

Students are responsible for reviewing this course syllabus in its entirety and for managing their time in order to ensure that all activities are completed in advance of their due dates.

EDST6347 – Projects in Technology – Adult Learning Theory and Coaching

Online Course Syllabus (8 weeks – with 2 overflow weeks)
Professor: Heidi Trotta, M.S., Ed.M.

Instructor:	Heidi Trotta, M.A., Ed.M. Instructional Designer
Online Office Hours:	“Virtual” office hours via Skype (heidi.trotta) along with day and evening face-2-face appointments available upon request.
Office Location:	Teaching, Learning and Technology Center, Seton Hall University
Phone:	973-275-2882
Email:	Heidi.Trotta@shu.edu All emails will be returned within 24 hours weekdays, 48 hours weekends.
Prerequisites:	There is no prerequisite for this course however it is best NOT to be taken with EDST 6306 (Capstone).

Course Description

This course is designed to assist instructional technology facilitators, technology integration specialists, library media specialists, mentor teachers, adult educators, and all those who guide the integration of technology to support and improve professional growth in schools and businesses. Through various learning experiences, you will discover a knowledge base of philosophical and conceptual foundations, strategies, tools, and resources to understand, support, and motivate adult learners and to embed professional learning within your client’s working environment. You will investigate models and frameworks for developing, integrating, and enhancing professional development and technology coaching practices within your school district’s or business’s learning culture and techniques to support effective, reflective teaching with technology. These goals will be addressed through readings, digital presentations, online discussions, reflections, digital tools, and online video observations. The nature of the relationship between a technology coach and a client is very complex. Establishing trust and supportive practices are the keys to meaningful coaching experiences. 3 credits

About This Course

So, why a whole class on adult learning theory and coaching?

This course was created out of a need for students to have a firm background in adult learning theory and coaching. Most of you have been looking at the use of technology in the classroom of the younger learner. However, at some time in your career as a technology specialist, library media specialist, instructional designer or educator you will probably need to work with adult learners in some training capacity. This could be for a professional development seminar, participation in a community of practice in a school or presenting at a professional conference. This course is designed to provide you with a knowledge base of philosophical and conceptual foundations, strategies, tools, and resources so you are successful in working with this age group.

This is an eight week, online course with 1-2 weeks overflow.

Course Objectives

Voice Thread Reflections
Construct and Educational Unit
Critique and Evaluate a Professional Development Workshop
SAMR Exercise
Twitter

At the completion of this course, students will be able to ...

1. Reflect on professional practice and dispositions in adult learning theory (i.e. Andragogy) and coaching, using resources provided in course. Compare and contrast to “pedagogy”.

Example of Voice Thread Question: “Describe one or more experiences that you have had teaching a concept to an adult. This can be any task that you taught a friend, relative, or colleague at work. Think carefully. Did you do or say anything that was different from teaching a task to a younger person? Did you use any special strategies? Were you successful or unsuccessful? Why? What would you do differently in the future when teaching an adult?” Please directly reference material supplied this week in your post.

ISTE: 2.d, 6.a, 6.b, 6.c

Assessed Through These Assignments:

Voice Thread Reflections
Construct an Educational Unit on Adult Learning/Coaching Topic of Interest
Critique and Evaluate a Professional Development Workshop
Twitter Selections and Sharing

2. Discuss factors that influence how adults learn (i.e. self-concept, experience, social roles, immediate application, internal motivation, need to know).

ISTE: 1.a, 2.e., 6.a, 6.b, 6.c

Assessed Through These Assignments:

Voice Thread Reflections
Construct an Educational Unit on Adult Learning/Coaching Topic of Interest
Critique and Evaluate a Professional Development Workshop
Twitter Selections and Sharing

3. Define transformative learning and evaluate instructional strategies that foster transformation (i.e. critical reflection, dialogue, artistic expression, collaboration).

ISTE: 2.d, 2.e, 2.f, 6.a, 6.b, 6.c

Assessed Through These Assignments:

Voice Thread Reflections
Construct an Educational Unit on Adult Learning/Coaching Topic of Interest
Critique and Evaluate a Professional Development Workshop
Twitter Selections and Sharing

4. Explore the inter-relationship between life experience and learning (pros and cons).

ISTE: 2.d, 6.a., 6.b, 6.c

Assessed Through These Assignments:

Voice Thread Reflections
Construct an Educational Unit on Adult Learning/Coaching Topic of Interest
Critique and Evaluate a Professional Development Workshop
Twitter Selections and Sharing

5. Describe active learning strategies to support different learning styles to create powerful, effective learning experiences for adults.

