

Syllabus – Spring 2009 (revised 12/09/08)

Tuesday 5:00-7:00

UW–Madison, Room 212 Educational Sciences Bldg., and Audio Conferencing Statewide

ELPA 742: Facilitating Learning for Adults (call # 43475)

**Department of Educational Leadership and Policy Analysis
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University of Wisconsin–Madison**

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(*Please write ELPA 742 on subject line, which will send your message to my course folder.)

The ELPA departmental webpage contains the current version of this syllabus:

<http://www.education.wisc.edu/elpa/people/faculty/knox.html>

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Special Accommodation

I want to include persons with special challenges in this course. I will treat confidentially the information that you share with me related to disabilities, language, or cultural background and will provide you with information about special accommodations and assistance regarding curriculum, instruction, or assessments to enable you to fully participate.

Course syllabus printable version

This syllabus provides an overview of the course purpose and plan. The focus is on learning and teaching. In addition to increased understanding of scholarly writings related to facilitating adult learning, participants should become more able to strengthen their own teaching and that of other people who help adults learn. Included are higher education course instructors and informal education related student services. In addition to the text for the course (Knox, *Helping Adults Learn*, 2004) – basic readings and other EReserves, the attached bibliography contains supplementary course-related readings, located at Memorial Library, other UW branch libraries, and especially at the Center for Instructional Materials and Computing (CIMC) on the third floor of the Teacher Education Building. (Participants interested in continuing education in medicine/health may want to read all of Davis, Barnes, Fox *The Continuing Professional Development of Physicians* (2003.))

Introduction

Learn@UW –ELPA 742 (Spring 2009)

I welcome you to this graduate course on facilitating learning. This introduction provides highlights to indicate ways that students can help make their experience accessible, active and relevant. (In this course all college students are considered adults.)

The current version of this syllabus is available on the ELPA departmental website <http://www.education.wisc.edu/elpa/academics/syllabi.html> and is provided in the content section of Learn@UW for ELPA 742 <https://learnuw.wisc.edu/>

Interaction and feedback during the semester will result in ongoing modifications.

The basic readings can be downloaded from electronic reserves, to be printed or read on screen.

All of the sessions will use audio conferencing for distance education statewide.

Instructor information is available from the ELPA webpage:

www.education.wisc.edu/elpa/people/faculty/knox.html

Each participant can decide on the extent and types of technology to use in this course, depending on interest, experience, and available technology. The basic level for most participants includes Learn@UW computer conferencing for e-mailing materials, downloading syllabus and reserves, and asynchronous threaded discussion. The basic level also includes participation in the synchronous Tuesday evening session through one of two distance education options: audio conferencing by phone in, or web-based video and contact sharing for greater visual interaction (described in the section on technical guidelines for ExtendLMS@ICS).

Location

There are three options for participation in the Tuesday evening session. Any participants can meet in Room 212 Educational Sciences, UW, 1025 W. Johnson St. (between Mills and Brooks), Madison. Participants can take part through audioconferencing (phone) toll free from anywhere in Wisconsin. See also, technical guidelines for video and content sharing. Two or more students who want to do so together from a WISLINE public site can find potential locations from the following website: http://uwex.edu/ics/wisline/public_sites.cfm. Check before to be sure sites are available in the evening. Participants traveling outside Wisconsin can also call in from any phone with the charges on their long distance phone bill.

Technologies

ELPA Audio Conference Call-In Directions

If you phone in, the following instructions will be helpful to use the WisLine Teleconference service. Follow these instructions to dial in from a remote (instate) location:

1. Dial 608-265-1000
2. You will be asked to enter the passcode for your conference. The passcode for the course is 2424.
3. The operator should then tell you that you are connected to the conference.
4. If you do not get connected for some reason, the Help line number is 1-800-442-4614.

Reminder: When dialing in from a remote location, it is best to use a phone with a mute button. Unless you are talking, the mute function keeps unwanted background noise out of the conference call.

Learn@UW can enable us to create sub group discussion, similar to threaded discussion, but just for a few participants with a shared interest. Especially early in the course after introductions, if two or more participants are interested in such sub group discussion, contact the instructor with the topic focus and names of interested students. We will then create a group name and preliminary participant list, along with procedures for accessing and posting. The instructor may or may not participate in such group discussion, based on participant preference.

FAQ ELPA 742 Spring '09

1. How do the course units contribute?

The interrelated course units include reading, discussion, reflection, and writing about concepts, examples, rationale, and sources for further study that together can enrich your mastery.

2. What options in the course plan provide flexibility and individualization?

The syllabus questions and basic readings provide a shared foundation to enrich the individualized reading, writing, and reflection of each student.

3. How could this course improve your role performance?

Students can use their career experience and interests regarding educational leadership to emphasize reading, writing, conversation, and reflection to apply concepts to their specific career interests.

4. Why does the course use instructional technology?

Distance education arrangements can provide each student with convenient access to learning resources and interaction with students at various locations.

