



Dewar College of Education and Human Services  
Valdosta State University  
Department of Adult and Career Education  
**ACED 9400-IA Online**  
**Adult Learning Strategies**  
**3 SEMESTER HOURS**

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**COE Conceptual Framework Guiding Principles**

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

- Dispositions:** Productive dispositions positively affect learners, professional growth, and the learning environment.
- Equity:** All learners deserve high expectations and support.
- Process:** Learning is a life-long process of development and growth.
- Ownership:** Professionals are committed to, and assume responsibility for, the future of their disciplines.
- Support:** Successful engagement in the process of learning requires collaboration among multiple partners.
- Impact:** Effective practice yields evidence of learning.
- Technology:** Technology facilitates teaching, learning, community building, and resource acquisition.
- Standards:** Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Learning through Evidence-Based Practices*

**COE CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

The following College of Education Conceptual Framework Standards will be addressed in this course:

- CFS 1. Graduates of this program are committed to students and their learning.
- CFS 2. Graduates know the subjects they teach and how to teach those subjects to students.
- CFS 3. Graduates are responsible for managing and monitoring student learning.
- CFS 4. Graduates think systematically about their practice and learn from experience.
- CFS 5. Teachers are members of learning communities.

*Developing Professionals through Standards-Based Practices*

**COURSE DESCRIPTION**

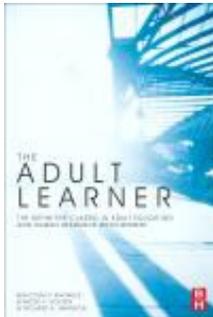
Design, development, and implementation of adult learning programs. Particular emphasis will be placed on curriculum models, goals, organization, methodology, career development, and evaluation for adult learners and learning programs.

## COURSE OBJECTIVES

This course is organized as a theory-to-application learning enterprise. The course objectives serve as the subject matter framework from which the readings and learning activities are engaged to build desired knowledge and application skills and attitudes. *Upon completion of this course, you will be able to:*

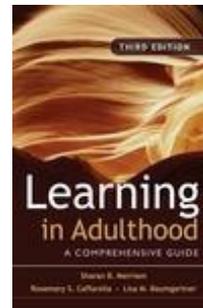
- CO 1. Describe and discuss various philosophies and values of adult learning.
- CO 2. Describe and discuss the purposes and goals of adult learning.
- CO 3. Describe and discuss issues of life-long learning in various adult education settings.
- CO 4. Describe methods of evaluation in adult education programs.
- CO 5. Explain and describe the implementation of adult learning strategies.
- CO 6. Research and study issues related to adult learning strategies, development, and utilization of learning resources.
- CO 7. Compare and contrast adult education programs and learning strategies in various education settings.

## TWO REQUIRED TEXTBOOKS



Knowles, S. M; Holton, E.F; & (2015). *The Adult Learner: The Adult Education and Human Resource*. York, NY: Elsevier. 8<sup>th</sup> Edition. ISBN

Merriam, B. S; Cafarella, S. R; & (2007). *Learning in Adulthood: A Guide*. San Francisco, CA: John Wiley ISBN 9780787975883



Swanson, R.A. *Definitive Classic in Development*. New 9780415739023

Baumgartner, M. L. *Comprehensive & Sons*. 3<sup>rd</sup> Edition.

## REQUIRED MEDIA

**Software:** Microsoft Word and PowerPoint (or compatible)

**Headset** with noise cancelling microphone (doesn't need to be expensive--\$18-\$25) for Blackboard Collaborate

## LIBRARY

For students both on- and off-campus, the *Odum Library* offers full journals, books and other resources essential for completing course assignments. Go to <http://www.valdosta.edu/library/> or visit the library in person. If you are off-campus, use the link to *Anywhere Access*. When you are asked to use academic resources for assignments and papers in this class, you should use the library search tools rather than Internet searches (such as Google). Librarians are often available to help you via live chats.

## METHOD OF DELIVERY

This class will be delivered as a fully online course, with activities assigned over the Internet using the BlazeVIEW D2L platform.

- Students can go directly to the BlazeVIEW platform at this Web address:  
<http://www.valdosta.edu/academics/elearning/blazeview.php>
- You can also access BlazeVIEW from the VSU Home Page by following these steps:
  1. Log in to *MyVSU*
  2. Click on *BlazeVIEW*
  3. See instructions for logging in with your Active Directory username and password
- When you reach the BlazeVIEW website for the first time, please click on the link to:
  - [BlazeVIEW student resources](#) and read the information there,
  - Pay particular attention the link to [How do I know if my computer will work with BlazeVIEW?](#)
- The instructor of this course will provide News, eMail communication, and Learning Modules in BlazeVIEW that include such items as: readings, asynchronous discussions, and assignments.
- Students are expected to check BlazeVIEW News and email *several times a week*.
- Students will *actively* interact with each other, the instructor, the content, and the BlazeVIEW interface.

