

Master of Arts in Educating Adults
SCHOOL FOR NEW LEARNING @ DePaul University

Syllabus: EA 516 Designing Educational Offerings
Summer Quarter, 2009

Loop Campus: On-site sessions, June 20, June 27, July 11, July 25, and August 8
Time: 9:00am – 4:00pm

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Course Description: This course builds students' competence in the major components of designing educational offerings for adult learners in various settings, including on-line and technology-based. The major deliverable will be the development (or revision) of an educational offering appropriate to the student's selected clientele that incorporates relevant ideas and strategies from the course material. It emphasizes designing for learning outcomes and assessment of those outcomes. Elements of assessment of student learning are identified that will be addressed further in EA 526, *Assessing and Evaluating Individuals and Programs*. Relevant theories, concepts, and principles of adult learning are considered that inform design approaches and practices. Participants may identify ideas that they will examine more deeply in EA 518, *Enhancing Practice with Theory in Adult Learning*. Design must also take into account how learning will be facilitated to help each learner achieve the desired outcomes. Models of facilitation of learning, and practice in facilitation, will be highlighted in EA 517, *Facilitating Adult Learning*.

This course will help students further develop and refine the particular elements of practice that are emphasized in the MAEA program. Students *will reflect* on their prior and on-going experiences with "design" to inform *decisions to be made* about the actual design of their selected offering. Using hypothetical design scenarios and their own design projects, students will *adapt* their approaches as learning situations unfold; in the process, they will practice *flexibility* in bringing to bear relevant ideas, perceptions, and behaviors. The *inquiry process* will underscore the influence of personal praxis on the questions one raises about both design process and content and the lines of investigation one pursues that lead to certain decisions and actions.

*4 Elements of Practice (see later section in syllabus): Reflection; Inquiry; Flexibility & Adaptability; Decision-making

Course Learning Outcomes and Evidence for Assessment

Learning Outcomes (LO)	Evidence for Assessment**
1. Can design an educational offering for selected audience(s) of adult learners	+ Mid-term design plan (for feedback only) + Final Design Plan
2. Can articulate theories, models, concepts and principles regarding adult learning that inform design choices in general, as well as the specific design project.	+ "Ideas" Log (influencing and supporting design decision points and choices) + "Ideas" annotations in the Design Plan (connected to design decisions)
3. Can articulate an understanding of culture as both a context for learning and a lens through which to explore alternative approaches-strategies for learning.	+ online discussions + reflective essay
4. Can identify areas for further examination in future courses (e.g., SNL 617, 618, 626) and skills for further development	Pull outs from Ideas Log – building a bibliography
5. Can engage in reciprocal feedback with peers on emerging design plans	+ Feedback to peers + Feedback from peers and instructor

Assessment Criteria

<p>(1.) Final Design Plan w/ Ideas Annotations (decision points & supporting ideas); incorporates “Ideas Log”</p>	<p>(1.A) Identifies and analyzes parameters of the design plan</p> <p>Audience: identifies a minimum of 3 important characteristics of the target audience and discusses implications for the design. Purpose: articulates the overall aim(s) of the offering Subject Matter: identifies content and level of the subject matter as relevant to target audience Setting: identifies several aspects of the context and discusses implications for the design.</p>	<p>70 possible points for final design plan including annotated idea log</p>
<p>Final Design Plan</p>	<p>(I. B) Develops fully each of the 5 steps of the design process [see Project Guidelines and 5 steps of the design process]</p>	
<p>Design Plan Annotations</p>	<p>(I. C) Identifies significant decisions made about the design and supports choices made</p> <p>identifies (3 or more) decision points and explains why important; annotates some of the decision points in the design plan</p>	
<p>(2) Ideas” Log & Design Plan Annotations</p>	<p>(2) Identifies and elaborates on different strands of “ideas” (theories, concepts, models, principles) that are relevant to the design of</p>	

	<p>educational offerings</p> <p>explores how the ideas support, enhance, or challenge one's initial and evolving thinking about design in general; derives 3 different strands of ideas from the literature and class discussions that are relevant to one's design decision points and choices made; cites references for each; analyzes and interprets the ideas in light of design project; annotates the above in the design plan (footnotes within the plan or at the end)</p>	
(3) Culture as Context For Learning	<p>(3) Participates in discussion analyzing the significance of culture in your teaching/training/learning environment.</p> <p>Write 2-4 page reflective essay, using the assigned text as a base. Essay must include at least 3 citations from text. (Guy)</p>	20 points
(4) Future Studies Log	<p>(4) Poses ideas, questions, issues to explore in future courses</p>	5 points
(5) Reciprocal Feedback	<p>(5) Provides feedback to peers on their design plans.</p> <p>Incorporates feedback from peers and instructor into own design plan.</p>	5 points
<p>Note: Grades of C- or below do not earn credit for the course.</p> <p>A (100-96); A-(95-91); B+ (90-86); "B (85-81); B- (80-76); C+ (75-71); C (70-66)</p>		

