Syllabus

Course Overview

This course presents best practices of higher education teaching. Learners evaluate multiple teaching models and strategies and their underlying theoretical and research bases. Learners also examine cultural influences on teaching and learning, identify ways to incorporate technology into the teaching-learning process, and assess their teaching dispositions and educational philosophy.

Course Competencies   **(Read Only)**

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

1   Prepare learners to contribute to the enrichment of the broader community and society.

2   Facilitate the learning process for adults.

3   Critically examine personal attributes for effective teaching.

Course Prerequisites

 Cannot be fulfilled by transfer.

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.

Book

Svinicki, M. D., & McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth. ISBN: 9781133936794.

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.

- Palloff, R. M., & Pratt, K. P. (2007). *Building online learning communities: Effective strategies for the virtual classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Wlodkowski, R. J., & Ginsberg, M. B. (2017). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (4th ed.). San Francisco, CA: Jossey-Bass.

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.

- Merriam, S. B. (2004). The changing landscape of adult learning theory. *Review of Adult Learning and Literacy.* 199–220. Retrieved from http://www.ncsall.net/fileadmin/resources/ann_rev/rall_vol4_ch6.pdf

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.

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.

Integrated Materials

Book

Merriam, S. B. (Ed.). (2007). *Non-Western perspectives on learning and knowing: Perspectives from around the world.*

Merriam, S. B., & Brockett, R.G. (2007). *The profession and practice of adult education: An introduction.*

Merriam, S. B., Caffarella, R.S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide*(3rd ed.).

Paloff, R. M., & Pratt, K. P. (2005). *Collaborating online: Learning together in community.*

Seaman, D. F., & Fellenz, R. A. (1989). *Effective strategies for teaching adults.*

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.

- Forsyth, D. R. (n.d.). Prepping: Planning to teach a college class. *The Professor's Guide to Teaching: Psychological Principles and Practices.*
- Levine, S. J. (1991). Techniques for teaching adults, and structuring your classroom presentation. null

Projects

Project ❯❯ Creating a College Course

Project Overview

As your project for this class, you will demonstrate your knowledge of the components of college teaching by creating a course for a college setting. Along with the course components, you will have the opportunity to provide the theoretical basis for your choices.

You will produce the foundation for a course that could be taught in a college environment. If you currently teach in an institute of higher education, you may wish to produce a course you could actually teach in your workplace. If not, you will envision a college setting and create a course you would like to teach someday.

The final project will consist of two components that are both contained within the Creating a College Course Template:

1. The overview of your course including a course syllabus and contents for each unit, which you will write to the extent necessary to fully describe what you would give your learners.
2. An appendix to the template where you will provide the theoretical basis for your choices—explaining the theories, principles, best practices, and reasons behind the choices and referencing the course materials and outside readings that you used to make your choices.

You are expected to include the following in your writing of the Creating a College Course Template:

Appropriate subject matter: Your course can facilitate instruction in any subject that might be taught in a college or university setting, including technical schools and other institutions of higher learning. Choose a subject you might wish to teach at your college or a subject you very much enjoy.

Length: The Creating a College Course Template is designed to accommodate four learning units. This represents a minimal number of weeks but was chosen so that you are not taxed with coming up with more ideas than necessary to learn how to write a college course. You may write more units of your course if you choose, but this is not recommended.

Location: Your course should be designed as a land-based face-to-face course that will also have an online component, such as a Moodle classroom or other site for learners to participate online.

College setting: Include some information that describes the college environment (the type of institution, demographics, generations of learners, aspects of diversity, and so on) in which your course will be taught.

Components to include in the course syllabus:

- The course description.
- Overall course goals.
- Course materials (such as readings and Internet searches).
- Your introduction to the subject and classroom.
- A list of your faculty expectations.
- A course outline.
- An explanation of how you will assess learning through papers, tests, assignments, final projects, and so on.

Unit components to include:

- Unit objectives.
- Unit introductions.
- Unit readings or internet searches.
- Presentations.
- Group activities or discussions.

- An explanation of your use of technology in each unit.
- A description of the use of an online component for each unit.
- An assessment of learning—show how you will assess what your students have learned using papers, tests, quizzes, final projects, student presentations, and so on.

Appendix: In addition to writing the components of a course, you will have the opportunity to record the theories, principles, and best practices that are driving your decision making. This will be written into the Appendix: Theoretical Framework section of the Creating a College Course Template. Included in this section will be the theoretical basis for the following:

- Course syllabus.
- Course goals and unit objectives.
- Unit introductions.
- Unit presentations.
- Collaborative activities and discussions for each unit.
- Use of technology in each unit.
- Inclusion of an online component to your land-based classroom, with an explanation of how the component will be used in each unit.
- Assessments of learning.
- Ways in which you are enhancing learner self-direction and transformational learning overall.

Written Communication: Writing is well-formatted and free of errors that detract from the overall message.

APA formatting: Resources and citations are formatted according to APA (6th edition) style and formatting.

Font and font size: Arial, 12 point (Note that your template is already set up for the correct font size. For easy readability, please do not use a font size smaller than 12.).

Unit 1 ▶▶ Introduction to College Teaching: What to Expect

Introduction

Welcome to ED7312 – Teaching Adults. This course has been developed to assist Capella learners who would like to work in higher education—in colleges, community colleges, technical colleges, or universities—or who are currently working in such institutions, in understanding what they can expect to experience while teaching in modern colleges or universities in the United States. Because of the current popularity of e-learning and the prevalence of the Internet even within traditional land-based institutions, we will facilitate your understanding of how the classroom can be integrated with the online courseroom so that you will leave this course with knowledge of ways to lead either type of class you may encounter.

Your texts and other readings were chosen to provide a wide array of theories, models, philosophies, techniques, and practices you may find helpful in your teaching. To help you anchor so many ideas, you will create a course that you might deliver either at your current college or that represents a course you might like to teach at some institution in the future. Creating this course will give you an opportunity to put into practice what you are learning about how to motivate learners by providing an exciting array of activities to stimulate learning.

Specifically, this course provides the following learning opportunities:

- The expertise of Drs. Sherry and Jim Forkum, both of whom are Capella graduates and who now have a mission to share, as public speakers, what they have learned about Adult Learning at Capella, including:

1. A look at the various generations who are attending college and university classes today, including the youngest generation of college goers, and how to create rapport between the young, the old, and all generations in between.
2. A variety of ideas for ways to use technology, including e-learning technology, in your classroom.
3. Creative ideas to encourage collaboration as a way of learning.

