

Approaches to Teaching and Learning

TADL6201

Course Outline

Description:

This course is designed to introduce instructors and trainers to andragogy - the practice of teaching adult learners. Students will explore adult learning theory in detail, understanding both practical application and limitations. This hands-on, reflective course will encourage students to apply theory to their own professional practice and reflect on their own personal teaching philosophy.

Course Objectives:

1. To explore and learn fundamental theories relating to adult education.
2. To evaluate theories and understand practical applications and limitations.
3. To understand the importance of educational theory and how theory contributes to effective classrooms.
4. To understand and create connections from adult learning theory to professional practice.

Learning Outcomes:

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

1. Identify fundamental adult learning theory.
2. Evaluate adult learning theory and understand the limitations of specific theories.
3. Understand why learning theory is important, and use theory to develop teaching practice.
4. Connect learning theory to professional practice and reflect on personal teaching philosophy.

Resources:

This course will use several reading resources including articles, blogs, texts - please see OWL for specific course readings. In addition, students will use OWL

Evaluation:

Method of Evaluation for this course is as follows:

1. Class engagement (20%)
2. Resource library (20%)
3. Teaching philosophy essay (25%)
4. Final presentation (35%)

This course outline is a sample only and is subject to change.

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Notes on assignments (papers and reports):

- Must be academic in style and content
- Must have a clear focus
- Must present ideas in a logical and well-thought-out flow
- Arguments, analysis and conclusions must be based on clearly identified research and sources
- Must cite all references from other sources
- Must be in paragraph format
- Must be double-spaced, and typewritten
- Must follow APA style

Grading:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Online Participation Grading Chart:

The following chart will act as a guide for assessing student participation in this course.

Grade	Criteria
9-10	The student participates frequently, providing relevant responses more than 35 times spread evenly over the length of the course. Replies to discussion questions, instructor comments as well as the responses of other students in a positive and critical manner. The student responds in a timely manner (allowing enough time for fellow students to respond, and not posting on the last day of the unit). Responses are of a high quality; an obvious effort has been made to research the answer. Responses offer new perspectives on course material and spark discussion amongst the class.
7-8	The student participates consistently, providing relevant responses 30-35 times over the length of the course. The student responds in a timely manner (allowing enough time for fellow students to respond, and not posting on the last day of the unit). The student offers new ideas and responds to the contributions of others.

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6	The student provides some relevant contributions, 15-20 times over the length of the course. The student responds before the end of the unit. The student occasionally offers new ideas and responds to others.
5	The student's contributions are inconsistent in both quality and timing, 10-15 times over the length of the course. The student's responses are not always on time. The student does not offer any new ideas, and responses to fellow students are few.
4	The student rarely provides contributions to the course, 5-10 times. The student does not always respond on time. The student has difficulty understanding the course content, and does not respond to the contributions of the other students.
0-3	The student provides little or no discussion, less than 5 times. Information is contributed only when asked to by the instructor, and responses are negative or disagreeable to the instructor/fellow students. Responses show little in the way of comprehension of course material. The responses are usually limited to "I agree", "Me too" or the like.

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.

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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>).

How often will the instructor communicate with me?

Your instructor will communicate with you regularly through announcements, OWL messages and forum posts (where appropriate). If you have any questions, comments, or concerns, you can email the instructor.

Policy on Late Assignments:

Late assignments will be accepted with a penalty of 5% per day for up to 7 days. Assignments submitted more than 7 days past the due date will not be accepted. Please note: If you think you might miss a deadline, please reach out to your instructor to see if an extension is possible.

How do I hand in assignments?

All assignments will be submitted electronically through OWL using the assignment tool. Failure to meet deadlines without the instructor's written permission will be subject to the late assignment policy. It is the student's responsibility to ensure that all assignments forwarded to the instructor arrive before the due date. If you experience difficulty in submitting assignments through OWL, you are responsible for contacting the instructor.

When will I receive my grades?

Final grades will be available 2 weeks after the last scheduled day of the course. A grade report can be printed from myWCS.

Western Digital Badge

If you have met the course requirements for this Western approved micro-credential, you will receive an email from MyCreds to claim your digital badge. Badges are embedded with data that verifies your skills and achievements. Share them with your employer, on LinkedIn and other social media sites.