Teaching Strategies

The following “signature features” of the MAEA program will be addressed in this course:

Building on and extending the learner’s experience base
Linking practice-theory-practice
Raising awareness of both intended and unintended outcomes
Tailoring learning to individual needs within the group context
Promoting collaboration among learners
Practicing and developing the 4 elements of practice (see attached)

- + students will conduct a self-inventory of prior design experiences (student and/or instructor role)
- + students and instructor will explore “ideas” in adult learning that can inform students’ design decisions using multiple formats (large group discussion, small working groups, readings, presentations by instructor)
- + students will articulate intended outcomes for their design project and examine mini-cases that may call for alternative strategies
- + students will assess their learning in the course with respect to both intended and unintended outcomes
- + **students will participate in and experience on-line activities (using Blackboard) as both an extension of the classroom—or vice versa—and a laboratory for observations about on-line learning environments. Because this course is a blended format, students must participate in discussion forums during the time frames identified and with the minimum number of posts required within the assignment.**
- + students will work collaboratively in various ways—provide feedback on each others’ design plans, participate in small support groups, work together on case analysis and presentations, share sources and resources
- + with regard to the 4 elements of practice, students will *reflect* on their prior and on-going experiences with “design” to inform *decisions to be made* about the actual design of their selected offering. Using mini-case studies and their own design project, participants will *adapt* their approaches as learning situations unfold; in the process, they will practice *flexibility* in bringing to bear relevant ideas, perceptions, and behaviors. The *inquiry process* will underscore the influence of personal praxis on the questions one raises about both design process and content and the lines of investigation one pursues that lead to certain decisions and actions.
- + students will critique this course in light of the design principles of the course material.

Required Text

Guy, T. C. (Ed.). (1999). *Providing culturally relevant adult education: a Challenge for the twenty-first Century* (Vol. 82). San Francisco: Jossey-Bass

Taylor, K., Marienau, C., & Fiddler, M. (2000). *Developing adult learners: Strategies for teachers and trainers*. San Francisco: Jossey-Bass.

Wiggins, G., & McTighe, J. (2005). *Understanding by design, 2nd. Ed.* Alexandria, VA: Association for Supervision and Curriculum Development.

Other readings, to be assigned throughout the quarter, are available through DePaul library, electronic reserves or as handouts.

SUPPLEMENTAL (for review as relevant to students' design projects)

Design

Caffarella, R.S. (2002). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers, 2nd ed.* San Francisco: Jossey-Bass.

Dean, G. (2002). *Designing instruction for adult learners, 2nd ed.* Malabar, FL: Krieger.

Diamond, R. (1998). *Designing and assessing courses and curricula: A practical guide (rev. ed).* San Francisco: Jossey-Bass.

Dirxx, J.M. , & Prenger, S.M. (1997). *A guide for planning and implementing instruction for adults: A theme-based approach.* San Francisco: Jossey-Bass.

Draves, W.A. (1997). *How to teach adults, 2nd ed.* Manhattan, KS: The Learning Resources Network (LERN).

Galbraith, M. (Ed.). (2004). *Adult learning methods: A guide for effective instruction, 3rd. ed.* Malabar, FL: Krieger.

Johnson, K., & Foa, L. (1989). *Instructional design: New alternatives for effective education and training.* New York: Macmillan.

Saltiel, R., & Russo, C. (2001). *Cohort programming and learning: Improving educational experiences for adult learners.* Malabar, FL: Krieger.

Vella, J. (1995). *Training through dialogue: Promoting effective learning and change with adults*. San Francisco: Jossey-Bass.

Adult Learning & Development

Belenky, M.F, Clinchy, B.M, Goldberger, N.R., & Tarule, J.M. (1989). *Women's ways of knowing: Development of self, voice, and mind*, anniversary ed. New York: Basic Books.

Boud, D. (1995). *Enhancing learning through self-assessment*. London: Kogan Page.

Bransford, J.D., Brown, A. L., & Cocking, R.R. (Eds.) (2000). *How people learn: Brain, mind, experience, and school*. Washington, D.C.: National Academy Press.

