

DEPARTMENT OF
ADULT EDUCATION

CURRICULUM DOCUMENTS

ADED 425
R. CASTILLO





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Needs Assessment

A ten-page document outlining the proposed course, situational factors, course needs, course gap, and course topics.

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Integration Plan

A fourteen-page document that identifies the gap, corresponding course goals addressing the gap, and a breakdown of assessments & activities that are to be used to meet the current need.

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Lesson Plan

An eight-page lesson plan detailing the first, three-hour, face-to-face session facilitated online.

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Course Syllabus

A twelve-page document created for students outlining the course/ workshop objectives and content to be delivered over the course of three weeks.

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References

A four-page document listing all of the resources and references used to create the needs assessment, integration plan, lesson plan, and course syllabus.

DEPARTMENT OF
ADULT EDUCATION

NEEDS ASSESSMENT DOCUMENT

ADED 425
R. CASTILLO



COURSE DESCRIPTION	
PROPOSED COURSE:	<ul style="list-style-type: none">- A course that introduces and prepares adult learners for post-secondary learning environments after long hiatuses; geared specifically to those who are entering ADED programs (major or minor course streams).
COURSE NAME:	<i>Preparing for Adult Education: Reframing Teaching & Learning</i>
SITUATIONAL FACTORS BEING CONSIDERED:	<p>Specific Context of the Teaching and Learning Situation</p> <ul style="list-style-type: none">• The standard ADED course has an average of 26 students. This course will follow the same pattern.• This course is a lower level, introductory course.• Delivered over a 3-week period, students will attend weekly, 3-hour long, face-to face class component for a total of 9, in-person learning hours.• Instruction will be delivered online via Zoom only. <p>Expectations of External Groups</p> <ul style="list-style-type: none">• There are no expectations of external groups at this time. <p>Nature of the Subject</p> <ul style="list-style-type: none">• This subject matter is divergent, as ADED works toward “multiple, equally valid interpretations”.• While the subject is rooted in theory and can be classified as cognitive, there is also a practical component of hands-on work (journaling, reflective writing, APA format writing practice/ exercises) that will also be present.

- This field of study has been relatively stable for some time; theories and practice have been steady and constant.
 - Advancements in technology and online learning (especially during the COVID-19 pandemic) however, have caused changes in most, if not all, educational institutions. Modes of program delivery and learning environments have been forever changed.

Characteristics of the Learners

- A majority of students coming into the program are older. These students have other primary roles that are prioritized over the role of “student”. Many have full or part-time jobs, familial responsibilities/ obligations, and are not enrolled in full-time studies.
- What life or professional goals do students have that relate to this learning experience?
 - Most students bring with them their lifelong learning experiences that are used as foundations for their new and upcoming learning experiences.
- Several students enroll in the program as a result of their desire to teach to some capacity. Others enroll in order to secure advancement opportunities in the workplace.
- Many students come into the program with no cognisant knowledge of the principles and theories of adult education but have participated in it to some capacity (via workshops, non-credit courses, on-the-job training, etc.), without their knowledge of it.

	<ul style="list-style-type: none">Students’ learning styles will change and develop as they work their way through the program. It is up to the student to discover what works for them and what does not. <p>Characteristics of the Teacher</p> <ul style="list-style-type: none">Teachers will have a general knowledge of the principles of adult education and its application to student experiences.New and inexperienced instructors are also recommended for the role, but position appointment is up to discretion of the corresponding department.Instructors should have a developed or developing level of confidence in the subject matter.Instructors should be able to integrate processes of learning that appeal to different learning styles, not just one, in order to be effective in their role. <p>Special Pedagogical Challenge</p> <ul style="list-style-type: none">What is the special situation that challenges the students and the teacher in the desire to make this a meaningful and important learning experience?<ul style="list-style-type: none">The challenge that will be faced in this course is the adult learners’ returning to formal education after an extended hiatus.Leaners may not feel ready to learn and as a result, instructors will have to ensure that they are prepared to engage the learner to the best of their ability.
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COURSE AIM:	<ol style="list-style-type: none">1. To prepare adult learners for upcoming immersive experiences in, and exposure to, Adult Education methodologies and practices.2. To provide adult learners with an opportunity to recognize their active learning roles in upcoming Adult Education courses.3. To determine whether participants are suitable candidates for the program (or not).
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COURSE AUDIENCE	
TARGET AUDIENCE:	<ol style="list-style-type: none">1. Adult learners returning to post-secondary learning environments2. Those enrolled in ADED programs unsure of what to expect.3. Those who are considered to be “novices” in the field of adult education.<ol style="list-style-type: none">a. A novice in adult learning is henceforth defined as “a person learning content about which he/she does not hold any previous knowledge or experience.” (Laakso MJ. et al., 2012)
COURSE DEVELOPMENT FUNDING:	<ul style="list-style-type: none">- At this time, course development funding and costs would be absorbed by the creator throughout the development process.- Upon course commencement, institutions taking on the program would preferably shoulder the costs of adjusting course content as necessary.
COURSE OFFERED BY:	<ul style="list-style-type: none">- Institutions with adult learners and adult education programs.

PROPOSED COURSE INSTRUCTOR:	<ul style="list-style-type: none">- While seasoned instructors are always primary candidates for instructing positions, the field of Adult Education recognizes experience as a valuable source of knowledge and will consider both life/work experience and education as suitable requirements.- As such, students close to graduating or already graduated from the Bachelor of Arts in Adult Education may be worth considering for the role with an overseeing faculty member assigned to each student instructor (up to the discretion of the department).
COURSE PROPOSAL AUDIENCE:	<ul style="list-style-type: none">- The Department head of the adult education program would receive all documents for course proposal and evidence of existing need.
SIMILAR COURSE OFFERINGS:	<ul style="list-style-type: none">- At the current time, there are no similarly identifiable courses for adults entering educational institutions at this time.
SUBJECT MATTER PROVIDED BY:	<ul style="list-style-type: none">- Former or senior program students of the adult education program.<ul style="list-style-type: none">• Insight provided by these students would inform much of the course content needed to teach this course. Students would provide feedback that may include what they would have liked to see as returning adult students and what would have helped their educational journeys along the way.- Upon gathering feedback, content would be developed by the course creator/ instructional designer and presented to Adult Educators for further input, ideas, and adjustments.

COURSE CALENDAR	
YEARLY AVAILABILITY:	<ul style="list-style-type: none">- To prepare students for their upcoming ADED program courses, this workshop would be offered before the commencement of every September, January, and May intake period.- Considered a “prerequisite” to adult education courses.

COURSE LOCATION, LENGTH, AND COST	
METHOD OF INSTRUCTION:	<ul style="list-style-type: none">- This course would be offered solely online.- By making the course an online workshop, students from all over Canada, regardless of geographical location, could participate in the course. In doing so, we address a focal point of Adult Education – accessibility and inclusivity for all.
PROPOSED COURSE LENGTH:	<ul style="list-style-type: none">- Ideally, the course would take place during a three-week period, with students attending a weekly face-to-face component.- Each weekly face-to-face class would run for a length of three hours.
COURSE COST:	<ul style="list-style-type: none">- Due to the short nature of the course (three weeks), a costless course accessible to all is more suitable for the purpose of attracting adult learners.- Because this may not be feasible if faculty members are teaching, a proposed course cost of \$50 - \$100 per student would ensure a small but adequate compensation for the course facilitator.

