

# Lesson Plans

## Instructional Outline Module I – Course Introduction

- Session Title:** Introduction to EDU 266
- Time Required:** One week
- Intent:** This module is designed to introduce the participant to the course, the course design, the concepts of social constructivism, online learning principles, and to create a sense of community with their online classmates
- Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:
- Constructivism vs. objectivism in educational design
  - Creating a sense of community in the online environment
  - Methods to foster participation in an online class
  - Alternative evaluation methods
  - Facilitator and learner roles in online and constructivist education
- Materials:** The following sources will need to be available to the learner
- Berry, G. (2008). Asynchronous discussions: Best practices. *Proceedings of the 24<sup>th</sup> Annual Conference on Distance Teaching and Learning*.  
[http://www.uwex.edu/disted/conference/Resource\\_library/proceedings/08\\_12701.pdf](http://www.uwex.edu/disted/conference/Resource_library/proceedings/08_12701.pdf)
  - Agrawal, M. (2007). Constructivism and pupil evaluation. *Journal of Indian Education*, 33(1), 16-27.  
[http://www.ncert.nic.in/html/pdf/Publication/Journal2008/JIE/JIE\\_may07/JIE\\_MAY07.pdf#page=13](http://www.ncert.nic.in/html/pdf/Publication/Journal2008/JIE/JIE_may07/JIE_MAY07.pdf#page=13)
  - Vrasidas, C. (2000). Constructivism versus objectivism: Implications for interaction, course design, and evaluation in distance education. *International Journal of Educational Telecommunications*, 6(4), 339-362. <http://www.cardet.org/vrasidas/pubs/continuum.pdf>
  - Rovai, A. P., (2007). Facilitating online discussions effectively. *The Internet and Higher Education*, 10(1), 77-88.
  - Massolini, M. & Maddison, S. (2003). Sage, guide, or ghost? The effect of instructor intervention on student participation in online discussion forums. *Computers and Education*, 40(3), 237-253

The following sources should be made available to the learners as supplemental materials for those who wish to further their exploration of these topics

- Cheung, W. S., Hew, K. F., & Ling Ng, C. S. (2008). Toward an understanding of why students contribute in asynchronous online discussions. *Journal of Educational Computing Research*, 38(1), 29 - 50.
- Cranton, P. (1996). Types of group learning. *New Directions for Adult and Continuing Education*, 1996(71), 25-32.
- Song, L. & Hill, J. R. (2007). A conceptual model for understanding self-directed learning in online environments. *Journal of Interactive Online Learning*, 6(1), 27-42
- Collaborative and cooperative learning websites
  - <http://www.londonmet.ac.uk/deliberations/collaborative-learning/panitz-paper.cfm>
  - <http://www.thirteen.org/edonline/concept2class/coopcollab/index.html>
  - <http://edtech.kennesaw.edu/intech/cooperativelearning.htm>

**References:** Any of the above sources may be used as references in preparing for this session

**Prepared By:** Robert Vroman

Facilitator Notes	Outline
<p><b>Learner Activities</b></p> <p>The participants will read the required selections for the week</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above. Include instructions that participants should only skim the article by Rovai and the article by Massolini &amp; Maddison</li> <li>2. The intent of this activity is so that learners can begin to formulate their ideas about online education and collaborative learning. This exposure will allow them insight into the design of the class as these may be new concepts for them</li> </ol>

<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums. As this is the first module of the class facilitator involvement may be required to stimulate the discussions.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p> <p>As the discussions and course progress less facilitator involvement is recommended so as to promote interaction and the exchange of ideas between the learners.</p>	<ol style="list-style-type: none"> <li>1. Create a thread that explains the importance of creating a sense of community in online education. As the learners to introduce themselves, describe their goals for the class, and to provide any background information they are comfortable with and feel is pertinent to the course. (This may be past teaching experience, prior education classes, etc.)</li> <li>2. Create a thread that asks the participants to share their responses and reflections to the readings regarding constructivist, objectivist, and collaborative education. This may include their views of these modalities, past experiences with these educational methods, or how they might implement these principles into their classes.</li> <li>3. Create a thread that asks the participants to share their responses and reflections to the readings regarding online education. This may include their view of online education, past experiences with this method, or how they might implement this into their classes.</li> </ol>
<p><b>Summary</b></p> <p>At the end of the week provide a summary of the topics discussed, highlight any key points made, and invite participants to share what they feel was the most important aspect of the topics discussed.</p>	<p>Provide closure for the week's discussions, however be sure to indicate that the learners can revisit past topics at any point as new information and knowledge may reshape their views and reflections.</p>
<p><b>Assessed Items</b></p> <p>There is no assessment associated with this module other than participation and contribution to the online discussions</p>	<p>Utilize the online discussion grading rubric to assess each participant's grade for the week for their contributions to the discussions.</p>

## **Instructional Outline**

### **Module II – The Teacher of Adults**

- Session Title:** What is the Role of the Adult Educator?
- Time Required:** One week
- Intent:** This module is designed to allow the participant to reflect on their role as a teacher of adults, characteristics of the adult educator. Additionally it will introduce the concepts of teaching style and andragogy.
- Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:
- The role of the adult educator
  - Characteristics of the adult educator
  - Teacher centered and learner centered education
  - Knowles' theory of andragogy
  - Subject matter experts and their role as educators
- Materials:** The following sources will need to be available to the learner
- “Good Teaching: The Top Ten Requirements,” Richard Leblanc, York University, Ontario  
<http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/topten.htm>
  - “Emphasis on Teaching: What is Good Teaching?” Marshall Brain  
<http://www.bygpub.com/eot/eot1.htm>
  - Johnson-Bailey, J. & Cervero, R.M., (1998). Power dynamics in teaching and learning practices: An examination of two adult education classrooms. *International Journal of Lifelong Education*, 17(6), 389-399.
- The following article should be made available to the learners as supplemental reading for those who wish to further explore these topics
- Galbraith, M.W. & Jones, M.S. (2008). First things first in becoming a teacher of adults. *Journal of Adult Education*, 37(1), 1-12.  
<http://www.eric.ed.gov/PDFS/EJ891070.pdf>
- References:** Any of the above sources may be used as references in preparing for this session
- Prepared By:** Robert Vroman

