners are Technical Education majors, learners must have taken 5400:401/501 prior to enrolling in this course or must be currently enrolled in 5400:401/501 during the semester.

II. RATIONALE

Educators of adults must understand their learners, learning theories that support their learning, and strategies for providing them with an instructional environment that increases their motivation to learn, and success in obtaining educational objectives.

III. REQUIRED/OPTIONAL TEXTS

Knowles, M. S.; Holton III, E.F. & Swanson, R.A. (2005). *The adult learner: The definitive classic in adult education and human resource development* (6th ed.). New York: Elsevier.

Wlodkowski, R.J. (1999). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults*. San Francisco, CA: Jossey-Bass.

All readings in online modules.

OPTIONAL:

American Psychological Association, (2001). *APA: Publication manual* (5th ed.). American Psychological Association: Washington, DC.

IV. COURSE GOALS/OBJECTIVES

Objectives	UA Conceptual Framework Proficiencies	Standards*	Assignments/Assessments
Examine various strategies	K1,4,E1,D1	A,E,H	Quizzes; Analysis of

appropriate for postsecondary education and training.			teaching and learning style.
Examine adult motivation strategies.	D1, D2	A,E,H	Quizzes; Analysis of teaching and learning style.
Examine issues of diversity in postsecondary educational and training environments.	D1,2	A,E,H	Quizzes; Analysis of teaching and learning style.
Evaluate learning activities for maximum adult learning/training preparation.	E1,2,3;D1,2;K1	A,E,H	Quizzes; Analysis of teaching and learning style.
Utilize adult learning theories and models when analyzing adult learning methods and strategies.	K1,2,3,4;D1,2;E1,2,3	A,E,H	Quizzes; Analysis of teaching and learning style.
Develop the basis of an individualized teaching and philosophy for working with adult learners and trainees.	K1, 2, 3	A,E,H	Quizzes; Statement of Philosophy-Written
Disseminate information to class peers through professional presentations and class dialogue.	K1, 2, 3	A,E,H	Learning community pledge and participation
Exhibit high self-esteem through positive communication, especially written communication as evidenced throughout writing assignments.	E1,K1	A,E,H	Participation in e-Learning Community
Accept responsibility for the learning process.	E1,2,3;K1	A,E,H	Participation in e-Learning Community
Exhibit professional work ethics, integrity, and honesty in all communication modes.	E1,2,3;K1	A,E,H	All assignments
Internalize an appreciation for cultural diversity.	D1, D2;E1;K1	A,E,H	Diversity reaction papers
Utilize common terminology associated with the workplace.	K1;D1;E1	A,E,H	Workplace training observation
Model lifelong-learning through application and adaptation to new knowledge.	K1;D1;E1	A,E,H	Participation in e-Learning Community
Utilize prior knowledge and coursework knowledge to draw logical conclusions.	K1;D1;E1	A,E,H	Participation in e-Learning Community
Cooperate with others and support colleagues.	K1;D1;E1	A,E,H	Participation in e-Learning Community
Be aware of resources associated with educational and training systems.	K1;D1;E1	A,E,H	Participation in e-Learning Community
Allocate materials and facility resources.	K1;D1;E1	A,E,H	Participation in e-Learning Community
Acquire, evaluate, and	K1;D1;E1	A,E,H	Participation in e-Learning

synthesize necessary information.			Community
Select and troubleshoot technology in educational and training sessions.	T1, T2; K1;D1;E1	A,E,H	PSL Presentation
Teach and train others.	K1;D1;E1	A,E,H	Participation in e-Learning Community
Serve adult learners.	K1;D1;E1	A,E,H	Participation in e-Learning Community
Exercise leadership.	K1;D1;E1	A,E,H	Participation in e-Learning Community
Apply systems theory to teaching and training.	K1;D1;E1	A,E,H	Participation in e-Learning Community
Utilize formative and summative evaluation.	K1;D1;E1	A,E,H	Participation in e-Learning Community
Think creatively, make decisions, and solve problems independently.	K1;D1;E1	A,E,H	Participation in e-Learning Community

V. COURSE OUTLINE

Online: Follow all readings/activities located in each online module.

Daily: Read discussions, e-mails, news, and events.

