

## College of Education

### **EDUC 608- Essential Elements of Adult Learning Theory (3 units) Online Course – Fall 2013 Semester**

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Lab: Students must have access to up-to-date computer and Internet.

Office Hours: Online or phone by appointment

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### **College of Education Mission Statement**

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

(Adopted by SoE Governance Community Spring, 2013).

### **School of Nursing Mission Statement**

The mission of faculty and the staff of the School of Nursing is to prepare students for a career in professional nursing that focuses on assisting patients/clients to achieve health or health-related goals and to transition from a disease oriented to a health oriented system of healthcare. Faculty assist students who acquire general knowledge from sciences and arts and specific knowledge and skills from nursing practice and theories and to assume nursing leadership roles. These professional nursing roles are practiced as a provider of care, teacher, advocate, coordinator of care, and member of the profession. Faculty articulate a philosophy of nursing in which nurses provide healthcare for culturally and ethnically diverse individuals, groups, families and communities in hospitals, homes and community based settings.

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## **COURSE DESCRIPTION**

**Essential Elements of Adult Learning Theory (3 units)** This course prepares instructors to apply adult learning theory as they design lessons, plan content, and assess student outcomes. The course introduces the student to theories of adult learning and

motivation, use of evidence based assessment, and characteristics of effective instruction in hybrid or online learning environments.

### **Required Texts and Materials:**

Knowles, S.N., Swanson, R.A., and Holton, E.F. (2005) *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. Sixth Edition. Elsevier Science & Technology Books

Smith, R.M. (2008). *Conquering the Content: A step-by-step guide to online course design*. Jossey-Bass.

Optional: Keating, S.B. (2006) *Curriculum Development and Evaluation in Nursing*. Lippincott, Williams & Wilkins.

Email Account – You are provided a campus email account automatically after you are registered for the semester. The log in is the same as Cougar Courses.

Computer Access –you must have a computer available throughout the course with ability to access online audio clips and videos.

You must use **Firefox** as your Web Browser and Adobe Acrobat Reader for viewing PDF file (both are free). You must also have Microsoft Office software suite including Word, Excel and PowerPoint. The following page provides plug in information: [http://courses.csusm.edu/studemo/tutorials/tips\\_tricks/plugins.htm](http://courses.csusm.edu/studemo/tutorials/tips_tricks/plugins.htm)

### **Expected learning outcomes:**

1. Understand the nature and use of curriculum.
2. Apply adult learning and motivation theory in the construction and delivery of lessons.
3. Use a variety of teaching strategies appropriate to learner needs and that target desired instructional outcomes, content, and context.
4. Use evidence based assessment to determine if learner outcomes have been met.
5. Recognize and accommodate multicultural, gender, and experiential influences on teaching and learning.
6. Exhibit skilled oral and written communication.
7. Demonstrate knowledge of curriculum design/development, evaluation of program outcomes and continuous program improvement processes.
8. Demonstrate characteristics of effective teaching.

### **SOE Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum,

students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

In this online course, It is expected that all students will have an active presence in the online community, or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible. Organize each week so that you **visit the Cougar Course (CC) shell every 2-3 days**. This will provide you the opportunity to stay in touch with the module assignments and discussions. You will need to use an up-to-date computer and operating system that has the ability and speed to use **Cougar Courses** and participate in activities, as well as play sound files and movie clips. **It is your responsibility to check these capabilities out as soon as you begin the course** and have a plan for completing and accessing these resources regularly. Note that assignment documents must be completed in Microsoft Office (Word, PowerPoint and/or Excel). *Modules begin on Tuesday each week and end on Monday the following week except when there is a holiday. Initial posts for each module are due on Friday after the module start date to allow for responses prior to the end of the course week (Monday).*

### **Environment Conducive to Academic Success**

In order to provide an environment conducive to the academic success of all students, CSUSM has a formal policy regarding harassment. The policy states that conduct considered to be harassing in nature “has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile or offensive work or educational environment. Under most circumstances, harassment refers to the type of conduct that is pervasive, repetitive, and that is sufficiently severe to alter the conditions of an employee’s employment or a student’s education or employment. It also may refer to a single incident that is sufficiently outrageous or harmful, in and of itself, that it substantially alters the conditions of an employee’s employment or interferes with that individual’s ability to perform job related responsibilities.

### **CSUSM College of Education Expectations and Accommodation Services**

#### **Students with Disabilities Requiring Reasonable Accommodations:**

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor.

#### **Plagiarism and Cheating**

All work submitted for this course should reflect students’ efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 6<sup>th</sup> edition. Failure to do so may result in failure of the course. Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonesty will not

be tolerated and will result in a failing grade for this course and will be reported to the University. APA online resources:

- CSUSM Library: <http://lib2.csusm.edu/subject-guide/55-APA-Style-Help?tab=332>

### **Grading Policy**

IT is expected that all required work will be submitted on time, and that students will proofread and edit their assignments prior to submission. Students will ensure that all text is error-free (grammar, spelling), and ideas are logically and concisely presented. Each assignment grade will be negatively affected as a result of proof reading oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 6<sup>th</sup> edition for citation guidance.