Facilitator Notes	Outline
<p><b>Learner Activities</b></p> <p>The participants will read the required chapter and supplemental readings for the week</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above.</li> <li>2. The intent of this activity is so that learners can begin to formulate their ideas about the role of the adult educator, characteristics of the adult educator, the classroom environment, and Knowles' theory of andragogy.</li> </ol>
<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p> <p>As the discussions and course progress less facilitator involvement is recommended so as to promote interaction and the exchange of ideas between the learners.</p>	<ol style="list-style-type: none"> <li>1. Create a thread asking the participants to discuss their insights from chapter 1 and the additional readings. Suggested questions for discussion are: <ol style="list-style-type: none"> <li>a. Do you agree with the characteristics of a good teacher that you found in the reading assignments? Why or why not?</li> <li>b. Provide an example of someone who was a good teacher or instructor in your own past. What made this person "good"?</li> </ol> </li> <li>2. Create a thread that asks the participants to share their responses and reflections regarding their thoughts about developing a teaching style. Suggested questions for discussion include: <ol style="list-style-type: none"> <li>a. What areas do you feel are your strengths when teaching or training others?</li> <li>b. What do you feel your weaknesses are when teaching or training others? How will you develop those areas?</li> </ol> </li> </ol>
<p><b>Summary</b></p> <p>At the end of the week provide a summary of the topics discussed, highlight any key points made, and invite participants to share what they feel was the most important aspect of the topics discussed.</p>	<p>Provide closure for the week's discussions, however be sure to indicate that the learners can revisit past topics at any point as new information and knowledge may reshape their views and reflections.</p>

<b>Assessed Items</b>	
Participation in online discussions	1. Utilize the online discussion grading rubric to assess each participant's grade for the week for their contributions to the discussions.
Attributes of an effective adult learning facilitator	2. This assignment may be required to be turned in at the end of the week, or at a future date allowing the participant to gain more information upon which to formulate their ideas upon. Utilize the appropriate grading rubric to assess this project.

## **Instructional Outline**

### **Module III – Understanding Adult Learners**

- Session Title:** What are the Characteristics of the Adult Learner?
- Time Required:** One week
- Intent:** This module is designed to allow the participant to investigate the characteristics of the adult learner. This will include variability in adult learners, and motivators and barriers to adult education.
- Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:
- Beliefs about adult learners and principles of adult learning
  - Makeup of student demographics
  - Desire among adult learners for immediate application of knowledge
  - Individual differences among adult learners
  - Motives for pursuing education and barriers to education
  - Physiological and psychosocial differences in learners
- Materials:** The following sources will need to be available to the learner
- “Principles of Adult Learning,” Stephen Lieb,  
<http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm>
  - “Characteristics of Adult Learners”, RIT Online Learning,  
[http://online.rit.edu/faculty/teaching\\_strategies/adult\\_learners.cfm](http://online.rit.edu/faculty/teaching_strategies/adult_learners.cfm)
- The following article should be made available to the learners as supplemental reading for those who wish to further explore these topics
- Ross-Gordon, J.M. (2003). Adult learners in the classroom. *New Directions for Student Services*, 2003(102) 43-52.
  - Fairchild, E.E. (2003). Multiple roles of adult learners. *New Directions for Student Services*, 2003(102) 11-16.
  - Thoms, K. J. (2001). They’re not just big kids: Motivating adult learners. *Proceedings of the Annual Mid-South Instructional Technology Conference*.  
<http://frank.mtsu.edu/~itconf/proceed01/22.pdf>
- References:** Any of the above sources may be used as references in preparing for this session
- Prepared By:** Robert Vroman

<b>Facilitator Notes</b>	<b>Outline</b>
<p><b>Learner Activities</b></p> <p>The participants will read the required chapter and supplemental readings for the week</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above.</li> <li>2. The intent of this activity is so that learners can distinguish the characteristics of adult learners and recognize the variances that will be present in their classrooms.</li> </ol>
<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p> <p>As the discussions and course progress less facilitator involvement is recommended so as to promote interaction and the exchange of ideas between the learners.</p>	<ol style="list-style-type: none"> <li>1. Create a thread asking the participants to discuss their insights from chapter 2 and the additional readings. Suggested questions for discussion are: <ol style="list-style-type: none"> <li>a. Discuss one of the major areas in the chapter or additional readings – motivation for learning, physiological variables, psychosocial variables, or barriers to education</li> <li>b. Do you agree with the material you read about understanding adult learner? Why or why not?</li> <li>c. Does your experience support or debunk the material you read this week?</li> </ol> </li> </ol>
<p><b>Summary</b></p> <p>At the end of the week provide a summary of the topics discussed, highlight any key points made, and invite participants to share what they feel was the most important aspect of the topics discussed.</p>	<p>Provide closure for the week’s discussions, however be sure to indicate that the learners can revisit past topics at any point as new information and knowledge may reshape their views and reflections.</p>
<p><b>Assessed Items</b></p> <p>There is no assessment associated with this module other than participation and contribution to the online discussions</p>	<p>Utilize the online discussion grading rubric to assess each participant’s grade for the week for their contributions to the discussions.</p>



**Instructional Outline**  
**Module IV – Philosophy of Teaching**

**Session Title:** Exploring Your Philosophical Orientation

**Time Required:** One week

**Intent:** This module is designed to allow the participant to formulate and analyze their personal philosophy of teaching.

**Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:

- The relationship of belief structures and personal philosophy
- The guiding principles of a philosophy
- The benefits of recognizing ones philosophy as an educator
- Espoused theories vs. theories in use
- The five major philosophies of adult education
- The relationship of philosophy and teaching styles
- Strengths and weaknesses of philosophical evaluation instruments

**Materials:** The following sources will need to be available to the learner

- Philosophy of Adult Education Inventory (in text or online)  
[http://www25.brinkster.com/educ605/paei\\_howtouse.htm](http://www25.brinkster.com/educ605/paei_howtouse.htm)
- Price, D.W. (1999). Philosophy and the adult educator. *Adult Learning*, 11(2) 3-5.
- Tisdell, E., & Taylor, E. (1999). Adult education philosophy informs practice. *Adult Learning*, 11(2), 6-10

**References:** Any of the above sources may be used as references in preparing for this session

**Prepared By:** Robert Vroman

<b>Facilitator Notes</b>	<b>Outline</b>
<p><b>Learner Activities</b></p> <p>The participants will read the required chapter and supplemental readings for the week</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above.</li> <li>2. The intent of this activity is so that learners can explore, formulate, and analyze their personal philosophy of teaching.</li> </ol>
<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p>	<ol style="list-style-type: none"> <li>1. Create a thread asking the participants to discuss their insights from chapter 3 and the additional readings, as well as to share the results of their Philosophy of Adult Education Inventory. Suggested questions for discussion are: <ol style="list-style-type: none"> <li>a. Please share the results of your PAEI and any insights you gained</li> <li>b. Were you surprised by the results of your PAEI? Why or why not?</li> <li>c. How do you feel you can use this knowledge in your role as an educator?</li> <li>d. Did you find conflict between your espoused theory and theory in use?</li> </ol> </li> </ol>
<p><b>Summary</b></p> <p>At the end of the week provide a summary of the topics discussed, highlight any key points made, and invite participants to share what they feel was the most important aspect of the topics discussed.</p>	<p>Provide closure for the week's discussions, however be sure to indicate that the learners can revisit past topics at any point as new information and knowledge may reshape their views and reflections.</p>
<p><b>Assessed Items</b></p> <p>Participation in online discussions</p> <p>Philosophy of Teaching</p>	<ol style="list-style-type: none"> <li>1. Utilize the online discussion grading rubric to assess each participant's grade for the week for their contributions to the discussions.</li> <li>2. This assignment may be required to be turned in at the end of the week, or at a future date allowing the participant to gain more information upon which to formulate their ideas upon. Utilize the appropriate grading rubric to assess this project.</li> </ol>

