

## Syllabus

### Course Overview

This course prepares you to construct an authentic course, using realistic content to teach adult learners. You will see the term *implementable* in course content and rubrics. *Implementable* means that the content is written with enough detailed information that you or another faculty member could actually use the material as provided in a higher education course.

In this course, you focus on various teaching methods and strategies within the context of adult learning that are applicable in online, land-based, or hybrid learning environments. There are three major assessments (Who are you teaching? What are you teaching? How will you teach?) and a final project. The project is designed to become a practical resource for you to use in future adult teaching situations.

Throughout this course you both study and create resources that could be used as part of a faculty member application portfolio. Consider using your courseroom ePortfolio to organize these resources under these headings as you complete them: Creating a Syllabus, Active Learning Strategies, Classroom Assessment Strategies, Reflections on Teaching, and Annotated Bibliography.

It is important to understand that certain discussion posts in this course require preparation. For example, in Unit 2 you will create an audiovisual welcome message. This will require that you are familiar with and able to use Kaltura or similar software. Confirm you have the needed hardware: a headset with a microphone and webcam, and test it ahead of time. With this in mind, be sure to look ahead in this course to better understand what each unit asks of you.

*Note:* The use of the term *hypothetical* appears in the assignment language to indicate that you do not need to refer to an actual courseroom or group of adult learners. However, you may use your own courseroom if it is available to you.

Watch the [Welcome to Teaching Strategies and Methods for Adult Learners](#) video.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze effective teaching approaches for motivating and teaching adult learners.
- 2 Analyze effective practices that emerge from principles of adult learning.
- 3 Develop instructional strategies that support differentiated learning.
- 4 Contrast teaching methods for land-based and online models for teaching.
- 5 Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of higher education teaching.

### Course Prerequisites

There are no prerequisites for this course.

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

#### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

#### Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

#### Kaltura activities.

- External or built-in microphone
- External or built-in webcam
- Broadband Internet connection

#### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Anderson, D. M., Mcguire, F. A., & Cory, L. (2011). *The first day: It happens only once*. *Teaching in Higher Education*, 16(3), 293–303.
- Aulls, M. W., Magon, J. K., & Shore, B. M. (2015). *The distinction between inquiry-based instruction and non-inquiry-based instruction in higher education: A case study of what happens as inquiry in 16 education courses in three universities*. *Teaching and Teacher Education*, 51, 147–161.
- Blumberg, P. (2013). *Assessing and improving your teaching: Strategies and rubrics for faculty growth and student learning*. Somerset, UK: Wiley.

- Brinthaupt, T. (2014). Using a student-directed teaching philosophy statement to assess and improve one's teaching. *The Journal of Faculty Development*, 28(3), 23–27.
- Brockett, R. G. (2015). *Teaching adults: A practical guide for new teachers*. San Francisco, CA: Jossey-Bass.
- Cross, T., & Palese, K. (2015). Increasing learning: Classroom assessment techniques in the online classroom. *American Journal of Distance Education*, 29(2), 98–108.
- Dean, K. L., & Fornaciari, C. J. (2014). The 21st-century syllabus: Tips for putting andragogy into practice. *Journal of Management Education*, 38(5), 724–732.
- Hegarty, N. (2015). The growing importance of teaching philosophy statements and what they mean for the future: Why teaching philosophy statements will affect you. *Journal of Adult Education*, 44(2), 28–30.
- Jones, S. K., Noyd, R. K., Sagendorf, K. S., & Felten, P. (2014). *Building a pathway to student learning*. Sterling, VA: Stylus Publishing.
- Kinash, S., Naidu, V., Knight, D., Judd, M.-M., Nair, C. S., Booth, S., Fleming, J., Santhanam, E., Tucker, B., & Tulloch, M. (2015). Student feedback: A learning and teaching performance indicator. *Quality Assurance in Education*, 23(4), 410–428.
- Lang, J. M. (2015). The 3 essential functions of your syllabus. part 1: Your plan for your class is more than a contract with your students. *The Chronicle of Higher Education*, 61(24).
- McIntyre-Hite, L. (2016). A Delphi study of effective practices for developing competency-based learning models in higher education [PDF]. *The Journal of Competency-Based Education*, 1(4), 157–166.
- Medina, M. S., & Draugalis, J. R. (2013). Writing a teaching philosophy: An evidence-based approach. *American Journal of Health-System Pharmacy*, 70(3), 191–193.
- Navarre Cleary, M., & Breathnach, C. (2017). Competency-based education as a force for equity. *The Journal of Competency-Based Education*, 2(1), 1–11.
- Olubummo, C. (2015). Classroom assessment techniques. *Nursing Management*, 46(12), 16–19.
- Rothes, A., Lemos, M. S., & Gonçalves, T. (2017). Motivational profiles of adult learners. *Adult Education Quarterly*, 67(1), 3–29.
- Schwartz, D. (2015). Back to basics. *Talent Development*, 69(10), 24–25, 27.
- Scott, J. A. (2016). Assessing adult learners in project-based learning. *International Journal on E-Learning*, 15(2), 243–257.
- St. Claire, R. (2015). *Creating courses for adults: Design for learning*. San Francisco, CA: Wiley.
- Teoh, S. L., Ming, L. C., & Khan, T. M. (2016). Faculty perceived barriers and attitudes toward peer review of classroom teaching in higher education settings: A meta-synthesis. *SAGE Open*, 6(3), 1–8.
- Tobin, T. J. (2014). Increase online student retention with Universal Design for Learning. *Quarterly Review of Distance Education*, 15(3), 13–24, 48.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Marks, I. (2014). Formative (classroom) assessment techniques. *Acta Technologica Dubnicae*. Retrieved from <https://www.degruyter.com/view/j/atd.2014.4.issue-1/atd-2015-0012/atd-2015-0012.xml>

### Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

### Library

The following suggested readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Ahmad, T. (2015). Preparing for the future of higher education. *On the Horizon*, 23(4), 323–330.
- Blaschke, L. M. (2014). Using social media to engage and develop the online learner in self-determined learning. *Research in Learning Technology*, 22.
- Cacchione, A. (2015). Creative use of Twitter for dynamic assessment in language learning classroom at the university. *Interaction Design and Architecture(s) Journal*, 24, 145–161.
- Chen, J. C. (2014). Teaching nontraditional adult students: Adult learning theories in practice. *Teaching in Higher Education*, 19(4), 406–418. doi:10.1080/13562517.2013.860101
- Courey, S. J., Tappe, P., Siker, J., & LePage, P. (2013). Improved lesson planning with universal design for learning (UDL). *Teacher Education and Special Education*, 36(1), 7–27.
- Dousay, T. A. (2016). Effects of redundancy and modality on the situational interest of adult learners in multimedia learning. *Educational Technology Research and Development*, 64(6), 1251–1271.
- Duarte, P. (2015). The use of a group blog to actively support learning activities. *Active Learning in Higher Education*, 16(2), 103–117.