COURSE NEED IDENTIFIED		
CURRENT STATE	GAP	DESIRED STATE
<p><i>The current state of adult students re-entering post-secondary institutions sees much of the following:</i></p> <p>Students who ...</p> <ul style="list-style-type: none"> - Lack a basic understanding of definitions and terms, thus hindering the ability to participate. - Are unwilling to participate or contribute meaningfully because of their immersion in new educational settings. - Are hesitant to contribute to the creation of good learning environments, as they may not know how. - Do not know <i>how</i> to engage with peers and content efficiently and effectively. - Are resistant to adult education instructional methods. - Do not know, nor want to take, ownership of learning (yet). - Lack confidence in both skills and ability. 	<p><i>The current educational gap present in this area includes the following:</i></p> <ul style="list-style-type: none"> - A lack of knowledge present in learners coming into ADED programs and courses. Expectations are not known thus a lack of motivation and effort is frequently observed. Definitions and terms not yet known contribute to a lack of understanding and an inability to engage more meaningfully with both peers and content. - An acknowledgement from several students that the current structureless enrollment of the program (students can take any ADED course at any time) makes it difficult to build upon principles that students are not yet familiar with. - A smoother transition from the current pedagogical banking model of learning, to an andragogical, problem-posing model of learning is needed. 	<p><i>The desired state of adult students re-entering post-secondary institutions would include the following:</i></p> <p>Students who ...</p> <ul style="list-style-type: none"> - Are better equipped to deal with assignments, group interactions, and personal learning experiences. - Desire to participate and are willing to make connections to learning experiences. - Recognize what is expected from them as learners to ensure educational success (as defined and determined by them). - Begin to value the importance of dialogue and reflection in adult learning. - Are more capable and confident in their ability to undertake educational tasks. - Begin ADED programs with a rudimentary knowledge of ADED principles.

- **Currently**, adult education programs accept and welcome adult learners from all walks of life. Those returning to school may not have taken part in formal learning for quite some time. As a result, this lack of current educational skills may impede and hinder the student's academic and personal performance.
- Furthermore, students may have only learned and taken part in traditional, banking models of education. The transition into immersive and dynamic problem-posing model courses (of ADED) may have an undesired impact on student motivation. This hit on personal motivation may affect a willingness to continue (I personally, questioned my place in the program for two semesters in a row), and as a result, resistance to learning may be created unwillingly. This resistance to learning may lead to students who are:
 - hesitant to participate,
 - lack confidence in personal abilities (in terms of communication, social, and academic skills),
 - unable to accept ownership of learning,
 - disengaged during face-to-face classes,
 - anxious towards learning experiences.
- **Ideally**, the desired state would see students (who have taken this workshop) better prepared for what is to come and what is expected upon semester commencement.
- This awareness and understanding will hopefully produce students who are:
 - better equipped to deal with assignments, group interactions, and personal learning experiences.
 - Willing to engage for the benefit of their own learning journeys.
More capable and confident in their abilities to participate in learning that suits their needs.
 - Cognisant of adult education principles and methodologies, and their application to real-world situations.

*** While we recognize that not all students will jump at the opportunity to be involved and engaged in learning, students will at least have a vague idea of what is expected in these courses that greatly require active participation. Students can then self-reflect on their suitability and desire to join the program.

COURSE TOPICS	
KNOWLEDGE TOPICS	<ul style="list-style-type: none">- A selection of Adult Education principles and theory will be introduced alongside practical use of procedural skills (found below).
PRCOEDURAL SKILLS	<ul style="list-style-type: none">- Critical thought & metacognition (a demonstration of understanding through self-assessment and self-reflection).- Interpersonal skills (a focus on collaboration in discussion forums and Zoom breakout rooms).- Communication (written interactions and in-person discussion [at the heart of most ADED courses]).- Self-directed learning (ownership of learning must exist to develop a growth mindset).- Time-management (effective integration means managing one’s responsibilities as best as possible).- Technological exposure will be provided to students in preparation for upcoming usage of web 2.0 tools (ADED programs are provided entirely online; as such, students will take an active role in testing out and using common tools such as Zoom, Padlet, and similar applications).
ATTITUDES, VALUES, AND BELIEFS	<ul style="list-style-type: none">- Inclusivity and cultural awareness (there is a mindfulness existing in the field of Adult Education that welcomes and invites all to learn; awareness of privilege and a need to do better for all).

LEARNING OUTCOMES DEVELOPED ADDRESSING COURSE TOPICS – Students will...	FINK'S TAXONOMY DIMENSIONS
<ol style="list-style-type: none"> 1. Come to see themselves as lifelong learners and contributors to successful learning communities. 2. Examine the principles of adult education and its preferred andragogical methodologies. 	<ol style="list-style-type: none"> 1. Human dimension: <i>Learning about self and others</i> 2. Application: <i>Development of critical thinking</i>
<ol style="list-style-type: none"> 3. Formulate useful questions that will serve as the beginnings of personal reflective practice. 4. Integrate understanding of adult education theory by comparing life experiences to learned educational concepts. 	<ol style="list-style-type: none"> 3. Learning how to learn: <i>becoming a self-directed learner</i> 4. Integration: <i>Course connections to life experience</i>
<ol style="list-style-type: none"> 5. Understand key differences between the banking-model of education and the problem-posing models of education. 6. Be ready to transition into desired adult education courses with increased confidence and abilities. 	<ol style="list-style-type: none"> 5. Foundational knowledge: <i>Key Ideas</i> 6. Caring: <i>Changes that will be adopted during the course</i>

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DEPARTMENT OF
ADULT EDUCATION

INTEGRATION PLAN

ADED 425
R. CASTILLO



Course Name: Preparing for Adult Education: Reframing Teaching & Learning

Current Gaps:

- 1. There is a lack of knowledge present in learners coming into ADED programs. Course principles, theories, and philosophies are not yet known. Definitions and terms not yet known contribute to a lack of understanding and an inability to engage more meaningfully with both peers and content.
- 2. The current structureless enrollment of the program (students can take any ADED course at any time) makes it difficult to build upon principles that students are not yet familiar with.
- 3. There is a need to better facilitate the transition from current pedagogical, banking models of learning to andragogical, problem-posing models of learning.

Purpose: This plan aims to expand on the learning goals created in the needs assessment through the development of assessment methods, learning activities, and providing of resources that would be helpful to learners in achieving course goals.

