# Course Information

<table>
<thead>
<tr>
<th><strong>Department</strong></th>
<th>Child, Family, &amp; Community Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
<td>ADE 4382</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Teaching Adult Learners in Technical Programs</td>
</tr>
<tr>
<td><strong>Course Credit</strong></td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>ECT 3365 or C.I.</td>
</tr>
<tr>
<td><strong>Intended Audience</strong></td>
<td>Junior standing or C.I.</td>
</tr>
<tr>
<td><strong>Semester</strong></td>
<td>Fall 2017</td>
</tr>
<tr>
<td><strong>Instructor</strong></td>
<td>Michele Forbes, MA, LMT</td>
</tr>
<tr>
<td><strong>Internet Address</strong></td>
<td>Access through MyUCF</td>
</tr>
<tr>
<td><strong>UCF Coordinator</strong></td>
<td>Judith Montilla</td>
</tr>
<tr>
<td><strong>Office</strong></td>
<td>Education Complex Bldg. 123N</td>
</tr>
<tr>
<td></td>
<td>Online – SKYPE</td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
<td>By appointment</td>
</tr>
</tbody>
</table>

# Course Description

3(3,0). PR: ECT 3365 or C.I. Planning for and teaching of adult learners in formal & informal technical settings. – (UCF Undergraduate Catalog)
Course Overview

In the field of Career and Technical Education, our students are often considered non-traditional. Frequently, this means that they are adults who have, possibly, been away from school for quite awhile. Like any other student, though, we must become familiar with the “adult learner” and their needs. This course will assist you, as a current or future teacher, in understanding the adult learner, as well as how to best support, encourage, interact with and teach this particular demographic.

Statement of Course Objectives and Goals

KEY: FEAP/PEC = Florida Educator Accomplished Practices / Professional Educator Competencies

(a) Quality of instruction

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment

(b) Continuous Improvement, Responsibility and Ethics

5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

At the completion of this course, students will be able to:

- Identify the concepts, research and literature on Andragogy.
- Identify the characteristics of adult learners.
- Be able to investigate and discuss perceptions about adults as learners, in an effort toward understanding and appreciating the adult learner.
- Identify resources and strategies on the importance of knowing about the adult learner as early as possible during a course or workshop.
- Know the concepts, research and literature on developing critical thinkers.
• Reflect on challenging adults to explore alternative ways of thinking and acting.

• Able to investigate and discuss significant learning experiences.

• Identify some techniques and concepts in encouraging learners to think critically.

• Understand why a safe & comfortable environment is important for the adult learner.

• Able to investigate and discuss ice breaker techniques for adult learners.

• Investigate and discuss motivating techniques for the adult learner.

• Understand the importance of engaging the adult learner.

• Develop a project utilizing all of the activities, research, and discussions.

• Understand why a support system is important for the adult learner.

• Develop a personal reflection concerning support needs.

• Research and develop a final written project concerning the support needs of the adult learner.

• Determine learning needs, behaviors and values.

• Able to recognize own teaching style; how to perceive and communicate your strengths and weaknesses, and methods of improvement.

• Discuss, within the class, learning styles of your classmates as adult learners.

• Able to access additional resources and verify learning outcomes by applying it to your own teaching situation and environment.

• Research and develop a final written project concerning the assessment needs of the adult learner.

**Texts and Software**

*Required Text*  
There is no required text for this course. The World Wide Web and Internet-based resources will be used.

*Optional Software:*  
Word processing software is suggested for completion of assignments.
Academic Course Requirements

The following course expectations are used in determining your grade in the course.

APA Citation Activity (5%)

At the beginning of the semester, you will be required to complete an APA Citation Activity, which will provide the basic knowledge required to make proper use of APA format for this course. Successful completion of this assignment entails achieving 80% or higher on the Assessment Section.

It is suggested that you take notes, as utilizing APA format is a requirement of each assignment and improper use could affect your grade.

If you need further assistance with APA format, please see the “Web Links” discussion for additional resources.

Activities (75%)

Your written work must be professional in appearance and demonstrate proper use of APA format. It should also be free from grammatical and spelling errors.

It is very important that your work be posted on or before the published due date/time. Be sure to view and review the Course Schedule. Read carefully and make note of all important dates.

Turnaround time for grades varies, but is normally approximately 10-14 days. An announcement will be made when grades are released for viewing. Pay attention to the Announcements and Course Schedule. Please see the "Grading Procedures" provided below.

Mid-Term Professionalism (5%)

Part of being a professional in education is modeling behaviors. You are or will be a professional educator/trainer and as such are expected to adhere to quality standards in the (virtual) classroom. Five points will be assigned about midway through the course.