- Hernández, R. (2012). Does continuous assessment in higher education support student learning? *Higher Education*, 64(4), 489–502.
- Hora, M. T., Bouwma-Gearhart, J., & Park, H. J. (2017). Data driven decision-making in the era of accountability: Fostering faculty data cultures for learning. *Review of Higher Education*, 40(3), 391–426.
- Khadimally, S. (2015). Designing effective curricula with an interactive collaborative curriculum design tool (CCDT). *TOJET: The Turkish Online Journal of Educational Technology*, 14(3), 1–31.
- Lunsford, H., & Treadwell, G. (2016). Implementing differentiated instruction for online college writing courses: Addressing challenges and developing best practices. *Distance Learning*, 13(3), 11–22.
- Marjanovic, O. (2016). Designing innovative education through action design research: Method and application for teaching design activities in large lecture environments. *JITTA: Journal of Information Technology Theory and Application*, 17(2), 22–50.
- Palahicky, S. (2015). Chapter 2: Utilizing learning management system (LMS) tools to achieve differentiated instruction. In *Models for improving and optimizing online and blended learning in higher education* (pp. 12–33). Hershey, PA: IGI Global.
- Speed, S. A., Bradley, E., & Garland, K. V. (2015). Teaching adult learner characteristics and facilitation strategies through simulation-based practice. *Journal of Educational Technology Systems*, 44(2), 203–229.
- Tomlinson, C. A., & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA: ASCD.

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Projects

### Project >> Teaching Strategies and Adult Learning Methods

#### Project Overview

This project is important for three main reasons:

1. It allows you to leave the course with an implementable lesson plan as well as a template for a reflective teaching journal.
2. You will research and annotate scholarly articles on teaching methods and strategies and investigate a process for completing the teaching learning cycle.
3. You are provided an opportunity to reflect and revise previous assignments using peer and instructor feedback.

The course project comprises the following components:

- **u03a1 Who Are You Teaching?** This assignment asks you to identify the diverse nature of your adult learners as well as choose an appropriate learning environment.
- **u05a1 What Are You Teaching?** You will create a syllabus that aligns competencies, objectives, and required resources in this assignment.
- **u07a1 How Are You Teaching?** In this assignment, you will fully develop two active learning strategies: one for a land-based and one for an online learning environment, within the context of teaching a unit.
- **u10a1 Creating a Lesson Plan to Foster the Cycle of Teaching and Learning.** In the final assignment you will compile your previous assignments to create an implementable lesson plan for a hypothetical 60-minute unit lesson.

## Unit 1 >> Contexts and Settings for Adult Learners

### Introduction

*It is the mark of an educated mind to be able to entertain a thought without accepting it.*

— **Aristotle**

Adult learners approach higher education differently from typical college-age students. Their reasons for beginning or resuming higher education may differ greatly from those of the average 18-year-old learner. Adult teaching requires a familiarity with these differences—including their motivations. You will consider this in the context of creating a hypothetical group of adult learners in this unit.

The second part of this unit focuses on FERPA (Family Educational Rights and Privacy Act). It is important to understand how this legislation impacts your interactions with and about your adult learners.

## Learning Activities

### u01s1 - Studies

## Readings

Use the Capella University Library to read the following:

- Brockett, R. G. (2015). *Teaching adults: A practical guide for new teachers*. San Francisco, CA: Jossey-Bass.
  - Chapter 1, "So, You're Teaching Adults?" pages 3–8.
- Rothes, A., Lemos, M. S., & Gonçalves, T. (2017). *Motivational profiles of adult learners*. *Adult Education Quarterly*, 67(1), 3–29.

## Capella Resources

The following Campus resources may be of help to you in this course:

- [Higher Education Concentration Library Guide](#). This library guide supports your course research for ED7021, ED7031, and ED7041.
- [Introduction to the Writing Center](#).
- [APA Module](#).
- [The Annotated Bibliography](#).
- [Writing Feedback Tool](#). This tool contains many resources that an instructor may recommend to improve your written communication.
- [Smarthinking](#). A Web-based tutoring service, Smarthinking offers free custom critiques of your papers, as well as real-time chats with online tutors. Plan ahead, as the turnaround time for feedback from Smarthinking can be 24–48 hours.

## Multimedia

- Complete [FERPA Training](#) to learn about FERPA requirements, confidentiality, and learner rights in higher education.

## Suggested Reading

Use the Capella library to read the following:

- Chen, J. C. (2014). Teaching nontraditional adult students: Adult learning theories in practice. *Teaching in Higher Education*, 19(4), 406–418. doi:10.1080/13562517.2013.860101

### u01s2 - Welcome Video Preparation

## Assignment Preparation

In Unit 2, you will record a brief audiovisual presentation (3–5 minutes long), to encourage a positive learning environment for your future learners on the first day of class.

As a faculty member, you should create and sustain a welcoming, safe, and challenging environment in which learners engage in and enjoy learning. Elements of such a learning environment include rules for respectful discourse, positive interactions with both peers and the instructor, and respect for the principles of Universal Design for Learning.

Think about the learners you describe in your Unit 1 discussions. For your presentation, prepare to include course ground rules (such as netiquette for both peer-to-peer and peer-to-instructor communication); your late policy; how best to communicate with you; and your thoughts on how to be successful in your course.

Take time this week to plan your presentation. Familiarize yourself with the presentation software (Kaltura or a similar tool of your choice) and hardware (microphone and webcam), completing the following:

- If you have not already done so, set up and test your microphone and webcam using the instructions provided by the manufacturer.
- Practice using the microphone and webcam to ensure the audio and visual quality are sufficient.
- Refer to the [Using Kaltura \[PDF\]](#) tutorial for directions on recording and uploading your video into the courseroom.

*Note:* If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

For any recording created or uploaded with Kaltura Media, closed captioning is automatically generated within one day after you post a recording, but the captions may not be accurate. To ensure accessibility to everyone, include your own transcript of your presentation as an attachment in the activity.

Refer to the discussion in Unit 2 for further details.

## Multimedia

Click **Welcome to Teaching Strategies and Methods for Adult Learners** | Transcript for an example of a first-day introduction.

### Course Resources

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[Welcome to Teaching Strategies and Methods for Adult Learners](#) | Transcript

### u01s2 - Learning Components

- Define adult learners within the context of a specified environment and course content.
- Communicate using original work with writing that is articulate, professional, and uses current APA formatting and style.

### u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: to support learning and reflection and to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

## Using ePortfolio to Build Your Career

As you prepare to tell your story in the professional world, leverage your ePortfolio artifacts and the knowledge and competencies gained through your program in professional conversations, performance reviews, and interviews.

- Reflect on what you have gained in your courses and the elements in your portfolio, how you have already applied them, or might apply them in the future.
- Create your story or talking points to tell your professional story.

## Saving Your Documents to ePortfolio

You will need a place to organize and store your documents for future access. *Do not rely on the courseroom to store your assignments, as you will lose access to the courseroom after completing the course.* Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly.

In this course you will save your final assignment to the [ePortfolio](#). You might also consider saving the philosophy of teaching summary, curriculum vitae, and cover letter you create in Unit 10.

## u01d1 - Who Are You Teaching?

After reflecting on the readings, consider your current or future teaching positions. Visualize and describe your learners and their potential goals for their time in your courseroom.

Post your description by Wednesday, 11:59 CST of week one. Be sure to complete the following:

- Specify the number of learners in this group.
- Describe what makes the group diverse (For example, English as a second language; hearing-impaired learners; content familiarity).
- Explain why learners are attending your class.

## Response Guidelines

Respond to at least two learners by Sunday 11:59 CST of week one, identifying similarities and differences in your plans for future teaching. Additionally, if you already have experience relevant to the teaching positions others propose, share some of your experiences.

Course Resources

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Graduate Discussion Participation Scoring Guide

## u01d1 - Learning Components

- Define adult learners within the context of a specified environment and course content.
- Communicate using original work with writing that is articulate, professional, and uses current APA formatting and style.

## u01d2 - Applying FERPA

Understanding FERPA is important to protect both the rights of learners as well as to protect instructors from unknowingly violating federal law.