Get Started: Attend optional first meeting (if offered).
 Obtain UA NET ID and password (call 330-972-6888).
 Login to Springboard, the e-classroom (URL on page 1).
 Go to “Discussions” and read/respond to the introduction prompt.

Week	Learning Topic	Reading Assignments
1	Module 1: Introduction. Course Overview, syllabus, expectations, and requirements.	Chapter 1- Intro (Knowles et al., 2005). Chapter 2- Learning Theory (Knowles et al., 2005).
2	Module 2: Understanding Adult Learners. Attributions and Skills of Adult Educators	Chapter 1- How motivation affects instruction (Wlodkowski, 1999).
3	Module 2: Understanding Adult Learners Adult Learning Theory	Chapter 3- Theories of Learning (Knowles et al., 2005). Chapter 4- Theory of Adult Learning: Andragogy (Knowles et al, 2005).
4	Module 3:Philosophical Orientation and Ethical Considerations to Teaching Adults	Read Zinn (1989). See online module (not in text book).
5	Module 3: Philosophical Orientation	Read Pratt (1988). See online module (not in text

	and Ethical Considerations to Teaching Adults	book).
6	Module 4: Motivating Adult Learners (an introduction to the framework)	Chapter 3 – What motivates adults to learn (The Motivational Framework for Culturally Responsive Teaching) (Wlodkowski, 1999).
7	Module 5: Teaching and Learning Styles	Chapter 17 - Learning Styles (Knowles et al, 2006).
8	Module 5: Teaching and Learning Styles	Chapter 2- Characteristics of skills of a motivating instructor (Wlodkowski, 1999). Chapter 5- Theories of teaching (Knowles et al., 2005). Chapter 13- From teacher to facilitator (Knowles et al., 2005). Epilogue (Wlodkowski, 1999).
9	Module 6: Diversity of Learners	See online module readings... No chapter readings this week.
10	Module 6: Diversity of Learners	Chapter 4- Establishing inclusion among adult learners (Wlodkowski, 1999).
11	Module 6: Diversity of Learners	Chapter 5- Helping adults develop positive attitudes toward learning (Wlodkowski, 1999).
12	Module 6: Diversity of Learners	Chapter 6- Enhancing meaning in learning activities (Wlodkowski, 1999).
13	Module 7: Strategies	Chapter 7- Engendering competence among adult learners (Wlodkowski, 1999).
14	Module 7: Strategies	Chapter 8- Building motivation strategies into instructional design (Wlodkowski, 1999).
15	Module 8: Applications	Appendix: Observational guide for culturally responsive teaching and learning (Adult Version) (Wlodkowski, 1999).

NOTE: Changes in the course schedule will be noted on the course homepage under “news.” Please see course “dropbox” for all assignments, due dates, and rubrics. I reserve the right to alter assignments and due dates as deemed relevant for your successful completion of course requirements.

VI. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

Please visit the rubric for each assignment. These rubrics are located within the assignment dropbox found on your course homepage. Be sure to address all areas within the rubric. College-level writing is expected and required of all students as a minimum. Graduate level

students are held to higher standards in their writings. Course readings are to be cited and incorporated into all assignments (using APA style).

NOTE: All due dates are listed in “Events” and in the “Dropbox.”

1) Participation in e-Learning Community (45 points):

Rather than an instructor who “transmits” lectures without interaction on behalf of the learners, adult learners enjoy and appreciate the value of being able to talk and share from their own life experiences. From my experience, both as an adult facilitator and adult learner, this is often the best part of the learning experience – talking about what we are learning/doing and making sense of it together. Our primary method of communicating together is the discussion board. To ensure success, please commit to the following:

Learning Community Pledge

- ✓ I have a genuine desire to learn and take full responsibility for my learning.
- ✓ I acknowledge that learning from and working with others is important to my overall learning and the success of others.
- ✓ I respect the role of communication as a critical component of our success together.
- ✓ I acknowledge the importance of the threaded discussion board as the primary way to communicate with all colleagues (especially in a web-based course) and will participate in the discussion board at least 1-3 times per week.
- ✓ I will act professionally at all times, consistently demonstrating courtesy and respect to my colleagues through my participation on the discussion board.