Your professionalism in the virtual classroom will be monitored and reviewed as to the extent you:
<table>
<thead>
<tr>
<th>Mid-Term Professionalism Guidelines</th>
<th>Possible Percentage Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will provide on-line assistance to peers that is within your capability in a professional, respectful manner.</td>
<td>1%</td>
</tr>
<tr>
<td>Will complete all assignments on time as per the course calendar and will check with the announcement board for any changes that may occur.</td>
<td>1%</td>
</tr>
<tr>
<td>Will use netiquette in all communication. You will not use slang, caps, or abbreviations in any communication. You will only use standard font/size, such as Times New Roman, Calibri, or Arial in font 10, 12 or 14. Italics and bold face fonts may be used sparingly.</td>
<td>1%</td>
</tr>
<tr>
<td>Will use full, complete sentences with correct spelling, grammar, and punctuation on a regular basis in all course communications.</td>
<td>1%</td>
</tr>
<tr>
<td>Will choose positive word choice and positive tone when writing. For example, &quot;No problem. Forget about it&quot; can be rewritten as &quot;You're welcome. It is my pleasure.&quot;</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Reflection Activity (5%)**

At the end of each course, we require a reflection. It is done to offer you an opportunity to sit and think about the course – any aspect of it – and note your reflections.

**Final Exam (10%)**

There will be one overall “exam” at the end of the course. It is weighted at 10% of the total course grade and will cover content from the course. Be sure to follow the “Submission Protocol” carefully, as the Final Exam is not eligible for a Repost.
Administrative Course Requirements

**Attendance**

This course places a strong emphasis on student interaction with instructors, interns, and peers. Although you are not required to physically attend class meetings, you are expected to complete all assignments and peer replies on time and as required by assignment instructions. You are, however, required to log into our course a minimum of three (3) times a week (although, daily is preferred). For each time you log in, you are required to check your course e-mail, announcements, and discussions (to complete replies and sustain peer interaction). The system records your activity and, thus, is considered “attending class”.

Students are also required to communicate regularly and openly with instructors, especially when experiencing trouble or having concerns. Failure to fulfill these requirements will negatively affect your grade.

**Late Assignments**

It is imperative that assignments be submitted on time. If, for some reason, you feel you will not be able to submit an assignment on or before the due date, please contact your instructor immediately. It is much better to do so prior to the due date, but you should always contact the instructor as soon as possible.

In the event of a late submission, one (1) point (equivalent to 1% of your total grade) will be deducted for each day of lateness. Also, late submissions exceeding one week (7 days after the original due date) will receive a grade of zero, unless prior approval is given by the instructor (based on documentation, such as a doctor’s note, or other instructor-approved form of documentation). Late submissions are only approved for papers; peer replies are not excused after the due date.

**Evaluation and Grading System**

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

1. The work you do is performance-based; assignments are actual or simulate real-world work.
2. There is one opportunity to revise selected work within five (5) days of the date it is graded.
3. Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
4. We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
5. A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

Each student earns points throughout the course. Below is the grading scale used in the course. Points available for each assignment are listed in the "Schedule".

**Grading Scale**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
</tr>
<tr>
<td>B</td>
<td>87 - 93</td>
</tr>
<tr>
<td>C</td>
<td>80 - 86</td>
</tr>
<tr>
<td>D</td>
<td>73 - 79</td>
</tr>
<tr>
<td>F</td>
<td>72 and below</td>
</tr>
</tbody>
</table>

The faculty in this program has chosen NOT to adopt plus or minus policy for grades.

**Grading Procedures**

The following are the grading procedures used in determining your grade in each course.

**Late Assignments**

Assignments need to be posted to discussion areas by 11:59 p.m. Eastern Standard Time on the due date. A late assignment is graded as follows:

- **Beginning after 11:59 p.m.**, one (1) point is deducted for every day that the assignment is posted late in Webcourses@UCF. For example, if an assignment is due on Monday at 11:55 p.m. EST, but is posted on Tuesday at 6:05 a.m. EST: One point is automatically deducted from the overall grade.

- Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. Assignments submitted seven (7) days or more after the due date will receive a grade of zero. Also, no
assignments will be accepted after the final day of class.

**Reposting**

If you have submitted a fully completed assignment, but did not receive 100% of the points assigned to that activity, you have the chance to repost your updated work within five (5) days of receiving the grade (please see the "Posting of Grades" section below). There are two exceptions: 1) Students are only allowed to repost sections of work they completed in the original submission (i.e. If an activity requires five headings be used, but a student has only completed work for three, they will only be allowed to repost work for those three sections) and 2) Students are not allowed to post or repost peer replies/responses after the activity's due date. Reposting only applies to work done in an original posting for an assignment that did not receive full point value.

**Posting of Grades**

Grades are completed approximately ten to fourteen days after the due date and will be announced when available. You can view your grades by selecting the "Grades" link from the Course Homepage.