Following is a nuanced example of an ethical FERPA violation that could have been committed innocently by a faculty member. After reading the scenario and the unit assignments, create your own scenario with a nuanced FERPA violation that could occur in an interaction between a faculty member and a learner. Do not reveal the violation. Post this to your peers by Wednesday 11:59 CST of week two. The FERPA training media piece is linked in Resources for your convenience.

## FERPA Scenario

Professor Missastep is wearily standing in line at Starbucks waiting for her delicious but somewhat overpriced coffee drink. There is a couple behind her and one of them taps her on the shoulder and says, "You are the professor who gave me a D-minus in Ancient Mythology!" The other person nods, looking supportive and defiant, clearly listening to the conversation. The former student of Professor Missastep is not at all concerned that the friend is listening to this conversation. The professor tells the former student, "Ah, I do remember you, and you did deserve the grade that I gave you."

FERPA (The Family Educational Rights and Privacy Act) is a federal law that protects the privacy of student education records. This is a FERPA violation because Professor Missastep publicly acknowledged that the learner did receive a D-minus.

## Response Guidelines

Read through the posts of your peers and respond to at least one, identifying the FERPA violation and how it could have been avoided.

Course Resources

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Graduate Discussion Participation Scoring Guide

[FERPA Training](#) | [Transcript](#)

## u01d2 - Learning Components

- Communicate using original work with writing that is articulate, professional, and uses current APA formatting and style.
- Study FERPA requirements as an important element in both online and land-based adult learning environments.

## Unit 2 >> Creating a Positive Learning Environment

### Introduction

Few things help an individual more than to place responsibility upon him and let him know that you trust him.

— **Booker T. Washington**

A positive learning environment for adults requires planning and preparation from instructors. Key components to consider include respectful discourse, positive interactions with both peers and the instructor, and respect for the principles of Universal Design for Learning.

In Unit 1 you presented information about the hypothetical group of learners who will be the subject of your final project. In this unit, you will learn strategies for fostering a learning environment where adult learners can thrive.

You will make your first audiovisual presentation for this course in Unit 2. Refer to the first Unit 2 discussion for helpful guidelines for using Kaltura.

### Reference

Booker T. Washington Society. (n.d.). Quotations by Booker T. Washington: Timeless, Common Sense Wisdom. Retrieved from <http://www.btwssociety.org/library/misc/quotes.php>

### Learning Activities

## u02s1 - Studies

## Readings

Use the Capella library to read the following:

- Brockett, R. G. (2015). *Teaching adults: A practical guide for new teachers*. San Francisco, CA: Jossey-Bass.
  - Chapter 2, "What Is Effective Teaching?" pages 9–20.
  - Chapter 9, "Creating a Positive Learning Environment," pages 99–113.

## Multimedia

- Complete Adult Learners and Effective Environments to learn about seven key factors found in learning programs that stimulate adult learning development.

## Suggested Readings

Use the Capella library to read the following:

- Courey, S. J., Tappe, P., Siker, J., & LePage, P. (2013). Improved lesson planning with universal design for learning (UDL). *Teacher Education and Special Education*, 36(1), 7–27.

## u02s2 - Who Are You Teaching? Assignment Preparation

Your first assignment is due next week. You will invent a group of hypothetical learners to use in the remaining course assignments, including the final project.

This week, prepare for the assignment by researching the differences in the educational needs of adult learners and those of the typical 18-year-old college freshman.

The Capella [Higher Education Concentration Library Guide](#) may be helpful with your research.

#### u02s2 - Learning Components

- Define adult learners within the context of a specified environment and course content.

#### u02d1 - Day One of Class: Welcome Video

As we have noted, faculty members should establish and sustain a welcoming, safe, and challenging environment in which learners engage in and enjoy learning.

Consider the learners you described in your first course discussion. Record an audiovisual presentation of 3–5 minutes in which you welcome learners to the first day of class and encourage a positive learning environment. Include ground rules such as netiquette (for both peer-to-peer and peer-to-instructor communication), your late policy, communication preferences, and your thoughts on how to be successful in your course.

Publish your video to the discussion area by Wednesday, midnight CST of week two.

## Using Kaltura

To learn how to use Kaltura, refer to the Using Kaltura tutorial linked in Resources. Also, follow these guidelines:

- Prepare an outline or script of your presentation before you begin recording. Although you can pause or edit Kaltura videos, editing is limited and you should rehearse to make your presentation sound professional.
- Review your video prior to posting to check audio quality and volume.
- Include a note in the discussion with your video post. This can be as simple as "Please view my Kaltura introduction."
- Attach a transcript of your video.

*Note:* If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact Disability Services to request accommodations.

## Response Guidelines

Watch the presentations of at least three of your peers. Critique them professionally, with special consideration to the language used, clarity of content presented, and any relevant, constructive feedback you have regarding the learning environment their presentation would encourage.

#### Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Disability Services](#)

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[Using Kaltura](#)

#### u02d1 - Learning Components

- Define adult learners within the context of a specified environment and course content.
- Communicate using original work with writing that is articulate, professional, and uses current APA formatting and style.

#### u02d2 - Practices to Ensure a Positive Learning Environment

After completing your welcome message and watching those of your peers, identify at least three important practices to help ensure a positive adult learning environment, such as respectful peer communication, constructive criticism, and sensitivity to diverse cultures, abilities, personalities, or instructors. Be sure to provide an example as to how you would implement these practices in an adult learning environment.

## Response Guidelines

Respond to at least two other learners by contrasting your discussion post with theirs.

## Graduate Discussion Participation Scoring Guide

### u02d2 - Learning Components

- Communicate using original work with writing that is articulate, professional, and uses current APA formatting and style.

## Unit 3 >> Developing Course Competencies

### Introduction

The best educated human being is the one who understands most about the life in which he is placed.

— **Helen Keller**

In this unit, you will explore how competency-based education, or CBE, is shaping both online and land-based institutions of higher education. Use of competencies helps set clear expectations about what should be learned in a class, a program, and even from a degree. In this unit you will explore how CBE is shaping both online and land-based institutions of higher education. One goal of basing higher education courses on competencies is to make higher education more transparent for the public so, for instance, potential employers looking at an applicant transcript can understand the competencies that were achieved in his or her coursework.

### Reference

Crow, L. (2000). Helen Keller: Rethinking the problematic icon. *Disability & Society*, 15(6), 845. doi:10.1080/713662010

### Learning Activities

### u03s1 - Studies

## Readings

Use the Capella library to read the following:

- Brockett, R. G. (2015). *Teaching adults: A practical guide for new teachers*. San Francisco, CA: Jossey-Bass.
  - Chapter 3, "So, What Are You Teaching About?" pages 23–42.
- McIntyre-Hite, L. (2016). *A Delphi study of effective practices for developing competency-based learning models in higher education [PDF]*. *The Journal of Competency-Based Education*, 1(4), 157–166.
- Navarre Cleary, M., & Breathnach, C. (2017). *Competency-based education as a force for equity*. *The Journal of Competency-Based Education*, 2(1), 1–11.
- Schwartz, D. (2015). *Back to basics*. *Talent Development*, 69(10), 24–25, 27.

## Multimedia

- Complete [Interview with Jeff Grann](#) to learn about the importance of competency mapping.
- View [Competencies, Objectives, and Outcomes](#) for definitions and analysis of these terms.

### u03a1 - Who Are You Teaching?

Your first assignment requires that you research current thinking on hybrid learning environments for adult learners.

