



OTL520: THE ADULT AND NONTRADITIONAL LEARNER

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

Introduction to adult and nontraditional learners in today's global workforce; current theory, research, and practice related to individual learning modalities, cultural and global mindsets, personal learning networks and practice relating to talent development. Recommended Prior Course: None

Course Overview:

This course investigates learning theories, learning models, instructional design models, and best practices with regard to designing instructional materials for adult learners. Students will read a variety of relevant articles, explore a number of Lynda, and will develop a template they can reuse in actual design situations in the future. CSU-Global's Learning Innovation and Design Specialization program is aligned to the ASTD Competency Model to prepare students for the Certified Professional Learning & Performance (CPLP) certification offered by ASTD and, most importantly, to prepare students to succeed in the training and development field, which encompasses a variety of jobs whose goal is to improve the performance of a business or organization (ASTD, 2013). This course is a key foundation to the information students need to be prepared for this type of certification.

Course Learning Outcomes:

1. Examine and compare past and contemporary adult learning theories.
2. Create individual learning modality strategies based on adult learning theory.
3. Formulate proactive strategies addressing challenges of a multigenerational, diverse workplace learning for adult and nontraditional learners.
4. Formulate learning strategies which embrace diversity and avoid cultural bias within a learning environment.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical

problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

There is no required textbook for this course; instead, each module is rich with scholarly articles and linked materials that will help you understand and apply the presented concepts.

All required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- McMurtry, K. (2014). Review of the instructional design knowledge base: Theory, research, and practice. *TechTrends*, 58(3), 97-99.
- Obizoba, C. (2015). Instructional design models--Framework for innovative teaching and learning methodologies. *International Journal of Higher Education Management*, 2(1).

Discussion (25 points)

Critical Thinking: Compare and Contrast Instructional Design Models (75 points)

Select three different instructional design models presented in the module and compare and contrast the models. How are they similar and different? What are the advantages and disadvantages of each? Support your thinking, citing two to three scholarly sources which you can ascertain from the CSU-Global library.

Then, indicate which model you think you would use for your instructional design blueprint and ID proposal (Portfolio Project) and why. You may find you change your mind in Module 2 once you select the business or organization for which you will design, and that is OK. Provide your best analysis of your choice at this time.

Your total assignment should be 3-5 pages long, excluding the title and reference list pages, both of which should be part of your submission. Refer to the grading rubric in the Module 1 folder for further grading criteria.

Module 2

Readings

- Teece, D. (2017). Business models and dynamic capabilities. *Long Range Planning*, 51(1), 40-19.
- Hales, S. (2016). Understanding the business drivers. *Information Outlook (Online)*, 20(6), 1-17.

Discussion (25 points)

Critical Thinking: Business/Organization Profile and Analysis (75 points)

The Critical Thinking assignments in this course build upon each other to help you complete the final Portfolio Project, an instructional design blueprint for a business or organization. In this step, you will research and select the business or organization you plan to use in your Portfolio Project.

Ideally, you will select a real business or organization because this will provide you with the opportunity to solve real-world problems and practice dealing with the complexities of organizations that grow and change in response to multifaceted issues. This step may require additional research to ensure that you can obtain all the information needed to complete the profile.

Complete the sections for Module 2 in the Portfolio Project template (linked below) which detail the following information:

- Name the proposed design model (you named one in your Module 1 Critical Thinking assignment; you can use that one or a different one if you have changed your mind based on instructor feedback or new research).
- Determine the business/organization you want to build your instructional design blueprint (see Portfolio Project) for. In order to make your learning as meaningful and real-world as possible, your business/organization should be a real one. However, if this is not possible, you can create an imaginary one.
- Provide a brief business/organization profile and analysis that includes the following:
 - Name of business/organization
 - Business strategy (mission, values, and goals)
 - Business drivers
 - Organizational culture
 - Environmental factors affecting the organization.

After completing these parts of the template, indicate why the instructional design model you selected aligns well with this organization. If you have decided to change your mind from your original plan in Module 1, fill in the new model you plan to use and complete this section as outlined above. Support your ideas with research from two to three credible sources cited according to the CSU-Global Guide to Writing and APA. The CSU-Global Library is a great place to find these sources.

Note that you will use this *same* template for each Critical Thinking assignment moving forward, so when it is returned to you from your instructor, make improvements based on instructor feedback and use the same template to begin work on your next assignment.

Module 3

Readings

- Planning, conducting and implementing a needs assessment. (2014, October 16). *Mena Report*.
- Shipley, F., & Golden, P. (2013). How to analyze and address your organization's learning needs. *T+D*, 67(3), 29-31.