- Reading materials that discuss the field of adult education and in particular the theory of teaching adults called andragogy, for those not yet familiar with the theories, principles, and practices of the field of adult education. We hope you will find these most interesting as you realize that teaching those who are moving into *independence* on various levels can be very different than teaching children, as adults' motivation and sense of self can become a major factor in their decision to learn.
- The opportunity to interact with Capella learners from many schools and disciplines, including psychology, business, human resources, IT and education. As you progress through the course, you will have the opportunity to work in collaborative groups with those within your own field or with a mixed group of learners from several fields of endeavor.
- Advanced instruction on how to motivate your learners. A major feature of this course is the text *Enhancing Adult Motivation to Learn* by Raymond J. Wlodkowski. This author includes over 50 strategies you can use to work on your own thought process and attitude toward learners and to encourage your students' interest in furthering their learning.
- Instructions from one of the top teams on online instruction today, Rena Palloff and Keith Pratt. This team has been working with teachers and institutions internationally since 1994, aiding them specifically in understanding how to approach and design e-learning courses that will bring faculty and learners closer together in learning communities. We are grateful to be able to include their text *Building Online Learning Communities* in your repertoire of resources.
- A course project that will give you a platform for integrating all that you learn into the creation of a course that you might be able to use at your current institution or in the college or university you envision yourself teaching in some day.

We also offer you the opportunity to keep a journal of your great ideas for teaching. This journal will just be for you. While you may be asked to share ideas from your journal, it will not be turned in or graded. You are asked to keep the ideas that come to you during the course in this journal so that they do not get scattered and are available when you are ready to add another aspect to your work on your final course project.

Learning Activities

u01s1 - Readings

Required Readings

Use the texts, the Capella University Library, and the introduction to this learning unit to complete the following:

- Read the introduction to this learning unit, "Unit 1 – Introduction to College Teaching: What to Expect."
- In *McKeachie's Teaching Tips*:
  - Read Chapter 1, "Introduction," pages 3–5.
  - Read Chapter 21, "Teaching Thinking," pages 305–318.
- Read S. B. Merriam's 2004 article, "The Changing Landscape of Adult Learning Theory," from *Review of Adult Learning and Literacy*, pages 199–220.

Optional Readings

For further reading, you might use the Capella Library to locate and read the following optional texts:

- S. B. Merriam and R. G. Brockett's 2007 book *The Profession and Practice of Adult Education: An Introduction.*
- The third edition of S. B. Merriam, R. S. Caffarella, and L. M. Baumgartner's 2007 book *Learning in Adulthood: A Comprehensive Guide*.
- D. F. Seaman and R. A. Fellenz's 1989 book *Effective Strategies for Teaching Adults*.

Multimedia

View the following audio and video presentations:

- Click **Launch Presentation** to view the *Generational Groups in the Class and Courserooms* video by Drs. Jim and Sherry Forkum.
- Click **Launch Presentation** to view the *Millennials: How to Teach Them* video by Drs. Jim and Sherry Forkum.

Course Resources

Generational Groups in the Class and Courserooms

The Millennials: How to Teach Them

u01s2 - Project - Preparation

In this course you will design a four-unit college course that you might someday teach at your current college or at a college or university you might envision. Begin preparing for this project by reviewing the Creating a College Course Template and by reading the Creating a College Course course project description for full project completion details.

There will be two aspects to this project.

1. You will design a four-unit course, taking into consideration weekly presentations, group work, use of technology, addition of an online aspect to the course, and assessment of your learners. You will create the course in your Creating a College Course Template.
2. You will also provide the theoretical framework for the decisions you make regarding the contents of your class. You will compile this information in the Appendix: Theoretical Framework section of the template.

You will complete segments of your course design as assignments that you will turn in throughout the course:

- In Unit 1, you will write your course setting as one of your discussions.
- In Unit 4, you will submit your course syllabus (description, materials, introduction, expectations, outline, assessments, and so on).
- In Unit 7, you will submit what you have written for your Unit activities (see template).
- In Unit 9, you will submit a draft of your course template, including your theoretical framework, for peer critique and instructor review.
- In Unit 10, you will submit the final version of your Creating a College Course Template, including the appendix where you will submit your theoretical framework for all the decisions you have made.

Note: You submit an assignment draft to your instructor and a discussion draft to your peers. This gives you an opportunity to revise your course project before you submit the completed project in Unit 10.

u01s3 - Optional - Journal Writing

You are strongly encouraged to keep a journal throughout this course to capture your great ideas for activities to include in your proposed college course. As you read your text and as you engage in dialogue with other learners, many ideas will surface for course readings, group activities, presentations, and assessments, as well as your basis for making these decisions. Your journal will allow you to record all these ideas and to document your understanding of theories, principles, and best practices. Some of these ideas may end up in your course activities, and some may be useful in writing your theoretical framework in which you will explain the theoretical basis for the decisions you make in your course activities.

Keeping all your great ideas and a record of the theories you are learning in your journal helps ensure that all these ideas are in one place and available to you when you need them as you move through the course. From time to time, you will be asked to discuss the ideas you are capturing. However, the journal will not be graded or turned in to your instructor.

u01d1 - Course Setting

In this course, you will learn various aspects of the work of a college instructor in today's environment. You will also design a potential course that you might wish to teach at your current institution or at some college or university you envision in your future.

For this discussion, provide information about your course and give it context.

Describe briefly the subject you will be teaching as well as the setting of the college you are envisioning.

- What is the general culture there?
- What generations attend classes there?

Describe the characteristics of the students. Take into account the ages, ethnicities, and professions represented and the likely amount of experience the students would have with your subject.

In your discussion, refer to the multimedia presentations by Drs. Forkum as well as your readings. Review the Discussion Participation Scoring Guide.

Response Guidelines

Review other learners' posts and respond to all learners with whom there are knowledge and experience similarities.

Course Resources

Graduate Discussion Participation Scoring Guide

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u01d2 - Adult Learning

For this discussion, write about the following:

1. Have you already taught in a college classroom, or will this be your first introduction to college teaching?
2. After reading about the field of adult education and the principles of andragogy in the S. B. Merriam article, share what is most important to you about adult learning that you would like to carry into your future teaching.