## COURSE EVALUATION

Scores will be posted in BlazeVIEW within approximately one week after the end of each module. An announcement will be posted when grades are updated. It is the student's responsibility to regularly check the Grades link in BlazeVIEW, and to discuss any questions or discrepancies with the professor *no later than one week* after a score is posted. The following grading structure will be used for this course:

<b>A. Online Discussions</b>	<b>400 points</b>	<b>40%</b>	<b>(CO 1-7)</b>
<b>B. Update Article Meetings &amp; Reactions</b>	<b>200 points</b>	<b>20%</b>	<b>(CO 1-7)</b>
<b>C. Field Based Project</b>	<b>300 points</b>	<b>30%</b>	<b>(CO 1-7)</b>
<b>D. Project Presentation</b>	<b>100 points</b>	<b>10%</b>	<b>(CO 4)</b>
Total	1000 points	100%	

## Final Grading Scale

930-1000 = A      859 - 929 = B      788 - 858 = C      717 - 787 = D      Below 717 = F

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS (Details in BlazeVIEW)

- A. Online Discussions (400 Points):** Students will participate in online discussion forums on the BlazeView course website. The professor will post issues and/or questions based on the topics and readings of the course.
- Each student must respond to the posted issues with an “initial post” within the time frame as directed. This initial post must include facts and ideas that demonstrate learning from the appropriate readings.

- Each student must then respond to at least four other students' initial posts within the established time frame.

This threaded discussion activity is essential to achieve the learning objectives of the course, and will allow for reactions to assigned readings and presentations and evidence of reflection, analysis, synthesis, and evaluation. Opposing perspectives are welcomed and encouraged. (CO 1, 2, 3, 4, 5, 6, 7)

### **B. Update Article Blackboard Collaborate Meeting & Reactions (200 Points):**

1. **Meeting:** In Blackboard Collaborate small groups, students will share updated information related to the topic and readings assigned during their scheduled module (only ONE update article per student during the course). Each student will (1) submit a copy of (or a link to) an article from a published academic source to the Blackboard Collaborate classroom, and (2) lead an archived oral discussion (in a small group in Blackboard Collaborate) based on the information discovered. (100 Points)
2. **Reactions:** Classmates not assigned to the small group presenting in a particular module may (a) attend the live meeting in Blackboard Collaborate as an audience member, or (b) access and listen to each module's Blackboard Collaborate archive. To earn 20 points after attending either the live meeting or the archive for the five Blackboard Collaborate meetings, each student (including those who presented) will post a reaction in that module's Update Article Discussion Forum. This activity is essential to learning the most current information and connecting it to the learning objectives of the course. (20 Points per Module = 100 Points) (CO 1, 2, 3, 4, 5, 6, 7)

### **C. Field-Based Project (300 Points):**

1. Personal Philosophy of adult learning and education, due by the end of **Module 3**. (CO 1)
2. Elements of major adult learning philosophies as seen in adult learning program facilities, due by the end of **Module 4**. (CO 1, 2, 3, 4, 5, 7)
3. Comparison of adult education program policies and practices to concepts, theories, principles and contexts of adult learning as cited in the textbooks, due by the end of **Module 5**. (CO 1, 2, 6)
4. Proposal for enhancement of adult learning policies, practices and activities for more effective learning to occur in observed adult learning program, due by the end of **Module 6**. (CO 3, 4, 5, 6, 7)
5. Summary, analysis, and synthesis of influences, implementation and practices that work, due by the end of **Module 7**. (CO 2, 3, 4, 5, 6, 7).

- D. Project Presentation (100 Points):** Students will develop and deliver a 10-15 minute presentation of the findings of their field-based project during **Module 8**. Use of a PowerPoint presentation in Blackboard Collaborate is required.

## **COMMUNICATION POLICIES**

Student-to-instructor and instructor-to-student interaction are critical components of any learning environment. While most of our communication will occur in BlazeVIEW Discussions (especially if it's something the entire class can benefit from), please don't hesitate to email your professor directly if you have a question or problem that you would rather discuss in private.

Your professor is frequently online at different times during the week (at the very least once a day, except possibly on week-ends or holidays). Any time that you are in BlazeVIEW, you can check to see if your professor has BlazeVIEW open. If so, you can initiate a chat invitation. To help insure effective communication throughout the semester:

- Please use the Cyber Café Discussion Forum for questions that are not of a personal nature so that everyone in the class can benefit from the interaction.
- For questions of a more personal nature, please send your emails through Valdosta.edu email – not through BlazeVIEW.
  - BlazeVIEW email automatically provides a list of class participants (including your professor) to ensure that the message goes to the correct address within BlazeVIEW, should you wish to email your classmates. It also places a copy in the sender's BlazeVIEW email account.
  - You **MUST**(a) key the course number and assignment number (if applicable) in the subject line of your message, and (b) be sure to type your full name at the end of your message.
    - Include the word "QUESTION" or "PROBLEM" in the subject line of an email.
    - Students can generally expect a response within 24 hours (except possibly during week-ends, class breaks, or holidays).