Discussion (25 points)

Critical Thinking: Conduct a Needs Assessment for Selected Business/Organization (75 points)

The Critical Thinking assignments in this course build upon each other to help you complete the final Portfolio Project, an instructional design blueprint for a business or organization. In this step, you will complete a needs assessment for the business or organization you have selected and profiled.

Your needs assessment must include data collection measures and outcomes for the following four stages:

- Stage 1: What are the business/organization needs?

- Measure: (What measure is used?)
- Outcome: (What is the forecasted ROI?)
- Stage 2: What are the performance needs?
 - Measure: (What measure is used?)
 - Outcome: (What are the knowledge and skills needed for success in the business/organization? To what degree are they currently being met?)
- Stage 3: What are the learning needs?
 - Measure: (What measure is used?)
 - Outcome: (What knowledge and skills need to be improved through instruction?)
- Stage 4: What are the learner needs?
 - Measure: (What measure is used?)
 - Outcome: (For example: Who are the learners? How many are there? Is the group multigenerational? What is the cultural make-up? Are they traditional or nontraditional learners?)

Continue using the template that you began in Module 2 to organize your findings. Your final product should be well written and conform with the CSU-Global Guide to Writing and APA. Use at least two to three sources to support your observations and analysis. The CSU-Global Library is a great place to find these sources. Submit your completed template for grading.

Module 4

Readings

- Bayne, H. (2015). Maslow's hierarchy of needs. In *The SAGE Encyclopedia of Theory in Counseling and Psychotherapy*. E. S. Neukrug (Ed.). 631-634.
- Conaway, W., & Zorn-Arnold, B. (2015). The keys to online learning for adults: The six principles of andragogy. *Distance Learning, 12*(4), 37-42.
- Cox, E. (2015). Coaching and adult learning: Theory and practice. *New Directions for Adult and Continuing Education, 2015*(148), 27-38.

Discussion (25 points)

Critical Thinking: Integration of Theories of Learning and Memory into Instructional Design (75 points)

The Critical Thinking assignments in this course build upon each other to help you complete the final Portfolio Project, an instructional design blueprint for a business or organization. Based on the profile you created in Module 2 and the needs assessment in Module 3, this week you will explore ways to integrate relevant theories into your design blueprint.

For each of the three learning-theory topics that follow, brainstorm instructional design considerations specific to your selected business/organization, and the identified learning and learner needs from your needs assessment:

- Basic theories of learning: behaviorism, cognitivism and constructivism, and Abraham Maslow's hierarchy of needs
- Malcolm Knowles' Adult Learning Theory (or Andragogy)
- Individual characteristics of learning: motivation, goals, experience, culture, and generational differences.

Prior to outlining the design considerations for each of the above three topics, you will first need to describe your identified learners and their needs. This information should be from the results of Stage 3 (learning needs) and Stage 4 (learner needs) of your needs assessment assignment completed in Module 3.

Please ensure that your work is well written, supported by two to three scholarly sources, and in conformance with the CSU-Global Guide to Writing and APA. The CSU-Global Library is a good place to find these sources. Submit your completed template for grading.

Module 5

Readings

- Enewton, P. (2015). The learning styles myth is thriving in higher education. *Frontiers in Psychology*, 6. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2015.01908/full>
- Prithishkumar, I., & Michael, S. (2014). Understanding your student: Using the VARK model. *Journal of Postgraduate Medicine*, 60(2), 183-6.

Discussion (25 points)

Critical Thinking: Integrating Characteristics of Learning into Instructional Design (75 points)

For each of the individual learning preference topics that follow, brainstorm about instructional design considerations specific to your selected business/organization and the identified learner needs from your needs assessment:

- David Kolb's four basic learning styles
- Ned Hermann's brain-based approach
- Visual, Auditory, Reading, and Kinesthetic (VARK) model
- Howard Gardner's multiple intelligences.

Prior to outlining the design considerations for each of the above four topics, you will first need to describe your identified learners and their needs. This information should be from the results of Stage 3 (learning needs) and Stage 4 (learner needs) of your needs assessment assignment completed in Module 3. Continue using the template you have been using to organize your ideas. You may also want to make adjustments to earlier sections based on instructor feedback. This will help keep you prepared for the final project and help inform your future assignments from week to week.

Please ensure that your work is well written, supported by two to three scholarly sources, and in conformance with the CSU-Global Guide to Writing and APA. The CSU-Global Library is a good place to find these sources. Submit your completed template for grading.