Additional Note: There are currently six course goals at this time. Two goals would be addressed during each face-to-face class as follows:

FACE-TO-FACE SESSION	LEARNING OUTCOMES ADDRESSED: STUDENTS WILL...	FINK'S TAXONOMY DIMENSIONS
FACE-TO-FACE SESSION #1: 3 hours	<ul style="list-style-type: none">1. Come to see themselves as lifelong learners and contributors to successful learning communities.2. Examine the principles of adult education and its preferred andragogical methodologies.	<ul style="list-style-type: none">1. Human dimension: <i>Learning about self and others</i>2. Application: <i>Development of critical thinking</i>
FACE-TO-FACE SESSION #2: 3 hours	<ul style="list-style-type: none">3. Formulate useful questions that will serve as the beginnings of personal reflective practice.4. Integrate understanding of adult education theory by comparing life experiences to learned educational concepts.	<ul style="list-style-type: none">3. Learning how to learn: <i>becoming a self-directed learner</i>4. Integration: <i>Course connections to life experience</i>
FACE-TO-FACE SESSION #3: 3 hours	<ul style="list-style-type: none">5. Understand key differences between the banking-model of education and the problem-posing models of education.6. Be ready to transition into desired adult education courses with increased confidence and abilities.	<ul style="list-style-type: none">5. Foundational knowledge: <i>Key Ideas</i>6. Caring: <i>Changes that will be adopted during the course</i>
TOTAL HOURS OF INSTRUCTION: 9 in-person hours total.		

Course Goal #1: Students will...

- Come to see themselves as lifelong learners and contributors to successful learning communities.
 - Human Dimension – learning about self and others
 - Foundational knowledge – understanding Territorial acknowledgements
 - Application – Using resources to find corresponding territory
 - Integration – Connecting ideas through the use of Padlet

TOPICS ADDRESSED	ASSESSMENT METHODS	LEARNING OUTCOMES	TEACHING-LEARNING ACTIVITIES		HELPFUL RESOURCES
<p>Knowledge Topics, Procedural skills, and attitudes, beliefs, & values.</p> <ul style="list-style-type: none">• Introduction to course and each other• Territorial Acknowledgement overview• Learning Environments & the “brave” Space• The lifelong learner	<p>Informal:</p> <ul style="list-style-type: none">• During all instances of In-person discussion, peers & instructor will be responsible for providing informal feedback.• Base groups will be assigned to provide peer support & accountability prior to first class. <p>Formal:</p> <ul style="list-style-type: none">• Instructor to award grade for full completion of introduction post.	<p>Students will...</p> <ul style="list-style-type: none">• Recognize the importance of territorial acknowledgements and their inclusion in projects.• Share ideas about the importance of respectful learning and brave spaces.• Explore web 2.0 tools by contributing to a Padlet board.	<p><u>INSTRUCTOR:</u></p> <ul style="list-style-type: none">• Course and class introductions.• PowerPoint that introduces Territorial Acknowledgements. Discuss what they are, why they are important.• Provide link for students to find out what territory they are on.• Discuss learning environments & the “brave space”.• Create a padlet that students can add thoughts to about learning environments	<p><u>STUDENT:</u></p> <p>Pre-work:</p> <ul style="list-style-type: none">• One week before first face-to-face session, students will have posted an introduction of themselves on Blackboard.• Students will complete ADED Hub 2.0 module to familiarize themselves with Blackboard. <p>In class:</p> <ul style="list-style-type: none">• Brief class introductions as a group• Share territorial acknowledgements according to current student location.• Share how one can contribute to a learning environment.• Watch video on the process of lifelong learning. Discuss.	<ul style="list-style-type: none">• Access to a computer, internet connection• Blackboard website is needed.• Zoom link• Padlet link• Instructor email/contact info for assistance.

Goal Rationale:

- Interpersonal skills are emphasized as necessary for future ADED courses (a focus on collaboration in both discussion forums and Zoom breakout rooms).
- Communication (orally via zoom & written online) essential to integration of learning.
- Self-directed learning: students will take ownership of learning by contributing an introduction to the forum and by completing necessary readings prior to F2F classes.
- Technological exposure opportunities will be provided via Zoom, Padlet, and Blackboard.

Course Goal #2: Students will...

- Examine the principles of adult education and its preferred andragogical methodologies.
 - Application – Development of critical Thinking
 - Learning how to learn – Reflection on learning goals
 - Foundational knowledge – Identifying Knowle's assumptions of adult learners

TOPICS ADDRESSED	ASSESSMENT METHODS	LEARNING OUTCOMES	TEACHING-LEARNING ACTIVITIES		HELPFUL RESOURCES
<p>Procedural skills</p> <ul style="list-style-type: none">• Discussion Forums, expectations, and etiquette• Feedback, what it is and how to do it effectively	<p>Informal:</p> <ul style="list-style-type: none">• Students will self-reflect, discuss, exchange ideas, and share thoughts with others both in-class and in discussion forums.• Feedback from and for each other is encouraged and expected during discussions. <p>Formal:</p> <ul style="list-style-type: none">• Students will be awarded a grade based on discussion forum contributions during course. 2 forum posts will be completed in total. A rubric will be	<p>Students will...</p> <ul style="list-style-type: none">• Take time to reflect on what they hope to achieve through their studies in adult education.• Identify Knowle's principles of adult learning.• Use new knowledge of discussion forums & their etiquette to create meaningful posts.• Demonstrate an ability to provide feedback to peers	<p><u>INSTRUCTOR:</u></p> <ul style="list-style-type: none">• Interactive lecture & video• Discussion on Knowle's principles.• Discuss the importance of discussion forums and explain discussion forum etiquette/ expectations.• Discuss different methods of feedback, and how to provide constructive help.	<p><u>STUDENT:</u></p> <p>Pre-work:</p> <ul style="list-style-type: none">• Brief PDF reading on Knowle's assumptions of adult learning (Cochran & Brown) done BEFORE class. <p>In class:</p> <ul style="list-style-type: none">• Students will reflect on what they hope to achieve in their studies of adult education by completing a mini self-assessment that will address learning experiences, learner strengths and weaknesses, and the identifying of one learning goal. Discuss.• Share current understanding of principles and methodologies. <p>Outside of class:</p>	<ul style="list-style-type: none">• PDF link• Computer• Zoom link

	provided to outline expectations.			<ul style="list-style-type: none">• Create a post on the discussion board.<ul style="list-style-type: none">○ Expand on one adult education assumption you were not yet familiar with and that you hope to learn more about in future courses.• Complete debrief survey (Blackboard).	
<p>Goal Rationale:</p> <ul style="list-style-type: none">• Critical thought & metacognition (a demonstration of understanding through self-assessment and self-reflection).• Interpersonal skills (a focus on collaboration in discussion forums and Zoom breakout rooms).• Communication & Interpersonal skills – students are taught the importance of feedback in individual and collaborative learning.• Self-directed learning (ownership of learning must exist to develop a growth mindset).					

Course Goal #3: Students will...