Response Guidelines

Review other learners' posts and respond to all learners with whom there are knowledge and experience similarities.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 ⟩⟩ Motivating Learners

Introduction

One of the most asked questions of college instructors, when they are upgrading their skills and updating their curriculum, is: "How do I motivate my students?" Teachers of adult learners face the challenge of motivating adults to believe in themselves, their dreams, and their goals; to overcome potential obstacles to learning; and to keep their vision of themselves accomplishing what they set their minds to do. This unit features the text *Enhancing Adult Motivation to Learn*, with the hope that diving into the art of motivation will lead you to feel that you are ready for the work of enhancing learning.

This text was chosen because it gives nearly sixty strategies not only to help your learners stay motivated but also to help you with your own philosophy of learning—to make sure that you are gaining the sensitivity needed to become someone that learners can trust to empathize with during their journey.

From *Enhancing Adult Motivation to Learn*:

> Instructors of adults face the challenge of seeing the learners' world and what they want from it as the learners see it. Adults learn largely in response to their own goals and perceptions, not those of their instructors. Empathy is the skill that allows instructors to meet the formidable requirement for motivating instruction. As a discipline, adult education seems to universally recognize the importance of empathy in teaching adults.
>
> For instructors of adults, the pillar of empathy has three parts:
>
> 1. We have a realistic understanding of the learners' goals, perspectives, and expectations of what is being learned.
> 2. We have adapted our instruction to the learners' levels of experience and skill development.
> 3. We continuously consider the learners' perspectives and feelings.
>
> These three criteria will help us know when we have reached the level of empathy necessary for motivating instruction (Wlodkowski, 2008, pp. 58–59).

In this unit, you will also begin writing in your journal. Though the journal will not be turned in to your instructor, it will serve as a handy place to keep the great ideas that come to you as you read your texts and watch presentations.

Reference

Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (3rd ed.). San Francisco, CA: Jossey-Bass.

Learning Activities

u02s1 - Readings

Required Readings

- Use the *McKeachie's Teaching Tips* text to complete the following:
    - Read Chapter 11, "Motivation in the College Classroom," pages 139–149.

- Use the <u>*Enhancing Adult Motivation to Learn*</u> text to complete the following:
    - Read Chapter 1, "Understanding Motivation for Adult Learners," pages 1–28.
    - Read Chapter 2, "Understanding How Aging and Culture Affect Motivation to Learn," pages 29–46.
    - Read Chapter 3, "Characteristics and Skills of a Motivating Instructor," pages 47–79.

Multimedia

Click **Launch Presentation** to view Brain-Based Learning.

Course Resources

Brain-Based Learning

u02s2 - Optional - Journal Writing

Continue writing in your journal in order to capture ideas for activities you might wish to include in your proposed college course. In particular, prepare to include the framework, theories, practices, and ideas presented in this course and in outside readings that have helped you come to decisions regarding how you will motivate your learners in your proposed course.

Writing about this in your journal helps ensure that all these ideas are in one place and available to you when you need them as you move through the course. From time to time, you will be asked to discuss the ideas you are capturing. Remember, the journal will not be graded or turned in to your instructor.

u02d1 - How We Learn

For this discussion, based on your readings, respond to the following questions:

- How important is it to understand how the adult brain works and other aspects of how we learn, such as emotions, learning styles, and so on?
- In what ways will this understanding be reflected in your teaching and your course?
- What have you been particularly impressed with?

Reference the course readings, any outside texts you may have read, and your own experience as a learner.

Response Guidelines

Review and respond to posts of at least two other learners.

Course Resources

u02d2 - Characteristics of a Motivated Instructor

After reading about the characteristics of a motivated instructor, take some time to reflect on your own personal characteristics. Which characteristics do you already have, and which ones will you need to develop further? Your answer should reference the specific characteristics and skills discussed in your texts.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 ⟩⟩ When Teaching Goes Online

Introduction

The focus for this unit is online learning. Palloff and Pratt's text *Building Online Learning Communities* is intended to provide you with a solid foundation for any work you might do in the online environment in your future.

In addition to your texts, this unit features presentations focusing on the use of technology in college courses, including the hybrid approach where online components are combined with the land-based classroom. Dr. Sherry Forkum's discussion of how she uses a Moodle courseroom as an adjunct to her college classroom should hold your interest, as you will be asked to include an online component in your envisioned course. You might choose a Moodle courseroom or some other aspect of online learning. Other presentations will provide you with ideas for other uses of technology in your classroom.

The presentation "Face to Face vs. Online Learning," along with Stephen Brookfield's presentation in this unit, will help you note some of the differences you can expect between the delivery of instruction in the traditional classroom and delivery in the online environment.

In this unit, you will be asked to join a study group. The reason for joining a group is so that you have other learners with whom to discuss your plans and to brainstorm options. Choose the group composed of people from your school at Capella, or join a mixed group if you prefer discussions with a diverse group of learners.

Learning Activities

u03s1 - Readings

Required Readings

Use the texts and the introduction to this learning unit to complete the following:

- Read the introduction to this learning unit, "Unit 3 – When Teaching Goes Online."
- In *McKeachie's Teaching Tips*:
    - Read Chapter 17, "Technology and Teaching," pages 232–264.
- In *Building Online Learning Communities*:
    - Read Chapter 1, "When Teaching and Learning Leave the Classroom," pages 3–23.
    - Read Chapter 2, "Recontextualizing Community," pages 25–43.
    - Read Chapter 3, "The Human Side of Online Learning," pages 45–65.
    - **Optional but recommended:** Review pages 271–274 of "Appendix B: Glossary of Terms Used in Online Education."
    - **Optional but recommended:** Review pages 275–276 of "Appendix C: Internet Resources for Online Education."

Multimedia

View the following audio and video presentations by Drs. Jim and Sherry Forkum on the use of technology in college courses:

- Click **Launch Presentation** to view *Online Course Techniques in a Land-Based Classroom*.
- Click **Launch Presentation** to view *Using Technology, Software and Programs in the College Classroom*.

