

Approaches to Teaching and Learning

TADL6201

Course Outline (online)

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 Goals:

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.

Course Format:

TADL6201 is an online course with real-time learning. The course includes 3 mandatory online live sessions (week 1, 2 and 4). In addition to live sessions, students will be expected to participate in online reading and assignments. Students can expect to spend approximately 4-6 hours per week on course work.

Course Objectives: At the 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.

Texts:

No textbook is required for this course. However, we will use a number of reading resources including articles, blogs, texts - please see OWL for specific course readings.

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 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, 11 pt Arial font, 1" margins, title page, references
- Specific details for each assignment will be provided in class and posted online

Grading:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that 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

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>).

How often will the instructor communicate with me?

Your instructor will communicate with you regularly through course email. All course-related news will be communicated via the course email, announcements, or discussions. Alternative forms of communication may, and can be, used if required.

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Policy on Late Assignments:

Late assignments will be accepted with a penalty of 10% per day for up to 5 days. Assignments submitted more than 5 days past the due date will not be accepted.

When will I receive my grades?

Assignments will be graded and grades will be posted on the course site as soon as possible following their due date. Final grades will be available 2 weeks after the last scheduled day of the course. A grade report can be printed from myWCS.

How do I hand in assignments?

All assignments are submitted electronically through OWL. Failure to meet deadlines without the instructor's written permission will be subject to the late assignment policy. If you experience difficulty in submitting assignments through OWL, connect with your instructor to arrange an alternate method of submission.

Course Schedule:

Week One	
Online Live Session	TBD
Activities	Course introduction Introduction to adult learning theory Begin teaching philosophy worksheet
Assessment	Live session participation

Week Two	
Online Live Session	TBD
Activities	Adult learning theory continued Practical application of learning theory Explore additional adult learning theories
Assessment	Live session participation

Week Three	
Online Live Session	n/a
Activities	Adult learning theory continued Explore additional adult learning theories
Assessment	Adult learning theory resource library (20%), forum posts

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Week Four	
Online Live Session	TBD
Activities	Introduction to 7 Principles for Smart Teaching Review of final presentation Complete teaching philosophy worksheet and essay
Assessment	Teaching philosophy essay - 25%

Week Five	
Online Live Session	n/a
Activities	Explore new ideas on learning styles Understand different perspectives on learning styles Explore learning style alternatives
Assessment	Learning styles forum discussion (optional)

Week Six	
Online Live Session	n/a
Activities	Research and present final presentation
Assessment	Final Presentation - Chapter Synopsis - 35%

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