- Formulate useful questions that will serve as the beginnings of personal reflective practice.
 - Learning how to learn – becoming a self-directed learner
 - Application – Learned knowledge used in the reflection
 - Human dimension – Critically reflect upon what has been learned and can still be learned

TOPICS ADDRESSED	ASSESSMENT METHODS	LEARNING OUTCOMES	TEACHING-LEARNING ACTIVITIES		HELPFUL RESOURCES
<p>Knowledge Topics & Procedural skills</p> <ul style="list-style-type: none">Importance of reflection & Self-assessmentThe Critically Reflective Practitioner - Brookfield	<p>Informal:</p> <ul style="list-style-type: none">Students will learn about self-assessment and encouraged to develop this skill throughout session lectures. <p>Formal:</p> <ul style="list-style-type: none">Students will be awarded a grade for <u>submission</u> of mini reflections only (not quality). By the end of the workshop, there should be 3 mini reflections submitted by students.	<p>Students will...</p> <ul style="list-style-type: none">Be ready to develop skills necessary to become an effective self-reflectorExamine concepts of self-reflection in ADED.	<p><u>INSTRUCTOR:</u></p> <ul style="list-style-type: none">Intro to critical self-reflection.Discuss the importance of reflection in ADED as a class	<p><u>STUDENT:</u></p> <p>Pre-work:</p> <ul style="list-style-type: none">PDF reading on critical reflection. <p>Outside of Class:</p> <ul style="list-style-type: none">Students will engage in a mini reflection that will be submitted to instructor. Questions asked may include:<ul style="list-style-type: none">What did I like?What didn't I like?What do I have questions about?What can be improved in class or in myself? <p>* Students may also formulate their own questions that demonstrate reflection.</p>	<ul style="list-style-type: none">PDF linkZoom linkComputer access

Goal Rationale:

- Critical thought & metacognition (demonstration of understanding through self-assessment and continual self-reflection).
- Communication emphasis (written interactions and in-person discussion).

Course Goal #4: Students will...

- Integrate understanding of adult education theory by comparing life experiences to learned educational concepts
 - Integration – Course connection to personal/ social/ work life
 - Foundational knowledge – learning about APA and Philosophies of adult education
 - Application – Using Padlet to make connections, creative thinking applied during discussions

TOPICS ADDRESSED	ASSESSMENT METHODS	LEARNING OUTCOMES	TEACHING-LEARNING ACTIVITIES		HELPFUL RESOURCES
Procedural skills & Knowledge Topics <ul style="list-style-type: none">Discuss the philosophies of adult education.Introduce APA formatting to students.	Informal: <ul style="list-style-type: none">Students will contribute to group discussions and feedback through continual sharing of opinions and ideas.Will work together to discuss possible citations methods; come back as a group to confirm answers with instructor as a class. Formal: <ul style="list-style-type: none">Students will be graded for submission of discussion forum post as outlined by rubric. Feedback will be provided.	Students will... <ul style="list-style-type: none">Describe the major philosophies of adult learning.Explore APA formatting guidelines in their writing	<u>INSTRUCTOR:</u> <ul style="list-style-type: none">Interactive PPT and discussion on the philosophical foundations of adult & continuing education.In light of upcoming final assignment, explain formatting (introduction to APA) and offer resources.	<u>STUDENT:</u> Pre-work: <ul style="list-style-type: none">Read chapter 2 (traditional learning theories) from the book “ADULT LEARNING: Linking Theory and Practice” by Sharan B. Merriam and Laura L. Bierema, BEFORE class. In Class: <ul style="list-style-type: none">Students will take the philosophy of adult education inventory test in class.Use the web 2.0 tool Padlet to make connections to concepts previously learned (review of previous class).Practice citations and formatting in class during break out rooms	<ul style="list-style-type: none">PDF reading linkLink to Purdue Owl for APA referencingZoomComputerPadlet link

				<p>Outside of class:</p> <ul style="list-style-type: none">• Write a post on the forum that answers the following: Use your PAEI results to determine which of the learning philosophies reflects you at this time. Do you agree or disagree? Expand.<ul style="list-style-type: none">○ Respond to two others.• Complete debrief survey (Blackboard).	
<p>Goal Rationale:</p> <ul style="list-style-type: none">• Assist with the continual development of Interpersonal skills (Zoom breakout rooms).• Improve communication (written interactions through writing and formatting assistance, and the continual in-person discussions).• Technological exposure (ADED programs are provided entirely online; as such, students will take an active role in testing out and trying web 2.0 tools).					

Course Goal #5: Students will...

- Understand key differences between the banking-model of education and the problem-posing models of education.
 - Foundational Knowledge – Key Ideas
 - Application – Using what has been learned to engage in Zoom group discussions & discussion board posts

TOPICS ADDRESSED	ASSESSMENT METHODS	LEARNING OUTCOMES	TEACHING-LEARNING ACTIVITIES		HELPFUL RESOURCES
<p>Knowledge Topics and Procedural Skills</p> <ul style="list-style-type: none">• Paulo Freire – Address the 5 W’s• Banking model of education• Problem posing model of education	<p>Informal:</p> <ul style="list-style-type: none">• In-class discussions will take place to determine concept understanding.• Zoom group sharing & collaborative learning discussion.• Instructor will ask for opinions and provide further insight on models during discussions. <p>Formal:</p> <ul style="list-style-type: none">• Students will be graded for submission of discussion forum post as outlined by rubric. Feedback will be provided	<p>Students will...</p> <ul style="list-style-type: none">• Take time to discuss Paulo Freire, his life, and his ideas around education• Compare and contrast the banking model and problem-posing models of education.	<p><u>INSTRUCTOR:</u></p> <p>In class:</p> <ul style="list-style-type: none">• Interactive lecture.• Concepts will be introduced to students via a PPT. There will be “stop and think” questions to allow students opportunity to being the thought process.	<p><u>STUDENT:</u></p> <p>Pre-work:</p> <ul style="list-style-type: none">• PDF reading on the models of education (Freire, Ch. 2). <p>In Class:</p> <ul style="list-style-type: none">• In small breakout groups, students will take time to compare and contrast the theories, come up with a definition for each, and provide an example to illustrate understanding. Come together and discuss as a group. <p>If there is time:</p> <ul style="list-style-type: none">• Students will share the model of education that they have been traditionally exposed to and expand on whether this was a positive or negative experience.	<ul style="list-style-type: none">• Zoom• PDF link• Computer

Goal Rationale:

- Students will be able to recognise the importance role of oral communication and in-person interactions in adult education.
- Students will have an opportunity to strengthen Interpersonal skills (a focus on collaboration in Zoom breakout rooms) needed to facilitate a transition back to formal education.

Course Goal #6: Students will...