Use the following presentations to learn more about the differences in the delivery of instruction in the traditional classroom versus in the online environment:

- Click **Launch Presentation** to listen to *Face to Face vs. Online Learning*.
- Click **Launch Presentation** to view *Stephen Brookfield's Seven Principles of Effective Instruction: Brick and Mortar vs. Online/Hybrid*.

Course Resources

Online Course Techniques in a Land-Based Classroom

Stephen Brookfield's Seven Principles of Effective Instruction: Brick and Mortar versus Online/Hybrid

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Using Technology, Software, and Programs in the College Classroom

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Face to Face versus Online Learning

u03s2 - Optional - Journal Writing

Continue writing in your journal any ideas that come to you for your potential course. In particular, note that for each unit of your course, you will need to use technology (such as Internet searches, technology-based presentations, podcasts, PowerPoint, audio or video, or computers). Also note ideas for an online component in your classroom.

Remember that you will be writing the theoretical framework for your use of technology and the Internet in your course. Begin keeping track of principles, theories, and best practices for use of technology in preparation for writing these into your Creating a College Course Template later in the course.

u03d1 - Using Technology

The course you will write for this class will be land-based but will have an online component to it. In addition, you are required to demonstrate how you will bring technology into your curriculum design. React to your readings on use of technology in the classroom, and to the Forkum presentations on using technology in the courseroom. Describe ways you would use technology in a face-to-face classroom. Then consider how you envision adding an online component to the course you are designing. What are possible pros and cons for this? Explain which activities would best be done in class and which might be done online.

Response Guidelines

Review and respond to posts of at least two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

u03d2 - Community Building

Join a study group. For this unit and subsequent units, your instructor will establish the following study groups so that you can communicate about your ideas with others who are in the same field of study as you:

- Psychology Study Group.
- Business Study Group.
- Education Study Group.
    - Adult Education.
    - Curriculum and Instruction.
    - Educational Leadership.
    - Performance Improvement Leadership.
    - Reading and Literacy.
- Health Practitioners Study Group.
- Human Services Study Group.
- IT Study Group
- Mixed Learners Study Group.

Choose a group to join based on your desire to meet with learners from your school at Capella, or join the mixed group if you prefer to learn with a diverse group of learners.

This week, meet with this group and introduce yourself, sharing ideas about your goal to teach in a college or university. For this discussion, complete the following:

- Review with your study group ways you can encourage the development of a true community in both the land-based classroom and in an online courseroom. Begin by defining what community means to you.
- Describe what people will feel and gain by being in the learning community you develop?
- Reference the texts and presentation *with correct APA citations*; also feel free to do some research on your own and share your own creative ideas with your peers.

Note: From this unit on, you will sometimes meet in your study group to share your responses to a discussion question.

Response Guidelines

Review and respond to posts of at least two other learners in the study group area.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 4 ❯❯ Strategies for Facilitation

 Introduction

Until now, you have been reading and viewing presentations that have bolstered your understanding of how adults learn and how to motivate them in both land-based and online environments. In this unit, you will begin to learn the practical application required to create and run a college-level course.

You will examine what you need to accomplish before class begins and learn how to plan for your first day of class. You will also gain practical ideas for planning the online component of your course. Palloff and Pratt include several pages and a chart to help you think about the amount of time it will take to prepare the online component as against your classroom preparation. They also deal with financial and other administrative issues.

The readings in Wlodkowski's *Enhancing Adult Motivation to Learn* open up strategies you can use to review your own teaching philosophy to ensure that you are correctly focused on meeting learner needs and that you are using best practices in your course.

The focus in Unit 4 offers more wonderful suggestions for your integration with learners to keep them interested and motivated for learning. Should you have time to read Joseph Levine's article (see optional reading), you will gain even more practical suggestions for the application of best practices in college teaching.

After you complete your readings, you will be invited to write your course syllabus. Several examples of course syllabi are provided for you in this course. If you already work for a college or university, you may choose to use a syllabus from that institution for your syllabus. Capella uses a syllabus in every course; look at the syllabus for this or any other course you have taken at Capella for good examples. The document Creating a College Course Template provides a section based in some ways on the Capella syllabus. Other good examples of syllabi can be found in the reading for this unit from *Building Online Learning Communities*: "Appendix A: Examples of Course Syllabi," which displays several different ways of compiling a syllabus. You may use the format provided for you in the Creating a College Course Template or add new sections to the template to reflect other ideas or another format you wish to create for your course.

Learning Activities

u04s1 - Readings

Required Readings

Use the texts and the introduction to this learning unit to complete the following:

- Read the introduction to this learning unit, "Unit 4 – Strategies for Facilitation."
- In *McKeachie's Teaching Tips*:
    ◦ Read Chapter 2, "Countdown for Course Preparation," pages 6–18.
    ◦ Read Chapter 3, "Meeting a Class for the First Time," pages 19–25.

- In *Building Online Learning Communities*:
    ◦ Read Chapter 4, "Practical Considerations in Online Learning," pages 67–88.
    ◦ Read Chapter 6, "Moving Teaching and Learning Online," pages 105–126.
    ◦ Read Chapter 7, "Building Foundations," pages 129–155.
    ◦ Review pages 239–269 of "Appendix A: Examples of Course Syllabi."

- In *Enhancing Adult Motivation to Learn*:
    ◦ Read Chapter 6, "Establishing Inclusion Among Adult Learners," pages 147–181.
    ◦ Review the strategies listed in Chapter 7, "Helping Adults Develop Positive Attitudes Toward Learning," pages 183–225. Pay special attention to those that fit with your teaching practice.

Optional Readings

Use the Internet to locate and read the following optional texts:

- S. J. Levine's 1991 online article "Techniques for Teaching Adults, and Structuring Your Classroom Presentation."
- Chapter 1, "Prepping: Planning to Teach a College Class," by D. R. Forsyth, in the American Psychological Association book The Professor's Guide to Teaching: Psychological Principles and Practices. (You can refer to this chapter if you would like to do further research on the topics of teaching and designing courses.)

u04s2 - Optional - Journal Writing

Continue writing in your journal any ideas that come to you for your potential course. For this unit you will complete your Syllabus, in which you have written about the overview of your class, your objectives and goals, and what you want your learners to understand about your expectations. Use your journal to keep track of the theoretical basis for the elements of your syllabus for future writing in your appendix.

u04d1 - Planning Your Course

What planning and preparation would you need to accomplish before you are ready for the first day of your course? Consider all activities you need to accomplish prior to your first class meeting including:

- Reviewing your teaching philosophy. How will this affect your interaction with students? Other faculty?
- Contemplating learner characteristics.
- Getting to know the staff requirements and rules at your institution.
- Deciding what to include in your syllabus.
- Making arrangements for use of technology including e-learning technology.