## PROFESSIONALISM

- It is our goal to assist you in developing a more professional mindset about online communication. Because this is a doctoral-level course, your assignments should be representative of a professional. You will be expected to use proper English and grammar in all messages submitted for this course. Because we do not have the benefit of seeing facial expressions when we communicate online, it is important for you to consider the tone of each and every message to make sure it is not unkind or defamatory in any way.

## ASSIGNMENT POLICIES

Deadlines are provided to help you set goals for yourself. Students who wait until a few hours before a deadline to start assignments generally end up frustrated and unhappy with the course. Time management is an essential workforce skill. It is recommended that you schedule a little time each day to devote to your readings and activities for this course.

- Assignments are to be submitted **no later than the stated deadline as noted on the *Module Task List* in each learning module in BlazeVIEW.**
- **Late assignments will not be accepted. Some assignments will actually disappear from BlazeVIEW at the stated deadline for submission.** It is in your best interest to stay at least a day ahead of each deadline—do not wait until the last minute to begin assignments or to submit work. If a deadline is set for Sunday, consider completing the work by Friday or Saturday, in case there are technical or other complications. Computers and the Internet can be flakey at times, so give yourself extra time to compensate for these issues. **Attempting to submit work right at the deadline sometimes results in students missing points because the Dropboxes or other assessments have closed—please don't put yourself in this situation.**
  - If you have a **SERIOUS** problem that keeps you from submitting assignments on time,

please contact your instructor immediately, *who will determine if the seriousness of your problem warrants an exception to the late assignment rule.*

- The following are examples of what might be considered as exceptions upon receipt of appropriate documentation:
  - Widespread power or Internet outage that also affects campus or public labs
  - Your own hospitalization or serious illness
  - Death in the immediate family
- The following are examples of what may NOT be considered as exceptions:
  - Problems with your home or work computer or software—have a backup plan in place and don't wait until the last minute to submit work.
  - Heavy work or course schedule and poor time management
  - Vacation
  - **Attempting to turn in work right at the deadline and having the Dropbox or other assessment close before the upload is complete.**
- Late assignments that are accepted may be assessed a 50% grade penalty, *before grading*. Acceptance of these assignments is at the sole discretion of the professor, based on the policy above. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situation.
- When requesting an exception to the late assignment rule, please include the completed assignment with your email message if at all possible. If you are given permission to submit the assignment for additional points, you will be given instructions for the official submission.
- As a safeguard, please save a copy of **all assignments** on your jump drive or other personal media until the end of the semester.
- Do not discard any assignments returned to you until you have confirmed that the grade is posted in BlazeVIEW.

## **PARTICIPATION/ATTENDANCE POLICIES**

The nature of the course requires participation in an academic event online in BlazeVIEW on at least two different days each week, and an absentee policy will be enforced at the discretion of the professor.

- An “academic event” may include: posting to a discussion board, submitting homework, sending email to an instructor, taking a test or quiz, etc.
- Only students who participate in required discussions, team meetings, projects, and other assignments during the appropriate modules *by the deadlines set forth in the TASK LIST* (in each learning module in BlazeVIEW) may earn full points for those tasks.
- Students who through lack of participation miss more than 20% of course requirements will be subject to receiving a failing grade in the course.

- Discontinuance of class attendance without officially withdrawing from the course is sufficient cause for receiving a failing grade in the course.

### **ACADEMIC HONESTY POLICIES**

**Warning:** Academic integrity is taken very seriously by your professor. If you don't know what plagiarism is, please Google it or visit OWL Purdue at:

<https://owl.english.purdue.edu/owl/resource/589/01/>

Based on COEHS policies and the following guidelines, NO CREDIT will be given for work that is plagiarized.

- Do not work with classmates on individual assignments. Points for individual work are based on *each student's efforts to master the content*.
- Do not copy and paste anything from the Internet or other media on ANY assignment without giving full credit to the author using correct APA documentation style.
- Do not turn in someone else's work claiming it as your own.
- Do not allow anyone else to copy your work, look at your computer screen, or borrow your jump drive.
- Do not turn in assignments that you completed for other classes.

### **TEXTUAL SIMILARITY REVIEW AGREEMENT**

- By taking this course, you agree that all required course work may be subject to submission for textual similarity review to a tool such as Internet search, SafeAssign, or TurnItIn.

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at: <http://www.valdosta.edu/academics/academic-affairs/vp-office/sois/welcome.php>.

### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the

University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu),  
1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608,  
229-333-5463.

### **SPECIAL NEEDS STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit the Access Office Website **BEFORE THIS CLASS BEGINS** to request specific accommodations at <http://www.valdosta.edu/student/disability/welcome.php> or email: [access@valdosta.edu](mailto:access@valdosta.edu)