**Major Topics of the Course**

<table>
<thead>
<tr>
<th>Perceptions About Adult Learners</th>
<th>The Critical Thinking Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment, Motivation &amp; Engagement</td>
<td>Support Systems for Adult Learners</td>
</tr>
<tr>
<td>Understanding Your Own Learning Style</td>
<td>Understanding Your Teaching Style – Your Future Challenges</td>
</tr>
<tr>
<td>Evaluating the Adult Learner</td>
<td></td>
</tr>
</tbody>
</table>

University of Central Florida
## Tentative Course Outline

<table>
<thead>
<tr>
<th>Activities</th>
<th>Release Date</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA Citation Activity</td>
<td>August 21</td>
<td>5</td>
<td>August 25</td>
</tr>
<tr>
<td>Orientation and Introduction</td>
<td>August 21</td>
<td>0</td>
<td>August 28</td>
</tr>
<tr>
<td>Activity 1</td>
<td>August 21</td>
<td>5</td>
<td>September 4</td>
</tr>
<tr>
<td>Activity 2</td>
<td>September 1</td>
<td>15</td>
<td>September 18</td>
</tr>
<tr>
<td>Activity 3</td>
<td>September 15</td>
<td>15</td>
<td>September 25</td>
</tr>
<tr>
<td>Activity 4</td>
<td>September 22</td>
<td>5</td>
<td>October 2</td>
</tr>
<tr>
<td>Mid-Term Professionalism</td>
<td>September 29</td>
<td>5</td>
<td>October 9</td>
</tr>
<tr>
<td>Activity 5</td>
<td>September 29</td>
<td>10</td>
<td>October 16</td>
</tr>
<tr>
<td>Activity 6</td>
<td>October 13</td>
<td>10</td>
<td>October 30</td>
</tr>
<tr>
<td>Activity 7</td>
<td>October 27</td>
<td>15</td>
<td>November 13</td>
</tr>
<tr>
<td>Reflection</td>
<td>November 10</td>
<td>5</td>
<td>November 20</td>
</tr>
<tr>
<td>Final Project</td>
<td>November 17</td>
<td>10</td>
<td>December 2</td>
</tr>
</tbody>
</table>

## Online Orientation Activity

Completion of these components is critical—therefore required. The benefits to you include:

1. Success using UCF’s preferred software program for delivery of online courses.
2. Ability to perform basic word processing skills.
3. Clear understanding of the grading plan and grade scale from the onset of the course.
4. Interaction among students in this course in a non-graded manner.

There are NO points attached to this activity, yet it coincides with the beginning of each course. The benefits are many and we feel a need to incorporate this in ALL our courses.
After completion of the Orientation Activity, you, the prospective new student, will be able to:

1. Identify important aspects of learning online.
2. Locate selected buildings on the UCF campus in Orlando.
3. Cite references according to protocol.
4. Follow UCF student conduct policies.
5. Accept grading policies for our courses.

### Learning Online

When UCF began using the Web for courses in the summer of 1996, and we adopted it fully for our courses then. There was no infrastructure as we have now. Initially our courses were very technically challenging by today's standards, and yet our students not only survived but thrived. However, because of growth and access by a wider range of skilled students a tutorial was developed. Of course the tutorial is online, teaching people how to be online using Webcourses@UCF and providing refresher training in basic word processing.

Completion of this tutorial can take up to one hour--time well spent up-front, for technical success later. You are asked, urged, cajoled, pressured, and even required to complete the tutorial as soon as possible.

1. Access [Knights Online: An Introduction to Learning Online@UCF](#)
   - Select the sections/links on the page that are most helpful to you and review the information provided in those section.

2. Complete:
   - Orientation Course

As a reminder, use the checklist below as review in your Web journey.

### Webcourses@UCF Technical Competencies

Just as you would not embark on a long-distance trip without knowing something about the vehicle you are traveling in, you should not enroll in web courses without acquiring some skills of the vehicle used to transfer your knowledge to the instructor.

Following are some competencies you must achieve before leaving today. Be sure to be checked off by the instructor or a mentor to show that you have the basic knowledge to use Webcourses@UCF.
You must be able to do the following:

1. Access the Webcourses@UCF course(s) in which you are enrolled. (Note: If you are not sure how to access the course(s), go to the Login and Password Information page for instructions: http://learn.ucf.edu/support/passwords/).
2. Log in with your username and password.
3. Access course components.
4. Post comments to Discussion Topics.
5. Enter Chat room and post comments.
6. Access Course Mail (Inbox) to select specific addresses, write notes or respond to mail.
7. Find mail in your Inbox and Sent box.
8. Copy and paste to and from Webcourses@UCF.
9. Include URLs in your postings.
10. Access “Grades”

Writing and Collaboration

Writing

APA Style


APA (American Psychological Association) will be used to cite all sources. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, 6th edition, second printing.