Brockett, R., & Hiemstra, R. (2004). *Toward ethical practice*. Malabar, FL: Krieger.

Brookfield, S. (1991) *Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices*. San Francisco: Jossey-Bass.

Candy, P. (1991). *Self-direction for lifelong learning: A comprehensive guide to theory and practice*. San Francisco: Jossey-Bass.

Chickering, A. & Associates. (1981). *The modern American college: Responding to the new realities of diverse students and a changing society*. San Francisco: Jossey- Bass.

Clark, M.C., & Caffarella, R.S. (Eds.) (1999, Winter). *An update on adult development theory: New ways of thinking about the life course*. *New Directions for Adult and Continuing Education*, No. 84. San Francisco: Jossey-Bass.

Conner, M.L. (2004). *Learn more now: 10 simple steps to learning better, smarter and faster*. New York: Wiley.

Cranton, P. (Ed.) (1997). *Transformative learning in action*. *New Directions for Adult and Continuing Education*, No. 74. San Francisco: Jossey-Bass.

Cross, K.P. (1981). *Adults as learners: Increasing participation and facilitating learning*. San Francisco: Jossey-Bass.

Daloz, L. (1999). *Mentor: Guiding the journey of adult learners*. San Francisco: Jossey-Bass.

Dewey, J. (1938/1963). *Experience and education*. New York: Collier.

Fenwick, R. (2004). *Learning through experience: Troubling orthodoxies and intersecting questions*. Malabar, FL: Krieger.

Fiddler, M., & Marienau, C. (2002) *Bringing students' experience to the learning process*. *About Campus 7*: 13-19.

Flint, T. and Associates. (1999). Best practices in adult learning: A CAEL/APQC benchmarking study. New York: Forbes.

Freire, P. (1992). Pedagogy of the oppressed. New York: Continuum.

Gardner, H. (1993). Frames of mind: The theory of multiple intelligences. New York: Basic Books.

Goldberger, N.R., Tarule, J.M., Clinchy, B.M., & Belenky, M.F. (1996). Knowledge, difference, and power: Essays inspired by women's ways of knowing. Boston: Basic Books.

Hayes, E., & Flannery, D. (2000). Women as learners: The significance of gender in adult learning. San Francisco: Jossey-Bass.

Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.

Knowles, M. (1973). The adult learner: A neglected species, 2nd ed. Houston: Golf.

Knowles, M. (1975). Self-directed learning. Chicago: Association Press, Follett.

Kolb, D. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall.

Kytle, J. (2004). To want to learn: Insights and provocations for engaged learning. New York: Palgrave Macmillan.

Mentkowski, M. and Associates. (2000). Learning that lasts: Integrating learning, development, and performance in college and beyond. San Francisco: Jossey-Bass.

Merriam, S. (Ed.). (2001, Spring). *The new update on adult learning theory*. New Directions for Adult and Continuing Education, No. 89. San Francisco: Jossey-Bass.

Merriam, S.B. & Caffarella, R.S. (1999). *Learning in adulthood: A comprehensive guide*, 2nd ed. San Francisco: Jossey-Bass.

Merriam, S., Caffarella, R., & Baumgartner, L. (2007). Learning in adulthood, 3rd ed. San Francisco: Jossey-Bass.

Mezirow, J. & Associates. (2000). Learning as transformation: Critical perspectives on a theory in progress. San Francisco: Jossey-Bass.

Palmer, P. (1997) The courage to teach : Exploring the inner landscape of a teacher's life. San Francisco: Jossey-Bass.

Rose, A., & Leahy, M. (Eds.) (1997, Fall). *Assessing adult learning in diverse settings: Current issues and approaches*. New Directions for Adult and Continuing Education, No. 75. San Francisco: Jossey-Bass.

Sheckley, B., & Keeton, M. (1997). *Improving employee development: Perspectives from research and practice*. Chicago: CAEL.

Sheckley, B., & Keeton, M. (1999) *Perspectives on key principles of adult learning*. Chicago: CAEL.

Taylor, K., Marienau, C., & Fiddler, M. (2000). *Developing adult learners: Strategies for teachers and trainers*. San Francisco: Jossey-Bass.

Tennant, M., Pogson, P. (1995). *Learning and change in the adult years: A Developmental perspective*. San Francisco: Jossey-Bass.

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

Zull, J.E. (2002). *The art of changing the brain: Enriching the practice of teaching by exploring the biology of learning*. Sterling, VA: Stylus.