- Be ready to transition into desired adult education courses with increased confidence and abilities.
 - *Caring – Changes that will be adopted during the course*
 - *Foundational knowledge – learn about assessment types & time management skills*
 - *Application – Using what has been learned to engage in Zoom group discussions & discussion forum posts*

TOPICS ADDRESSED	ASSESSMENT METHODS	LEARNING OUTCOMES	TEACHING-LEARNING ACTIVITIES		HELPFUL RESOURCES
<p>Critical thought & metacognition (a demonstration of understanding through self-assessment and self-reflection).</p> <ul style="list-style-type: none">• Review of concepts• Formal and informal assessment• Role of learner• Time-management	<p>Informal:</p> <ul style="list-style-type: none">• Self- Assessment of course work undertaken and active participation over the course of the three weeks will be completed and will contribute to final grade.• In-class discussions of concept understanding. <p>Formal:</p> <ul style="list-style-type: none">• Instructor marked reflective assignment. Grade will be reflective of rubric provided.	<p>Students will...</p> <ul style="list-style-type: none">• Distinguish between formal and informal assessment in learning• Identify one area of learning that was most impactful for personal learning.• Self-assess their performance throughout the workshop• Recognize the value of time-management in self-directed learning	<p><u>INSTRUCTOR:</u></p> <ul style="list-style-type: none">• Review major concepts.• Encourage discussion by asking students about their biggest takeaway and sharing in groups.• Discuss methods of grading (instructor assessment & self-assessment process), formal and informal assessment, participation expectations, and role as learners moving forward.• Discuss the importance of time management in self-directed learning.	<p><u>STUDENT:</u></p> <p>In Class:</p> <ul style="list-style-type: none">• Share biggest course takeaway.• Provide general study tips to peers. <p>Outside of class:</p> <ul style="list-style-type: none">• Final Reflective writing piece assigned. 500- 1000 word minimum OR 3-5-minute-long video elaborating on learning done during the workshop, and how this course will be used to enhance their future program studies.• Complete a brief self-assessment.• Complete debrief survey (Blackboard).	<ul style="list-style-type: none">• PPT• Zoom link• Time-management skills worksheet

Goal Rationale:

- Critical thought & metacognition (a demonstration of understanding through self-assessment and self-reflection).
- Interpersonal skills (a focus on collaboration in discussion forums and Zoom breakout rooms).
- Communication (written interactions and in-person discussion are at the heart of most ADED courses).
- Self-directed learning (ownership of learning must exist to develop a growth mindset).
- Time management (effective integration means managing one's responsibilities as best as possible).

DEPARTMENT OF
ADULT EDUCATION

LESSON PLAN: F2F SESSION #1

ADED 425
R. CASTILLO



F2F CLASS #1: 3-HR SESSION

Pre-session Resources/Activity

TEN DAYS BEFORE the first F2F class, students will receive an email from the instructor with the syllabus, base group members, and additional course information. Students will be expected to:

- Complete the ADED Hub 2.0 module for an overview of blackboard (optional but highly recommended).
- Post a brief introduction of themselves on the discussion forum (2- minute video or written post with picture [approx. 250 words]).
- Complete a brief PDF reading on Knowle's principles of adult learning by Cochran & Brown.
 - <http://repository.cityu.edu/bitstream/handle/20.500.11803/594/Chap7Supporting.pdf?sequence=2&isAllowed=y>

Synchronous Session One

- Course goals being addressed this session:
 1. Students will come to see themselves as lifelong learners and contributors to successful learning communities.
 2. Students will examine the principles of adult education and its preferred andragogical methodologies.

*Class
Time:
3 hrs*

Starting Off – Instructor Overview

1) System Check:

- Check that sharing is enabled, students have access to material.

2) Agenda:

1. Brief introduction to course & overview of syllabus	9:00 - 9:20
2. Class introductions	9:20 - 9:25
3. Interactive mini- lecture: Discuss the importance of territorial acknowledgements and why they are done	9:25 - 9:40
4. Discuss learning environments	9:40 - 10:05
5. Interactive mini- lecture: Lifelong learning – what it is	10:05 – 10:36
6. Break – 15 mins	10:36 – 10:51
7. Reflection Self-assessment – What do you hope to achieve?	10:51 – 11:00

8.	Interactive mini- lecture: Discussion on the Principles of Adult learning	11:00 – 11:30
9.	Discussion on introduction posts & discussion forums	11:30 – 11:50
10.	Wrap-Up & Close	11:50 – 12:00
3) Pre-Assessment Strategy: <ul style="list-style-type: none"> Informal: reflection questions asked for #4 above in the agenda (did you contribute to a learning environment by posting?) and #8 (why Adult Education?). 4) Engagement strategy: <ul style="list-style-type: none"> Interactive lectures Student centered activities 		

Session Learning Centered Activities		
ACTIVITY 1: Introduction, Agenda, and Syllabus Review		Time:
<ul style="list-style-type: none"> Discuss agenda. Introduction to course, its purpose, and discuss the base groups that were created Ice breaker introducing ourselves in person Review Syllabus 	Resources <ul style="list-style-type: none"> PPT SLIDE with Agenda (see above for agenda) PPT SLIDE introducing Syllabus (emailed before course commencement) Technology Tools <ul style="list-style-type: none"> PowerPoint Zoom Feedback <ul style="list-style-type: none"> Informal: have students state their names and one fact about themselves. 	25 mins
Outcome(s) addressed:		
<ul style="list-style-type: none"> Determine course expectations and workshop requirements as outlined by syllabus. 		

ACTIVITY 2: Territorial Acknowledgements (discussion & search)		Time:
<ul style="list-style-type: none"> • Introduction to course & it's purpose. • Discuss what Territorial Acknowledgements are and why they are important. • Provide link for students to find out what territory they are on. • Come back and share what territory you are on, then provide name of the city. 	<p>Resources</p> <ul style="list-style-type: none"> • PPT SLIDE about Territorial Acknowledgements with information provided by Native Land Organization Website: <ul style="list-style-type: none"> ○ https://native-land.ca/resources/territory-acknowledgement/ ○ https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory <p>Technology Tools</p> <ul style="list-style-type: none"> • PowerPoint • Zoom • Website: https://www.whose.land/en/# <p>Feedback</p> <ul style="list-style-type: none"> • Informal: have students state which territory they are attending from, thoughts/ opinions welcome. 	15 mins
Outcome(s) addressed:		
<ul style="list-style-type: none"> • Recognize the importance of territorial acknowledgements and their inclusion in student work. 		

ACTIVITY 3: What is a Learning Environment?		Time:
<ul style="list-style-type: none"> • Learning environments & the “brave space”. <ul style="list-style-type: none"> ○ Create a padlet that students can add thoughts to surrounding learning environments (what does a good learning environment look like to you?) <ul style="list-style-type: none"> ▪ Quick introduction to Padlet ○ Discuss what was posted to Padlet. How can you contribute to a learning environment? 	<p>Resources</p> <ul style="list-style-type: none"> • PPT SLIDES that introduce: <ul style="list-style-type: none"> ○ Brave spaces: https://www.grossmont.edu/faculty-staff/participatory-governance/student-success-and-equity/_resources/assets/pdf/brave-space-poem.pdf ○ What is a learning environment? PPT aid taken from: https://www.torontomu.ca/content/dam/learning- 	25 mins

<ul style="list-style-type: none"> ○ Ask: Did you already contribute to the learning environment by posting? Show of hands. 	teaching/teaching-resources/teach-a-course/engaging-adult-learners.pdf	
Outcome(s) addressed:	Technology Tools <ul style="list-style-type: none"> • PowerPoint • Padlet: https://padlet.com/castillorut/vyinrs1qa32u3jk8 	
<ul style="list-style-type: none"> • Share ideas about the importance of respectful learning and brave spaces. • Explore web 2.0 tools by contributing to a Padlet board. 	Feedback <ul style="list-style-type: none"> • Informal: group discussion will take place. 	

