ADED 520: Facilitating Change Agency in Adults

INSTRUCTOR INFORMATION
Name: Micah Logan
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Phone:
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Office Hours & Location: Virtual (Zoom) on Mondays from 5:30 to 6:30pm CT and by appointment
Zoom Room: https://wku.zoom.us/my/micahlogan

COURSE DESCRIPTION
Adult educational theories, models, and approaches in their use in practice.

COURSE RATIONALE
This course has been developed to provide instructors of adults, methodology and practices used to educate adults. Students will learn various approaches to establishing an educational setting, providing materials and instruction to adults, and assessing their outcomes. As adult educators begin the process of learning how to teach adults, they will need to know the various models of teaching adults. Students of this course will need to learn the factors that influence the way adults learn, such as physical, emotional, and learning environment. Emphasis will be placed on how to organize and conduct a learning experience for adults.

COURSE OBJECTIVES & LEARNING OUTCOMES
A. Students will be able to articulate adult teaching methods, strategies, and styles.
B. Students will be able to describe the major characteristics of adult learners.
C. Students will be able to describe the major issues related to educating adults.
D. Students will be able to identify the issues related to the classroom environment.

CRITICAL STUDENT PERFORMANCES
Final Project: Students will be expected to design, implement, and assess a teaching and learning experience for adult learners.

PREREQUISITE(S)
None

COURSE TEXT

Required

Brockett, R. G. (2015). *Teaching adults: A practical guide for new teachers*. This is available to read for free online through the WKU Libraries. As a result, you are not required to buy this text.

Optional

American Psychological Association. (2019). *The Publication Manual of the American Psychological Association* (7th ed.). Washington, DC.

TECHNOLOGY REQUIREMENTS

Hardware

A computer or device with a stable internet connection capable of accessing Blackboard and streaming as well as recording audio and video (webcam and microphone).

Software

We will be using the Blackboard learning management system to access the online course and submit course work. If you are unfamiliar with Blackboard, make sure to sign up for and complete the Blackboard Student User Training. To access this training, go to Blackboard (wku.blackboard.com) and sign in, click the TOOLS tab, and then select ITS: Blackboard Student User Training.

IMPORTANT: This course site will be using the Ultra Experience within Blackboard. As a result, the course site may look different from what you are accustomed in a good way. It is a much more simple layout and the various components are easy to access. Please review the Introduction to Blackboard Learn with the Ultra Experience for Students video. I will also open the course site several days before the start of the term so that there is plenty of time for you to explore.

You will be reading articles and chapters in this course that are in Adobe PDF format, so be sure that you have the Adobe Reader (http://www.adobe.com/products/acrobat/readstep2.html) downloaded and installed on your computer.

This course also requires a great deal of writing and word processing, so be sure that you have Microsoft Word or its equivalent (must output .docx file

types) downloaded and available to you. [Microsoft Office 365](https://www.wku.edu/its/sms/microsoft_sa.php) (https://www.wku.edu/its/sms/microsoft_sa.php) is offered to you at no cost through WKU.

Support
Technical issues associated with Blackboard should be directed to the [ITS Service Desk](#).

INSTRUCTIONAL ACTIVITIES AND GRADING
The course may include but is not limited to the following instructional methods and activities: readings, videos, online presentations, outside work, papers, interviews, and online discussions.

Grading Scale
A = 90 -100
B = 80 -89
C = 70 -79
D = 60 -69
F = < 60

Grading Procedures
The course grade will be calculated as follows:

Assignments	Point Values
Introductory Activities	30
Interview Assignment	100
Learning Theory Analysis	50
Instructional Model Analysis	50
Teaching Analysis	100
Activity Development I	100
Activity Development II	100
Instructional Plan	100
Discussions (5 @ 30 points each)	150
Final Project: Teaching Demonstration	200
Total Points	1000

CLASS POLICIES

Communication
In general, email is the best way to contact me. I check email every evening Monday through Friday, and I check it at least once a day on the weekend. You can generally expect a response within 48 hours. I am happy to help you, so please do not hesitate to contact me.

Inclusion
It is of utmost importance to me that you feel seen, heard and included in this course. ADED 520 is designed to help you learn about how we learn, and, in order to do that, it is critical that you feel empowered to participate and question. People may make statements that you disagree with and that is okay. Learning can be uncomfortable and it is important that we ask hard questions so that we may find the answers. We will do this with respect and with a focus on the course content. That said, if at anytime you do not feel safe, respected or included in the conversation, please let me know immediately.

Late Assignments
The expectation is that the assignment submissions be of high quality and on-time. If you are unable to meet a deadline, please contact me BEFORE the assignment is late and arrangements can be made for an extension with a deduction of points.