Consult current scholarly research to identify a set of real or hypothetical adult learners for use in each of your assignments, including the final project. You will create background information about a hybrid teaching situation involving these learners that you will refer to throughout this course. Ultimately, this information will be used as you develop an eight-unit course (five units land-based and three units online).

## Part 1

In two to three paragraphs, identify the audience parameters important to course development by describing your chosen diverse group of adult learners. Include the following:

- Indicate the number of learners in this group.
- Identify aspects of group diversity (such as English as a second language, hearing-impaired learners, content familiarity).
- Explain the reasons your learners have for attending your class.
- Describe logistical elements of your hybrid learning environment:
  - Describe the physical environment (community college, community center, university classroom).
  - Specify physical and virtual locations: day, time, place for land-based, and learning management system (such as Blackboard, WebCT, Moodle) for online.

## Part 2

Create competencies for your chosen content area applicable to your adult learners and complete the following:

- Identify the learning subject content area.
- Research relevant literature regarding competencies for adult learning courses.
  - Include at least one citation and reference from your research applicable to your topic.
- Write three competencies that cover the entire chosen subject content area for an eight-week unit course.

## Summary and Additional Requirements

- Include a 2–3 paragraph description of your adult learners.
- Include 3 course competencies.
- Include one annotated bibliography regarding hybrid learning environments for adults.
- Include one annotated bibliography regarding competencies for adult learning courses.
- Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of higher education teaching. Use current edition APA style and formatting.
- Save this assignment to your ePortfolio.

*Note:* Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

### Course Resources

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[ePortfolio](#)

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[Writing Feedback Tool](#)

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[Higher Education Concentration Library Guide](#)

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[The Annotated Bibliography](#)

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[How Do I Find Peer-Reviewed Articles?](#)

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[APA Style and Format](#)

## u03d1 - Understanding Competency-Based Education

Both land-based and online universities are experiencing a move toward competency-based education (CBE). The popular press publication, *Inside Higher Education*, reported in 2014 that the University of Michigan, Purdue University, and the University of Wisconsin were moving some of their academic programs to the CBE model. Other universities, such as Capella, have already made that move.

Discuss competency-based education in both land-based and online institutions of higher education. Be sure to include a brief discussion of the history of CBE as well as the strengths and limitations that might affect institutions of higher education.

## Response Guidelines

Respond to the posts of at least two learners. Identify areas of agreement or disagreement concerning the impacts described in each post.

### Reference

Fain, P. (2014). Big Ten and the next big thing [Blog post]. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2014/10/28/competency-based-education-arrives-three-major-public-institutions>

### Course Resources

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#### Graduate Discussion Participation Scoring Guide

#### u03d1 - Learning Components

- Research course components for both online and land-based learning environments.
- Communicate using original work with writing that is articulate, professional, and uses current APA formatting and style.

#### u03d2 - Developing Course Competencies

Based on the course content that you identified in the Unit 3 assignment, create at least three course-level competencies relevant to the learners you identified in Unit 1.

Refer to your text and other scholarly sources to understand the verbiage used when writing competencies at the course level. Include one to two sentences following each competency to demonstrate its alignment with your course topic.

## Response Guidelines

Respond to at least two other learners regarding the clarity and relevance of the competencies they have written.

### Course Resources

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#### Graduate Discussion Participation Scoring Guide

#### u03d2 - Learning Components

- Research course components for both online and land-based learning environments.
- Identify course competencies within the context of a specific course topic.

## Unit 4 >> Organizing Course Content

### Introduction

Nature uses only the longest threads to weave her patterns, so that each small piece of her fabric reveals the organization of the entire tapestry.

— **Richard P. Feynman**

The principles of Universal Design for Learning (UDL), as well as those of differentiated learning, require a village to uphold. As a faculty member, your role in this village is paramount.

In this unit you will be asked to reflect on your responsibilities within the greater goal of providing education for all. You will research and discuss Universal Design for Learning and differentiated learning in the context of higher education. You also will continue to build your final project by taking first steps to organize learning content for the adult learners you described in your first assignment.

Finally, you will consider a four-step planning process for teaching adults: purpose, plan, implement, and evaluate, presented in your text.

### Reference

Feynman, R. P., & Feynman, M. (Ed.). (2015). *The quotable Feynman*. Princeton, NJ: Princeton University Press.

## Learning Activities

### u04s1 - Studies

## Readings

Use the Capella library to read the following:

- Brockett, R. G. (2015). *Teaching adults: A practical guide for new teachers*. San Francisco, CA: Jossey-Bass.
  - Chapter 5, "Building Blocks of Adult Learning," pages 43–58.
- St. Claire, R. (2015). *Creating courses for adults: Design for learning*. San Francisco, CA: Wiley.
  - Chapter 4, "Knowing Where You Are Going," pages 77–94.
- Tobin, T. J. (2014). *Increase online student retention with Universal Design for Learning*. *Quarterly Review of Distance Education*, 15(3), 13–24, 48.

## Multimedia

- Complete the survey [What Teachers Need to Know About Teaching and Learning](#).

## Suggested Readings

Use the Capella library to read the following:

- Dousay, T. A. (2016). Effects of redundancy and modality on the situational interest of adult learners in multimedia learning. *Educational Technology Research and Development*, 64(6), 1251–1271.
- Lunsford, H., & Treadwell, G. (2016). Implementing differentiated instruction for online college writing courses: Addressing challenges and developing best practices. *Distance Learning*, 13(3), 11–22.
- Palahicky, S. (2015). Chapter 2, "Utilizing Learning Management System (LMS) Tools to Achieve Differentiated Instruction." In *Models for Improving and Optimizing Online and Blended Learning in Higher Education*, pages 12–33.

### u04s2 - Syllabus Assignment Preparation

In preparation for the Unit 5 assignment, research the principles of Universal Design as well as the concepts inherent in Differentiated Instruction within the context of higher education. Investigate and consider how syllabi can be organized and structured to be optimally useful for adult learners.

The [Higher Education Concentration Library Guide](#) and [Literature Review](#) on Campus may be helpful during your search.

### u04s2 - Learning Components

- Research best practices for creating a syllabus that aligns to course competencies.
- Research syllabus content that adheres to adult learning strategy.
- Research activities within the context of adult education.

### u04d1 - Differentiated Learning Within the Context of Universal Design

*Differentiated learning* and *Universal Design for Learning* are two terms that are used frequently with regard to teaching methods and strategies.

How do these concepts dovetail? How do they differ? What do these terms mean to future faculty members within the context of teaching adults?

## Response Guidelines

Respond to at least two other learners by contrasting your post with their posts.

u04d1 - Learning Components

- Research Universal Design for Learning and differentiated instruction within the context of adult education.

**u04d2 - Course Outline**

Consider your course and its adult learners from the three previous units. Using a table, outline eight unit topics aligned with your proposed learners, content topic, and corresponding course competencies. A template is linked in Resources for your convenience.

## Response Guidelines

Respond to the post of at least one other learner with comments on the clarity of the information presented along with any helpful professional feedback.

Course Resources

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Graduate Discussion Participation Scoring Guide

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Unit Topics for Course Content Template

u04d2 - Learning Components

- Research best practices for creating a syllabus that aligns to course competencies.
- Communicate using original work with writing that is articulate, professional, and uses current APA formatting and style.

### Unit 5 >> Creating a Syllabus

#### Introduction

There is a peculiar aesthetic pleasure in constructing the form of a syllabus, or a book of essays, or a course of lectures. Visions and shadows of people and ideas can be arranged and rearranged like stained-glass pieces in a window, or chessmen on a board.