ACTIVITY 4: Lifelong Learning – what is it? Who is a lifelong learner?		Time:
<ul style="list-style-type: none"> • Students will learn about the process of lifelong learning by watching a YouTube video and answer the following questions: <ul style="list-style-type: none"> ○ What stood out for you? ○ What is a fixed mindset? ○ What is a growth mindset? ○ Who is a lifelong learner? • Break out into groups to discuss questions. • Come back as a group and discuss any group highlights. 	Resources <ul style="list-style-type: none"> • YouTube Video, 3 parts: <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=wXFRI08dwAg ○ https://www.youtube.com/watch?v=nNk3zW7Stw0 ○ https://www.youtube.com/watch?v=crd-UGUZtIU • Additional reading (optional but highly recommended) pages 1-4: <ul style="list-style-type: none"> ○ https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195390483.001.0001/oxfordhb-9780195390483-e-001?print=pdf 	16 mins
Outcome(s) addressed:	Technology Tools <ul style="list-style-type: none"> • YouTube 	
<ul style="list-style-type: none"> • Recognize the importance of lifelong learning. 	Feedback <ul style="list-style-type: none"> • Informal: Discussion, break out into zoom rooms to discuss questions <ul style="list-style-type: none"> ○ Come back as a group and discuss for 5 mins. 	10 min 5 min

15 MINUTE BREAK

ACTIVITY 5: Mini- Reflection Self- Assessment		Time:
<ul style="list-style-type: none">Ask students to reflect on what they hope to achieve in their studies of adult education. Have them complete a mini self-assessment addressing learning experiences, learner strengths and weaknesses, and a learning goal they hope to accomplish (5 mins)<ul style="list-style-type: none">Students will discuss in a breakout room for 4 mins total (ideal group of 3).	Resources <ul style="list-style-type: none">Self-assessment worksheet. Technology Tools <ul style="list-style-type: none">PPT as aid. Feedback <ul style="list-style-type: none">Informal: Zoom break out rooms, discussion.	9 mins
Outcome(s) addressed:		
<ul style="list-style-type: none">Take time to reflect on what they hope to achieve in their studies and where they currently are as learners		

ACTIVITY 6: Knowles' Principles of Adult Learning		Time:
<ul style="list-style-type: none">• Ask if students did required reading.<ul style="list-style-type: none">○ Encourage them to do so if not completed.• Review Knowle's principles (6 assumptions of adult learners).<ul style="list-style-type: none">○ Discussion on Knowle's principles.○ Stop and think questions:<ul style="list-style-type: none">▪ Which assumption can you identify with at this time?○ Students will be encouraged to ask questions and share their current understanding of assumptions throughout the discussion.	<p>Resources</p> <ul style="list-style-type: none">• PPT SLIDE with information provided by the required PDF reading:• http://repository.cityu.edu/bitstream/handle/20.500.11803/594/C_hap7Supporting.pdf?sequence=2&isAllowed=y <p>Technology Tools</p> <ul style="list-style-type: none">• PowerPoint. <p>Feedback</p> <ul style="list-style-type: none">• Informal: Classroom discussion.	30 mins
Outcome(s) addressed:		
<ul style="list-style-type: none">• Identify Knowle's assumptions of adult learning.		

ACTIVITY 7: Discuss upcoming assignment on blackboard forums and discuss forum etiquette		Time:
<ul style="list-style-type: none"> Discuss upcoming assignment: <ul style="list-style-type: none"> Create a post on the discussion board and answer the following prompt: <ul style="list-style-type: none"> Expand on one adult education assumption you were not yet familiar with and hope to learn more about in future courses. Discuss the importance of discussion forums and explain discussion forum etiquette/ expectations. Discuss different methods of feedback, and how to provide constructive help & good discussion with others. Quickly explain post-lesson mini reflection that is to be submitted (critical self-reflection to be discussed at length during next class). <ul style="list-style-type: none"> Questions are listed at the end of this document. 	<p>Resource</p> <ul style="list-style-type: none"> PPT SLIDE that guides classroom conversation about discussion forums Website aid for PPT surrounding forum etiquette: <ul style="list-style-type: none"> https://sph.unc.edu/iis/discussion-forum-participation-guidelines/ <p>Technology Tools</p> <ul style="list-style-type: none"> PowerPoint & handouts: <ul style="list-style-type: none"> Discussion forum etiquette PDF: https://www.lmunet.edu/ctle/documents/student/Online%20Etiquette%20Guidelines%20Discussion%20Board.pdf How to give good feedback: https://www.uts.edu.au/sites/default/files/Giving-and-Receiving-Feedback.pdf <p>Feedback</p> <ul style="list-style-type: none"> Informal: Classroom discussion. 	20 mins
Outcome(s) addressed:		
<ul style="list-style-type: none"> Use new knowledge of discussion forums & their etiquette to create meaningful posts. Recognize the value of providing feedback to peers. 		

Session Debrief and Wrap up

ACTIVITY:

- Ask students if there are any questions.
- Encourage students to reflect on learning.
- Ask students to complete post-lesson reflection that is to be submitted. *
 - This brief survey will be available on blackboard and is to be completed after every F2F session. Questions to be answered have been provided below.

Resources

- None.

Technology Tools

- None.

Feedback?

- **Informal:** Discussion; ask if there are questions, explain survey reflection that is to be submitted.

Time:
10 mins

Teaching and or Student support

Teaching/Learning Support

- * Access to documents and classroom zoom link

Technical Support

- * IT Support/ instructor support

Administrative Support

- * Instructor contact information

* Post-Lesson Reflection to be submitted

Session Learning:

- * What did you like?
- * What didn't you like?
- * What do you still have questions about?
- * What things would you change/ do differently next time (either for yourself or the course)?

DEPARTMENT OF
ADULT EDUCATION

COURSE OUTLINE/ SYLLABUS

ADED 425
R. CASTILLO



ADED 200 WORKSHOP SYLLABUS

Preparing for Adult Education: Reframing teaching & learning

Department of Adult Education

University of the Fraser Valley

Summer 2022

TERRITORIAL ACKNOWLEDGEMENT

"Long before Canada was formed, the Stó:lō (people of the river) occupied the land on which UFV is located. They lived in the Fraser Valley and lower Fraser Canyon of British Columbia and they spoke Halq'eméylem, also known as the upriver dialect. UFV recognizes and honours the contribution that Aboriginal people have made — and continue to make — to our community. UFV supports Indigenous learners and seeks to incorporate indigenous ways of knowing in the curriculum."

For more information and full territorial disclosure, please visit <https://www.ufv.ca/indigenous/>

INSTRUCTOR INFORMATION

NAME	TBD
CONTACT INFO	adulted@ufv.ca
OFFICE LOCATION	Online Zoom Office
OFFICE HOURS	Appointments available upon request.