What else can you think of, and what techniques will you use to be sure you are ready when the course begins?

Response Guidelines

Review and respond to posts of at least two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

u04a1 - Course Syllabus

Your assignment for this Unit is to compose your course Syllabus. The Syllabus will be a living document. It will continue to change as you learn more and garner a plethora of ideas for ways to share your subject. Though what you turn in will not be the final version, create a Syllabus for your course that you will submit in this unit in the assignment area. You may choose to use any of the models for good syllabi provided in the course materials or used at Capella (for instance, you may want to review the syllabus for this course or other courses you are taking at Capella). We suggest you familiarize yourself with these models, but you may alter the format and the template as you please.

As best you can at this point in your work—realizing that you will continue to add to and edit your syllabus—include the following in your Syllabus:

- Course description (a brief description of your course).
- Goals for your course. (NOTE: you will also be placing objectives in each unit, but these first goals should reflect what you want learners to take away from the course in general.)
- Course readings and materials. (What texts, articles, audio and video presentations, or Internet searches will you include? If you do not know yet, you should at least provide some idea of what you will be searching for. You can continue to add to this list of course materials.)
- Your introduction and faculty expectations. (Tell your learners a bit about your philosophy of learning and what you expect them to accomplish and understand as you and they begin your relationship.)
- Course outline (a brief outline of what you will include in each unit).
- Course assessments (an explanation of how you will assess learners' assimilation of the course material, including assignments, papers, projects, tests, and so on).

Create a minimum of four units for the course you are designing. Fulfilling the requirements for this course may be easier if you keep to the minimum number of units; however, if you prefer to create a course with more units, that is also acceptable, but it is not recommended.

Use the Creating a College Course Template to create your Syllabus. You will find appropriate sections in the template to compile the text for your Syllabus. After you have submitted your Syllabus to your instructor in this unit, you will be able to add to and refine it as you move through the course.

Submit this assignment in the assignment area of the courseroom.

Course Resources

Creating a College Course Template

u04d2 - An Irresistible Invitation to Learn

Post your response in your study group.

Of the many strategies you have read about in *Enhancing Adult Motivation to Learn* and the other texts in this course, select elements of good teaching that would make your subject "an irresistible invitation to learn" (Wlodkowski, 2017, p. 222).

Response Guidelines

Review and respond to posts of at least two other learners in the study group area.

Course Resources

Unit 5 ❯❯ Strategies for Introducing New Knowledge

Introduction

In this unit, you will learn the pros and cons of the university community's favorite presentation medium: the lecture. The staple of the college course, the lecture came under scrutiny with the advent of the adult education movement in the last century.

As Seaman and Fellenz (1989) explain it:

> For a long time, teaching has been equated with telling, even though presentation strategies, for the most part, appeal to a limited number of sensory organs. However, in some situations these strategies foster effective adult learning. The successful educator must simply know when and how to use them correctly (Seaman & Fellenz, 1989, p. 51).

The course you are developing will be a land-based, face-to-face course. How will you present new material each week to your learners? Picture yourself walking into the classroom. You have something to teach, but how will you go about it? Will you share informally, perhaps drawing on the blackboard? Will you give a formal lecture? Will it include visuals, such as a PowerPoint presentation or a video?

Your reading in the Svinicki and McKeachie text provides tips for using lecture effectively. This unit's readings will also introduce you to alternative approaches to presenting information that can help you be sensitive to the learning styles of your students, so that occasionally you may choose different approaches to present your subject. These approaches might include using a panel or symposium, providing space for use of interview techniques or pure dialogue, or using demonstration or debate. Modern technology, such as PowerPoint or podcasts, can become an alternative presentation strategy.

Another powerful teaching tool is discussion. As you have probably noted, this often becomes the primary way of communicating in an online courseroom. Your reading from Stephen Brookfield contains strategies for making discussions more effective.

Reference

Seaman, D. F., & Fellenz, R. A. (1989). *Effective strategies for teaching adults.* New York, NY: Macmillan Publishing Company.

Learning Activities

u05s1 - Readings

Required Readings

Use the texts, the Internet, and the introduction to this learning unit to complete the following:

- Read the introduction to this learning unit, "Unit 5 – Presentation Strategies."
- In *McKeachie's Teaching Tips*:
  - Read Chapter 5, "Facilitating Discussion," pages 38–57.
  - Read Chapter 6, "How to Make Lectures More Effective," pages 58–72.
- In *Enhancing Adult Motivation to Learn*:
  - Read Chapter 8, "Enhancing Meaning in Learning Activities," pages 227–301.
- Read Stephen Brookfield's 2006 PowerPoint presentation "Discussion as a Way of Teaching" [PPTX].

Optional Readings

Use the Capella library to locate and read D. F. Seaman and R. A. Fellenz's 1989 book Effective Strategies for Teaching Adults.

PowerPoint Presentation

View Discussion as a Way of Teaching, from Stephen Brookfield.

u05s2 - Optional - Journal Writing

Continue writing in your journal any ideas that come to you for your potential course. Note in your journal the theories and principles about doctrine that underlie your choice of presentations for each unit.

u05d1 - Study Groups - Presenting New Information

In your study group, discuss primary presentation methods of which you are aware.

- What problems arise for learners when lectures are overused?
- What are some alternatives to lecturing that meet learners' various learning styles?

Also, share your current ideas for presentations you plan to include in your course design. Ask for feedback from your peers and for ways to improve these ideas.

Response Guidelines

Review and respond to posts of at least two other learners in the study group area.

Course Resources

Graduate Discussion Participation Scoring Guide

u05d2 - Collaboration

Using the text *Enhancing Adult Motivation to Learn* or referencing any other learning materials included in this course, talk about how you plan to get people involved collaborating with one another on the subject of your presentations. List the strategies you have learned so far that would encourage students to open up and share with each other their reactions to the knowledge you are providing.

Reference

Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (3rd ed.). San Francisco, CA: Jossey-Bass.