ISTE: 2e, 6.a, 6.b, 6.c

Assessed Through These Assignments:

Voice Thread Reflections

Construct an Educational Unit on Adult Learning/Coaching Topic of Interest

Critique and Evaluate a Professional Development Workshop

Twitter Selections and Sharing

6. Explore in depth an area of interest or challenge in adult learning, motivation, delivery, strategy and framework.

Demonstrate knowledge, research and technical skill by creating an educational unit to include an animated instructional video, along with support materials.

ISTE: 2.c, 3.b, 3.e, 5.b, 6.1, 6.2, 6.3

Assessed Through These Assignments:

Construct an Educational Unit on Adult Learning/Coaching Topic of Interest

7. Define McClusky's Theory of Margin (Load and Power) and discuss how motivation is a factor in adult learning (i.e. extrinsic or intrinsic).

ISTE: 2.d, 2.e 6.a, 6.b, 6.c

Assessed Through These Assignments:

Voice Thread Reflections

8. Describe internal and external factors that influence the success of professional development workshops and seminars (i.e. culture, organizational practices, expectations, instructor teaching style and personality).

ISTE: 1.a, 2.e, 2.f, 6.1, 6.2, 6.3;

Assessed Through These Assignments:

Voice Thread Reflections

Construct an Educational Unit on Adult Learning/Coaching Topic of Interest

Critique and Evaluate a Professional Development Workshop

Twitter Selections and Sharing

9. Identify ways that critical thinking can be incorporated into professional development.

ISTE: 2.d, 2.f, 6.1, 6.2, 6.3;

Assessed Through These Assignments:

Voice Thread Reflections

Construct an Educational Unit on Adult Learning/Coaching Topic of Interest

Critique and Evaluate a Professional Development Workshop

Twitter Selections and Sharing

10. Critically examine, review and reflect on scholarly articles, web resources and videos to support ideas, insights and conclusions. Share with fellow classmates resources found.

ISTE: 6.a., 6.b, 6.c

Assessed Through These Assignments:

Voice Thread Reflections

Construct an Educational Unit on Adult Learning/Coaching Topic of Interest

Twitter Selections and Sharing

11. Complete the creation, style, use, troubleshooting, and editing of a WordPress site to support insights and reflections. (not included when Voice Thread is used)

.ISTE: 3.b, 3.e,3.g;

12. Demonstrate insights & understanding associated relating to how adults react to change or new technology. Compare and contrast with Hall and Hord's "Concerns Based Adoption Model", (Innovation, Stages of Concern, Levels of Use). Identify strategies to support teachers/peers in the integration of technology into the workplace and classroom.
ISTE: 1.a, 2.f, 3.a, 6.a, 6.b, 6.c

Assessed Through These Assignments:

Voice Thread Reflections
SAMR

13. Explore a variety of coaching strategies, identify strengths and challenges in methods and techniques in school and workplace environments. Discuss previous experience with coaching.
ISTE: 2.a, 2.b, 2.f

Assessed Through These Assignments:

Voice Thread Reflections
Construct an Educational Unit on Adult Learning/Coaching Topic of Interest
Critique and Evaluate a Professional Development Workshop
Twitter Selections and Sharing

14. Critically evaluate the delivery of a professional development workshop to include methods, strategies, activities, techniques and coaching.
ISTE: 2.b, 2f, 2.g, 4.c

Assessed Through These Assignments:

Critique and Evaluate a Professional Development Workshop

15. Describe and discuss characteristics, values and "habits of mind" of effective adult instructors and coaches. Compare and contrast to their own to determine areas for improvement.
ISTE: 2.d, 6.a, 6.b, 6.c

Assessed Through These Assignments:

Voice Thread Reflections
Critique and Evaluate a Professional Development Workshop

16.. Using the SAMR models, identify and discuss methods and technologies and/or online tools that illustrate the 4 levels of engagement with technology. Describe strategies, level of critical thinking and active verbs to match choices.
ISTE: 3.b, 3.d, 6.a., 6.b, 6.c

Assessed Through These Assignments:

SAMR

Technology Prerequisites

Technology prerequisites:

- Comfortable using Blackboard
 - Posting in the discussion forums
 - Adding content to a class wiki
- Checking SHU email (sending/receiving)
- MS Word (creating, saving, uploading documents)
- File management
- Conducting research using the internet or SHU Library databases
- Tweeting
- Using a microphone (one that comes with your computer or an external microphone)
- Web Authoring

Course Schedule

The following is an at-a-glance view of the Modules and Weeks in the course. Detailed information regarding objectives, readings, assignments and activities can be found later in the syllabus as well as in Blackboard.

