ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

EDG 3661 - Adult Learning Theory & Curriculum Development

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | EDG 3661 |
| **Section #:** | 3475 |
| **Credit Hours:** | 3 |
| **Co-requisites:** | N/A |
| **Pre-requisites:** | Admission to Educational Studies and Community Leadership (Bachelor of Science) (EDST-BS) |

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| **Day, Time and Campus:** | Online |  | | Online |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. | | | |
| **Professor:** | Dr. Jennifer Fernandez | | | |
| **Office Hours:** | See [Instructor Page](https://web.spcollege.edu/instructors/id/fernandez.jennifer) Here | |  | |
| **Office Location:** | St. Pete Gibbs | | TE 109C | |
| **Office Phone:** | 727.341.3336 | | | |
| **Email Address:** | Through MyCourses Course or Fernandez.jennifer@spcollege.edu | | | |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Kimberly Hartman, Ph.D. | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

This course examines the history of adult learning along with the distinct qualities of adult learners and their unique needs that impact the design and development of education and training programs. Students will explore adult learning theories and the role of motivation, relevance, and autonomy in adult learning.

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**
2. Students will examine the history and attitude of adult education, continuing education, and lifelong learning in the U.S. by:
   1. reviewing various types of adult education (i.e vocational, remedial, personal, etc.).
   2. identifying learning styles in adults and differentiating with adolescent learners.
   3. relating learning trends in the history of adult education (i.e., coaching, self-directed learning, single-event trainings, continuous, etc.) to their own learning experiences.
   4. discussing current technology trends in adult education (i.e., synchronous and asynchronous trainings, hybrid, etc.) to their own learning experiences.
3. Students will analyze adult learning theory for teaching and learning by:
   1. discussing the characteristics of adult learners with a variety of experiences and backgrounds.
   2. summarizing the developmental barriers to adult learning, including work responsibilities, family, and age.
   3. examining challenges and potential barriers to adult learning (i.e., current technology, learning modalities, etc.).
   4. differentiating among various adult learning theories.
   5. reflecting ways in which adult learning theory informs their own learning.
4. Students will apply adult learning theory to curriculum development by:
   1. researching adult learning theories relevant to their own future practice with adults.
   2. discussing the outcomes for teaching and developing curriculum based on a variety of adult learning theories.
   3. designing instruction that utilizes adult learning theory.
   4. determining how current research regarding the needs, motivations, and interests of adults as learners influences curriculum development.
   5. determining how different theories are relevant to your own position as an adult educator.
5. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
6. **Required Textbooks**

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| Textbook(s) | Required: N/A |
| Recommended: |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

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| Resources: | |
| Materials: | |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires \_0\_\_ hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

1. **ALL Course Assignments**

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| **Assignment Title** | **Points** |
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| Weekly Module Reflections (7 at 10 pts. each) | 70 |
| Weekly Module Quizzes -25 points each (6 Module Quizzes) | 150 |
| Course Cumulative Quiz | 50 |
| Module Discussions-4 at 10 points each | 40 |
| Motivation-Mindsets, Goals and Their Implications | 30 |
| Module 5 Discussion- Big Questions for Adult Learning Professionals | 20 |
| Self-Assessment | 20 |
| Adult Learning Autobiography | 60 |
| Final Project | 100 |
| Final Project Visual in Discussion board | 10 |
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| **TOTAL POINTS** | **550** |
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| ***Point Distribution*** | ***Course Grade*** |
|  |  |
| 495-550 | A |
| 456.5-495 | B |
| 412.5-456.4 | C |
| 412.5 or less | F |

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| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.*  *If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.*  *Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

1. **Assignment Late Policy**

* Assignments may be submitted up to one week after the due date for a letter grade deduction (excluding the final week).
* Assignments submitted more than one week after the due date will earn a zero in the grade book.
* Discussions and quizzes are only open during the times designated in the course syllabus; therefore, you cannot make up a missed discussion or quiz.