Response Guidelines

Review and respond to posts of at least two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 ≫ Create Learning Communities

Introduction

In this unit, we bring you more information about working collaboratively with groups, creating creative learning communities, and accepting diverse ways of thinking and knowing. You will read about this in the Svinicki and McKeachie text, where they explain that working with peers keeps learners involved, satisfies a social need, reduces absenteeism, and can provide a better level of understanding due to the discussions that ensue between peer learners.

In this unit, you should also begin to work on the "All Units Components" for your course project.

Learning Activities

u06s1 - Readings

Required Readings

Use the text and the introduction to this learning unit to complete the following:

- Read the introduction to this learning unit, "Unit 6 – Creating Learning Communities."
- In *McKeachie's Teaching Tips*:
    ◦ Read Chapter 12, "Teaching Culturally Diverse Students," pages 150–171.

u06s2 - Optional Readings

Optional Readings

Use the Capella library to locate and read the following optional texts:

- Non-Western Perspectives on Learning and Knowing: Perspectives From Around the World, edited by S. B. Merriam (2007).
- R. M. Palloff and K. P. Pratt's 2005 book Collaborating Online: Learning Together in Community.

u06s3 - Optional - Journal Writing

Continue writing in your journal any ideas that come to you for your potential course. Note in your journal the principles and theories regarding collaborative work that will drive decisions regarding group activities in your course so that these ideas will be available to you when you write your unit components (due next unit) and your theoretical framework.

u06d1 - Study Groups - Culture and Communication

Share these thoughts with your study group:

Consider the learners you described in Unit 1, and think about their potential cultural sensitivities. After reading about diversity and collaborative learning, what principles and practices will you incorporate into your teaching and course development to reflect best practices for college teaching?

Response Guidelines

Review and respond to posts of at least two other learners in the study group area.

Course Resources

Unit 7 ›› Collaborative Learning: Strategies for Working with Groups

Introduction

In this unit, you will continue your learning about working with groups through readings in the Svinicki and McKeachie text and the Palloff and Pratt text.

Palloff and Pratt (2005) help us define what we mean by *collaboration*:

> Collaboration. This is a word that sends chills up the spines of some instructors. For them, collaboration brings visions of students who resist working in groups, the struggle to create equitable teams of students, uneven participation, and the difficulty of evaluation and grading the products produced by a group. For others, however, collaboration means sending students off to work together in creative ways, moving out of the box of traditional papers and projects, and empowering students to deepen the learning experience through their work with one another.

> In the online environment, collaboration can be seen as the cornerstone of the educational experience. Just about everything that students engage in online, from participation on a discussion board to working in small groups, can be viewed as collaborative… Collaboration forms the foundation of a learning community online—it brings students together to support the learning of each member of the group while promoting creativity and critical thinking (Paloff & Pratt, 2005, p. xi).

The fruit of your learning about group work will be your own listing of ideas for having learners work collaboratively in your new course. You are expected to include a different group activity in each of your units. Hopefully, you have kept your ideas for group work in your journal for just this type of opportunity.

In this unit, you submit the Unit Components assignment.

Reference

Palloff, R. M., & Pratt, K. P. (2005). *Collaborating online: Learning together in community.* San Francisco, CA: Jossey-Bass.

Learning Activities

u07s1 - Readings

Required Readings

Use the texts and the introduction to this learning unit to complete the following:

- Read the introduction to this learning unit, "Unit 7 – Collaborative Learning: Strategies for Working With Groups.
- In *McKeachie's Teaching Tips*:
    - Read Chapter 15, "Experiential Learning: Case-Based, Problem-Based, and Reality-Based," pages 203–212.
- In *Building Online Learning Communities*:
    - Read Chapter 8, "Promoting Collaborative Learning," pages 157–184.

Optional Readings

Use the Capella library to locate and read the optional book Collaborating Online: Learning Together in Community by R. M. Palloff and K. P. Pratt (2005).

Multimedia

Click **Launch Presentation** to view the *Working Corroboratively with Others* video by Jim and Sherry Forkum.

Course Resources

Working Corroboratively with Others

u07s2 - Optional - Journal Writing

Continue writing in your journal any ideas that come to you for your potential course—noting concepts, principles, and theories you feel are important to acknowledge.

u07d1 - Study Groups - Share Your Unit Activities

In your Study Group, post the compilation of all your Unit activities that you will turn in as your Unit 7 assignment. By sharing your great ideas with one another, you are growing your portfolio of activities you can choose from as you continue learning new creative ways of gaining the attention of learners and encouraging them to get involved with fun collaborative exercises.

Response Guidelines

Review and respond to posts of at least two other learners in the study group area.

Course Resources

Graduate Discussion Participation Scoring Guide

u07d2 - Teaching to the Generations

After hearing the Forkums, share some techniques for working with a class that includes various generations.

Taking into consideration any other elements of diversity, which strategies and techniques do you intend to include in your proposed course to meet your diversity needs?

Response Guidelines

Review and respond to posts of at least two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

u07a1 - All Unit Activities

Turn in your Unit Components assignment in the assignment area. To complete the assignment, you should have written about each of these requirement elements for each unit in your course. List each of these per each unit:

Unit Objectives

- Identify three to five objectives for each unit. What will learners take away from the unit after fulfilling all required activities? You may include more objectives if you wish, but keep in mind how much is realistically attainable for each unit.

Unit Introductions

- Introduce the topic for the unit to your learners. Provide an overall, big-picture view of what will be covered in each unit, how it fits into the course as a whole, and how it can possibly be applied in a real-world situation. Be personal and welcoming to give your students a sense that they can trust you and can ask you questions at any time. Insert quotations, paraphrases, and materials from applicable publications to support or enhance the unit introduction. Cite all references using APA style and formatting.

Unit Readings and/or Internet Searches

- Place here the list of readings, journal articles, and Web sites to be read during this unit. Readings and research should pertain to the unit topic.

Unit Presentations

- Remember that your course is to be land-based but containing also an online component. Considering your subject, develop presentations for each of your four units that incorporate what you have learned about elements of good teaching and best practices, your personal teaching style, and your knowledge of the various ways in which learners like to learn. For this assignment, you do not need to write the complete presentations; rather, describe what you would like to present and how it might be accomplished through presentation strategies (for example, lectures, PowerPoint or other technology, class discussions).

