# Course Information

<table>
<thead>
<tr>
<th>Department</th>
<th>Child, Family, &amp; Community Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>ADE 4382</td>
</tr>
<tr>
<td>Course Title</td>
<td>Teaching Adult Learners in Technical Programs</td>
</tr>
<tr>
<td>Course Credit</td>
<td>3 hours</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ECT 3365 or C.I.</td>
</tr>
<tr>
<td>Intended Audience</td>
<td>Junior standing or C.I.</td>
</tr>
<tr>
<td>Semester</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Instructor</td>
<td>Julie Golden</td>
</tr>
<tr>
<td>Internet Address</td>
<td>Access through MyUCF</td>
</tr>
<tr>
<td>UCF Coordinator</td>
<td>Judith Montilla</td>
</tr>
<tr>
<td>Office</td>
<td>Education Complex Bldg. 123N</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Online by appointment – SKYPE</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

This course will provide information, examples, and practice in understanding the unique characteristics of adult learners as they relate to teaching/training in a technical education setting.

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.
• 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.
• Investigate and discuss significant learning experiences.
• Identify some techniques and concepts in encouraging learners to think critically.
• Discuss why a safe & comfortable environment is important for the adult learner.
• Investigate and discuss ice breaker techniques for adult learners.
• Investigate and discuss motivating techniques for the adult learner.
• Discuss the importance of engaging the adult learner.
• Develop a project utilizing all of the activities, research, and discussions.
• Discuss 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.
• Determine their own teaching style; including perceiving and communicating strengths and weaknesses, and methods of improvement.
• Discuss, within the class, learning styles of classmates as adult learners.
• 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 resources will be used in the course.

**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.

**Activities (80%)**

Your written work must be professional in appearance. 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 to be considered on time. One point is deducted for each day an assignment is late. You will have until a specific date and time noted for each course (see Schedule). Please see the "Grading Procedures" provided below.

**Examination (10%)**

There will be one overall exam at the end of the course. It is weighted at 10% of the total course grade. Pay attention to the course Schedule.

**Reflection (5%)**

At the very 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.

**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 adhere to the following guidelines.
<table>
<thead>
<tr>
<th>Mid-Term Professionalism Guidelines</th>
<th>Possible Percentage Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide on-line assistance to peers that is within your capability in a professional, respectful manner.</td>
<td>1%</td>
</tr>
<tr>
<td>Complete all assignments on time as per the course calendar and check the announcement board for any changes that may occur.</td>
<td>1%</td>
</tr>
<tr>
<td>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>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>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.”</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Administrative Course Requirements

#### Attendance

This course places a strong emphasis upon the interaction of the students therefore you are expected to attend all class sessions. In the online environment, attending class is signing into the course at least two times per week (more is better), checking the course announcements, email, and discussion boards for action items. The failure to attend class will negatively affect your grade.

#### Late Assignments

Late assignments are reduced by one grading point for each day they are late. Please speak to the professor, immediately, if you anticipate a scheduling issue. You must discuss the issue PRIOR to missing the due date. **There are no Make Up tests for the final exam.**
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>
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<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 web courses.

- Any time you feel you might be falling behind in the course, contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class.

Reposting

If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below).

However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student’s original posting after the activity's due date. Reposting only applies to an original posting for an assignment that did not receive full point value.

Posting of Grades

Grades are completed within two weeks after the due date. You can view your grades by selecting the "My Grades" link from the Course Homepage. If you do not see your grade after two weeks, please notify me.
## Major Topics of the Course

| Perceptions About Adult Learners | The Critical Thinking Adult |
| Environment, Motivation & Engagement | Support Systems for Adult Learners |
| Understanding Your Own Learning Style | Understanding Your Teaching Style – Your Future Challenges |
| Evaluating the Adult Learner | |

## Tentative Course Outline

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and Introduction</td>
<td>0</td>
</tr>
<tr>
<td>Activity 1</td>
<td>5</td>
</tr>
<tr>
<td>Activity 2</td>
<td>15</td>
</tr>
<tr>
<td>Activity 3</td>
<td>20</td>
</tr>
<tr>
<td>Mid-Term Professionalism</td>
<td>5</td>
</tr>
<tr>
<td>Activity 4</td>
<td>5</td>
</tr>
<tr>
<td>Activity 5</td>
<td>10</td>
</tr>
<tr>
<td>Activity 6</td>
<td>10</td>
</tr>
<tr>
<td>Activity 7</td>
<td>15</td>
</tr>
<tr>
<td>Reflection</td>
<td>5</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
</tr>
</tbody>
</table>

As of Fall 2014, all faculty are required to document students' activity at the beginning of each course. In order to document that you began this course, please complete the “Welcome and Introduction” by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.
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. Cite references according to protocol.
3. Follow UCF student conduct policies.
4. Accept grading policies for our courses.

Learning Online

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
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,

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

<table>
<thead>
<tr>
<th>Steps to Beginning a Team Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make contact in your team’s discussion group.</td>
</tr>
<tr>
<td>2. Discuss the topics below (Team Guidelines and Skills to Discuss) with your team members.</td>
</tr>
<tr>
<td>3. As a team, makes a decision on who is doing what and when.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>4. The team begins to work on the project with a PLAN.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team Guidelines and Skills to Discuss</th>
</tr>
</thead>
</table>

**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.

You will be asked to submit all of your assignments in this class through Turnitin. You do NOT want to plagiarize or not include a complete citation for any reference or quotation. Above all else, include the complete citation information when required.

Introduction Activity

Our web 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 asked to offer an introduction at the beginning of the semester. For this, we use the "Discussion" area entitled "Introductions". Once you are permitted access to the course on the first day of class, go to "Discussions" and select "Introductions". Type your name in the "Subject" line.

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)
7. One thing that we would be surprised to know about you.

Copy these headings to a word file, answering each item, and then paste the answers to another file. This is a great time to practice the copy/paste method, of which you should use throughout the course. Always review your post BEFORE actually posting; add spacing, capitalize headings, make any changes required, and then post. Be sure to use the “Preview” option to double-check formatting and organization prior to posting your work.

Immediately upon starting the course:

1. Post an Introduction with your name in the "Subject" line to the Discussion area entitled "Introductions".

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.

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.