## Instructional Outline Module V – Teaching Styles

- Session Title:** What is Your Teaching Style?
- Time Required:** One week
- Intent:** This module is designed to allow the participant to examine their teaching style, evaluate the relationship between that style and their educational philosophy, and explore various teaching styles they may, or may not be familiar with.
- Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:
- The reflection in action approach to problem solving
  - The effects of one's teaching style
  - The relationship between teaching style and philosophy of teaching
  - Teacher centered vs. student centered classrooms
  - Traditional teaching styles vs. alternative teaching styles
- Materials:** The following sources will need to be available to the learner
- Rochford, R. A. & Maningo, C. (n.d.) Are You Teaching the Way your Students Learn?  
[http://radicalpedagogy.icaap.org/content/issue8\\_1/rochford.html](http://radicalpedagogy.icaap.org/content/issue8_1/rochford.html)
  - Smith, M. K. (1996; 1999) 'Andragogy', *the encyclopaedia of informal education*, <http://www.infed.org/lifelonglearning/b-andra.htm>
  - Principles of Adult Learning Scale - In text and available at [www.cals.ncsu.edu/agexed/aee523/PALS.doc](http://www.cals.ncsu.edu/agexed/aee523/PALS.doc)
  - Teaching Style Inventory – PDF download from course materials
- The following article should be made available to the learners as supplemental reading for those who wish to further explore these topics
- McCarthy, J.P. & Anderson, L., (2000). Active learning techniques versus traditional teaching styles: Two experiments from history and political science. *Innovative Higher Education*, 24(4), 279-294.  
<http://www.eric.ed.gov/PDFS/EJ891070.pdf>
- References:** Any of the above sources may be used as references in preparing for this session
- Prepared By:** Robert Vroman

<b>Facilitator Notes</b>	<b>Outline</b>
<p><b>Learner Activities</b></p> <p>The participants will read the required chapter and supplemental readings for the week</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above.</li> <li>2. The intent of this activity is to allow learners to examine their current teaching style and evaluate alternative styles.</li> </ol>
<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p> <p>As the discussions and course progress less facilitator involvement is recommended so as to promote interaction and the exchange of ideas between the learners.</p>	<ol style="list-style-type: none"> <li>1. Create a thread asking the participants to discuss their insights from chapter 4 and the additional readings. Ask that they post the results of their PALS (and TSI if completed) and discuss the findings. Suggested questions for discussion are: <ol style="list-style-type: none"> <li>a. After reading the material for the week and completing the PALS (and TSI if you chose to do so), what new information have you learned about your teaching style?</li> <li>b. Do you agree or disagree with your PALS (and TSI if done) results? Why or why not?</li> <li>c. How can you use this information in the design of your educational activities?</li> </ol> </li> </ol>
<p><b>Summary</b></p> <p>At the end of the week provide a summary of the topics discussed, highlight any key points made, and invite participants to share what they feel was the most important aspect of the topics discussed.</p>	<p>Provide closure for the week's discussions, however be sure to indicate that the learners can revisit past topics at any point as new information and knowledge may reshape their views and reflections.</p>
<p><b>Assessed Items</b></p> <p>Participation in online discussions</p> <p>Principles of adult learning scale</p>	<ol style="list-style-type: none"> <li>1. Utilize the online discussion grading rubric to assess each participant's grade for the week for their contributions to the discussions.</li> <li>2. Utilize the appropriate grading rubric to assess this project.</li> </ol>

## Instructional Outline Module VI – Learning Styles

**Session Title:** Understanding and Using Learning Styles

**Time Required:** One week

**Intent:** This module is designed to allow the participant to examine various learning styles possessed by adult learners and integrate this knowledge into the design of their learning activities

**Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:

- The concept of Gardner’s multiple intelligences
- The effects of nature and nurture
- Metacognition and cognitive style
- Various learning styles and implications for practice
- Learning style instruments

**Materials:** The following sources will need to be available to the learner

- Gregorc – Learning Styles  
[http://www.bownet.org/BESGifted/learning\\_styles.htm](http://www.bownet.org/BESGifted/learning_styles.htm)
- Kolb’s Learning Style (PDF download)
- “Applying What We Know: Student Learning Styles”, Dennis Mills (PDF download)
- Richardson, J.T.E., (2010), Approaches to studying, conceptions of learning and learning styles in higher education. *Learning and Individual Differences*

### Multiple Intelligence

- Almedia, L.S., Prieto, M.D., Ferreira, A.I., Bermejo, M.R., Ferrando, M. & Ferrandiz, C., (2010), Intelligence assessment: Gardner multiple intelligence theory as an alternative. *Learning and Individual Differences*, 20(2010), 225-230
- <http://literacyworks.org/mi/intro/index.html>
- <http://education.jhu.edu/newhorizons/strategies/topics/mi/>
- [http://education.jhu.edu/newhorizons/future/creating\\_the\\_future/crfut\\_gardner.cfm](http://education.jhu.edu/newhorizons/future/creating_the_future/crfut_gardner.cfm)
- <http://www.arp.sprnet.org/default/District/Inservice/multiple.htm>
- <http://www.thirteen.org/edonline/concept2class/mi/index.html>

## Learning Style Assessment Instruments

- Kolb's Learning Style Inventory (PDF download)
- VARK Learning Style Questionnaire <http://www.vark-learn.com/english/page.asp?p=questionnaire>
- Paragon Learning Style Inventory (PLSI) <http://www.oswego.edu/plsi/index.html>
- Honey and Mumford's Learning Style Questionnaire [http://www.nwlink.com/~donclark/hrd/styles/honey\\_mumford.html](http://www.nwlink.com/~donclark/hrd/styles/honey_mumford.html)
- Questionnaires and Instruments <http://rapidbi.com/management/learningstyles/>

The following article should be made available to the learners as supplemental reading for those who wish to further explore these topics

- Nickles, D. A., (2003). The impact of explicit instruction about the nature of personal learning style on first-year students' perceptions of successful learning. *The Journal of General Education*, 52(2), 108-144
- Coffield, F., Moseley, D., Hall, E. & Ecclestone, K. (2004). Should we be using learning styles? What research has to say about practice. Learning and Skills Research Center, London. <https://crm.lsnlearning.org.uk/user/order.aspx?code=041540>
- Thomas, P.R. & McKay, J.B., (2010). Cognitive styles and instructional design in university learning. *Learning and Individual Differences*, 20(2010), 197-202
- Carson, D., (2009). Is style everything? Teaching that achieves its objectives. *Cinema Journal*, 48(3), 95-101
- Kappe, F.R., Boekholt, L., den Rooyen, C. & Van der Flier, H., (2009). A predictive validity study of the learning style questionnaire (LSQ) using multiple, specific learning criteria. *Learning and Individual Differences*, 19(2009), 464-467.