- Week 1 Introduction to Adult Learning and Traditional Learning Theory
- Week 2 Teaching Adults and Self Directed Learning
- Week 3 Transformative Learning and the Adult Learner
- Week 4 Experiential Learning and the Adult Learner
- Week 5 Motivation and the Adult Learner
- Week 6 Roles of the Technology Coach, Change Management
- Week 7 The Technology Coach – Supporting Technology Use, Reducing Resistance, Critique of a Prof. Dev. Workshop to determine how Best Practice for Adult Learners
- Week 8 Coaching Using the SAMR Model to Deconstruct a Learning Plan, Illustrate the 4 Levels of Engagement with Technology, and Clearly Identify Essential Learning Tasks, Methods, and Technologies to Deliver Maximum Learning
- Week 9 and 10 (overflow weeks for finishing assignments)

Textbook and Supplemental Readings

Merriam, Sharan B. and Laura L. Bierema. *Adult Learning - Linking Theory and Practice*. Hoboken: Wiley, 2014. ISBN: 978-1118130575 (Required Purchase)

Recommended book purchase (if you have not purchased before)

American Psychological Association. (2012). *Publication Manual of the American Psychological Association*, 6th Ed. Washington, DC. ISBN: 781433805615

All the materials listed in this course listed in instructional materials (websites, readings, articles, etc.) are required reading, watching or exploring unless otherwise noted.

Additional Purchases

1) Microphone

For this class you will need a good microphone for your laptop. Test out the internal microphone on your laptop first. If the quality is not good or marginal, you will probably have to purchase an external microphone to use. This is a worthwhile purchase if you do not have one anyway.

There are many different models of external microphones you can buy depending on the model of your laptop. Check them out on Amazon.com. They range from \$30 - \$70. Make sure the one you decide to purchase is compatible with your computer. You can buy one that comes as a headset or you can use a pair of separate headphones like those that come with your ipod or tablet. The headphones are necessary to cut down on looping/background noise.

(2) Animated Video Account

Depending on the software you decided to use to create your (animated video). There are some free applications such as PowToon (limit 5 minutes) however most students purchase a monthly account of VideoScribe (\$29 per month) for 2 months and then canceled the account when the course is completed.

Assignments

1. **Voice Thread Posts (each week, content in course)** This course uses Voice Thread for discussions (reflections). When commenting on a Voice Thread, reply in voice or webcam. If your internal mic is not good, you will need to purchase an external microphone. Replying to another student's voice thread is optional for the weekly reflections however you should listen to all.
2. **Construct an Educational Unit (posting to TedEd)** on Learning Theories, Motivation Strategies or Activities for Maximizing Adult Learning to share with peers. Your own voice must be used (major assignment for this class).

Details are provided in the course. Includes creating an animated video (using a product such as PowToon, Video Scribe), identifying resources, discussion questions and an active activity suited for adult learners.

3. **Critique and Evaluate a Professional Development Workshop Instructor** - Using the research in adult learning theory you have explored in this course, you will be observing a video of an actual professional development workshop for teachers. The assignment includes observing how one instructor teaches adults in terms of the assumptions made about the nature of adult learning reflected in the instructor's style, language, instructional practices, and resources employed within the lesson. Your job is to discover what this instructor does or does not do to effect change in others. How did this instructional designer/instructor promote best practice for adult learners? Did he do anything that would discourage an adult learner?
4. **SAMR Exercise** - Using the SAMR models, select three learning activities, methods, technologies and/or online tools that illustrate the 4 levels of engagement with technology. Using the Bloom's Taxonomy state the level of critical thinking and the active verb you would use to describe the critical thinking process.
5. **Twitter**
Tweet resources to share with class on topics of interest covered in the course. 7 tweets over the course of the semester ...each tweet is worth one point. Can be on your project topic or, better yet, over the topics presented in the course. Shoot for one a week.

Instructions for Submitting Assignments

When submitting assignments, please include your name inside the file (if possible), and include your name and the topic in the file name (ie. trotta_conceptmap).