Name

Date

A rubric for the threaded discussion board is located within the student drop-box. *Note: The class discussion for each week begins on Sunday and ends on the Saturday of that week, unless otherwise specified.*

2) Adult Development Quizzes (28 points): There are three mini-quizzes on each of the adult development videos associated with module 2.

3) Statement of Personal Educational Philosophy (50 points): Developing a personal philosophy of education is an important part of professional development. Your Philosophy of Education will reflect your beliefs, values, and attitudes about adult education and the learning process. It will serve as a framework for your current and future practice with adult learners.

3) Analysis of Teaching and Learning Style (50 points): After class discussion of teaching style and learning style AND completion of respective inventories, you will be asked describe your personal learning style and teaching style. You will then analyze these results and their potential impact on your classroom instruction with adult learners.

4) Diversity Reaction Papers (60 points): You will read several short readings dealing with a myriad of diversity issues that are relevant to your role as an adult educator. You will be expected to write *critical responses*. It is essential to consult and support your ideas with the required readings.

5) Workplace Training Observation (final project)(50 points): You will observe a workplace training session where you are a participant with other adults. You will *critique* what you observed through utilizing an assessment tool provided within our Wlodkowski (1999) text. Fully describe what you observed. Support your critique with class readings.

6) Graduate Students - PSL Presentations (50 points): Graduate students are required to develop a presentation (PowerPoint) that will teach the class about one area related to postsecondary learners (i.e., adult development theorist, adult learning theory, disabilities, etc...). If you are enrolled in the web-based section, you will post your presentation to the weekly discussion board (Sunday) and also facilitate the weekly discussion board.) These presentations will occur on the discussion board *throughout* the semester. Details forthcoming.

VII. EVALUATION/STUDENT ASSESSMENT

See specific assignments and the associated Scoring Guides (AKA rubrics or performance based assessments) for each task listed in the Instructional Strategies/Activities/Technology Section. With the exception of the quizzes, each assignment will have a specific rubric associated with the requirements for the assignment. Students will be evaluated using the corresponding scoring guide rubric. Total points for the course will be calculated and a percentage calculated for a letter grade.

ALL ASSIGNMENTS MUST BE SUBMITTED IN THE COURSE DROPBOX.

A scoring guide file has been provided for you for each assignment. Make the scoring guide the first page of your assignment and add your assignment to the file (simply copy and paste it). You will have to download the file, save it to your computer, complete the assignment, save it as indicated in the directions with your last name, and upload it when it is done back into the dropbox.

UNDERGRADUATE TOTAL POSSIBLE POINTS: 283

GRADUATE TOTAL POSSIBLE POINTS: 333

Letter Grade	Percentage
A	100-93%
A-	92-90%
B+	89-86%
B	85-83%
B-	82-80%
C+	79-76%
C	75-73%
C-	72-70%
D+	69-66%
D	65-63%
D-	62-60%
F	Below 60%

VIII. CONCEPTUAL FRAMEWORK PROFICIENCIES

The University of Akron, College of Education has identified **Educator as Decision Maker** as the theme of our conceptual framework, which has been developed around the core components of professional practice and scholarship identified in the mission statement of the college: **Knowledge, Technology, Diversity, and Ethics**. The theme and components provide direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. It is our goal to provide opportunities to candidates to develop a solid foundation in the identified proficiencies for each of the core components through well-planned coursework. This foundation then transfers into knowledge-based decision making as it applies to **Standards Setting Programs, Research and Inquiry, and Outreach**. Descriptions of the proficiencies are provided at <http://www.uakron.edu/colleges/educ/COE/cf-proficiencies.php>

As you progress through your program, you will find the **conceptual framework** aligned with course objectives. You will also find the **conceptual framework** theme and core components reflected throughout the College of Education. This reflects our commitment to these central tenets and our vision that all of our graduates will be effective **decision makers** throughout their professional careers.

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources:

<http://www.uakron.edu/gradsch/docs/Gradbulletin.pdf>, then select "General Information" (academic honesty); or <http://www.uakron.edu/studentlife/sja/codecon.php> (Student Code of Conduct).

Any student who feels she/he may need an accommodation based on the impact of a disability please consult <http://www.uakron.edu/access> and the Office of Accessibility at (330) 972-7928.

X. BIBLIOGRAPHY

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