INSTRUCTOR: Leecy Wise	**OFFICE HOURS**
PHONE:　　970-562-4418	By Appointment (on or off-line)
E-MAIL:　　leecy@coloradoadulted.org	DATES: Winter 2007, Spring 2008

Graduate Credit: 1 graduate credit hour upon completing of all six topics (Adams State University)
Professional Development (PD) points from CDE: 5-15 points, depending on how many segments are completed

---

DESCRIPTION
This class will be offered to Colorado adult education practitioners, in a blended distance education format. For each of six topics, participants will join an online Moodle classroom for 2.5 hours of reading/research/activities and discussion, followed by a half-hour Web Conference to review or clarify the issues raised during the week.

Students are encouraged to take the opportunity to explore new teaching techniques and approaches and to think "outside the box" of everyday instruction.

TOPICS EXPLORED
The six topics selected for this course and referenced in each title were taken from the list of skill and knowledge descriptors CDE/AEFL Professional Development Self-Assessment for Colorado Adult Education Teachers. Resources linked to each descriptor can be found at http://www.cde.state.co.us/cdeadult/PDResourceBankIndex.htm and will be used extensively in this course.

The instructor may update or change assignments as each segment is offered during different times of the year.

I. 2.4 Major Philosophies of Adult Ed

Reading (1 hour) (All links are online and downloadable in PDF)

➢ Selections from Putting Philosophy Into Practice: Developing a working philosophy, *Journal of Extension*, Summer 1987: Volume 25, Number 2
➢ Philosophies of Adult Education table, http://www.fsu.edu/~adult-ed/jenny/philosophy.html
➢ Selections from Applying Constructive Developmental Theories of Adult Development to ABE and ESOL Practices, by Deborah Helsing, Eleanor Drago-Severson, and Robert Kegan, NCSALL journal, Volume 4: Chapter Five
➢ Selections from Malcolm Knowles:, informal adult education, self-direction and andragogy- http://www.infed.org/thinkers/et-knowl.htm

Online Discussion Forum Participation (1.5 hours):
Prompt: Based on your reading and experience, provide a response to the following questions early in the week, and return at least twice during the week to thoughtfully respond to comments made by your colleagues. Be sure to reference your reading material to support your views.

What questions do you have after reading the articles for this week? What philosophies or theories appeal to you the most and why? Give an example of how you implement the different philosophies or theories you explored.

Web Conference (.5 hour): GotoMeeting information will be sent to your email address with instructions on how to join the online meeting and what number to call to join the conversation.

II. 2.3.9 Learning Styles and Strategies

Reading (1 hour) (All links are online and downloadable in PDF)

➢ *Learn Effectively by Understanding Your Learning Preferences, Mind Tools*, Essential Skills for an Excellent Career, Website AND
a.
➢ Complete the free Verizon course on Multiple Intelligences (Instructions are in the online classroom) OR
b.
➢ *Differentiated Instruction: Adjusting to the Needs of All Learners,* by Mary Ann Corley, Focus on Basics, Volume 7, Issue C , March 2005, pp12-16 AND
➢ *Differentiating Instruction for a Multilevel Class*, by Catherine Saldana Focus on Basics, Volume 7, Issue C , March 2005, pp17-18 OR

Online Discussion Forum Participation (1.5 hours): [NOTE: If you took the Verizon course, participate in the discussion here as well.)

Prompt: Based on your reading and/or Verizon course experience, provide a response to the prompt and questions early in the week, and return at least twice during the week to thoughtfully respond to comments made by your colleagues. Be sure to reference your reading material to support your views.

What is the difference between learning styles and intelligences (Gardner)? What are your preferred learning styles or your dominant intelligences? Do you find yourself teaching as you prefer or as you were taught? Explain. Do you perceive of yourself as learning in similar or different ways than your students? Explain. What has been hardest to change in your teaching practices? Do you differentiate teaching? How?

Web Conference (0.5 hour): GotoMeeting information will be sent to your email address with instructions on how to join the online meeting and what number to call to join the conversation.

III. 2.3.15 Youth in Adult Ed

Reading (1 hour) (All links are online and downloadable in PDF):
➢ Selections from *Youth in Adult Literacy Education Programs*, Volume 1: Chapter 3 by Elizabeth Hayes, *OR*
➢ Selections from *Adolescent Learners in Adult ESL Classes*, CAELA, ESL Resources Briefs, October 2005. AND
➢ *Oh, Those Young People!* by Shirley Ledet, Literacy Links, Volume 10, No. 2, April 2006

Online Discussion Forum Participation (1.5 hours):
Prompt: Based on your reading and experience, provide a response to one or more of the following statements early in the week, and return at least twice during the week to thoughtfully respond to comments made by your colleagues. Be sure to reference your reading material to support your views.