Module 6

Readings

- Adams, N. (2015). Bloom's taxonomy of cognitive learning objectives. *Journal of the Medical Library Association*, 103(3), 152-153.
- Bjerke, & Renger. (2017). Being smart about writing SMART objectives. *Evaluation and Program Planning*, 61, 125-127.
- O'Riordan, T., Millard, D. E., & Schulz, J. (2016). How should we measure online learning activity? *Research in Learning Technology*, 24, 1-15. Retrieved from https://journal.alt.ac.uk/index.php/rlt/article/view/1761/pdf_40

Discussion (25 points)

Critical Thinking: Develop Learning Objectives and Critical Content (75 points)

Use your needs assessment results to:

- Develop 3-5 learning objectives for your selected business/organization.
- Determine how each objective will be measured.
- Identify critical content needed for learners to meet each objective.
- Organize and sequence content into units, modules, chapters, sessions, or topics.

Continue using the template you have been completing so far in this course to organize your ideas. Your objectives should be well written and in conformance with the CSU-Global Guide to Writing and APA. Submit your completed template for grading.

Module 7

Readings

- New age learning. (2015). Digital learning. Retrieved from ProQuest Database.
- Docq, F. (2015). Course design and delivery specifications as a tool for ensuring quality in an online training program | Une charte pédagogique comme outil de qualité d'un programme en ligne. *Canadian Journal of Learning and Technology*, 41(4). Retrieved from <http://www.cjlt.ca/index.php/cjlt/article/view/26961/19869>

Discussion (25 points)

Module 8

Readings

- Amirault, R., & Visser, Y. (2017). The state of distance education and e-learning around the globe. *Quarterly Review of Distance Education*, 18(2), 87-90,101,103.
- Williams van Rooij, S. (2013). The career path to instructional design project management: An expert perspective from the US professional services sector. *International Journal of Training and Development*, 17(1), 33-53.

Discussion (25 points)

Portfolio Project: Instructional Design Blueprint and Sample Proposal (350 points)

For this final project, you will submit your completed template (revised, based on instructor feedback from week to week) and you will submit a sample proposal of an instructional design plan that you could present to your selected organization. There are two parts to this final assignment; be sure you complete both.

Part 1: Final ID Blueprint

Each module of this course has helped you create an instructional design blueprint (through the Portfolio Project template) for your chosen business or organization. In this final module, you will complete the reflective component of your template and submit a final, polished template document that incorporates the feedback received from your instructor in prior modules. You will also submit a sample proposal of your plan (as outlined in the template) for your chosen organization and audience.

The blueprint (the template) needs to include the following components:

- Business/organization profile that includes the name, business strategy (mission, values, and goals), and business drivers (*completed in Module 2*).
- Needs assessment description that includes identification of the business, performance, learning, and learner needs (*completed in Module 3*).
- Explanation of how your instructional design integrates theories of learning and memory (*completed in Module 4*).
- Explanation of how your instructional design integrates the key characteristics of learning: motivation, goals, experience, culture, and generational differences (*completed in Module 5*).
- Three to five learning objectives and how they will be assessed (*completed in Module 6*).
- Identification of critical content needed for learners to meet each objective (*completed in Module 6*).
- Organization of the objectives and content into units, modules, chapters, or session topics, including a title and brief description for each (*completed in Module 6*).
- Professional reflection (*to be completed in Module 8*) that addresses the following questions:
 - How effective do you believe your design will be and why?

- What questions or concerns do you anticipate the business or organization might have with regard to your design?
- What is your favorite aspect of your design and why?
- Are there areas in which you believe you need more practice or more information? How can you continue to improve your skills and understanding?

Your reflection must be 600-900 words, well written, cite three scholarly sources, and conform to the CSU-Global Guide to Writing and APA. The CSU-Global Library is a good place to find these sources.

Part 2: Sample ID Proposal

Your sample instructional design proposal for your selected organization must incorporate the following: Instructional plan for *one* unit, module, chapter, or session detailing how the instruction will be presented that includes:

- Delivery method
- Instructional strategies and models
- Learner outcomes
- Learner activities and assessments
- Materials/resource requirements.

Your proposal should incorporate the ideas and notes outlined in your blueprint, but it should be composed in a dynamic presentation suitable for your intended audience (the management of your chosen organization). You can design your proposal in a variety of formats; choose the one that suits you and your instructional design plan best.

Proposal format options:

- PowerPoint
- Prezi
- Infographic (Piktochart is a good option)
- Video
- Paper

Length will vary depending on the format selected; ensure the proposal is comprehensive yet concise, and conveys the message in a clear and compelling way.

Submit your final blueprint template and your proposal to the Module 8 folder.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.