On-Line Learning

Anderson, D.M., & Haddad, C. J. (200?, March). Gender, voice, and learning in online course environments. *Journal of Asynchronous Learning Networks*. Vol. 9, Issue 1.

Galloway, W., Boland, S., & Besova, A. Virtual learning environments.
http://www.dcs.napier.ac.uk/~mm/socbytes/feb2002_i/3.html Accessed: 1/29/06

Indiana State University. Online course pedagogy.
<http://www.indstate.edu/cta/pedagogy/ped00.htm> Accessed: 1/27/06

O'Regan, K. (200?, September). Emotion and e-learning. *Journal of Asynchronous Learning Networks*. Vol. 7, Issue 3.

Palloff, R., & Pratt, K. (2003). *The virtual student: A profile and guide to working with online learners*. San Francisco: Jossey-Bass.

Pelz, B. (2004) (My) Three principles of effective online pedagogy. *JALN* 8: 33 – 46.

Rosenberg, M.J. (2001) *e-Learning: Strategies for delivering knowledge in the digital age*. New York: McGraw-Hill.

Schank, R. (2005) *Lessons in learning, e-learning, and training*. Pfeiffer and ASTD Press

Weigel, V.B. (2001). *Deep learning for a digital age: Technology's untapped potential to enrich higher education*. San Francisco: Jossey-Bass.

Theory and Practice of Online Learning Editors:Terry Anderson & Fathi Elloumi
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(<http://creativecommons.org/>), openly available at <http://cde.athabascau.ca/online_book/>. The

license allows those interested to read, print, and share the contents, provided the original author receives credit and use is for noncommercial purposes..

Twigg, C. (2003) New models for online learning. Educause. September/October.
<http://www.educause.edu/ir/library/pdf/erm0352.pdf>

Teaching and Assessment

Barkley, E. (). Collaborative learning techniques: A handbook for college faculty. San Francisco: Jossey-Bass.

Brookfield, S. (1987). Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting. San Francisco: Jossey-Bass.

Brookfield, S. (2000). The skillful teacher: On technique, trust, and responsiveness in the classroom. San Francisco: Jossey-Bass.

Brookfield, S., & Preskill, S. (2005). Discussion as a way of teaching: Tools and techniques for the democratic classroom. 2nd Edition. San Francisco: Jossey-Bass.

Heimlich, J., & Norland, E. (1994). Developing teaching style in adult education. San Francisco: Jossey-Bass.

Isaacs, W. (1999) Dialogue and the art of thinking together. New York: Currency Doubleday.

Kasworm, C., and Marienau, C. (1997, Fall.). Principles for assessment of adult learning. In, A. Rose and M. Leahy (Eds.). Assessing adult learning in diverse settings: Current issues and approaches. New Directions for Adult and Continuing Education, No. 75. San Francisco: Jossey-Bass.

Michelson, E., & Mandel, A. (2004). Portfolio development and the assessment of prior learning: Perspectives, models, and practices. Virginia: Stylus

Moran, J. (2001). Assessing adult learning: A guide for practitioners. Malabar, FL: Krieger.

Pratt, D. & Associates. (1998). Five perspectives on teaching in adult and higher education. Malabar, FL: Krieger.

Society for Teaching and Learning in Higher Education. Ethical principles in university teaching.
<http://www.umanitoba.ca/UTS/sthe/ethical.html> Accessed: 1/27/06

Vella, J. (2002). Learning to listen, learning to teach: The power of dialogue in educating adults. Rev. ed. San Francisco: Jossey-Bass.

Vella, J. (2000). Taking teaching to task: Creative strategies for teaching adults. San Francisco: Jossey-Bass.

Vella, J., & Associates. (2003). Dialogue at work: A case book. San Francisco: Jossey-Bass.

Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice*. San Francisco: Jossey-Bass.

Training

McNamara, C. (1999) *Overview of Training and Development* (for new instructors, learners, supervisors, etc.) http://www.managementhelp.org/trng_dev/trng_dev.htm

Pfeffer, J. and Sutton, R.I. (2000). *The knowing-doing gap*. Boston: Harvard Business School Press.

Piskurich, G. (2000). *Rapid instructional design: Learning ID fast and right*. San Francisco: Jossey-Bass.

Schank, R. (2005) *Lessons in learning, e-learning, and training*. Pfeiffer and ASTD Press.

Schreiber, D., & Berge, Z. (1999). *Distance training: How innovative organizations are using technology to maximize learning and meet business objectives*. San Francisco: Jossey-Bass.