**References:** Any of the above sources may be used as references in preparing for this session

**Prepared By:** Robert Vroman

<b>Facilitator Notes</b>	<b>Outline</b>
<p><b>Learner Activities</b></p> <p>The participants will read the required chapter and supplemental readings for the week</p> <p>(Instruct participants to review some of the available information regarding multiple intelligence, however all resources provided do not have to be read)</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above.</li> <li>2. The intent of this activity is to allow learners to examine learning styles and determine how they may utilize these.</li> </ol>
<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p> <p>As the discussions and course progress less facilitator involvement is recommended so as to promote interaction and the exchange of ideas between the learners.</p>	<ol style="list-style-type: none"> <li>1. Create a thread asking the participants to discuss their insights from chapter 6 and the additional readings. Suggested questions for discussion are: <ol style="list-style-type: none"> <li>a. Do you agree that all learning styles should be integrated for maximum learning potential? Why or why not? Provide examples from your own experience</li> <li>b. Do you think that one type of learning style is more important than the others from an instructor's perspective?</li> <li>c. Do you agree with the theory of Multiple Intelligences? Why or why not?</li> </ol> </li> <li>2. Complete at least one of the learning style surveys provided Share your results. Were you surprised by the results? Why or why not?</li> </ol>
<p><b>Summary</b></p> <p>At the end of the week provide a summary of the topics discussed, highlight any key points made, and invite participants to share what they feel was the most important aspect of the topics discussed.</p>	<p>Provide closure for the week's discussions, however be sure to indicate that the learners can revisit past topics at any point as new information and knowledge may reshape their views and reflections.</p>
<p><b>Assessed Items</b></p> <p>Participation in online discussions</p> <p>Learning style assessment</p>	<ol style="list-style-type: none"> <li>1. Utilize the online discussion grading rubric to assess contributions to the discussions.</li> <li>2. Utilize the appropriate grading rubric to assess this project.</li> </ol>

**Instructional Outline**  
**Module VII – Creating Motivational Learning Environments**

**Session Title:** How Can You Motivate Learners?

**Time Required:** One week

**Intent:** This module is designed to allow the participant to investigate methods by which to create motivating learning environments.

**Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:

- Intrinsic and extrinsic motivation
- Cultural implications
- Inclusion, attitude, meaning, and competence
- Strategies to enhance motivation
- The role of grades

**Materials:** The following sources will need to be available to the learner

- Motivating Students  
<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motiv.htm>
- Motivating Students (2)  
<http://serc.carleton.edu/NAGTWorkshops/affective/motivation.html>
- Tools for Teaching - Motivating Students  
<http://teaching.berkeley.edu/bgd/motivate.html>
- Motivating Students – Center for Teaching  
<http://cft.vanderbilt.edu/teaching-guides/interactions/motivating-students/>

The following article should be made available to the learners as supplemental reading for those who wish to further explore these topics

- Kember, D., Ho, A. & Hong, C., (2008). The importance of establishing relevance in motivating student learning. *Active Learning in Higher Education*, 9(3), 249-263.  
<http://alh.sagepub.com/content/9/3/249.full.pdf+html>

**References:** Any of the above sources may be used as references in preparing for this session

**Prepared By:** Robert Vroman



<b>Facilitator Notes</b>	<b>Outline</b>
<p><b>Learner Activities</b></p> <p>The participants will read the required chapter and supplemental readings for the week</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above.</li> <li>2. The intent of this activity is to allow learners to explore methods that create a motivational learning environment.</li> </ol>
<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p> <p>As the discussions and course progress less facilitator involvement is recommended so as to promote interaction and the exchange of ideas between the learners.</p>	<ol style="list-style-type: none"> <li>1. Create a thread asking the participants to discuss their insights from chapter 7 and the additional readings. Suggested questions for discussion are: <ol style="list-style-type: none"> <li>a. Discuss intrinsic vs. extrinsic motivation</li> <li>b. Do you currently use aspects of the motivational framework for culturally responsive teaching in your classroom? If so, please provide examples.</li> <li>c. Did the readings this week include new material for you? Will you apply the discussed strategies in your classroom? If so, how?</li> </ol> </li> </ol>
<p><b>Summary</b></p> <p>At the end of the week provide a summary of the topics discussed, highlight any key points made, and invite participants to share what they feel was the most important aspect of the topics discussed.</p>	<p>Provide closure for the week's discussions, however be sure to indicate that the learners can revisit past topics at any point as new information and knowledge may reshape their views and reflections.</p>
<p><b>Assessed Items</b></p> <p>Participation in online discussions</p>	<p>Utilize the online discussion grading rubric to assess each participant's grade for the week for their contributions to the discussions.</p>

**Instructional Outline**  
**Module VIII – Guidelines for Selecting Methods and Techniques**

**Session Title:** How Do You Select Instructional Methods and Techniques?

**Time Required:** One week

**Intent:** This module is designed to allow the participant to evaluate the process by which they choose instructional methods and techniques, allowing them to utilize the most beneficial strategies for their situation.

**Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:

- The effect of educational philosophy and teaching style
- Evaluation of goals of an educational encounter
- Learner characteristics
- Influence of content and environment

**Materials:** The following sources will need to be available to the learner

- Teaching Models <http://www.edtech.vt.edu/edtech/id/models/>
- Learner Centered vs. Teacher Centered Teaching  
<http://www.teachervision.fen.com/teaching-methods-and-management/curriculum-planning/4786.html>
- “Choosing methods” – PDF download
- “Jansen’s four step process” – PDF download

The following article should be made available to the learners as supplemental reading for those who wish to further explore these topics

- Guidelines on Learning that Inform Teaching  
<http://www.guidelinesonlearning.unsw.edu.au/guidelinesHome.cfm>

**References:** Any of the above sources may be used as references in preparing for this session

**Prepared By:** Robert Vroman

<b>Facilitator Notes</b>	<b>Outline</b>
<p><b>Learner Activities</b></p> <p>The participants will read the required chapter and supplemental readings for the week</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above.</li> <li>2. The intent of this activity is to allow learners to evaluate how they choose instructional methods and techniques.</li> </ol>
<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p> <p>As the discussions and course progress less facilitator involvement is recommended so as to promote interaction and the exchange of ideas between the learners.</p>	<ol style="list-style-type: none"> <li>1. Create a thread asking the participants to discuss their insights from chapter 9 and the additional readings. Suggested questions for discussion are: <ol style="list-style-type: none"> <li>a. How did the readings for the week cause you to reflect on how you select methods you use when teaching?</li> <li>b. Will you change how you select a method based on what you learned this week? Why or why not?</li> <li>c. Did Jansen's Four Step Training Process, or the Choosing Methods document, help you evaluate the methods you use? If so, how, if not, why not?</li> <li>d. Are there methods you will not use in your classes?</li> </ol> </li> </ol>
<p><b>Summary</b></p> <p>At the end of the week provide a summary of the topics discussed, highlight any key points made, and invite participants to share what they feel was the most important aspect of the topics discussed.</p>	<p>Provide closure for the week's discussions, however be sure to indicate that the learners can revisit past topics at any point as new information and knowledge may reshape their views and reflections.</p>
<p><b>Assessed Items</b></p> <p>Participation in online discussions</p>	<p>Utilize the online discussion grading rubric to assess each participant's grade for the week for their contributions to the discussions.</p>