Purdue University. (2012). *Purdue online writing lab*. Retrieved from http://owl.english.purdue.edu/owl/resource/560/01/

The Online Writing Lab (OWL) at Purdue University is a free service that houses writing resources and instructional material.
How to Research the Internet

1. Go to www.google.com
2. Select "Advanced Search" (hyperlink found on the right of the searching field)
3. Fill in the information needed to minimize your searching time

Select the "Advanced Search Tips" at the top of the page for help

*TIP: A good scholarly resource is:


This site has several articles on technology education.

How to Organize a Paper

For this course, you will be required to research and write short papers. Since you will be graded on the organization of your paper, some very helpful resources have been provided. Your paper should contain a thesis statement that contains your topic sentence, the main body (all of the paragraphs should reflect what is in your topic sentence) and a conclusion.


Collaboration: Team Strategies

When you first heard that you would be working in a team, you might have thought "oh no!" That’s understandable. You might have had a bad experience in the past with a team project in another class or at work, however, learning how to work in a team environment is beneficial to you for problem solving, working under the pressure of a time limit, and learning how to work with others. Also, teamwork is a reality of the workforce. Learning some of the strategies given below is useful for the present class and a possible future job requirement.
### Steps to Beginning a Team Project

1. Make contact in your team’s discussion group.
2. Discuss the topics below (Team Guidelines and Skills to Discuss) with your team members.
3. As a team, makes a decision on who is doing what and when.
   - Picking a leader is optional. Understand that if each team member completes their designated job, the team can function without a leader. However, the team might want to designate a leader due to the circumstances. Also, sometimes leaders will just occur as the team proceeds with the project.
4. The team begins to work on the project with a PLAN.

### Team Guidelines and Skills to Discuss

#### Guidelines

1. Elect a “team leader” (if desired). This person will double-check that everything is complete by the deadline and post the final product for the team.
2. Compare members’ schedules to arrange virtual meetings or other necessary group interaction.
3. Divide up the project and distribute the work evenly among all members.
4. Assign inter-group deadlines for each portion to be completed.

#### Skills

1. Identify what each member’s attributes/skills are.
2. Discuss what each member wants to contribute.

### Plagiarism and Turnitin

Our courses ask you to visit many websites, as part of using what has been done at other places and actually reviewing research. It could be very easy to forget to offer a complete citation. Some could also omit entirely a quote or reference. While the former may happen, the latter should never occur. When it does, it is plagiarism and is very serious.

The faculty at UCF now has access to a site to which we can submit student work for comparison to previously published work - [Turnitin](https://www.turnitin.com). You do NOT want to plagiarize or
Introduction Activity

Our web-based courses are very interactive; therefore, it is important that you participate as scheduled and in the proper location within the course. To practice this, and to get to know others in the course, you are required to offer an introduction at the beginning of the semester. For this, we use the discussion area entitled "Welcome & Introduction". Once you are permitted access to the course on the first day of class, go to "Modules" and select "Welcome & Introduction". Type your name at the top of your post, and then create either a short video (highly preferred) or written introduction.

The following items should be addressed in your introduction:

1. Name
2. Email address
3. Where you work (if you do)
4. What you do (if you work)
5. What technical (work) background do you have?
6. All types of education (High School, certificates, licenses, degrees)

If you choose the written option, copy these headings to a word file. Answer each item and then paste everything into the textbox and submit your post. This is a great time to practice the copy/paste method, of which you should use throughout the course. Always review your post BEFORE posting; add spacing, capitalize headings, make any changes required, and then post. Be sure to double-check formatting and organization prior to posting your work.

Immediately upon starting the course:

1. Post an Introduction to the discussion area entitled "Welcome & Introduction". You are encouraged to try creating a video introduction as this is an excellent way to get to know each other in an online course.

2. Reply to peers using "Reply".

Ethical Policies

At UCF, adhering to acceptable ethical practices is considered essential. To that end, you are asked to:
- Access the Golden Rule online
- Read thoroughly Student Rights and Responsibilities
- Rules of Conduct
- Student Academic Behavior

The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

At the heart of the model are three concentric circles creating a “target” for graduates from all of our professional education programs. The core objective (“bull’s eye”) is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development aligned with applicable national, state, and institutional standards (outer ring).
The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.

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The UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

<table>
<thead>
<tr>
<th>Integrity</th>
<th>I will practice and defend academic and personal honesty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.</td>
</tr>
<tr>
<td>Community</td>
<td>I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.</td>
</tr>
<tr>
<td>Creativity</td>
<td>I will use my talents to enrich the human experience.</td>
</tr>
<tr>
<td>Excellence</td>
<td>I will strive toward the highest standards of performance in any endeavor I undertake.</td>
</tr>
</tbody>
</table>

This syllabus may be modified at the discretion of the instructor. Changes will be discussed in class and/or via email.