➢ *Young people should be served in adult education programs, but the curriculum should change, and they should be served separately from traditional adult students.*
➢ *Young people are not ready to commit to the type of independent learning required to succeed in adult education programs.*
➢ *ESL youth are different from our English speaking population and should not be integrated with other youth in adult education programs.*

Web Conference (0.5 hour): GotoMeeting information will be sent to your email address with instructions on how to join the online meeting and what number to call to join the conversation.

IV*. 2.3.16 Study Skills*

Reading (1 hour) (All links are online and downloadable in PDF)
You will find a list of study-skill resources in your online classroom. Consider what learning skills most of your students are missing. Click through some of the links on the list, and select resources that will best help your students learn better.

Online Discussion Forum Participation (1.5 hour):
Prompt: Based on your reading and experience, provide a response the prompts early in the week, and return at least twice during the week to thoughtfully respond to comments made by your colleagues. Be sure to reference your reading material to support your views.

> ➢ *Remembering that study skills are linked to learning skills or preferences, discuss a study skill that has worked both for you and for some of your students.*
> ➢ *What study skills are your students missing the most? How are those tied to their learning preferences or limitations?(For example, mapping is an excellent tool for visual learners.)*
> ➢ *In your readings for this session, list those skills that you know have worked best for the population you serve, adding a description of that population.*

Web Conference (0.5 hour): GotoMeeting information will be sent to your email address with instructions on how to join the online meeting and what number to call to join the conversation.

V. 9.8 Web Sites and Software Applications for Adult Learners

Research (1 hour) (All links are online and downloadable in PDF)
Go to the Internet and research sites that promise to be helpful for your student population. Select three sites that you intend to use and review them in the discussion forum. You will be given a list of resources to examine if you wish, but you may also use your own favorites or search engines if you prefer.

Online Discussion Forum Participation (1.5 hours):
Prompt: *Post your review for three sites that will be helpful to your student population. Define your population and explain how the resources on each site will benefit your students. If you are familiar with a software application that works well with adult education students, add that resource link as well. Post your review/resource early in the week, and return at least twice during the week to thoughtfully respond to postings made by your colleagues.*

Web Conference (1 hour): GotoMeeting information will be sent to your email address with instructions on how to join the online meeting and what number to call to join the conversation.

VI. 9.7 Using Technology with Adult Learners

Reading (1 hour) (All links are online and downloadable in PDF)

> ➢ Select an article from the Technology Issue of Focus on Basics, Volume 4, Issue C: December 2000
> ➢ *Meet Them Where They Are: Promising Practices for Educating Adults at CTCs* , Promising-Practices Research, *September 2002*
> ➢ *Some Thoughts About WebQuests,* by Bernie Dodge, San Diego State University

A step further: Check through the items listed at http://www.cde.state.co.us/cdeadult/PD-RB-9-Index.htm and click on each item for more resources on each topic.

Activity (.5 hour)

Open a Google account. Create and share a document with a colleague under the Shared Documents area.

Online Discussion Forum Participation (1 hour):
Prompt: Based on your reading, activities, and experience, provide a response to the questions. Return at least twice during the week to thoughtfully respond to comments made by your colleagues. Be sure to reference your reading material to support your views.

What activities or projects work the best for having adult students use technology for learning? What did you find most useful among the readings for this session (cite your sources)? How important is it to have students use technology? Why? How important is it for instructors to use technology for learning in adult education?

Web Conference (0.5 hour): GotoMeeting information will be sent to your email address with instructions on how to join the online meeting and what number to call to join the conversation.

COURSE EXPECTATIONS
Completion of all reading, discussion, and meeting assignments for all six topics will be required for graduate credit from Adams State. Completion of those assignments for each topic will be required for PD points.

All participants are expected to have email and onsite access to computers. During the GotoMeeting sessions, participants will need phone and Internet access at the same time. Several participants may share a phone pod and a main computer for the session.

TEXT/MATERIALS NEEDED
No text is required. All course materials (articles and links) will be available in the online classroom. Most of the content selected for each section can also be accessed through the state's Professional Development Resource Bank for adult educators at
http://www.cde.state.co.us/cdeadult/PDResourceBankIndex.htm

COURSE PRERQUISITE
This class is designed specifically for adult educators in Colorado who are presently working with adult learners.

OBJECTIVES TO BE COVERED
For each topic offered, students will be able to …
  ➢ discuss and apply the concepts proposed in course articles.
  ➢ effectively use different options or tools offered in the online classroom.
  ➢ contribute new ideas and concepts during discussions and phone dialogs.

GRADING CRITERIA
Students will be awarded a pass/fail grade following rubrics criteria for each section, which is published in the online classroom.