

ARP X397

Instructional Processes of Adult and Vocational Education (Level I)

Course Syllabus

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Adult and Vocational Education Preliminary Credential Requirements

This Level I course is approved by the San Diego County Office of Education (LEA), and partially clears the professional preparation requirements for a Designated Subjects Teaching Credential in Adult or Vocational Education.

Course Overview

This course is concerned with the practice of teaching, with primary emphasis on adult learners and the teaching of vocational subjects. The course will cover the following topics, through lectures, talking PowerPoints, observations, fieldwork, and readings: adult learning process, student diversity, purpose and practice of teaching, ethical issues, teaching effectiveness, preparing to teach a course of study, curriculum research and development, direct instruction (including use of instructional technology), and assessing student learning. The course blends traditional classroom instruction, on-line learning resources, and independent project-based work.

Required Text

Svinicki, M., & McKeachie, W.J. (2010). *McKeachie's teaching tips; strategies, research, and theory for college and university teachers* (13th ed.). Belmont, CA: Wadsworth (ISBN-13: 978-0495809296).

Learning Objectives

The following learning objectives have been established for this course. Each student who attends all class sessions and completes required assignments will demonstrate an understanding of:

- 1) The major, defining characteristics of adult learners;
- 2) Student diversity and differences;
- 3) Contemporary learning theory;
- 4) Student diversity and special student needs and their impact in the classroom; and
- 5) The mechanics of effective teaching, including ethical considerations, course planning and preparation, curriculum research and development, direct instruction techniques, preparing lectures, organizing effective discussions, use of instructional technology, classroom management and record keeping, student discipline, safety and legal responsibilities of teachers, motivating and communicating with students, and assessing student learning.

Instructor Expectations for Course

Since this is an intense professional development course for practicing teachers, it is expected that each student will share responsibility for learning by maintaining good class and internet attendance, completing assignments according to the on-line course schedule, participating in all Discussion Boards, and sharing professional experiences and expertise as appropriate.

Course Grading Criteria

Final course grades will be based on five, weighted factors: (observed) teaching effectiveness, required readings, curriculum research project, course syllabus preparation, and on-line Discussion Boards. The weightings are as follows:

20% - TEACHING OBSERVATION (40 Points)	Systematic observation and written analysis of instruction by a master teacher
25% - REQUIRED READINGS (50 Points)	Completion of all assigned readings; demonstration of understanding of McKeachie's <i>Teaching Tips</i> by creating a one-page Mind Map
20% - CURRICULUM RESEARCH AND DEVELOPMENT (40 Points)	Internet curriculum research project (5 page paper) (see assignment detail below)
20% - COURSE SYLLABUS PREPARATION (40 POINTS)	Preparation of a course syllabus with learning objectives, peer reviewed by another student in the class prior to submittal
15% - DISCUSSION BOARDS (30 POINTS)	Participation in three on-line Discussion Boards

Total possible for course: 200 points

Any assignments missed will be recorded as zeroes. Ordinarily, there will be no make-ups given. On rare occasions, only when very extenuating circumstances warrant, written excuses with documentation will be accepted from students who have had an unavoidable absence. Such written excuses should be submitted as soon as practical to the instructor.

Grading Scale

(Subject to Downward Modification and Insertion of Plus and Minus)

A	180-200	D	120-139
B	160-179	F	119 and below
C	140-159		

Course Assignments

Teaching Observation. With the prior permission of the master teacher, each student will *observe and evaluate* a course "lesson" or lecture at a local college or school utilizing a standard SDSU teacher evaluation form. See "Guidelines for Class Observation." (estimated time: 4 hours)

Required Reading/Links. Each student is required to complete all assigned reading during the week assigned and prior to scheduled classes (handouts, research articles, and web sites). Additionally, students will graphically summarize McKeachie's *Teaching Tips* by drawing a one-page a Mind Map that illustrates how the important features or concepts of the book come together for you. For a primer on graphic organizers, go to one of the following: <http://www.peterussell.com/mindmaps/mindmap.html> and http://en.wikipedia.org/wiki/Mind_map and www.graphic.org (estimated time: 56 hours)

Internet Curriculum Research Project. Each student will demonstrate mastery of Internet and data base research techniques by conducting a mini-Internet research project in their Designated Subjects area. The final product will be a short paper not to exceed five pages that responds each research goal with specific information or data. The paper must be supported by at least five independent research sources. This project requires problem definition, research via information technology tools, source reading and analysis, documentation, and report writing. A separate Handout is provided to guide your skill development. (estimated time: 6 hours)

Course Syllabus. Each student will prepare a course syllabus for either a course currently being taught or one to be taught in the future. The syllabus minimally should consist of a course description, learning objectives, class schedule linked to assignments, grading criteria, and bibliography. Each syllabus must be peer reviewed by another student prior to final submittal. (estimated time: 10 hours)