— A. S. Byatt

In Unit 5, you will research and consider the process of planning required to create a syllabus appropriate for adult learners. As you complete your readings and assignment, keep in mind that a syllabus is a contract between the instructor and learners. Also, consider that the language used in a syllabus can set a tone for how learners will communicate with each other and with the instructor.

In previous units, you were asked to design course competencies as well as outline the process you would use to identify additional learner resources appropriate for specific unit content. Your assignment in Unit 5 will require you to align this previous work with unit objectives and required learner resources.

Reference

Byatt, A. S. (2004). Part I: Conversation between A. S. Byatt and Stephen Frosh. A. S. Byatt interviewed by Stephen Frosh. *Psychology and Psychotherapy*, 77 (Pt 2), 145.

#### Learning Activities

**u05s1 - Studies**

## Readings

Use the Capella library to read the following:

- Jones, S. K., Noyd, R. K., Sagendorf, K. S., & Felten, P. (2014). *Building a pathway to student learning*. Sterling, VA: Stylus Publishing.

- Chapter 10, "The Course Syllabus: Students' Pathway to Success," pages 100–106.
- Dean, K. L., & Fornaciari, C. J. (2014). The 21st-century syllabus: Tips for putting andragogy into practice. *Journal of Management Education*, 38(5), 724–732.
- Lang, J. M. (2015). The 3 essential functions of your syllabus, part 1: Your plan for your class is more than a contract with your students. *The Chronicle of Higher Education*, 61(24).

## u05d1 - Assignment 2 Draft

This discussion provides an opportunity to receive peer feedback on your Unit 5 assignment before it is submitted. Post a draft of your assignment in the discussion area by Wednesday midnight, CST of week five. Plan to submit your feedback to three peers by Saturday at noon. Then, incorporate relevant peer feedback into your assignment before submitting the assignment by Sunday at 11:59 pm CST of week five.

Remember: in this assignment, you will create a syllabus for your previously chosen content and identified course competencies. This syllabus will include material for eight units (five land-based and three online).

Integrate your studies and any necessary research to create the following to be placed into the syllabus: contact information, course rules, late submission policy, an ADA statement, and any other information you deem relevant.

Refer to the Unit 5 What Are you Teaching? assignment directions, the template (linked in Resources), and the scoring guide to verify you are including all required components.

## Response Guidelines

By Saturday, noon CST of week five, provide substantive feedback to at least three other learners, address any problems or issues that might occur when implementing their syllabi.

Course Resources

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Graduate Discussion Participation Scoring Guide

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Syllabus Template

## u05d1 - Learning Components

- Research best practices for creating a syllabus that aligns to course competencies.
- Research syllabus content that adheres to adult learning strategy.
- Communicate using original work with writing that is articulate, professional, and uses current APA formatting and style.

## u05a1 - What Are You Teaching?

For this assignment, you will develop a syllabus for your previously chosen content and identified course competencies. This syllabus will include material for eight units (five land-based and three online). Integrate your studies and any necessary research to create the following to be placed into the syllabus: contact information, course rules, late submission policy, an ADA statement, and any other information you deem relevant.

Additionally, the unit titles, unit learning objectives, and assigned readings for each unit should be organized for easy learner access. Each unit include must name, objectives, and required readings or resources at minimum. A table template is linked in Resources to show how this information could be organized within your syllabus, but feel free to create your own organizational schema.

Include the following requirements to complete this assignment:

- Create a syllabus that aligns with course competencies and adheres to adult learning theories:
  - Research components of a syllabus consistent with adult learning theory.
  - Based on the previously identified course subject and competencies, create a unit title and at least two learning objectives for each of the eight units (5 land-based and 3 online).
  - Identify at least one recent scholarly article to be required reading for each unit.
  - Organize this information in a manner that is accessible and understandable for all learners. A sample chart is linked in Resources.

- Create course content that incorporates Universal Design for Learning principles and differentiates instruction for adult learners for each unit's objectives.
  - Research Universal Design for Learning within the context of adult learning and write at least one citation from scholarly literature on Universal Design that applies to your syllabus.
  - Include an appropriate statement on your syllabus to address how you have incorporated Universal Design into your course content.
- Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of higher education teaching.

## Additional Requirements

- Length: five pages minimum, including annotations and references.
- Syllabus: eight units (5 land-based and 3 online).
- Resources: minimum of one citation on Universal Design.
- APA: Each unit required reading formatted according to current edition APA style and format.
- Font: Times New Roman, 12 point.
- Other: Save this assignment to your ePortfolio.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

### Course Resources

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[Writing Feedback Tool](#)

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[Syllabus Template](#)

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[ePortfolio](#)

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## Unit 6 >> Planning Instruction

### Introduction

By failing to prepare, you are preparing to fail.

— **Benjamin Franklin**

One characteristic of good instructors is that they plan what and how to teach. Planning both what and how to teach allows those who facilitate adult learners to provide relevant examples, substantive feedback, and use material best suited to meet course competencies.

There are many models of curriculum design that can be used in higher education. One particularly well received model is *backward design*, where competencies are first identified, followed by learning objectives. The course content is then designed to flow from these competencies and objectives.

This unit's activities are designed to allow you to examine course content and resources that most logically flow from your previously designed course competencies and objectives.

Unit 6 also asks that you read, think, and write about motivation in the higher education classroom. Specifically, you will consider how to structure learning activities to make them motivating for adult learners.

### Learning Activities

#### u06s1 - Studies

## Readings

Use the Capella library to read the following:

- Brockett, R. G. (2015). *Teaching adults: A practical guide for new teachers*. San Francisco, CA: Jossey-Bass.
  - Chapter 6, "Planning Instruction," pages 59–68.
- St. Claire, R. (2015). *Creating courses for adults: Design for learning*. San Francisco, CA: Wiley.

- Chapter 5, "Content and Resources for Learning," pages 95–110.
- Aulls, M. W., Magon, J. K., & Shore, B. M. (2015). The distinction between inquiry-based instruction and non-inquiry-based instruction in higher education: A case study of what happens as inquiry in 16 education courses in three universities. *Teaching and Teacher Education*, 51, 147–161.

## Multimedia

- View [Components of Courseroom Content](#) to learn the requirements for making valid assessments.

## Suggested Readings

Use the Capella library to read:

- Ahmad, T. (2015). Preparing for the future of higher education. *On the Horizon*, 23(4), 323–330.
- Khadimally, S. (2015). Designing effective curricula with an interactive collaborative curriculum design tool (CCDT). *TOJET: The Turkish Online Journal of Educational Technology*, 14(3).

### u06s2 - How Are You Teaching? Assignment Preparation

In preparation for your third assignment How Are You Teaching? in Unit 7, research active learning strategies in the contexts of online and land-based learning environments for adult learners.

In the assignment, you will create two learning activities for your course, one of which will be designed for use in an online setting, and the other for a land-based setting. After researching how to develop active learning strategies, you will create them and explain how each learning environment informs the planning and implementation of each strategy.

Review the Unit 7 assignment directions and How are you Teaching? Scoring Guide to ensure that you understand the requirements of the assignment.

The [Higher Education Concentration Library Guide](#) may be helpful as you research this topic.

#### u06s2 - Learning Components

- Study content development geared to adult learners.

### u06d1 - Identifying Appropriate Content for Adult Learners

Consider the syllabus that you created for the Unit 5 assignment What Are You Teaching? Discuss how you would identify an overall text that would best align with the learning content and objectives for this hypothetical course. Describe the process you would then use to identify supplemental reading for each unit.