### **Late Assignments:**

Assignments are due by midnight on the date specified. Late assignments will receive a penalty of 5% per day. When submitting assignments, it is expected that students will allow time in case there are technical difficulties. For example, students should not be uploading assignments a few minutes before the deadline, but rather submit a few hours before the deadline in case there are technical difficulties with the server, or Internet connection. Students must submit all assignments at an acceptable level to pass the course.

### **Discussion Forum Postings (Value Added Model)**

When replying to a posting in the discussion area (or through a Web Blog) by another student, instructor, or guest, you must **refer to the person by name and refer to their comments** within your posting (ex: Hi Dr. Hayden). **To Add Value**, your response must do one of the following: **give an example** of what the prior post described; **provide a different perspective** of the topic posted; OR **expand upon the idea** posted in the message by including more detail and depth. Be sure the post includes reference to the part of the original posting that relates to your comments. The instructor will provide feedback in the first few modules to support understanding of these concepts. Peers will also be asked to review how others conform to this aspect of the course discussions.

### **Assignment Questions:**

There is a “**Questions Forum**” section in the course under Forums. This section is included to allow everyone the benefit of having access to instructor responses to questions about the course, activities, and/or assignments. Please review the posted questions before posting your question(s). Instructor will respond to posts within 48 hours. If you do not have a response by 48 hours, please contact the instructor directly by email or phone. Students may also respond to questions when they have information that will help other students.

### **Cougar Courses Help:**

Cougar Courses uses a Moodle interface. Contact the CSUSM help desk for support if needed. Their location and hours are listed on the web:

<http://www.csusm.edu/iits/support/studenthd/index.html> Be sure to leave a phone number and/or email if you leave a message at the help desk regarding a problem you are having. They can help with all technical aspects of the Cougar Courses environment including problems with accessing files, uploading assignments, and using Cougar Courses tools. **If you write to the instructor about a problem with Cougar Courses**, please confirm that you have communicated with the Help Desk first and refer to who replied to your question. Student resources and login for Cougar Courses: <http://cc.csusm.edu/>

### **Important Considerations:**

- Assignments are due when noted in the module and/or assignment link.
- **All assignments should be based on thoughtful reflection**, and submitted only after final edits, proof-read and word-processed. The university has a 2500-word writing requirement for each course that is met through the course reflections, assignments and discussions in the forum. Use Microsoft Word for any Word Processed documents, but post directly to the forum discussions instead of posting a file.
- **Contact instructor in advance** of any extended absence to accessing and contributing to module activities. If you contact the instructor about an absence, suggest a timeline for how you will make up missed sessions, contribute to group work, and if there is a need for an alternative assignment.
- **Grading of coursework** will be based on adherence to the assignment guidelines, evidence of application of course readings and resources, and clear evidence of specified revisions, clarity, and coherence, in revised work. Points are deducted for spelling and/or grammar errors.
- **Remember to cite all information** obtained from others completely in APA 5<sup>th</sup> Edition format. References are required.

### **Assignment Descriptions and Points:**

The following table contains a list of assignments and points associated with each assignment. The assignments will not be necessarily given in this order.

No	Assignment	Description	Points
1	Personal Philosophy	Student will articulate in writing a personal philosophy of nursing education, with an emphasis on teaching adult learners.	50
2	Chunking Content	Student will design a lesson that demonstrates chunking content into activities.	100
3	Online Module Development	An online module will be developed based on an identified expertise related to nursing and medicine. The online module will include instruction, interactive tasks, discussions and assessment (see #6).	200
4	Adult Learning Paper	Student will provide a written analysis of the adult learning and motivation theory content used in designing their module (see #3).	150
5	Quizzes	Student will demonstrate understanding through completion of quizzes targeting selected readings from the course.	150
6	Assessment Design	Student will design an assessment related to the module in assignment #3. Student will provide a written analysis of assessment best practices used in the module.	150
7	Reflection	Students will reflect on becoming an educator of adults using a journal shared with the instructor. Reflections are based on readings and course activities.	100
8	Communication and Participation	Students are active participants in course forum discussions and activities. The use of electronic communication in is required for class activities. Attendance (through online presence), participation, and timely access to online activities are critical to success in this course. <i>Value Added</i> postings are required.	100
		<b>TOTAL POINTS</b>	1000
<b>All assignments, requirements, due dates and scoring rubrics will be available through Moodle. Students should check the course schedule and assignment sections regularly for updates.</b>			

### Grading Scale

A = 93-100	A -= 90-92	B+ = 86-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- =70-72
D = 60-69	F = 59 or lower		

## **Course Schedule**

There are 13 modules in the course including Module 0. Some themes are completed over two-modules and others are one week. For session less than a full semester, there are multiple modules during some weeks. The titles of the Modules are:

Module 0: Getting Started

Module 1: Personal Philosophy

Modules 2 and 3: Principles of Adult Learning

Module 4: Adult Learner in the 21<sup>st</sup> Century

Module 5: Putting the Principles of Lesson Design and Tending to Learner Differences

Module 6: Setting Up for An Online Module Design

Modules 7 and 8: Designing the Lesson: Curriculum Development

Modules 9 and 10: Planning for Effective Assessment

Module 11: Peer reviews

Module 12: Reflections and Modifications