## **Instructional Outline**

### **Module IX – Discussion**

- Session Title:** Utilizing Discussion in Educational Encounters
- Time Required:** One week
- Intent:** This module is designed to allow the participant to evaluate the use of discussion as an educational method including its advantages, disadvantages, design, and focus. It will also allow the participant to gain experience in facilitating an educational session for their peers.
- Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:
- Teacher centered vs. student centered discussion
  - The concept of goals and objectives in discussion
  - Engaging learners in discussion
  - Preparing for learning sessions that utilize discussion
  - Evaluating discussion
- Materials:** The following sources will need to be available to the learner
- “Encourage Student Participation in Discussion,” Barbara Gross Davis, Tools for Teaching, University of California, Berkeley  
<http://teaching.berkeley.edu/bgd/participation.html>
  - “Suggestions for Classroom Discussion”  
<http://www.teachtech.ilstu.edu/additional/tips/cdisc.php>
  - “Facilitating Online Discussions”  
<https://academictech.doit.wisc.edu/luwblog/facilitating-online-discussions>
  - “Do You Talk Too Much? Tips for Facilitating Classroom Discussions” <http://www.facultyfocus.com/articles/effective-teaching-strategies/do-you-talk-too-much-tips-for-facilitating-classroom-discussions/>
  - Three More Tips for Facilitating Classroom Discussions  
<http://www.facultyfocus.com/articles/effective-teaching-strategies/three-more-tips-for-facilitating-classroom-discussions/>
- References:** Any of the above sources may be used as references in preparing for this session
- Prepared By:** Robert Vroman

<b>Facilitator Notes</b>	<b>Outline</b>
<p><b>Learner Activities</b></p> <p>The participants will read the required chapter and supplemental readings for the week</p> <p>The group assigned to present this material will be responsible for creating and facilitating the educational activity for the week.</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above.</li> <li>2. The session will be led by the group responsible for this topic. Be prepared to assist as needed, however facilitation should be by the group</li> </ol>
<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p> <p>As the discussions and course progress less facilitator involvement is recommended so as to promote interaction and the exchange of ideas between the learners.</p>	<ol style="list-style-type: none"> <li>1. The assigned group will determine how the session will be conducted and facilitated. If required questions that can be suggested to the group include: <ol style="list-style-type: none"> <li>a. Do you think discussion is an appropriate method for all types of adult education?</li> <li>b. Will you change how you utilize discussions based on what you learned this week? Why or why not?</li> <li>c. Will you change how you conduct discussions based on what you learned this week? Why or why not?</li> <li>d. Many experts maintain the opinion that discussions should not have goals or objectives, and the concept of guided discussion is a contradiction of terms. What do you think about this?</li> <li>e. What was the most influential or most important thing you gained this week?</li> </ol> </li> </ol>
<p><b>Summary</b></p> <p>The facilitating group should provide a summary of the week's activities.</p>	<p>Ask the facilitating group to provide closure for the week's discussions.</p>
<p><b>Assessed Items</b></p> <p>Participation in online discussions</p> <p>Group Project</p>	<ol style="list-style-type: none"> <li>1. Utilize the online discussion grading rubric to assess each participant's grade for the week for their contributions to the discussions.</li> <li>2. Use the grading rubric for the group project</li> </ol>

## **Instructional Outline** **Module X – Lecture**

**Session Title:** Utilizing Discussion in Educational Encounters

**Time Required:** One week

**Intent:** This module is designed to allow the participant to evaluate the use of lecture as an educational method including its advantages, disadvantages, design, and focus. It will also allow the participant to gain experience in facilitating an educational session for their peers.

**Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:

- Advantages and disadvantages of lecture
- Teacher centered vs. student centered classrooms
- Combining lecture and discussion
- Preparing for learning sessions that utilize lecture
- Responsibilities of the educator and the learner

**Materials:** The following sources will need to be available to the learner

- “No Lecture in the Classroom” <http://garnerg.posterous.com/no-lecture-in-the-classroom> (an interesting perspective on lecturing)
- Saroyan, A. & Snell, L.S. (1997) Variations in lecturing styles. *Higher Education*, 33(1), 85-104.
- deWinstanley, P.A. & Bjork, R.A. (2002) Successful lecturing: Presenting information in ways that engage effective processing. *New Directions for Teaching and Learning*, 2002(89), 19-31
- Bown, G. & Manogue, M. (2001) AMEE medical education guide no. 22: Refreshing lecturing: A guide for lectures. *Medical Teacher*, 23(3), 231-244.

**References:** Any of the above sources may be used as references in preparing for this session

**Prepared By:** Robert Vroman

<b>Facilitator Notes</b>	<b>Outline</b>
<p><b>Learner Activities</b></p> <p>The participants will read the required chapter and supplemental readings for the week</p> <p>The group assigned to present this material will be responsible for creating and facilitating the educational activity for the week.</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above.</li> <li>2. The session will be led by the group responsible for this topic. Be prepared to assist as needed, however facilitation should be by the group</li> </ol>
<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p> <p>As the discussions and course progress less facilitator involvement is recommended so as to promote interaction and the exchange of ideas between the learners.</p>	<ol style="list-style-type: none"> <li>1. The assigned group will determine how the session will be conducted and facilitated. If required questions that can be suggested to the group include: <ol style="list-style-type: none"> <li>f. Do you think lecture is an appropriate method for all types of adult education?</li> <li>g. Will you change how you utilize discussions based on what you learned this week? Why or why not?</li> <li>h. Will you change how you conduct lectures based on what you learned this week? Why or why not?</li> <li>i. Many experts maintain the opinion that lectures are an ineffective form of teaching. Others maintain that in certain situations they are necessary. What do you think about this?</li> <li>j. What was the most influential or most important thing you gained this week?</li> </ol> </li> </ol>
<p><b>Summary</b></p> <p>The facilitating group should provide a summary of the week's activities.</p>	<p>Ask the facilitating group to provide closure for the week's discussions.</p>
<p><b>Assessed Items</b></p> <p>Participation in online discussions</p> <p>Group Project</p>	<ol style="list-style-type: none"> <li>1. Utilize the online discussion grading rubric to assess each participant's grade for the week for their contributions to the discussions.</li> <li>2. Use the grading rubric for the group project</li> </ol>

