

Designing for the Adult Learner

ODHE Finish for Your Future

Ohio’s Adult Promise Initiative

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**Summer 2020 – Session 1**

**May 26 – July 19**

# Facilitators

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# Syllabus

Program Name**:** Adult Learning Institute

Course Title: **Course Design for Adult Learners**

Semester: Summer 2020

## Course Description

The Adult Learning Institute is made possible by a grant from the Ohio Department of Higher Education (ODHE). The Institute will be a collaborative learning experience in which UCO Instruction staff and selected faculty (Fellows) teaching in a program supported by UC Online work together to design an innovative and engaging online course for adult learners.

Faculty will receive a $1000 stipend funded by the ODHE grant (awarded in 2 installments) for completing this Institute.

**Prerequisites:** Acceptance into Adult Learning Institute

**Certificate:** Successful completion of this course will earn you the Designing for Adult Learners Institute Certificate of Completion.

## Statement of Accommodation and Special Needs:

We have incorporated principles of Universal Design into the development of this course. If you have trouble accessing any material in this course, please contact either Ruth Ann or Ben as soon as possible. We will do our best to adjust the content to meet your needs.

## Textbook(s), Readings and Assignments:

Readings are all located within the Modules of the course.

## Course Objectives:

**Institute Fellows who successfully complete this course will be able to:**

1. Recognize and apply the principles of Adult Learning theory articulated by Malcolm Knowles.
2. Evaluate courses based on needs of adult learners.
3. Design new assessments, activities, and content that center on adult learners.
4. Explore active learning techniques that replicate real-world scenarios and directly connect with adult learners.

## Learning Activities

A variety of learning activities are designed to support the course objectives and build a community of learners. Learning activities for the modules include the following:

1. Reading articles as assigned
2. Viewing and listening to video lectures
3. Participating in both synchronous and asynchronous discussions by responding to assigned topics/questions and replying to comments posted by the ID’s or other participants
4. Using course development tools to design an online course

**Grade Center:** This is not a traditional course with traditional grades kept in the Grade Center. While you will participate in discussion boards and submit materials via assignment, achieving the objectives of this course ultimately means that you design an online course geared towards the needs of adult learners. Because of this, we will use the Grade Center to keep track of your progress towards course completion and not as a cumulative point total.

## Course Policies

**Participation and Stipend:** We know how busy you are and that this is a compressed timeline to develop (or re-design) a course. While we can be somewhat flexible in our schedule, we need your dedicated participation to make this a success. There will be some synchronous activities that we will do our best to schedule at convenient times. There will also be certain milestones that we need to hit to reach our goals. As an incentive, the $1000 stipend will be paid in two installments ($500 each) based on meeting these milestones:

* Installment 1 on submission of completed Alignment Map and Adult Learning Rubric
* Installment 2 on submission of completed Course Plan and Adult Learner Inventory of the course

Completion of at least 2 consultations (small group or individual) with instructional designer

**Electronic Communication / Email Policy:** We can be reached via email and will try to respond to all emails within **24** hours. During business hours, you can also call us at the numbers listed on the Faculty Information page in Canvas or in this syllabus.

When posting on the discussion boards and using other communication tools such as chat it is important to understand how to interact with one another online, also called *netiquette*. A good rule of thumb is to write nothing online that you wouldn’t be willing to say in person. You can read more about the [rules of netiquette](http://www.albion.com/netiquette/corerules.html) here.

## Course Layout

The Institute is made up of 3 Modules spanning 7 weeks. The first module is 1 week long, the second is 1 week long, and the third is 5 weeks long. This is a compressed timeframe to design a new course from scratch. For this reason and because we are trying to practice what we preach, we have tried to streamline the content and provide only what is relevant for each of you, because you are all adult learners too.

Since there are a lot of you and we want to give you the kind of individualized attention you deserve while maximizing the time we have together, you will be divided into small teams of 4-5 with either Ben or Ruth Ann as your assigned instructional designer.

Ben and Ruth Ann have split the class in half to handle providing instructional design support. Sometimes all of Ben’s teams will meet as a group and sometimes all of Ruth Ann’s teams will meet together, but more often, you will meet within your smaller team. These meetings will be opportunities to check in on your progress towards deliverables, to get expert advice from Ben and Ruth Ann about the design of your course, and get feedback on ideas you have for your course. We will keep the number of meetings to the minimum needed to accomplish the goal of designing your online course, and we’ll try to schedule them when they’re convenient to everyone. We ask you to make every effort to be there for these meetings.

Course Schedule

**May 26 – July 19**

| **Modules/ Dates** | **Readings** | **Lectures/****Synchronous Sessions/ Consultations** | **Discussions/****Assignments** | **Design Deliverables** |
| --- | --- | --- | --- | --- |
| **Module 1**5/26 – 5/31 | 1. “Keys to Adult Learning - Malcolm Knowles and Andragogy”
2. “4 Personas of Adult Learners”
3. ODHE Adult Learner Data (Optional)
4. AL 360 Presentation and Summary (Optional)
 | **Lectures**1. Overview of Malcolm Knowles and Adult Learning Theory
2. Overview of ODHE and AL 360 (Optional)
 | Discussion of your own F2F courses and what you feel will be the most challenging to translate for adults learning online. **Due – 5/31**“Muddiest Point” Discussion to ask questions about the Adult Learning InstituteWater Cooler Discussion to share ideas with other Institute Fellows**Optional and open for entire Institute duration** | None |
| **Module 2** 6/1 – 6/7 | 1. “How to write SMART objectives”
2. “Why Backwards is Best”
3. Bloom’s Taxonomy of Measurable Verbs
 | **Lectures**Welcome to Module 2**Synchronous Sessions**Required group session with Ben or Ruth Ann to demonstrate Alignment Map objectives & chunking**Date - TBD** |  | 1. Initial Alignment Map (Objectives & Modules defined only)
2. Adult Learner Rubric

**Due – 6/7** |
| **Module 3**6/8– 7/19 | 1. Inventory of Active Learning techniques for online courses
2. Job Aid for Designing for Adult Learners
3. E-Text- Designing eLearning Courses for Adult Learners: The complete Guide
 | **Lectures**1. Active Learning in the Online Classroom

**Synchronous Sessions**1. Required team consultations with Ben or Ruth Ann on mapping 1 complete module
2. Required team consultation with Ben or Ruth Ann to review Course Plan
3. Other team consultations as needed
 | 1. Show and Tell Discussion

**Due - Anytime**1. Adult Learner Inventory of course

**Due 7/19** | 1. Completed Alignment Map

**Due – 6/21**1. Completed Course Plan

**Due – 7/19** |