## Response Guidelines

Respond to at least two other learners posts by offering comments and suggestions you have regarding the processes they describe.

#### Course Resources

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Graduate Discussion Participation Scoring Guide

#### u06d1 - Learning Components

- Illustrate learning activities for each unit that align with the units' objectives identified within the developed syllabus.

### u06d2 - Motivating Adult Learners

Educational motivation falls into two very broad categories: *intrinsic* and *extrinsic*. Intrinsic motivation is common with adult learners; extrinsic motivation is something under the control of the instructor.

In this discussion, provide a definition of *extrinsic motivation* within the context of teaching adults and discuss at least one strategy you would use in your own course to motivate your adult learners extrinsically.

## Response Guidelines

Respond to two learners by providing any experience or insight you have regarding extrinsic motivation of adult learners.

Course Resources

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Graduate Discussion Participation Scoring Guide

u06d2 - Learning Components

- Study content development geared to adult learners.

## Unit 7 >> Developing and Presenting an Active Learning Strategy

### Introduction

Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

— Arthur W. Chickering & Zelda F. Gamson

In Unit 7, you will research and create active learning strategies useful in both online and land-based learning environments.

While the term *active learning* is frequently associated with small-group activity, it encompasses a much larger arena. For example, active learning strategies can be asynchronous or synchronous. The consistent theme is that these activities be designed to encourage learners to interact in a more active manner with the course content.

Reference

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice, *AAHE Bulletin* 39: 3–7.

### Learning Activities

u07s1 - Studies

## Readings

Use the Capella library to read the following:

- Brockett, R. G. (2015). *Teaching adults: A practical guide for new teachers*. San Francisco, CA: Jossey-Bass.
  - Chapter 7, "Teaching Techniques," pages 69–84.
  - Chapter 8, "Knowing Yourself: Understanding the Teacher Within," pages 85–96.

## Suggested Readings

Use the Capella library to read:

- Blaschke, L. M. (2014). Using social media to engage and develop the online learner in self-determined learning. *Research in Learning Technology*, 22.
- Duarte, P. (2015). The use of a group blog to actively support learning activities. *Active Learning in Higher Education*, 16(2), 103–117.
- Speed, S. A., Bradley, E., & Garland, K. V. (2015). Teaching adult learner characteristics and facilitation strategies through simulation-based practice. *Journal of Educational Technology Systems*, 44(2), 203–229.

### u07d1 - Assignment 3 Draft

This discussion provides an opportunity to receive peer feedback on your Unit 7 assignment, *How Are You Teaching?* before it is submitted. Post a draft of your assignment in the discussion area by Wednesday midnight, CST of week seven. Plan to submit your feedback to three peers by Saturday at noon.

Your draft should include two learning activities for your chosen course units: one for use in an online setting and one for a land-based setting, plus an explanation of how each particular learning environment informs the planning and implementation of each strategy. Incorporate any relevant peer feedback into your assignment and submit it by Sunday at 11:59 p.m. CST.

Refer to the details of the Unit 7 assignment requirements as well as the *How are you Teaching?* Scoring Guide criteria to ensure that you complete all needed elements.

## Response Guidelines

By Saturday, noon CST of week seven, provide substantive feedback to three peers. Include any problems or issues that might occur when implementing these strategies.

### Course Resources

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Graduate Discussion Participation Scoring Guide

### u07d1 - Learning Components

- Create a presentation to illustrate an online learning strategy.
- Research specific active learning strategies that adhere to adult learning theory for an online environment.
- Research specific active learning strategies that adhere to adult learning theory for a face-to-face environment.

### u07d2 - Active Learning Strategies for Adult Learners

For this discussion, complete the following:

- Create a chart that provides a summary of at least four different active learning strategies appropriate for adult learners. A template is linked in Resources for your convenience.
- Identify the purpose of each strategy as well as the advantages and limitations of using the strategy (such as difficult to use online, time-consuming, or logistically difficult in a land-based course).

## Response Guidelines

Review the posts of your peers and respond to at least two with your feedback. Comment on strategies different from those you proposed. Be sure to ask questions if you need clarification.

### Course Resources

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Graduate Discussion Participation Scoring Guide

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Active Learning Strategies for Adult Learners Template

### u07d2 - Learning Components

- Create a table that presents specific instructional strategies for both online and land-based learning environments.
- Research specific active learning strategies that adhere to adult learning theory for a face-to-face environment.

### u07a1 - How Are You Teaching?

For this assignment, develop two learning activities for your course: one for use in an online setting and one for a land-based setting. After researching how to devise active learning strategies, you will create them and explain how the learning environment informs the planning and implementation of each strategy.

There are two parts to this assignment.

#### Part 1

Identify two units from your previously developed syllabus (one unit that is online and one unit that is land-based). You already have identified the unit name, course competencies, unit objectives, and required readings and resources. Using this information, develop at least one active learning strategy that promotes learning about the content area for each of the chosen units. You must create at least two unique active learning strategies.

Complete the following for *each* active learning strategy:

- Analyze active learning strategies regarding facilitation of adult learning.
  - Research the scholarly literature and identify articles on active learning strategies consistent with adult learning.
  - Annotate two scholarly articles selected from the literature search.
  - Explain how the articles relate to your two selected active learning strategies.
  - Include both the annotations and the explanations in an appendix to this assignment with your submission.
- Create active learning strategies for adult learners that adhere to current adult learning theories.
  - State your previously developed learning objectives within the relevant unit from your syllabus for each strategy.
  - Identify the category of each active learning strategy, such as individual, paired, small groups, or cooperative student projects.
  - Define the chosen learning strategy for each unit by including the following:
    - An explanation of the instructor's necessary preparation (studies, physical materials, logistics of learner grouping) required for learners to participate successfully.
    - A description of learner deliverables (learner work will or will not be submitted and graded).
    - A description of learner requirements. Do learners record their answers, ideas, questions or just discuss them?
  - Specify at which part of the class the activity will occur (beginning, middle, end?). Is the activity synchronous or asynchronous?

#### Part 2

Contrast active learning strategies for land-based and online models for teaching.

- Describe in at least three paragraphs how these two active learning strategies will differ based on whether they are online or land-based. Include the following according to each learning environment:
  - Explain changes an instructor must make to move each activity to another learning environment (online to land-based or vice versa).
  - Explain how interaction among learners changes in the other environment.
  - Explain how interactions between the learners and the instructor change.
  - Explain how learner deliverables change.

Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of higher education teaching. Use current edition APA style and formatting.

### Additional Requirements:

- Appendix
  - Two annotated scholarly articles on the chosen active learning strategies.
  - Explanation of the relevance of the articles to your two selected active learning strategies.
- Length: 3–5 pages, including the appendix.
- Font: Times New Roman, 12 point.
- Other: Save this assignment to your ePortfolio.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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[Writing Feedback Tool](#)

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[ePortfolio](#)

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[Higher Education Concentration Library Guide](#)

## Unit 8 >> Assessment as a Teaching Strategy

### Introduction

The word assess comes from the Latin *assidere*, which means to sit beside. Literally then, to assess means to sit beside the learner.

— **Stefanakis, E. H.**

In this unit you will consider assessment as a teaching strategy. Your unit readings discuss two broadly categorized assessments that can be used as motivational teaching strategies: assessment of student learning and assessment of teaching.