## **Instructional Outline**

### **Module XI – Distance Learning Techniques**

- Session Title:** Providing Education via Distance
- Time Required:** One week
- Intent:** This module is designed to allow the participant to investigate the use of distance learning techniques in education. It will also allow the participant to gain experience in facilitating an educational session for their peers.
- Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:
- Differences between distance learning and traditional learning
  - Teacher centered vs. student centered distance learning
  - Participation challenges in distance learning
  - Self paced vs. online courses
  - Facilitation of distance education
- Materials:** The following sources will need to be available to the learner
- “Distance Education as a Facilitator of Learning”, Van Hook - <http://wwmr.us/VanHook-Distance.pdf>
  - “Distance Learning in Higher Education”, Poulin - <http://www.education.com/reference/article/distance-learning-in-higher-education/>
  - “Five Critical Competencies for Teaching Online”, Hill - <http://www.facultyfocus.com/articles/online-education/five-critical-competencies-for-teaching-online/>
  - “How to Create Effective Activities for Online Teaching” Sull - <http://www.facultyfocus.com/articles/online-education/how-to-create-effective-activities-for-online-teaching/>
- References:** Any of the above sources may be used as references in preparing for this session
- Prepared By:** Robert Vroman



<b>Facilitator Notes</b>	<b>Outline</b>
<p><b>Learner Activities</b></p> <p>The participants will read the required chapter and supplemental readings for the week</p> <p>The group assigned to present this material will be responsible for creating and facilitating the educational activity for the week.</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above.</li> <li>2. The session will be led by the group responsible for this topic. Be prepared to assist as needed, however facilitation should be by the group</li> </ol>
<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p> <p>As the discussions and course progress less facilitator involvement is recommended so as to promote interaction and the exchange of ideas between the learners.</p>	<ol style="list-style-type: none"> <li>1. The assigned group will determine how the session will be conducted and facilitated. If required questions that can be suggested to the group include: <ol style="list-style-type: none"> <li>a. Do you think distance learning is an appropriate method for all types of adult education?</li> <li>b. Will you change how you utilize distance learning based on what you learned this week? Why or why not?</li> <li>c. Will you change how you facilitate distance learning based on what you learned this week? Why or why not?</li> <li>d. What was the most influential or most important thing you gained this week?</li> </ol> </li> </ol>
<p><b>Summary</b></p> <p>The facilitating group should provide a summary of the week's activities.</p>	<p>Ask the facilitating group to provide closure for the week's discussions.</p>
<p><b>Assessed Items</b></p> <p>Participation in online discussions</p> <p>Group Project</p>	<ol style="list-style-type: none"> <li>1. Utilize the online discussion grading rubric to assess each participant's grade for the week for their contributions to the discussions.</li> <li>2. Use the grading rubric for the group project</li> </ol>

## **Instructional Outline**

### **Module XII – Learning Contracts**

**Session Title:** Using Learning Contracts

**Time Required:** One week

**Intent:** This module is designed to allow the participant to explore the use of learning contracts in education. It will also allow the participant to gain experience in facilitating an educational session for their peers.

**Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:

- The role of learning contracts
- Defining learning contracts
- Inclusions in a learning contract
- Construction of a learning contract
- Advantages and disadvantages of learning contracts
- Evaluation of learning contracts

**Materials:** The following sources will need to be available to the learner

- “Guidelines for Using Learning Contracts”, Knowles – PDF download
- “How to Create and Use Learning Contracts” -  
<http://www.fcpsteach.org/docs/directions-learning%20contracts.pdf>

**References:** Any of the above sources may be used as references in preparing for this session

**Prepared By:** Robert Vroman

<b>Facilitator Notes</b>	<b>Outline</b>
<p><b>Learner Activities</b></p> <p>The participants will read the required chapter and supplemental readings for the week</p> <p>The group assigned to present this material will be responsible for creating and facilitating the educational activity for the week.</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above.</li> <li>2. The session will be led by the group responsible for this topic. Be prepared to assist as needed, however facilitation should be by the group</li> </ol>
<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p> <p>As the discussions and course progress less facilitator involvement is recommended so as to promote interaction and the exchange of ideas between the learners.</p>	<ol style="list-style-type: none"> <li>1. The assigned group will determine how the session will be conducted and facilitated. If required questions that can be suggested to the group include: <ol style="list-style-type: none"> <li>a. If you do not have experience with learning contracts do you think you would like to use them as a learner or educator? Why or why not?</li> <li>b. If you do have experience with learning contracts, what as the context? Was it a beneficial experience for you as a learner or as an instructor? Why or why not?</li> </ol> </li> </ol>
<p><b>Summary</b></p> <p>The facilitating group should provide a summary of the week's activities.</p>	<p>Ask the facilitating group to provide closure for the week's discussions.</p>
<p><b>Assessed Items</b></p> <p>Participation in online discussions</p> <p>Group Project</p>	<ol style="list-style-type: none"> <li>3. Utilize the online discussion grading rubric to assess each participant's grade for the week for their contributions to the discussions.</li> <li>4. Use the grading rubric for the group project</li> </ol>

## **Instructional Outline**

### **Module XIII – Course Portfolio**

**Session Title:** Utilizing Portfolios in Education

**Time Required:** One week

**Intent:** This module is designed to allow the participant to evaluate the use of portfolios in educational encounters as a method of instruction and evaluation. It will also allow the participant to gain experience in facilitating an educational session for their peers.

**Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:

- Advantages and disadvantages of portfolios
- Constructivism and reflection in portfolios
- Portfolio design and artifacts

**Materials:** The following sources will need to be available to the learner

- “Portfolios”, Mueller - <http://jonathan.mueller.faculty.noctrl.edu/toolbox/portfolios.htm>
- Portfolio Assessment – <http://www.nclrc.org/portfolio/2-2.html>
- “A Briefing on Assessment of Portfolios”, Baume - <http://www.bioscience.heacademy.ac.uk/ftp/Resources/gc/assess06portfolios.pdf>
- Beishuizen, J., Van Boxel, P., Banyard, P., Twiner, A., Vermeij, H. & Underwood, J. (2006), The Introduction of Portfolios in Higher Education: a comparative study in the UK and the Netherlands. *European Journal of Education*, 41(3-4), 491–508
- Stryven, K., Dochy, F., Janssens, S., Schelfhout, S. & Gielen, S. (2006). The overall effects of end-of-course assessment on student performance: A comparison between multiple choice testing, peer assessment, case based assessment, and portfolio assessment. *Studies in Educational Evaluation*, 32(2006), 202-222.
- Gallagher, P. (2001). An evaluation of a standards based portfolio. *Nurse Education Today*, 21(3), 197-200.