Collaboration

- Aside from online discussions you may use, how will you encourage learners to collaborate with one another? Write group collaboration activities for each unit.

Unit Use of Technology

- For each unit, share here how you will use technology. Is it used in your presentation? Will you send learners out to explore the Internet, or to watch specific videos? Describe how you will weave technology into each unit.

Unit Online Components

- How will you wrap the Internet into your course? This can be done by including an online "blackboard" like Moodle or through the use of some other software. Each unit should contain some online component.

Unit Assessments

- Also describe how you assess how much your students are learning for each unit. An assessment can range from a formal review, like a quiz or team, to a total non-formal self-reflecting essay they might write about their feelings about what they are learning.

Your instructor will provide feedback regarding your unit components so that you can rewrite them before turning in your Course Draft in Unit 9.

Course Resources

Creating a College Course Template

Unit 8 ❯❯ Self-Directed and Transformative Learning

Introduction

Our subject for this unit returns us to important principles and theories of adult learning. These two concepts—learner self-direction and the transformation of learners engaged in adult education—have become some of the most important developments in the modern years of the movement.

The following explanation is from *The Profession and Practice of Adult Education* (2007) by Sharan Merriam and Ralph Brocket:

"Some of the most important developments in adult education over the past three decades have been in the area of self-directed learning. Although it emerged as a major topic during the 1970s and 1980s, the idea of self-directed learning—that is, adults assuming control of their learning—is as old as history (Merriam & Brocket, 2007, pp. 137–138)."

The ancient teachers all taught learners who were on a quest for learning. Learners chose their teachers for what they had to offer—and moved on when their interests had been satisfied.

Allen Tough brought to the attention of the burgeoning adult education movement that most adults undertake learning projects on their own; their learning is self-planned. He did his initial research in 1971. Think about how the current availability of the Internet has made this statement even more relevant. Today, the ability of adults to determine their own direction as they search for truth is a major topic, and thus we include these readings on ways to encourage this talent within your own learners.

Regarding the theories of how learners change and transform themselves, Patricia Cranton (2006) makes this comment in *Understanding and Promoting Transformative Learning*:

> Essentially, I follow Mezirow's (2000, 2003a) definition of transformative learning as a process by which previously uncritically assimilated assumptions, beliefs, values and perspectives are questioned and thereby become more open, permeable, and better validated. However, I have been strongly influenced by the work of my colleagues who incorporate imagination, intuition, soul, and affect into their understanding of the process. I no longer see transformative learning as an entirely cognitive, rational process (Cranton, 2006, p. 2).

Your study of self-direction and transformative learning in this unit will help you reflect on your ideas for your theoretical framework and explain how you will encourage both of these qualities in your course.

References

Cranton, P. (2006). *Understanding and promoting transformative learning: A guide for educators of adults* (2nd ed.). San Francisco: Jossey-Bass.

Merriam, S. B., & Brockett, R. G. (2007). The profession and practice of adult education: An introduction. San Francisco: Jossey-Bass.

Learning Activities

u08s1 - Readings

Required Readings

Use the texts and the introduction to this learning unit to complete the following:

- Read the introduction to this learning unit, "Unit 8 – Self-Directed and Transformative Learning: Helping Adults Learn and Transform Themselves."
- In *McKeachie's Teaching Tips*:
    - Read Chapter 20, "Teaching Students How to Become More Strategic and Self-Regulated Learners," pages 291–304.
- In *Building Online Learning Communities*:
    - Read Chapter 9, "Transformative Learning," pages 185–204.
- In *Enhancing Adult Motivation to Learn*:
    - Read Chapter 9, "Engendering Competence Among Adult Learners," pages 303–358.

Optional Readings

Use the Capella library to locate and read the second edition of P. Cranton's 2006 book *Understanding and Promoting Transformative Learning: A Guide for Educators of Adults*.

u08s2 - Optional - Journal Writing

Continue writing in your journal any ideas that come to you for your potential course. Keep track of the theories about self-directed learning and transformative learning for inclusion in your assignment to record your theoretical framework on these aspects of your course development.

u08d1 - The Self-Directed Learner

What are the characteristics of self-directed learners? Review strategies given in *Enhancing Adult Motivation to Learn* and in your other course readings that you believe are keys to the success of the self-directed learner. Which of these will you incorporate into your teaching style? Which ones will you

incorporate into your proposed course? Provide plenty of references so that you can use this as a foundation for your theoretical framework for this section in your Appendix.

Response Guidelines

Review and respond to posts of at least two other learners.

Course Resources
Graduate Discussion Participation Scoring Guide
Enhancing Adult Motivation to Learn

u08d2 - Study Groups - Transformational Learning

In your study group, discuss how you might help learners who are moving through crises or growing out of old molds into new ones. Do you feel it is your place to provide counsel or a shoulder to lean on—to give comfort or friendship? Share any personal experiences you may have, or that you may have observed, with this situation. In your opinion, at what point do the techniques of transformational learning become inappropriate? Provide plenty of references so that you can use this as a foundation for your theoretical framework for this section in your Appendix.

Response Guidelines

Review and respond to posts of at least two other learners in the study group area.

Course Resources
Graduate Discussion Participation Scoring Guide

Unit 9 ❯❯ Ethics, Assessment, and Evaluation

Introduction

In this unit, you will share what you have created for your potential college course in the Creating a College Course Template and appendix. Post this paper in your study group's discussion thread early in the week so that your peers have plenty of time to read, reflect upon, and critically analyze your ideas and your writing. You are encouraged to read through and save for future reference all templates developed by fellow learners. In this way, you will be building for yourself a library of techniques and course ideas for your future teaching career.

A major element of Unit 9 is the discussion of how to assess what your students learned. You will read about testing, grading, and evaluations. While not all courses are assessed with grades per se, all learning should be assessed in some way—it can be as simple as papers or a final project—that lets you as the instructor know to what extent the material offered has been assimilated. You will also have an opportunity to reflect on ethics and to consider how you might deal with issues such as cheating and plagiarism in your classes.

Learning Activities

u09s1 - Readings

Required Readings

Use the texts and the introduction to this learning unit to complete the following:

- Read the introduction to this learning unit, "Unit 9 – Ethics, Assessment, and Evaluation."