1. **Grading**

* Course assignment details can be found in MyCourses by clicking on the Course Content tab.
* For assignments noted with an asterisk (\*) above, the work must be submitted in Anthology Portfolio to pass the class, even if no credit is earned for the assignment.
* Incomplete assignments will NOT be graded.
* Required resubmissions will result in a letter grade penalty. Subsequent resubmissions will result in an additional letter grade penalty for each resubmission. *One point will be entered in the gradebook to reflect submission is still needed; the assignment will be evaluated for a passing grade once it meets the Anthology Portfolio requirements*. Carefully reading directions, sample assignments, and rubrics will help you to be successful in this course.
* Required resubmissions submitted more than one week after the requested resubmission date will earn no credit for the assignment in the gradebook. (e.g., If the requested resubmission date is August 1, you must submit NO LATER than August 8 for credit. After August 8, a zero will be entered in the gradebook when the assignment is submitted.)
* 10% can be deducted from assignments as a result of poor presentation, conventions (e.g., grammar, APA style), and support documentation as described in the course instructor’s assignment directions.
* Attendance is required for COE courses.

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

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| **Topics and Modules** | **Readings**  All required readings are also under the Course Content in MyCourses. | **Assignments Due**  Details for all assignments are located under the Course Content Tab in MyCourses. Assignment due dates are noted below |
| ***Begin Here and Module One***  ***Introductions and History of Adult Learning***  ***8/14-8/27*** | **Read the syllabus.**  **Review the Begin Here and Week 1 Modules in MyCourses**  **Module 1 Readings and Videos** | -Take the Course Syllabus Quiz for extra credit (Begin Here Mod.) closes 8/20  -Post and reply to the Module 1 Discussion: Introductions-due/ 8/20  -Take the Module 1-Quiz-due 8/27  -Complete and submit t/he Module 1-Module Reflection-due 8/27 |
| ***Module Two***  ***Characteristics of Adult Learners***  ***Personal influences and developmental barriers***  ***8/28-9/10*** | **Module 2 Readings and Videos** | - Participate in the Characteristics and Barriers Discussion-due 9/3  -Take the Module 2-Quiz-due 9/10  -Complete and submit the Module 2-Module Reflection-due 9/10 |
| ***Module Three***  ***Cognition and Motivation***  ***Creating a Culture of Learning***  ***9/11-9/24*** | **Module 3 Readings and Videos** | -Submit the Motivation-Mindsets, Goals, and Their Implications in the dropbox-due 9/17  -Take the Module 3-Quiz-due 9/24  -Complete and submit the Module 3-Module Reflection-due 9/24 |
| ***Module Four***  ***Adult Learning Theories:***  ***Andragogy***  ***Adult Learning Theories:***  ***Self-directed Learning***  ***9/25-10/8*** | **Module 4 Readings and Videos** | - Participate in the Module 4 Discussion-Mapping Cultural Values-due 10/1  -Take the Module 4-Quiz-due 10/8  -Complete and submit the Module 4-Module Reflection-due 10/8 |
| ***Module Five***  ***Adult Learning Theories:***  ***Transformative Learning***  ***Adult Learning Theories:***  ***Experiential Learning***  ***10/9-10/22*** | **Module 5 Readings and Videos** | - Participate in the Module 5 Discussion-Questions for Adult Learning Professionals-due 10/15  -Take the Module 5-Quiz-due 10/22  -Complete and submit the Module 5-Module Reflection-due 10/22 |
| ***Module Six***  ***Autobiography***  ***Final Project-Introduction***  ***10/23-11/5*** | **Module 6 Readings and Videos** | -Work on and submit the Adult Learner Autobiography-due 10/29  -Take the Course Cumulative Quiz-due 11/5  -Complete and submit the Module 6-Module Reflection-due 11/5 |
| **Module Seven**  ***Trends in Technology and Digital Learning***  ***Project Based and Action Learning concepts***  ***Role of Reflection***  ***11/6-11/19*** | **Module 7 Readings and Videos** | -Post and reply to the Module 7 Trends in Digital Learning Discussion-due 11/12  -Submit the Self-Assessment-due 11/12  -Take the Module 7-Quiz-due 11/19  -Complete and submit the Module 7-Module Reflection-due 11/19 |
| ***Thanksgiving week***  ***SPC closed November 19-26*** | **Thanksgiving Day 2022: Its significance and how it's celebrated** | Enjoy your time off and spend time with family and friends. |
| ***Week 16***  ***Module Eight***  ***Final Project***  ***Wrap Up & Discussions***  ***11/27-12/3*** | **Synthesis** | -Final Project-Synthesis-due 12/3  -Final Project-Visual Representation 12/3 |

1. **Uniform Core Curriculum / Program Learning Objectives Assignments**

**NA**

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s): Not mapped on UDL framework.