**References:** Any of the above sources may be used as references in preparing for this session

**Prepared By:** Robert Vroman

<b>Facilitator Notes</b>	<b>Outline</b>
<p><b>Learner Activities</b></p> <p>The participants will read the required chapter and supplemental readings for the week</p> <p>The group assigned to present this material will be responsible for creating and facilitating the educational activity for the week.</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above.</li> <li>2. The session will be led by the group responsible for this topic. Be prepared to assist as needed, however facilitation should be by the group</li> </ol>
<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p> <p>As the discussions and course progress less facilitator involvement is recommended so as to promote interaction and the exchange of ideas between the learners.</p>	<ol style="list-style-type: none"> <li>1. The assigned group will determine how the session will be conducted and facilitated. If required questions that can be suggested to the group include: <ol style="list-style-type: none"> <li>a. Do you think portfolios are an appropriate method for all types of adult education?</li> <li>b. Will you change how you utilize portfolios based on what you learned this week? Why or why not?</li> <li>c. Do you envision yourself using portfolios in your classes? Why or why not?</li> <li>d. Would you use portfolios as a learner or instructor if you had the choice? Why or why not?</li> <li>e. What was the most influential or most important thing you gained this week?</li> </ol> </li> </ol>
<p><b>Summary</b></p> <p>The facilitating group should provide a summary of the week's activities.</p>	<p>Ask the facilitating group to provide closure for the week's discussions.</p>
<p><b>Assessed Items</b></p> <p>Participation in online discussions</p> <p>Group Project</p>	<ol style="list-style-type: none"> <li>3. Utilize the online discussion grading rubric to assess each participant's grade for the week for their contributions to the discussions.</li> <li>4. Use the grading rubric for the group project</li> </ol>

**Instructional Outline**  
**Module XIV – Demonstration and Simulation**

- Session Title:** Using Demonstration and Simulation in Education
- Time Required:** One week
- Intent:** This module is designed to allow the participant to investigate the use of demonstration and simulation in education. It will also allow the participant to gain experience in facilitating an educational session for their peers.
- Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:
- Appropriateness of demonstration and simulations
  - Advantages and disadvantages of demonstration and simulations
  - Promotion of critical thinking in simulation
  - Effects of simulation on cognition and metacognition
- Materials:** The following sources will need to be available to the learner
- “An Overview of Steps and Key Points”, Jansen – PDF download
  - Kinkaid, J.P. & Westerlund, K.K. (2009) Simulations in education and training. *Proceedings of the 2009 Winter Simulation Conference*, 273-280
  - Wayne, D. B., Didwania, A., Feinglass, J., Fudala, M. J., Barsuk, J. H. & McGahie, W. C. (2008) Simulation based education improves quality of care during cardiac arrest team responses at an academic teaching hospital. *Chest*, 133(1), 56-61.
  - Bond, W., Kuhn, G., Binstadt, E., Quirk, M., Wu, T., Tews, M. et al. (2008). The use of simulation in the development of cognitive expertise in emergency medicine. *Academic Emergency Medicine*, 15(11), 1037-1045
- References:** Any of the above sources may be used as references in preparing for this session
- Prepared By:** Robert Vroman

<b>Facilitator Notes</b>	<b>Outline</b>
<p><b>Learner Activities</b></p> <p>The participants will read the required chapter and supplemental readings for the week</p> <p>The group assigned to present this material will be responsible for creating and facilitating the educational activity for the week.</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above.</li> <li>2. The session will be led by the group responsible for this topic. Be prepared to assist as needed, however facilitation should be by the group</li> </ol>
<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p> <p>As the discussions and course progress less facilitator involvement is recommended so as to promote interaction and the exchange of ideas between the learners.</p>	<ol style="list-style-type: none"> <li>1. The assigned group will determine how the session will be conducted and facilitated. If required questions that can be suggested to the group include: <ol style="list-style-type: none"> <li>a. Post an example of a demonstration or simulation that you have been a part of as either an instructor or a learner. What made it successful or unsuccessful?</li> <li>b. Which of the two methods discussed this week do you prefer? Why?</li> <li>c. What do you think is the biggest challenge in the implementation of demonstrations or simulations?</li> <li>d. Do you think demonstration and simulations are appropriate method for all types of adult education?</li> <li>e. Will you change how you utilize demonstrations and simulation based on what you learned this week? Why or why not?</li> <li>f. Will you change how you conduct demonstrations and simulations based on what you learned this week? Why or why not?</li> <li>g. What was the most influential or most important thing you gained this week?</li> </ol> </li> </ol>
<p><b>Summary</b></p> <p>The facilitating group should provide a summary of the week's activities.</p>	<p>Ask the facilitating group to provide closure for the week's discussions.</p>

<b>Assessed Items</b>	
Participation in online discussions	1. Utilize the online discussion grading rubric to assess each participant's grade for the week for their contributions to the discussions.
Group Project	2. Use the grading rubric for the group project



## **Instructional Outline**

### **Module XV – Case Method (Study)**

- Session Title:** Utilizing the Case Method in Educational Encounters
- Time Required:** One week
- Intent:** This module is designed to allow the participant to evaluate the use of the case method as an educational method including its advantages, disadvantages, design, and focus. It will also allow the participant to gain experience in facilitating an educational session for their peers.
- Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:
- Case study vs. case method
  - Advantages and disadvantages of the case method
  - The development of cases
  - Facilitating cases
  - Variations of the case method
- Materials:** The following sources will need to be available to the learner
- “Participant Centered Learning and the Case Method” - [http://hbsp.harvard.edu/multimedia/pcl/pcl\\_1/start.html](http://hbsp.harvard.edu/multimedia/pcl/pcl_1/start.html)
  - “Teaching with the Case Method” - [http://teaching.iub.edu/wrapper\\_big.php?section\\_id=case](http://teaching.iub.edu/wrapper_big.php?section_id=case)
  - “National Center for Case Study Teaching in Science” - <http://sciencecases.lib.buffalo.edu/cs/teaching/publications/>
  - “Teaching the Case Method: Materials for a New Pedagogy”, Foran - <http://www.soc.ucsb.edu/projects/casemethod/intro.html>
  - “Typical Teaching Situations: Case Method” - [http://trc.virginia.edu/Publications/Teaching\\_UVA/III\\_Case\\_Method.htm](http://trc.virginia.edu/Publications/Teaching_UVA/III_Case_Method.htm)
  - “Teaching with the Case Method” - <http://serc.carleton.edu/sp/library/cases/index.html>
- References:** Any of the above sources may be used as references in preparing for this session
- Prepared By:** Robert Vroman