Grades

Letter grades are assigned to courses in the MAEA. Students must earn a grade of C or better to receive credit for the course; receipt of a grade for C- or lower will require retaking the course. (Note: Students must have a GPA (grade point average) of B or higher to graduate.)

IN (incomplete) This temporary grade is used only when completion of the course is delayed due to unusual/unforeseeable circumstances not encountered by other students and acceptable to the instructor. The student must contact the instructor regarding an IN grade prior to the end of the quarter. When an "IN" is granted, the student and faculty member will prepare a written agreement regarding what work is to be completed and by what deadline. Graduate students have no more than two quarters to complete an IN (after which time the IN automatically converts to a "F" grade), and the course must be repeated.

Attendance

The MAEA program expects participation in all sessions; if a session must be missed, the student takes responsibility for "catching up" and "making up" missed work. Missing one Saturday session is equivalent to missing two weeks worth of class. Only under compelling circumstances will students be allowed to miss more than one session. If more than one session is missed without permission of the instructor, the student will need to repeat the course.

Students with Disabilities

Students who feel they may need an accommodation based on the impact of a disability should contact the appropriate office at DePaul University:

- PluS Program (for LD, AD/HD) at 773.325.4239 in SAC 220, or
- The Office for Students with Disabilities (for all other disabilities) at 773.325.7290, Student Center 307

To ensure that you receive the most appropriate accommodation based on your needs, as assessed by the appropriate Office for Students with Disabilities, contact your instructor during the first week.

Academic Integrity

Please become familiar with <http://studentaffairs.depaul.edu/handbook/code16.html>, and <http://www.indiana.edu/~wts/wts/plagiarism.html>.

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source, in whole or part, with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.

- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, as with other forms of academic dishonesty, is always a serious matter, especially in research; it destroys reputations and often careers. Per DePaul policy, if a facilitator finds that a student has plagiarized, the appropriate penalty is at the facilitator's discretion.

Actions taken by the facilitator do not preclude the college or the university from taking further punitive action, including dismissal from the university.

Protection of Human Subjects

For more information see: <http://condor.depaul.edu/~mfiddler/lrb>

Demonstrating the acquisition of competences in this course can involve interactions—interviewing and or observing other people—discussing those interactions with other class members and reporting on the interactions in written format(s).

As such, these activities qualify as research using human subjects and are thus subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no harm—physical, mental or social—does or could result from either your interviews, observations, discussion and/or reports.
3. The privacy and confidentiality of those whom you interview or observe must be protected. Unless you receive written permission to use his or her name from a person whom you interview or observe, change the person's name and make certain that her or his identity cannot be readily ascertained from the information you provide.

If you want to use real names and relationships, each person must sign an Informed Consent document. For information on creating an Informed Consent document, see [http:// www.research.umn.edu/consent/](http://www.research.umn.edu/consent/)

MAEA: ELEMENTS OF PRACTICE 11/05/06

The core content courses, in concert with the liberal learning seminars, are designed to help practitioners develop and refine these elements of practice in their work with adult learners:

Reflection, which involves practitioners being able to—

Turn specific events into experiences for learning

Select purposeful approaches and strategies for reflecting on one's experiences

Seek feedback, including alternative perspectives, from others

Question one's own understandings, feelings, perceptions, and actions in order to advance them

Draw on ideas (one's own and others) to interpret one's experience

Determine course of action guided by one's critical reflections

Flexibility and Adaptability, which involves practitioners being able to—

Demonstrate knowledge of multiple, relevant models and theories

Make connections between seemingly disparate entities

Generate and entertain two or more possible interpretations for any proposition, assertion, or observation

Practice a repertoire of skills and responses to professional situations

Practice awareness through multiple sensory sources

Acknowledge mistakes and apply strategies for learning from experience

Inquiry, which involves practitioners being able to—

Practice a repertoire of formal and informal inquiry processes

Analyze related literature from which to ground developed question(s) or to ground design

Write clearly defined question(s) on which to proceed

Apply abstract ideas to interpretation of data or information

Synthesize experience, literature, and alternative systems of thought

Recognize and describe the influence of personal praxis on inquiry design, and the reverse

Integrate rigorous ethical oversight into inquiry

Decision-Making, which involves practitioners being able to—

Distinguish between a decision and an objective

Name the alternatives, information, values, and logic that converge on a decision

Recognize strategies in decision-making

Address the uncertainties of decision-making by seeking or creating reasonable forecasts

Assess one's risk tolerance as a factor in decision-making

Implement and follow through on decisions