Assessments of student learning collect information to help instructors assign grades and to determine if their learners are achieving established objectives. A common type of assessment of student learning is an *achievement test*, which may include multiple-choice, essay, true/false, and short-answer items. Another approach to assessments of student learning is often referred to as *authentic assessment*. They are authentic in that they measure a real-world task or situation; a performance assessment is a common example.

Assessments of teaching are used to collect learner (or, in some situations, peer) feedback to monitor the course learning environment. These assessments are referred to as *classroom assessment techniques* or *learning assessment techniques* in your course readings. A common type of assessment of teaching that you may have completed yourself is an end-of-course student survey.

### Reference

Stefanakis, E. H., (2010). *Differentiated assessment: How to assess the learning potential of every student* (1st ed.). San Francisco, CA: Jossey-Bass.

### Learning Activities

#### u08s1 - Studies

## Readings

Use the Capella library to read:

- Cross, T., & Palese, K. (2015). [Increasing learning: Classroom assessment techniques in the online classroom](#). *American Journal of Distance Education*, 29(2), 98–108.
- Olubummo, C. (2015). [Classroom assessment techniques](#). *Nursing Management*, 46(12), 16–19.
- Scott, J. A. (2016). [Assessing adult learners in project-based learning](#). *International Journal on E-Learning*, 15(2), 243–257.

Use the Internet to read:

- Marks, I. (2014). [Formative \(classroom\) assessment techniques](#). *Acta Technologica Dubnicae*. Retrieved from: <https://www.degruyter.com/view/j/atd.2014.4.issue-1/atd-2015-0012/atd-2015-0012.xml>

## Multimedia

- Access the [Interactive Grading Rubric](#) to study the purpose, structure, and criteria of rubrics.

## Suggested Readings

- Hernández, R. (2012). Does continuous assessment in higher education support student learning? *Higher Education*, 64(4), 489–502.
- Tomlinson, C. A., & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA: ASCD.

## u08s2 - Creating a Lesson Plan Assignment Preparation

Prepare for the last project assignment in Unit 10, Creating a Lesson Plan to Foster the Cycle of Teaching and Learning.

This week take time to do the following:

1. Research elements of a lesson plan appropriate for adults. This final project pulls together your previous three assignments as well as asks you to create an implementable plan for a 60-minute unit lesson.
2. Research teaching methods and strategies in the context of adult learning.
3. Research and consider how a teaching journal could be used to foster the cycle of teaching and learning effectively. For the assignment, you will create a template to organize reflections for use in your future teaching responsibilities. The template should be designed for data collection to facilitate the teaching-learning cycle.

Review the Unit 10 assignment directions and scoring guide to ensure you meet all requirements.

The [Higher Education Concentration Library Guide](#) may be helpful as you do this research.

### u08s2 - Learning Components

- Research concepts involved with effective teaching journals.
- Apply applicable peer and instructor feedback to improve a course syllabus.

## u08d1 - Assessment as a Teaching Strategy

As an instructor, it is important to realize that the value of assessing learners goes beyond grading. Consult your course readings and research in current scholarly literature to better understand how assessments can be a teaching strategy to motivate adult learners.

Discuss what you learned from your reading and research. Be sure to specify types of assessments, their uses, and the role that instructor feedback plays in motivating adult learners.

## Response Guidelines

Respond to at least two other learners by commenting on how their posts help you understand how to implement assessments that motivate adult learners.

### Course Resources

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Graduate Discussion Participation Scoring Guide

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[Capella University Library](#)

### u08d1 - Learning Components

- Discuss various teaching approaches.
- Incorporate peer and instructor feedback to move from theory to practice.

## u08d2 - Assessment of Teaching

Using your unit readings as well as your own independent research, respond to the following:

- How do assessments of teaching differ from assessments of student learning?

- Provide one example of an assessment of teaching that you might find useful in a future course that you facilitate. Be sure to discuss how you would use the results of this teaching assessment.

## Response Guidelines

Review the posts of your peers and share your thoughts on how you would modify or directly implement their identified assessments of teaching.

Course Resources

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Graduate Discussion Participation Scoring Guide

u08d2 - Learning Components

- Incorporate peer and instructor feedback to move from theory to practice.
- Communicate using original work with writing that is articulate, professional, and uses current APA formatting and style.

## Unit 9 >> Evidence-Based Reflection

### Introduction

We do not learn from experience...We learn from reflecting on experience.

— John Dewey

In the previous units, you considered the importance of understanding your learners, what you are teaching, and the best teaching strategies. Unit 9 focuses on how to reflect on your teaching practices to modify and improve them. This improvement may involve changing competencies and objectives; rethinking active learning strategies; and revising assessments.

Reflection can take many forms; one common method in higher education is through use of a teaching journal. In Unit 9, you will consider how best to organize such a journal with thoughts on what is working well and what could be modified with regard to class sessions, assignments, projects, and courseroom activities.

Reference

d'Erizans, R., & Bibbo, T. (2014). E-portfolio: Time to reflect. *The International Schools Journal*, 34(1), 61–66.

### Learning Activities

u09s1 - Studies

## Readings

Use the Capella library to read the following:

- In *Assessing and Improving Your Teaching: Strategies and Rubrics for Faculty Growth and Student Learning*
  - Chapter 7, "Principles of Assessing Teaching," pages 97–114.
  - Chapter 8, "Model for Assessing Teaching," pages 115–128.
- Anderson, D. M., McGuire, F. A., & Cory, L. (2011). *The first day: It happens only once*. *Teaching In Higher Education*, 16(3), 293–303.
- Kinash, S., et al. (2015). *Student feedback: A learning and teaching performance indicator*. *Quality Assurance in Education*, 23(4), 410–428.
- Teoh, S. L., Ming, L. C., & Khan, T. M. (2016). *Faculty perceived barriers and attitudes toward peer review of classroom teaching in higher education settings: A meta-synthesis*. *SAGE Open*, 6(3), 1–8.

## Multimedia

- Click **Cyclical Nature of Teaching** to study the flow of the instructional process.

## Suggested Readings

Use the Capella library to read the following:

- Cacchione, A. (2015). Creative use of Twitter for dynamic assessment in language learning classroom at the university. *Interaction Design and Architecture(s) Journal*, 24, 145–161.
- Hora, M. T., Bouwma-Gearhart, J., & Park, H. J. (2017). Data driven decision-making in the era of accountability: Fostering faculty data cultures for learning. *Review of Higher Education*, 40(3), 391–426.
- Marjanovic, O. (2016). Designing innovative education through action design research: Method and application for teaching design activities in large lecture environments. *JITTA: Journal of Information Technology Theory and Application*, 17(2), 22–50.

Course Resources

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## Cyclical Nature of Teaching

### u09s1 - Learning Components

- Research concepts involved with effective teaching journals.

### u09s2 - Creating a Lesson Plan Assignment Preparation (Continued)

Continue to prepare for the last project assignment in Unit 10, Creating a Lesson Plan to Foster the Cycle of Teaching and Learning.

This week take time to do the following:

1. Research components of a lesson plan appropriate for adults. This final project pulls together your previous three assignments as well as asks you to create an implementable plan for a 60-minute unit lesson.
2. Research teaching methods and strategies within the context of adult learning.
3. Research and consider how a teaching journal could be used to foster the cycle of teaching and learning effectively. For the assignment, you will create a template to organize reflections for use in your future teaching responsibilities. The template should be designed to collect data to facilitate the teaching learning cycle.

Review the Unit 10 assignment directions and the Creating a Lesson Plan to Foster the Cycle of Teaching and Learning Scoring Guide to verify you are working toward completing all components of the assignment.

The [Higher Education Concentration Library Guide](#) may be helpful as you do this research.