Assignment Quality
Graduate level work is expected which means that papers should be free of grammatical, spelling, citation, and formatting issues. Please be sure to proofread your assignments before you submit them, as they are a reflection of your efforts. If there are significant errors, you will be asked to resubmit the assignment. Be sure to check out this primer on graduate level writing which outlines some do's and don'ts that will only serve to improve your work. Also, when citing any sources, be sure to use APA Style Manual, 7th Edition.

Rewrites
The goal for this course is that you learn the material and are able to communicate your understanding through the various assignments and discussions. With this in mind, if you receive a grade that you are unhappy with you may rewrite and resubmit the document. When rewriting a paper, be sure to include any comments provided on the first submission. Also, keep in mind that the most you will be able to receive will be a 'B' so think hard before asking for a rewrite.

Generative AI
In general, *I expect that the work you submit in this class will be your own* and you are not authorized to use artificial intelligence (AI) tools such as (ChatGPT, Bing or Bard). However, there will be specific assignments or activities in which we will utilize these tools to enhance your learning experience. In these instances, I will provide you with additional information

about the assignment and how AI will be employed and cited. Again, unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools.

If you are unsure if you are using AI tools appropriately in this course, I encourage you to visit with me. Examples of how to cite AI tools are available at https://libguides.wku.edu/stylewrite/ai.

Attendance Policy
Participation is mandatory in an online class! Make sure you do not go "missing" as this will severely affect your grade. If something is going on that is impacting your ability to participate, please let me know asap so that I am aware and, if necessary, we can work out an alternate plan. It is especially important that you keep in touch with me during this web-based course.

Withdrawal Policy
It is the student's responsibility to withdraw from the class in a timely manner if he/she wishes to do so after attempting any work in Module 1. The final withdrawal date is Thursday, March 28, 2024.

Please see the Spring 2024 Dates to Remember for other important dates on refunds, etc.

Incompletes (Grades of "X")
Incompletes (grades of "X") are given only for documented, extreme circumstances. Anyone receiving an X grade will sign a contract that lists all work to be completed by a given deadline to receive a grade.

Resolving Complaints about Grades
If you have a complaint about your grade, it is important for us to get that resolved. The first step in resolving a grade problem is for you to visit with me directly with me about your concern. If you have a concern, please email me so that we both have an official record of your request and we will work together to figure out the problem. For additional guidance on grade complaints, please refer to the Student Handbook.

Academic Dishonesty/Plagiarism
Academic dishonesty in any form is not tolerated. Any instances of plagiarism or other forms of academic dishonesty will result in a zero on the assignment in question and will be reported to the Office of Student Conduct. Please review the Student Handbook

(http://www.wku.edu/handbook) for more specific information as to what constitutes academic dishonesty/plagiarism.

Academic dishonesty encompasses more than plagiarism. It also includes re-using old course work not written for this course as well as misrepresenting technical issues. Honesty is always the best policy. If you run out of time, are stuck or are simply unsure, contact me. For your degree to be meaningful, it is essential that your work is your own. If you are ever in doubt, please ask and I am more than happy to work with you.

Regular and Substantive Interaction in Online Courses:
The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:
- Weekly optional synchronous sessions (office hours),
- Faculty participation in weekly discussion boards to select posts,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission for weekly module assignments and within two weeks for major projects.

Disability Accommodations Statement
In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center. However, if you are having difficulty with the materials or assignments, do not hesitate to contact me.

Title IX/Discrimination & Harassment
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-

based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Pregnant and Parenting Students
Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

TENTATIVE SCHEDULE

Week	Module	Assignments Due
1/15-1/21	Module 1: Defining Adult Educators	Introduction Discussion Board Forum Module 1 Discussion
1/22-1/28	Module 1: Defining Adult Educators	Module 1 Discussion
1/29-2/4	Module 1: Defining Adult Educators	Module 1 Discussion Interview Assignment
2/5-2/11	Module 2: Identifying Adult Learners	Module 2 Discussion
2/12-2/18	Module 2: Identifying Adult Learners	Module 2 Discussion
2/19-2/25	Module 3: Employing Learning Theory	Module 3 Discussion Teaching Analysis
2/26-3/3	Module 3: Employing Learning Theory	Module 3 Discussion Learning Theory Analysis
3/4-3/10	Module 3: Employing Learning Theory	Module 3 Discussion
3/11-3/17	Module 3: Employing Learning Theory	Activity Development I: Hands-On
3/18-3/24	Spring Break	Spring Break
3/25-3/31	Module 4: Designing Instruction	Module 4 Discussion
4/1-4/7	Module 4: Designing Instruction	Module 4 Discussion Instructional Model Analysis
4/8-4/14	Module 5: Issues in Teaching Adults	Module 5 Discussion Instructional Plan
4/15-4/21	Module 5: Issues in Teaching Adults	Module 5 Discussion
4/22-4/28	Module 5: Issues in Teaching Adults	Final Project: Teaching Demonstration