Discussion Boards. Each student will participate in three on-line Discussion Boards as scheduled throughout the course. This assignment, at its best, stimulates critical thinking and reflection. It is important to prepare for these discussions by completing all reading assignments in advance of logging on to the discussion page. (estimated time: 4 hours)

WEEKLY LECTURE/DISCUSSION TOPICS AND STUDENT ASSIGNMENTS

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
WEEK 1:	(CLASS) Course Introduction and Overview: Purpose of Level I course, Learning Objectives, Assignments, Instructional Schedule, Discussion Boards, Grading, emailing the Professor, Networking with Other Students in Course, Important Links	Read: Syllabus, explore website, purchase required text

WEEKLY LECTURE/DISCUSSION TOPICS
AND STUDENT ASSIGNMENTS

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
WEEK 2:	Introduction to Adult Learners: Defining characteristics, Types of Learning Classification Schemes, Scope of Adult and Vocational Education in U.S., Lifelong Learning	Read: Handouts 1-5, National Center for Educational Statistics (1999), Levesque (2000). Kerka (2000) Link: Lifelong Learning
WEEK 3:	Adult Learners: Instructional Challenges Adult Learning Barriers, Principles of adult Learning, Facilitating Learning	Read: Handouts 6-8, Kerka (2001) DISCUSSION BOARD #1
WEEK 4:	Student Diversity: Understanding and Respecting Cultural Diversity, Multicultural Education and Curricular Change, Special Student Learning Needs/Mainstreaming, Older Learners, Flexible Instructional Practices	Read: Handouts 9-13, Ziegahn (2001), Harrison (2003), Bergert (2000) Links: Student Diversity, Learning Disability Basics, A Look at Older Students
WEEK 5:	(Class) Learning Across the Lifespan Learning Across the Lifespan, Contemporary Learning Theory: Information Processing Theory, Memory Models	Read: Handouts 14-16
WEEK 6:	Technological Literacy Technological Literacy and the Digital Divide Internet Tutorial: Overview, Search Engines, Databases, Research Tools	Read: Handouts 17-18, Wonacott (2001), Overtoom (2000) Links: Office of Educational Technology, National Technology Education Plan, History of Internet, Basic Guide to Internet
WEEK 7:	Effective Teaching Teaching Effectiveness Model, History of Teaching, Research on Teaching Effectiveness, Ethical Issues in Teaching	Read: Handouts 19-21, Kerka (2000) "Teaching Adults" Internet Research Project Due DISCUSSION BOARD #2
WEEK 8:	(Class) Becoming a Master Teacher Overview: Essential Skills and Competencies, Teaching Students How to Learn and Think	Read: Handout 22-24, Brown (2003)
WEEK 9:	Planning for Instruction Understanding the Culture of Teaching, Curriculum Research and Development, Course Countdown, Developing a Syllabus	Read: McKeachie, Chapters 1-3 Links: Course Syllabi, Lesson Plans, WebLibrary, Vocational Lesson Plans, Universal Design for Learning

WEEKLY LECTURE/DISCUSSION TOPICS AND STUDENT ASSIGNMENTS

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
WEEK 10:	(CLASS) Direct Instruction Instructional Model, Seven Steps, Lesson Planning, Lecturing and Managing Discussions	Read: Handouts 25-28, McKeachie, Chapters 6, 12 Teaching Observation Due
WEEK 11:	Instructional Media and Technology Course Materials Preparation, Instructional Technology	Read: McKeachie, Chapter 17 Links: Distance Education Clearinghouse, Journal of Technology Education
WEEK 12:	(CLASS) Student Learning Assessing Learning, Testing and Grading, Assessment vs. Evaluation, Promoting Higher Order Thinking Skills	Read: McKeachie, Chapters 4-5, 7-8, 14-16, 20-21 Syllabus Project Due
WEEK 13:	Classroom Management and Discipline Safety, Legal Responsibilities, Recordkeeping, Class Control, Problem Students, Discipline	Read: Handout 29, McKeachie, Chapters 11, 13, Jones (2001) Links: You Can Handle Them All DISCUSSION BOARD #3
WEEK 14:	Lifelong Learning Student Motivation, Promoting Excellence, Self Esteem, and Involvement	Read: Handout #30, Brown (2002)
WEEK 15:	(CLASS) Course Summary and Evaluation	Read: McKeachie, Chapters 22-23 Reading Assignment Due

Reading Assignments/Link Assignments

WEEK 1: Course Overview

Readings: Course Syllabus

Links:

California Clearinghouse on Adult and Vocational Education

WEEK 2: Introduction to Adult Learners

Readings: Handouts 1-5

- National Center for Education Statistics (1999). Participation in adult education in the United States: 1998-99 (PDF)
- Levesque et al. (2000). Vocational education in the U.S. (PDF)
- Kerka, S. (2000). Lifelong learning (PDF)

Links:

Smith, M. K. (1996, 2001) 'Lifelong learning', *the encyclopedia of informal education*,
<http://www.infed.org/lifelonglearning/b-life.htm>

Reading Assignments/Link Assignments

WEEK 3: Adult Learners: Instructional Challenges

Readings: Handouts 6-8

- Kerka, S. (2001). The balancing act of adult life (PDF)

WEEK 4: Student Diversity

Readings: Handouts 9-13

- Ziegahn, L. (2001). Considering culture in the selection of teaching approaches for adults (PDF)
- Harrison, S. (2003). Creating a successful learning environment for postsecondary students with learning disabilities: policy and practice (PDF)
- Bergert, S. (2000). The warning signs of learning disabilities

Links:

- Addressing Student Diversity Web Resources
<http://www.mhhe.com/socscience/education/diverse.mhtml>
- American Library Association, Learning disability basics
<http://www.ala.org/ala/olos/outreachresource/roadstolearning/learningdisability.htm>
- Imel, S. (1997). A new look at older adults <http://www.cete.org/acve/docgen.asp?tbl=tia&ID=108>

WEEK 5: Learning Across the Lifespan

Readings: Handouts 14-16

WEEK 6: Technology Literacy

Readings: Handouts 17-18

- Wonacott, M. (2001). Technological literacy (PDF)
- Overtoom, C. (2000). Employability Skills: An update (PDF)

Links:

- Office of Educational Technology, U.S. Department of Education
<http://www.ed.gov/about/offices/list/os/technology/index.html>
- National Technology Education Plan, U.S. Department of Education
<http://www.ed.gov/about/offices/list/os/technology/plan/2004/index.html>
- History of the Internet <http://www.isoc.org/internet/history/brief.shtml#Introduction>
- A Basic Guide to the Internet
<http://www.internettutorials.net/>

WEEK 7: Effective Teaching

Readings: Handouts 19-21

- Kerka, S. (2002). Teaching adults: Is it different? (PDF)

WEEK 8: Becoming a Master Teacher

Readings: Handouts 22-24

- Brown, B.L. (2003). Teaching style vs. learning style (PDF)

Reading Assignments/Link Assignments

WEEK 9: Planning for Instruction

Readings: McKeachie, Chapters 1-3

Links:

World Lecture Hall – Course Syllabi <http://web.austin.utexas.edu/wlh/>

Library of Congress Lesson Plans <http://lcweb2.loc.gov/ammem/ndlpedu/>

Texas Center for Educational Technology – WebLibrary <http://www.tcet.unt.edu/weblibrary2/>

Vocational Information Center – Lesson Plans (Vocational) <http://www.khake.com/index.html>

Universal Design for Learning

<http://www.cast.org/teachingeverystudent/>

WEEK 10: Direct Instruction

Readings: Handouts 25-28

•McKeachie, Chapters 6, 12

WEEK 11: Instructional Media and Technology

Readings: McKeachie, Chapter 17

Links:

University of Wisconsin, Distance Education Clearinghouse

<http://www.uwex.edu/disted/home.html>

Journal of Technology Education <http://scholar.lib.vt.edu/ejournals/JTE/>

WEEK 12: Student Learning

Readings: McKeachie, Chapters 4-5, 7-8, 14-16, 20-21

WEEK 13: Classroom Management and Discipline

Readings: Handout 29

•McKeachie, Chapters 11, 13

•Jones, L.R. (2001). Academic dishonesty, cheating and plagiarism (PDF)

Links:

You Can Handle Them All <http://www.disciplinehelp.com/>

Classroom Management (K-12)

http://www.educationworld.com/a_curr/archives/classmanagement.shtml

Books (Optional):

•Digiulio, R. (2000). *Positive Classroom Management* (2nd Ed.) Thousands Oaks, CA: Corwin Press

<http://books.google.com/books?vid=ISBN0803968167&id=zuKHfkKbQ1sC&printsec=titlepage&dq=classroom+management>

WEEK 14: Lifelong Learning

Readings: Handout 30

•Brown, B.L. (2002). CTE student organizations (PDF)

WEEK 15: Course Summary and Evaluation

Readings:

•McKeachie, Chapters 22-23

Bibliography

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- Taylor, K., Marienau, C., & Fiddler, M. (2000). *Developing adult learners; Strategies for teachers and trainers*. San Francisco: Jossey-Bass.
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- Wlodowski, R.J. (1998). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (rev. ed.). San Francisco: Jossey-Bass.

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