### u09s2 - Learning Components

- Research concepts involved with effective teaching journals.

### u09d1 - Evidence-Based Instruction

View the Nature of Learning Cycle linked in Resources. With this in mind, consider teaching and learning as a cyclical process (teach—collect learning evidence—assess—modify—repeat). Create your own diagram illustrating your proposed teaching strategies and methods. Include strategies to collect evidence of student learning and monitor the teaching environment for necessary modification.

Include with your diagram an explanation of how you view the cyclical process of teaching and learning.

## Response Guidelines

Respond to at least two other learners by commenting on any evidence they discussed that you did not, and vice versa.

Course Resources

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## Graduate Discussion Participation Scoring Guide

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### Cyclical Nature of Teaching Illustration

#### u09d1 - Learning Components

- Research concepts involved with effective teaching journals.
- Incorporate peer and instructor feedback to move from theory to practice.

#### u09d2 - Teaching and Learning: A Cyclical Process

The process of reflection is an important responsibility for faculty members to improve teaching. Many instructors, for example, record observations on various classroom activities such as discussion questions, assignments, assessments, and learning activities in a teaching journal.

Discuss how you would organize such a journal for your own purposes: what kinds of evidence would you collect and contemplate?

## Response Guidelines

Respond to at least two other learners by commenting on any evidence they discussed that you did not, and vice versa.

#### Course Resources

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#### Graduate Discussion Participation Scoring Guide

#### u09d2 - Learning Components

- Research concepts involved with effective teaching journals.
- Communicate using original work with writing that is articulate, professional, and uses current APA formatting and style.

### Unit 10 >> Developing Your Teaching Philosophy

#### Introduction

No country can really develop unless its citizens are educated.

— **Nelson Mandela**

One benefit of taking this course is that you now have a repository of information for use in your future interviews for faculty positions. In this final unit, you will reflect on the activities you have undertaken and the strategies learned to establish your own teaching philosophy as further resources for your repository.

The last discussion puts into practice a concept presented in Unit 8: collecting learner feedback to modify and improve teaching strategies and learning activities.

#### Reference

Boehmer, E. (2008). *Nelson Mandela: A very short introduction*. New York, NY: Oxford University Press.

#### Learning Activities

#### u10s1 - Studies

## Readings

Use the Capella library to read:

- Brinthaupt, T. (2014). Using a student-directed teaching philosophy statement to assess and improve one's teaching. *The Journal of Faculty Development*, 28(3), 23–27.
- Hegarty, N. (2015). The growing importance of teaching philosophy statements and what they mean for the future: Why teaching philosophy statements will affect you. *Journal of Adult Education*, 44(2), 28–30.
- Medina, M. S., & Draugalis, J. R. (2013). Writing a teaching philosophy: An evidence-based approach. *American Journal of Health-System Pharmacy*, 70(3), 191–193.

#### u10s1 - Learning Components

- Discuss various teaching approaches.

#### u10s2 - Becoming a Faculty Member

### Career Center Resources

The following resources may be beneficial to you when you seek a higher education faculty position. The application documents needed in the field of teaching in higher education are the curriculum vitae (in place of a resume), cover letter, statement of teaching philosophy (typically), and letters of recommendation.

Study the following application documents:

- [Writing a Statement of Teaching Philosophy](#). Suggestions for writing a statement of teaching philosophy.
- [Curriculum Vitae](#). Explains the important components to include in your CV.
- [Cover Letters](#). Highlights important aspects of your cover letter to explain how your qualifications match a position.

Take some time this week to write your curriculum vitae and a cover letter for a hypothetical job post. For further information, see [Teaching in Higher Education](#).

#### u10s2 - Learning Components

- Discuss various teaching approaches.
- Communicate using original work with writing that is articulate, professional, and uses current APA formatting and style.

#### u10a1 - Creating a Lesson Plan That Fosters the Cycle of Teaching and Learning

The course project compiles your previous three assignments as well as asks you to develop an implementable plan for a 60-minute unit lesson. Along with this lesson plan you will design a template to organize reflections and observations for use in your future teaching responsibilities.

Review, revise, and synthesize your first three assignments into your final project. Along with this synthesis, the final project will include the following requirements:

##### Part 1

- Research components of a lesson plan appropriate for adults and annotate at least one current scholarly article.
- Research teaching methods appropriate for adult learning and annotate at least one current scholarly article.
- Research strategies to assess adult learning and annotate at least one current scholarly article.

##### Part 2

Choose the land-based unit or online unit you used for Assignment 3. Develop an implementable lesson plan that supports differentiated learning by incorporating principles of Universal Design for Learning and adult learning theories for your selected unit. The lesson plan must include the following:

- Unit learning objectives.
- Course content to be taught.
- At least one complete paragraph fully illustrating the relevant active learning strategy created in Assignment 3.
- At least one strategy to check student understanding.
- An implementable template for a reflective journal designed to foster the teaching learning cycle incorporating peer and instructor feedback from the Unit 9 discussion.
- Teaching methods proposed and time allotted for each method, such as lecture (X minutes), question-and-answer (X minutes), group work (X minutes).

### Submission Requirements

- **Appendix:**
  - Annotations one paragraph each.
  - At least one annotation of a current scholarly article on creating lesson plans for adult learners.
  - At least two annotations of current scholarly articles on teaching methods consistent with adult learning.

- At least one current scholarly article on strategies to assess adult learners.
- **Communication:** Communicate in a manner that is scholarly, professional, respectful, and consistent with expectations for professional practice in education. Original work and critical thinking are required regarding your assessment and scholarly writing. Your writing must be free of errors that detract from the overall message.
- **Length:** 5–8 pages not including the appendix.
- **APA Guidelines:** Resources and citations are formatted according to current APA style and formatting guidelines.
- **Font and font size:** Times New Roman, 12 points.
- **Other:** Save this assignment to your ePortfolio.

*Note:* Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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[Literature Review](#)

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[Writing Feedback Tool](#)

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[ePortfolio](#)

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[APA Style and Format](#)

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[Higher Education Concentration Library Guide](#)

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[Smarthinking](#)

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[How Do I Find Peer-Reviewed Articles?](#)

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[Online ePortfolio Guidelines \[PDF\]](#)

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[The Annotated Bibliography](#)

### u10d1 - Creating Your Philosophy of Teaching

Reflect on what you have learned in this course and then create a three- or four-paragraph philosophy of teaching to post in this discussion area. Be sure to include the following:

- A description of your particular teaching approach.
- Your thoughts on motivating adult learners.
- The educational goals you have for your learners.
- The educational goals you have for yourself.

## Response Guidelines

Respond to at least two other learners by commenting on the clarity of their teaching philosophy and providing any editorial suggestions for grammatical errors and breaches in professional communication.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

### u10d1 - Learning Components

- Discuss various teaching approaches.
- Communicate using original work with writing that is articulate, professional, and uses current APA formatting and style.

## u10d2 - Course Reflections

Thank you in advance for reflecting on what you learned in this course. Please respond with brief answers to the following:

- Which unit in this class most engaged you in the course content? Why?
- Which teaching strategy or method studied in this course is the least clear?
- Which action (from the instructor or a peer) did you find most helpful in learning course content?

## Response Guidelines

Read the posts of at least two peers and comment on how your post contrasts to theirs.

Course Resources

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Graduate Discussion Participation Scoring Guide

## u10d2 - Learning Components

- Discuss various teaching approaches.
- Communicate using original work with writing that is articulate, professional, and uses current APA formatting and style.