Grading Policies

Determination of Final Grade:

Major Project - 40

SAMR - 6

Critique - 15

Class Evaluation – 2

Twitter Design – 3

Tweets – (7 x 1) = 7

Weekly Voice Thread Reflections - (9 x 3) = 27 (includes introduction)

Total Points = 100 (no weighting)

Spelling and Grammar

Be careful about grammar and spelling on your submitted projects and assignments. Spelling and grammar count for a number of reasons. If you are making a career choice in organizational leadership and training, it shoots your credibility to have written material contain typos and grammatical mistakes. If you are working later in the evenings, as I often do, it is easy to make mistakes. For assignments, consider waiting until the morning when you are fresh to submit, reviewing one more time for errors.

If English is a second language for you and you are trying your best, don't hesitate to ask someone to proofread your paper. On important projects and written material, I always have someone do this for me! It makes a big difference. We all make mistakes that are hard to catch.

Citations and References

It is VERY important that you cite and include references in your project assignments for a number of reasons:

- (1) It shows you have done the "research" for the topic and/or to support your arguments.
- (2) You do not want any copyright issues cropping up when creating instructional materials.
- (3) It is BEST practice in the instructional/education field and a sign of professionalism.

I want to strongly encourage you to take up this professional and academic practice. It is a good habit!

Check out this infographic on plagiarism http://thevisualcommunicationguy.com/wp-content/uploads/2014/09/Infographic_Did-I-Plagiarize1.jpg

Late Assignments

We all run late occasionally, including myself. However, because we are not meeting every week, it is easy to get behind. Before you know it, the week is over and you are racing to catch up. When one is hard pressed, you don't do your best work. Your work in this class should show what you are capable of as a graduate of this program and the university.

The challenge with 8 week, 3 credit online courses is to cover the same material that is in a 15 week, 3 credit course. As a result, the course moves at a very fast pace. Please submit work on time. For work submitted late 1 point will be deducted on Voice Threads and reflections. For late projects, feedback will be provided only after I have provided feedback to everyone else and grading for that week has been completed. Points (to be determined) will be deducted from projects/papers for late projects.

There are exceptions to this policy for illness and family emergencies. If you have any questions about this late policy, please reach out to me.

Extra Credit

There is no extra credit in this class. If you do the assignments, engage with the material, share your thoughts and insights with fellow classmates submit work on time you will do just fine.

Department of Educational Studies Graduate Academic Policy

Graduate students must maintain a B GPA.

Student Participation

Content Acknowledgement

By your participation in this course, you acknowledge that you have read and understood the terms and conditions contained in this syllabus. You also acknowledge your responsibility to clarify any matters with which you have concerns prior to their escalating beyond the ability of you and the instructor to rectify them.

Participation

Students are expected to participate regularly and actively in class discussions via Voice Thread/Discussion Board; without substantial participation, you cannot earn a good grade in this class. You are encouraged to share your professional experiences in class discussions and assignments, provided they are directly relevant to the subject matter. However, please do not disclose confidential information or say anything that might compromise anyone's personal privacy.

Communication

Students are responsible for monitoring announcements, checking their Seton Hall University email accounts, and promptly notifying instructors should problems arise with accessing course material or submitting activities.

In addition, following are some guidelines and information regarding standard communication and professional standards for each.

Email: Every candidate and faculty member on campus has an e-mail address that follows a similar pattern: [first-name.lastname@shu.edu](mailto:firstname.lastname@shu.edu) (faculty); firstname.lastname.student@shu.edu (candidate)

Important: SHU email will not be sent if you do not enter a topic in the **Subject:** line.

Netiquette: Unlike instant messenger, e-mail is a more formal means of communicating with faculty, support services, and peers on campus. It is important to observe the following when using email.

- Use capital letters at the start of a sentence.
- Use punctuation.
- Place your name at the end of the e-mail; especially important if you are using an outside mail server and your email name may not be obvious to the person receiving the note.

- Recognize that e-mail may not be read for 24 hours.
- Consider the “tone” of your e-mail. When you meet face-to-face it is easy to read the tone and expressions of an individual through their voice and body language, Email can only convey intent through the words you choose.

Phone contact:

- Use your full name when leaving a message on voice mail.
- Provide a phone number where you can be reached; please repeat the number and say it slowly enough for others to understand each digit.
- If you tell a faculty member that you tried to call them, but you don’t leave a message, there is no evidence that you did try to contact them.

Faculty Communication and Participation

Faculty response to work: All assignments will be graded 7 – 10 days after they are assigned. See Master Schedule for exact dates. Any questions regarding assignments may be emailed to your instructor.

Response time for email will be within 24 hours during the week and 48 hours on weekends.