- In *McKeachie's Teaching Tips*:
    - Read Chapter 7, "Assessing, Testing, and Evaluating: Grading Is Not the Most Important Function," pages 73–84.
    - Read Chapter 10, "Assigning Grades: What Do They Mean?," pages 125–135.
- In <u>Building Online Learning Communities</u>:
    - Read Chapter 10, "Student Assessment and Course Evaluation," pages 205–216.

Optional Readings

- In *McKeachie's Teaching Tips*:
    - Chapter 8, "Testing: The Details," pages 85–108.
    - Pages 228–230, on plagiarism, of Chapter 16, "Using High-Stakes and Low-Stakes Writing."
    - Chapter 22, "The Ethics of Teaching," pages 319–328.
- In <u>Building Online Learning Communities</u>:
    - Pages 216–226 of Chapter 10, "Student Assessment and Course Evaluation."
- R. M. Palloff and K. P. Pratt's 2009 book, *Assessing the Online Learner: Resources and Strategies for Faculty*.

u09s2 - Optional - Journal Writing

In this unit, you will finalize your proposed course. The ideas you have included in your All Unit Components assignment in Unit 7 and other notes you have taken in your journal can become the basis for filling out and finalizing the Creating a College Course Template. Fill in all sections in the template. The beginning of the template offers you space to record your course setting (which you wrote about in Unit 1) and your course syllabus (which you started in Unit 4). The second portion of the template is where your unit components will go. Finally, your understanding of the theories and principles that provided the foundation for your great ideas will be captured in the Appendix: Theoretical Framework.

u09d1 - Study Groups - Types of Assessment

In your study group, post and discuss your rationale for choosing the assessments for each unit in your course. Discover together the pros and cons for assessments such as tests, surveys, the CIQ and other types of questionnaires, exit interviews, papers, and projects. Through your discussions, try to share the assessments for which you have strong associations and good experiences and to strengthen those with which you are less familiar.

Response Guidelines

Review and respond to posts of at least two other learners in the study group area.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d2 - Ethics and Plagiarism

After reading your texts for this unit, if needed, conduct an Internet or library search to familiarize yourself with definitions of plagiarism, the laws regarding plagiarism, and the technology now in place to help you and learners deal with this issue.

- Explain your understanding of the issues involved in plagiarism and offer your position regarding plagiarism.
- Share your ideas for teaching your learners about the ethics surrounding this issue, or otherwise dealing with the issue.

What other issues in college teaching came to mind as you read your texts this week?

Response Guidelines

Review and respond to posts of at least two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d3 - Study Groups - Template Drafts

Use your study group thread to post your draft of the Creating a College Course Template so that your peers have the opportunity to review your draft. (You will also post your template in the assignment area for your instructor to review.)

After you have posted your template, read as many other drafts as you can (a minimum of two) to capture your peers' great ideas that might benefit your future teaching.

Response Guidelines

Respond to posts of at least two other learners by critiquing and offering feedback on their project drafts.

Course Resources

Graduate Discussion Participation Scoring Guide

u09a1 - Creating a College Course - Draft

Your instructor will offer you feedback on your draft of the Creating a College Course Template in this unit so that you know what is missing or incomplete prior to your submission of the final version of the template in Unit 10. The peers in your study group will also have an opportunity to review your work and offer feedback.

For Unit 9, prepare your template to closely represent the ideas you have studied and your final edited writing so that your peers and your instructor have your best effort for their critique. Submit your draft in the assignment area by noon on Thursday to allow your instructor plenty of time to review your work. The instructor will briefly review your course design template, including your theoretical framework in the appendix, and provide comments to you via the assignment area. This will allow you to make changes and modifications prior to submitting the final version of the project.

You will also post your draft for your peers in your study group to review. Post your draft in your study group's discussion thread so that your peers have plenty of time from Thursday through Sunday to read, reflect upon, and critically analyze your ideas and your writing. The sooner you post your draft, the more people will be able to read it and offer their suggestions for improvement.

Course Resources

Creating a College Course Template

Unit 10 ►► Course Project: Create Your Own Course Using Best Practices

Introduction

In this unit you will submit your course project—a potential four-unit course you have created—using the Creating a College Course Template. You will also turn in your theoretical framework—which is your explanation of the theoretical basis for the choices you made in designing your course—as an appendix to the template.

In Unit 9, your fellow learners offered you comments regarding your design ideas, formatting, and writing. Be sure to incorporate any good suggestions you received from your peers and your instructor into the final version of your template and appendix.

Learning Activities

u10s1 - Readings

Required Readings

Use the texts and the introduction to this learning unit to complete the following:

- Read the introduction to this learning unit, "Unit 10 – Course Project: Create Your Own Course Using Best Practices."
- In *McKeachie's Teaching Tips*:
    ◦ Read Chapter 23, "Vitality and Growth Throughout Your Teaching Career," pages 331–339.

- In *Building Online Learning Communities*:
    ◦ Read Chapter 11, "Lessons Learned and a Look Ahead," pages 227–238.

u10d1 - Optional - Course Evaluation

Your instructor and the School of Education would appreciate knowing what worked for you in this course and what did not. It would be appreciated if you posted your response to the following questions in the discussion area:

1. What were the three most significant areas of learning for you in this course?
2. What is at least the one question this course has generated for you?
3. In what ways have you translated, or will you translate, the concepts and skills learned in this course into practical, everyday use?

Response Guidelines

Review and respond to posts of at least two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

u10a1 - Creating a College Course

In this unit, you will submit the final version of your Creating a College Course Template. Re-read the project description to be sure you have included all required elements in your template, including your theoretical framework for each element. Also incorporate any good suggestions you received in Unit 9 from your peers and your instructor. After taking those comments into consideration and proofreading your paper for spelling and grammar errors at least three times, submit your Creating a College Course Template with appendix in the assignment area.

Course Resources

Creating a College Course Template

u10d2 - Study Groups - Group Closure

For one last time, post and meet with your study group to discuss final thoughts as you move into the world of college teaching. Share what you have learned and where you feel you still need some input. Your group might decide to keep in touch with one another and to become a permanent study group. To that end, you might establish formal and informal meeting times and exchange contact information.

Response Guidelines

Review and respond to posts of at least two other learners in the study group area.

Course Resources

Graduate Discussion Participation Scoring Guide