COURSE INFORMATION

CLASS TIMES	Saturdays from 9:00 AM -12:00 PM (PST)
LOCATION	Online Zoom classroom
SEMESTER AVAILABILITY	Spring, Fall, & Winter Availability

COURSE DESCRIPTION

This workshop aims to prepare adult learners for successful transitions into post-secondary learning environments after long educational hiatuses. Geared specifically to those who are entering ADED programs in either major or minor program streams, the course will leave students feeling better equipped for what is to come and what is expected upon regular semester commencement.

Workshop content and knowledge will produce students who are:

1. Better equipped to deal with assignments, group interactions, and personal learning experiences.
2. Willing to engage for the benefit of their own learning journeys.
3. More capable and confident in their abilities to participate in learning that suits their needs.
4. Cognizant of adult education principles and methodologies, and their application to real-world situations.

There are no prerequisites needed to take this course.

LEARNING OUTCOMES

Upon course completion, students will be able to:

1. Come to see themselves as lifelong learners and contributors to successful learning communities.
2. Examine the principles of adult education and its preferred andragogical methodologies.
3. Integrate understanding of adult education theory by comparing life experiences to learned educational concepts.
4. Formulate useful questions that will serve as the beginnings of personal reflective practice.
5. Understand key differences between the banking model of education and the problem-posing models of education.
6. Be ready to transition into desired adult education courses with increased confidence and abilities.

LEARNING RESOURCES

There are **no course texts required for this course**. All readings will be provided by the instructor as needed.

A computer, Blackboard access, and a Zoom account will be required to participate in this course. To create a zoom account, please go to www.zoom.us

ASSESSMENTS

The final course grade will be calculated using the following categories:

	Assessment	Percentage of Final Grade (100%)
1.	Ice breaker Introduction	10%
2.	Mini Self-Reflections (3)	5% each for a total of 15%
3.	Discussion Forum Posts (2)	10% each for a total of 20%
4.	Self-Assessment	30%
5.	Course Reflection Assignment	25%

* **FOR A FULL BREAKDOWN OF ASSIGNMENT COMPONENTS AND DETAILED ASSIGNMENT RUBRICS, PLEASE VISIT THE “ASSIGNMENTS” FOLDER ON BLACKBOARD.**

ASSIGNMENT #1: ICE BREAKER INTRODUCTION (10%)

For this assignment, students will post an introduction of themselves on the Blackboard discussion forum titled, “Class Introductions” and type their names into the subject box.

Student introductions will be created by answering the following prompts:

1. State your name and program major.
2. Tell us two interesting facts about yourself.
3. What do you hope to learn in this workshop?
4. Do you have any prior knowledge concerning the field of adult education?
5. What brings you to the field of Adult Education?
6. What are you hoping to do after degree completion?

This assignment is due one week **before** the workshop begins. Please introduce yourself to at **least** two classmates and reply to all who respond to your post.

Students have the option of submitting either:

- A written post (500 - 1000 word maximum) **OR** an introductory 2 - 5-minute video.

ASSIGNMENT #2: THREE MINI SELF-REFLECTIONS (5% EACH -15% TOTAL)

For this assignment, students will complete THREE mini reflections/ debrief surveys **in total**. Each debrief is to be completed immediately *after* **EVERY** face-to-face session. Surveys will be available to complete on Blackboard after each class and include the following questions:

1. What did you like?
2. What didn't you like?
3. What do you still have questions about?
4. What things would you change/ do differently next time (either for yourself or the course)?

* *Students may also formulate questions of their own if they would prefer.*

ASSIGNMENT #3: TWO DISCUSSION FORUM POSTS (10 % EACH - 20% TOTAL)

For this assignment, students will complete two discussion forum posts in total.

The first post will address the following:

- Expand on one adult education assumption you were not yet familiar with and hope to learn more about in future courses. Why?

The second post will address the following:

- Use your PAEI results to determine which of the learning philosophies reflects you at this time. Do you agree or disagree? Expand.

ASSIGNMENT #4: COURSE SELF-ASSESSMENT (30%)

For this assignment, students will complete a critical self-assessment of their attendance, participation, in-class contributions and learning process throughout the workshop.

- A checklist will be provided (on Blackboard) to students that will assist them in determining their self- awarded grades.

ASSIGNMENT #5: FINAL REFLECTION ASSIGNMENT (25%)

For this assignment, students will complete a reflective writing piece by choosing **two** of the following questions to answer:

1. What did you accomplish during the workshop?
2. What did you appreciate learning about the most? Why?
3. What did you struggle with the most? Why?
4. What topic or concept do you hope to explore further in future ADED courses?
5. How will this course be used to enhance your future ADED program studies?

Students have the option of submitting either:

1. A written word document (500 - 1000 word maximum) **OR**
2. A 3-5-minute-long video.

GRADING SYSTEMS

Students will be assigned the following final letter grades, with calculations coming from the course assessment section outlined above.

Due to the non-credit nature of this course, final workshop grades will **NOT** be applied to student GPAs.

According to UFV Grading Systems Policy located at:

[https://www.ufv.ca/media/assets/secretariat/policies/Grading-System\(101\).pdf](https://www.ufv.ca/media/assets/secretariat/policies/Grading-System(101).pdf), "Standard percentage equivalencies are used to determine the final letter grade. The final percentage will be rounded to the nearest integer, using standard mathematical practice (i.e. if the first digit after the decimal place is 5 or higher, rounding is to the next higher integer) before converting to a letter grade."

Grade	Percentage equivalent	Grade point value
A+	90-100	4.33
A	85-89	4.0
A-	80-84	3.67
B+	77-79	3.33
B	73-76	3.0
B-	70-72	2.67
C+	67-69	2.33
C	63-66	2.0
C-	60-62	1.67
D	50-59	1.0
F	<50 (fail)	0.0

GRADING POLICIES

The following policies have been included to provide further information on assessment, late-work, make-up work, re-grading, and attendance guidelines.

FEEDBACK & ASSESSMENT

Students will obtain assignment grade and feedback within a 48–72-hour timeframe upon submission.

LATE-WORK POLICY

Due to the short nature of the workshop time (3-week running time, 9 face-to-face instructional hours), late work will be accepted no later than 2 days (48-hours) after initial due date.

- 1.1. Marks will not be deducted for late submissions.
- 1.2. Documentation is NOT required.
- 1.3. Late assignments will not have the same degree of feedback as assignments handed in on time.

MAKE-UP WORK POLICY

There are *NO* make-up work opportunities provided.

RE-GRADE POLICY

Student work will *NOT* be re-graded.

ATTENDANCE AND/OR PARTICIPATION POLICY

Students *MUST* attend all three face-to-face class components to receive a certificate of completion.

- 1.1. Student participation and attendance will be determined by a final self-assessment worth 30% of final grade.

COURSE POLICIES

The following course policies have been included for the purpose of providing students with further workshop and institutional expectations to ensure academic success.

ATTENDANCE & PARTICIPATION

Students *MUST* attend all three face-to-face class components.