<b>Facilitator Notes</b>	<b>Outline</b>
<p><b>Learner Activities</b></p> <p>The participants will read the required chapter and supplemental readings for the week</p> <p>The group assigned to present this material will be responsible for creating and facilitating the educational activity for the week.</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above.</li> <li>2. The session will be led by the group responsible for this topic. Be prepared to assist as needed, however facilitation should be by the group</li> </ol>
<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p> <p>As the discussions and course progress less facilitator involvement is recommended so as to promote interaction and the exchange of ideas between the learners.</p>	<ol style="list-style-type: none"> <li>1. The assigned group will determine how the session will be conducted and facilitated. If required questions that can be suggested to the group include: <ol style="list-style-type: none"> <li>a. Do you think the case method is an appropriate method for all types of adult education?</li> <li>b. Will you incorporate the case method based on what you learned this week? Why or why not?</li> <li>c. Have you had the opportunity to participate in the case method, either as an educator or a learner? If so what did you like about it? What didn't you like?</li> <li>d. Do you envision yourself using the case method?</li> <li>e. What was the most influential or most important thing you gained this week?</li> </ol> </li> </ol>
<p><b>Summary</b></p> <p>The facilitating group should provide a summary of the week's activities.</p>	<p>Ask the facilitating group to provide closure for the week's discussions.</p>
<p><b>Assessed Items</b></p> <p>Participation in online discussions</p> <p>Group Project</p>	<ol style="list-style-type: none"> <li>1. Utilize the online discussion grading rubric to assess each participant's grade for the week for their contributions to the discussions.</li> <li>2. Use the grading rubric for the group project</li> </ol>

## Instructional Outline

### Module XVI – Assessment and Evaluation

- Session Title:** Assessing and Evaluating Learners
- Time Required:** Two weeks
- Intent:** This module is designed to allow the participant to investigate forms of assessment and evaluation, including, but not limited to, formative and summative assessments, and traditional and alternative assessments.
- Discussions:** In the spirit of the constructivist learning theory there are no identified objectives for this session. However many topics are likely to be addressed by the participants during their discussions. These include, but are not limited to:
- The reason for assessment and evaluation
  - Strengths and weaknesses of various forms of assessment
  - Criterion based and norm based assessment
  - Traditional and alternative assessments
- Materials:** The following sources will need to be available to the learner
- Classroom Assessment Techniques (CATs)
- “Formative Assessment in the Classroom” - <http://www.park.edu/cetl2/quicktips/formative.html>
  - “Expert Issues Warning on Formative Assessment Uses”, Gewertz - <http://www.edweek.org/ew/articles/2010/11/10/12assess.h30.html>
  - Yorke, M. (2003) Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice. *Higher Education*, 45(4), 477-501
  - “Classroom Assessment Techniques – Overview” - <http://www.flaguide.org/cat/cat.php>
  - “Classroom Assessment Techniques” - <http://www.ntlf.com/html/lib/bib/assess.htm>
  - “Assessment” - <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm#assessment>
  - “Classroom Assessment”, Hunt - <http://www.drkenhunt.com/pubs/4.html>
  - “An Introduction to Classroom Assessment Techniques”, Enerson, Plank & Johnson -

[http://www.schreyerinstitute.psu.edu/pdf/classroom\\_assessment\\_techniques\\_intro.pdf](http://www.schreyerinstitute.psu.edu/pdf/classroom_assessment_techniques_intro.pdf)

- Black, P. & William, D. (1998) Assessment and classroom learning. *Assessment in Education: Principles, Policy, & Practice*, 5(1), 7-74.

#### Learner Evaluation

- “9 Principles of Good Practice for Assessing Student Learning” - <http://www.iuk.edu/~koctla/assessment/9principles.shtml>
- “Good Practices in Student Assessment” - <http://bestari.ipti.edu.my/sumber/refleksi/good/www.ucd.ie/teaching/assessment/as.htm>
- “Criterion Referenced Tests vs. Norm References Tests” - <http://www.teach-nology.com/edleadership/assessment/critttests.html>
- “Criterion Referenced Tests” - <http://www.education.com/reference/article/criterion-referenced-tests1/>
- “Assessment of Student Learning” - <http://www.rrcc.edu/ir/stuassess.html>
- “Academic Assessment Plans” - <http://www.csus.edu/Programassessment/Assessment%20Manual.pdf>
- “Assessing Students in Higher Education”, Fulks - <http://online.bakersfieldcollege.edu/courseassessment/Default.htm>
- “Defining Portfolio Assessment” - <http://www.unm.edu/~devalenz/handouts/portfolio.html>
- Libman, Z. (2010) Alternative assessment in higher education: An experience in descriptive statistics. *Studies in Educational Evaluation*, 36(1-2), 62-68
- Ploegh, K., Tillema, H.H. & Segers, M.S.R. (2009) In search of quality criteria in peer assessment practices. *Studies in Educational Evaluation*, 35(2-3), 102-109.
- Struyvenm K., Dochy, F., Janssens, S., Schelfhout, W. & Gielen, S. (2006) The overall effects of end of course assessment on student performance: A comparison between multiple choice testing, peer assessment, case based assessment, and portfolio assessment. *Studies in Educational Evaluation*, 32(3), 202-222.

**References:** Any of the above sources may be used as references in preparing for this session

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Facilitator Notes	Outline
<p><b>Learner Activities</b></p> <p>The participants will read the required chapter and supplemental readings for the week</p>	<ol style="list-style-type: none"> <li>1. Provide the selections contained in the materials section above.</li> <li>2. The intent of this activity is so that learners can begin to formulate their ideas about assessment and evaluation, and the methods they currently utilize, or may utilize in the future.</li> </ol>
<p><b>Reflection</b></p> <p>Allow the participants to share their reflections of the readings through the online discussion forums.</p> <p>Facilitate the discussions as necessary, however instructor participation should be limited to clarification and thought provoking questions to stimulate further conversation and deeper meaning.</p> <p>As the discussions and course progress less facilitator involvement is recommended so as to promote interaction and the exchange of ideas between the learners.</p>	<ol style="list-style-type: none"> <li>1. The assigned group will determine how the session will be conducted and facilitated. If required questions that can be suggested to the group include: <ol style="list-style-type: none"> <li>a. What types of assessments and evaluations do you currently use?</li> <li>b. Will you incorporate any of the new assessment techniques based on what you learned this week? Why or why not?</li> <li>c. Black and Williams (1998) define formative assessment as <i>“Encompassing all those activities undertaken by teachers, and/or students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged”</i> Based on the readings this week, do you agree with this? Why or why not?</li> <li>d. Heritage, in Gewertz (2010) warns that formative assessment should be viewed as a process, and not as a set of tools, or mini summative evaluations. What are your thoughts about this?</li> <li>e. You were exposed to several alternative assessment techniques in the readings. Are there any you would consider using in your classes?</li> <li>f. Select one of the classroom assessment techniques you were exposed to this week. How would you adapt/use it in your classes?</li> </ol> </li> </ol>

<p><b>Summary</b></p> <p>At the end of the week provide a summary of the topics discussed, highlight any key points made, and invite participants to share what they feel was the most important aspect of the topics discussed.</p>	<p>Provide closure for the week's discussions, however be sure to indicate that the learners can revisit past topics at any point as new information and knowledge may reshape their views and reflections.</p>
<p><b>Assessed Items</b></p> <p>Participation in online discussions</p>	<p>Utilize the online discussion grading rubric to assess each participant's grade for the week for their contributions to the discussions.</p>