- Feedback and grades for Major assignments will be provided approximately 7-10 days after the due date by email and or via the Blackboard gradebook.. Grades can be found under the Blackboard link “My Grades”.
- Email is the preferred method of contact.

This course is a “community of learners”. As such, I will contribute and comment to the Voice Threads/Discussion Boards as appropriate.

College of Education and Human Services Professional Code

Candidates enrolled in the teacher preparation programs in the College of Education and Human Services operate under the following professional code:

Dependability: candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings. *Candidates will not use mobile technology for personal reasons while in a classroom setting.*

Respect & Empathy: candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.

Open-mindedness: candidates respect the context and experience of others; they develop the skills to use that information in classroom conversation, writing, and lesson planning.

Integrity: candidates submit original work, fully cite all sources associated with the development of their work (including information from the Internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity.

Dress code: candidates recognize that they are considered representatives of the university, college, and program when they are in their field placements. They are expected to adhere to the dress code of the field placement where they are working, recalling that their professional appearance and behavior reflects Seton Hall. (See the College of Education & Human Services field guide for more information.)

Passion for the profession: candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.

Professional Communication and Technology Use: Candidates maintain consistent, timely and professional communication with professors, Seton Hall administrators, supervisors, cooperating teachers, and school administrators in written, telephone, and electronic mail communication. Candidates exercise professional discretion in their use of social media and recognize the responsibility of professional educators to refrain from expressing defamatory opinions of peers, professionals, parents, and students in public platforms.

Technical Emergencies

Not having access to the Internet will not be considered an acceptable excuse for not logging into and participating in class discussions or submitting materials in a timely manner. Students should therefore identify alternative means for accessing the Internet (such as the local library or a friend’s house) in case their usual means of access is unavailable.

Academic Integrity

Faculty, students, administrators and staff of Seton Hall University both recognize and cherish academic integrity as the cornerstone of our shared academic enterprise. As a Catholic institution we are particularly bound to personal values and self-discipline and seek to combine that reality within the context of a trusting and caring academic community. All individuals in the University community have an obligation to attend to the highest degree of personal integrity while in the pursuit of knowledge and the service of one another. In particular, the pursuit of knowledge requires honesty. Students must do their own work. A student who submits work that is not his or her own, who cheats on a test, or who plagiarizes an academic assignment is doing harm to himself or herself and taking advantage of others. Any dishonesty threatens the individual standards of the person committing the act and the other members of the Seton Hall community as well. As we continue to seek for what is the best and authentically human, each member of this University community must commit himself or herself to service of the truth. A student should refer to the Policy on Academic Integrity Policy of his/her major department/school/college. This University Policy of Academic Integrity shall apply to all students. The Procedures for Handling Violations of Standards of Academic and Professional Integrity are contained in the Student Handbook.

Assistance and Accommodations

Academic Assistance

The purpose of the Seton Hall University Writing Center is to provide support for all students, staff, and faculty who require assistance with writing. Please note the assistance provided via the Writing Center is to help with sentence structure, grammar and other technical writing issues. The Writing Lab is not a tutoring resource and does not provide assistance with legal writing or subject matter expertise. The [Online Writing Lab](#) is also available for assisting students who are not able to visit the Writing Center in person. Contact the Writing Center by calling (973) 761-9000, extension 7501. The Writing Center is available at <http://www.shu.edu/academics/artsci/writing-center/index.cfm>.

The Online Writing Lab is part of the Academic Resource Center (ARC) at Seton Hall University which is available to all students. You can access information about all of the resources available through ARC at this link - <http://www.shu.edu/offices/arc/>.

Accommodations

If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67, Main Campus at the beginning of the course. As of spring 2014, the Director of DSS is Ms. Angela Millman.

For more information or to register for services, contact DSS at:

Email: dss@shu.edu

Phone: 973-313-6003

Fax: 973-761-9185

Website: <http://www.shu.edu/offices/disability-support-services-index.cfm>

Privacy and Accessibility Policies for Technology Used in this Course

Google Applications

- [Privacy Policy](#)
- [Accessibility](#)

TedEd

- [Privacy Policy](#)
- Accessibility (statement not available)

Twitter

- [Privacy Policy](#)
- [Accessibility](#)

[Voice Thread](#)

- [Privacy Policy](#)
- [Accessibility](#)

Do I Have Your Permission?

I use past student work in my courses as examples for present students taking a course. If you have any concerns, please let me know. If you don't say anything, I will assume it is ok.

Respect for Diversity

It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

The TEACH Act

The materials in this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.