- 1.1. Attendance is compulsory and mandatory to receive certificate of completion.
- 1.2. Should students not be able to attend one or more compulsory face-to-face sessions due to unforeseen circumstances, please contact instructor as soon as possible.

ACADEMIC INTEGRITY & COLLABORATION

All student work must be completed independently by participants to reflect an accurate portrayal of understanding and engagement in course concepts.

- 1.1. Success in the program is highly contingent on the development of current participant skills.
- 1.2. In accordance with the University of the Fraser Valley's Student Academic Misconduct policy located at [https://www.ufv.ca/media/assets/secretariat/policies/Student-Academic-Misconduct-\(70\).pdf](https://www.ufv.ca/media/assets/secretariat/policies/Student-Academic-Misconduct-(70).pdf), *"Students are expected to carry out their Academic Work with honesty, to meet the highest ethical standards, to respect the facts and appropriate standards of evidence, and to acknowledge the contributions and scholarship of others. The University is committed to educating Students so as to enable them to uphold Academic Integrity, supporting Employees in dealing with alleged cases of Academic Misconduct, and ensuring that all members of the University community take responsibility for upholding and modeling the values of Academic Integrity. The University will investigate all allegations of Academic Misconduct, while taking reasonable steps to protect the rights and interests of individuals whose Academic Work is questioned. Procedures, regulations, and further information on evaluating, investigating, and adjudicating Academic Misconduct may be found in the related Procedures and Regulations document. The University Registrar is responsible to ensure the Procedures and Regulations are annually reviewed in consultation with the UFV community and will bring forward recommended revisions to Senate for approval."*

If you need further assistance, please visit the Academic Integrity website at:

<https://www.ufv.ca/ai/academic-misconduct/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In accordance with the University of the Fraser Valley's Students With Disabilities policy located at [https://www.ufv.ca/media/assets/secretariat/policies/Accommodation-of-Students-with-Disabilities-\(93\).pdf](https://www.ufv.ca/media/assets/secretariat/policies/Accommodation-of-Students-with-Disabilities-(93).pdf), "UFV recognizes and affirms the rights of persons with disabilities (permanent or temporary) who are academically qualified, to have full, fair, and equal access to all university services, programs, and facilities. The university will take all measures short of undue hardship to provide reasonable academic accommodation to students with disabilities and equal opportunity to allow them to succeed in their programs of study."

If you need further assistance or accommodations, please visit the Center for Accessibility website at: <https://www.ufv.ca/accessibility/>

DISCRIMINATION, BULLYING, & HARASSMENT

In accordance with the University of the Fraser Valley's Discrimination, Bullying And Harassment Prevention policy located at [https://www.ufv.ca/media/assets/secretariat/policies/Discrimination,-Bullying-and-Harassment-Prevention-\(18\).pdf](https://www.ufv.ca/media/assets/secretariat/policies/Discrimination,-Bullying-and-Harassment-Prevention-(18).pdf), *"Members of the university community have the right to work, study and participate in activities at the university in an environment free of discrimination, bullying and harassment. Discrimination, bullying and harassment are neither acceptable nor tolerated at the University of the Fraser Valley. Academic freedom is a fundamental tenet of the university. This policy shall not be interpreted or applied to impose on the legitimate academic freedom of any member of the university community. All parties to proceedings under this policy will be treated in a fair and respectful manner. The university will protect from retaliation anyone who, in good faith, brings or supports a complaint of discrimination, bullying or harassment. This policy and related procedures do not prevent anyone from pursuing other available legal avenues."*

If you need further assistance, please visit the Human Rights & Conflict Resolution Office website at: <https://www.ufv.ca/hrcro/harassment-prevention-policy/>

STATEMENT ON STUDENT WELLNESS

Student wellness is of utmost importance at the University of the Fraser Valley. Should any student require support of any kind for issues concerning mental health, emotional well-being, or other private matters, we encourage students to reach out whenever possible.

If you need further assistance or support, please visit the Student Support Centre website at: <https://www.ufv.ca/studentservices/student-support-centre/>

COURSE SCHEDULE

DATE	THEME/TOPIC	LEARNING OUTCOMES ADDRESSED	ASSIGNMENTS DUE
SESSION #1 (TBD)	<u>Knowledge Topics, Procedural skills, and attitudes, beliefs, & values.</u> <ul style="list-style-type: none"> Introduction to course and each other Territorial Acknowledgements Learning Environments & the “brave” Space The lifelong learner Discussion Forums, expectations, and etiquette Feedback, what it is and how to do it effectively 	<ul style="list-style-type: none"> Come to see themselves as lifelong learners and contributors to successful learning communities. Examine the principles of adult education and its preferred andragogical methodologies. 	Prior to first face-to-face (F2F) session, students will have: <ul style="list-style-type: none"> Submitted their Icebreaker Introduction posts on Blackboard Completed the required reading on Knowle’s assumptions of adult learning (Cochran & Brown)
			After first face-to-face (F2F) session, students will: <ul style="list-style-type: none"> Complete mini reflection #1 debrief survey on Blackboard. Write post #1 on the discussion forum.
SESSION #2 (TBD)	<u>Knowledge Topics & Procedural skills</u> <ul style="list-style-type: none"> Importance of reflection & Self-assessment The Critically Reflective Practitioner - Brookfield Discuss the philosophies of adult education. Introduce APA formatting to students. 	<ul style="list-style-type: none"> Formulate useful questions that will serve as the beginnings of personal reflective practice. Integrate understanding of adult education theory by comparing life experiences to learned educational concepts 	Prior to second face-to-face (F2F) session, students will have: <ul style="list-style-type: none"> Completed brief required reading on critical reflection & chapter 2 (traditional learning theories) from the book “ADULT LEARNING: Linking Theory and Practice” by Sharan B. Merriam and Laura L. Bierema.
			After second face-to-face (F2F) session, students will: <ul style="list-style-type: none"> Complete mini reflection #2 debrief survey on Blackboard. Write post #2 on discussion forum

SESSION #3 (TBD)	<p><u>Knowledge Topics, Procedural Skills, Critical thought & metacognition</u> (a demonstration of understanding through self-assessment and self-reflection).</p> <ul style="list-style-type: none"> • Paulo Freire – Address the 5 W's • Banking model of education & the problem posing model of education • Final review of concepts • Formal and informal assessment • Role of learner • Time-management 	<ul style="list-style-type: none"> • Understand key differences between the banking-model of education and the problem-posing models of education. • Be ready to transition into desired adult education courses with increased confidence and abilities. 	<p>Prior to third face-to-face (F2F) session, students will have:</p> <ul style="list-style-type: none"> • Completed the required reading on the models of education (Freire, Ch. 2).
			<p>After third face-to-face (F2F) session, students will:</p> <ul style="list-style-type: none"> • Complete mini reflection #3 debrief survey on Blackboard. • Complete a quick self-assessment (assignment #4). • Complete their Final Reflective writing (assignment #5) piece. 500- 1000 words OR 3-5-minute-long video elaborating on learning done during the workshop, and how this course will be used to enhance their future program studies.

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