

Approaches to Teaching and Learning TADL 6201

Course Outline

Description:

This course addresses the unique characteristics of adult learners and examines educational theories in relation to adult learning. Applications and limitations of these theories are further explored. An examination of the foundation of adult education is conducted with a concentration on individual approaches to teaching and learning. Students are introduced to face-to-face and online learning from both a teaching and learning perspective.

Course Objectives:

1. To introduce foundational theories and principles and explore their application to those who have an interest in adult learning.
2. To encourage the use of reflective practice, critical thinking and a mindful approach to teaching.
3. To encourage personal development in approaches to teaching in relation to adult education.
4. To develop an understanding of various approaches to learning in relation to adult education.
5. To allow students to share their experiences, opinions and perspectives.

Course Format:

TADL6201 is a blended course – partially face-to-face and partially online. The two in-class components include lectures, group exercises and discussion, while the online component requires active participation in discussion forums and independent work on individual assignments. Students can expect to spend approximately 10-15 hours per week on course work.

Learning Outcomes:

Upon completion of this course, the student will be able to

1. Identify the purpose of critically examining learning theories
2. Apply adult education terminology with accuracy in discussions about learning and teaching practice
3. Match personal experience with teaching and learning theories
4. Identify common traits of the adult learner and utilize tools to assist the adult educator in connecting learning types to theory application in specific contexts

5. Reflect critically on assumptions about learning and teaching and find alternatives by applying the theories about adult learning
6. Articulate a personal approach to adult learning and teaching

Evaluation:

Method of Evaluation for this course is as follows:

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|------------------------------------|-----------------------------------------------------------------------|
| 1. <u>Assignment 1a</u> (5%) | Reflection paper #1 |
| 2. <u>Assignment 1b</u> (5%) | Reflection paper #2 |
| 3. <u>Assignment 2</u> (30%) | Critical examination of theory and principles |
| 4. <u>Assignment 3</u> (30%) | Personal teaching philosophy and approach to teaching |
| 5. <u>Online Discussions</u> (30%) | Responses to discussion postings /online discussion with peers |

Attendance Requirements:

Students are required to attend 100% of in-class time in order to receive a completion for this course.

Notes on Assignments (papers and reports):

- Must be in an academic essay/report format following APA style (unless otherwise stated)
- Must have a clear argument/thesis/statement with logical progression throughout the paper
- Arguments/analysis/conclusions should reflect clearly identified sources and personal experience (where required)
- Must cite all references according to APA format (unless otherwise stated)
 - double-spaced
 - 10 pt Arial font
 - 1” margins
 - Title page
 - References
- Specific details for each assignment will be provided in class and posted online

Policy on Cheating and Academic Misconduct:

Academic honesty is a cornerstone of conduct at Western University. We cannot have freedom of expression without integrity. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences; please refer to the section on “Scholastic Offences” in the current University Academic Calendar, or on the web at <http://www.westerncalendar.uwo.ca>. Such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course any academic work for which credit has previously been obtained or is being sought in another course in this University or elsewhere (without the knowledge and approval of the instructor to whom the work is submitted). Students enrolled in non-degree courses are expected to abide by the University’s code of conduct.

Code of Student Conduct:

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

Plagiarism:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing

agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>).

Course Schedule:

Face to Face Classes

Day 1

- Course and class introductions, personal experience with teaching/learning
- Key terms defined and concepts; Teaching and learning theories/styles
- F2F vs online teaching and learning; Teaching and learning inventories
- Discussion on creating a teaching plan

Day 2

- Learning in relation to instructor/teacher roles
- Application of adult learning theory to personal teaching approach
- Development of teaching style
- Creation of a teaching plan –application of learning made relevant
- Merger of teaching strategies to parallel learner needs
- Personal theory development

Online (Asynchronous)

- Active discussion hosting and participating; examination of teaching and learning models
- Application of knowledge to scenarios, posed questions, and peer reflection
- Critical thinking in relation to analysis of teaching and learning