5. What familiarity with instructional technology should students have?

Minimal familiarity is required for audio conferencing combined with Learn@UW which entails basic use of computer based education with the equivalent of sending and receiving email. Higher levels of technology use are also available, such as video and content sharing.

6. How can students benefit from viewpoints of other students?

Learn@UW can enable students to easily send and receive and participate in online threaded discussion with other students who share similar interests, in addition to synchronous sessions with audio interaction with all other students.

7. Why are periodic surveys and brief reports included?

Such efficient feedback can increase responsiveness and help modify course plans and implementation.

8. Can people enroll as special students without pursuing a graduate degree?

In addition to some students who are matriculated for a graduate degree or certificate from one of the cooperating UW campuses or elsewhere, some students typically do so for professional development by following instructions on the office of Special and Guest Students website.

<http://www.education.wisc.edu/elpa/admissions/SpecialStudentEnrollmentProcess.htm>

9. Can this and future ELPA courses be applied to degree or certification programs?

This and future courses with various accessible formats are planned

10. Are special accommodations available?

Contact the instructor about available special accommodations and assistance for persons with disabilities or special challenges related to communication or mobility.

11. What provision is made for access to supplementary readings, beyond the course text?

Beyond the basic readings, (that can be downloaded and printed), students can search and download many journal articles, along with books from cooperating UW campus libraries, supplemented by interlibrary loan.

Course objectives

As a result of this course, each participant should be better able to:

1. Understand and appreciate the range and variety of tasks entailed in effectively helping adults and college students learn;
2. Know about and learn how to locate major scholarly and professional writings about facilitating learning for adults;
3. Plan and conduct learning activities for adults;
4. Analyze and strengthen aspects of continuing education teaching and learning; and
5. Analyze and develop strategies for resolving issues regarding helping adults learn.

READINGS

The text on Helping Adults Learn (Knox, 2004) and excerpts available from E-Reserves provide the basic readings for each unit. Therefore there is no text-book to purchase. All course-related reserves are available through the MyUW portal at <http://my.wisc.edu/portal/> . The reserves page on our website includes a link for students to the MyUW portal. Check it out here:

<http://cimc.education.wisc.edu/e-reserves/index.html>. Log in to MyUW and click on the Academics tab. Next to each of the registered courses that have reserves (paper & electronic), there will be a "Library/Reserve" link that will take you directly to the reserves for that course.

To access your Library Course Pages, login to your MyUW account and click on the Academics tab. On that page you should see a section that lists your classes for the semester. Click on the Library/Reserves link next to this class and you will be taken the Library Course Page.

There are also several ways to access E-Reserves through the Learn@UW portal. There is a link to E-Reserves in the top navigation bar, and also one that says Library Reserves to the right of the Welcome on the Introductory page of the site.

Supplementary readings are suggested in the syllabus, and are implicit in the citations to references in the chapters of the texts for each unit. The course bibliography lists many earlier books and articles pertinent to the course. In preparation for each unit session, read the text chapter(s) and E-Reserves early in the week, and then, based on your background and interests, select supplementary readings and others from the syllabus bibliography that are most pertinent to you.

Sending Survey/Reports

There are several types of reports to be submitted to the drop box through Learn@UW. They are: (a) an initial posting of background and expectations at the beginning of the semester, (b) a periodic survey around midsemester, (c) an end of course ELPA evaluation form, (d) one or more reports during the semester, reflective of the six criteria for assessment.

Dates Units Topics Discussion Questions Readings (2009)

01/20 OVERVIEW OF ADULT LEARNING AND TEACHING (First Week)
Review of course purposes, plan, procedures
Introductions of participants
Concepts about teaching/learning transactions

01/27 A. ADULT LEARNERS

Study Questions:

1. What major generalizations about adults as learners are useful to help adults learn and use what they learn?
2. In what ways can you use such generalizations?

Basic Readings: Knox (2004) Ch. 1, 2; Davis, Barnes, Fox (2003) p. 62, 63, 67, 68, 76; Guy (1999) p. 93-98; Levine (2005) p. 73-87; Queeney (1995) p. 117-142; RossGordon (2002) p.8591; Tisdell (2003) p. 25-43.

Supplementary Readings: Hiemstra and Sisco (1990); Merriam and Caffarella (1998); Kasworm (1983); Hayes and Colin (1993); Guy (1999).

02/03 **B. INSTRUCTIONAL ROLES**

Study Questions:

1. What is the contribution of content mastery to instructors' effectiveness helping adults learn?
2. What are major aspects of teaching style and how can able instructors take them into account to enhance their effectiveness?

Basic Readings: Knox (2004) Ch. 3; Davis, Barnes, Fox (2003) p. 163, 164; Boud, Garrick (1999) p. 1-11; Candy (1991) p. 523; Galbraith (2004) p. 3-21; Heimlich, Norland (1994) p. 1725; Pratt (1998) p. 33-53.

Supplementary Readings: Heimlich and Norland (1994); Hayes (1989); Brookfield (1990); Bateman (1990); Fleming (1997); Galbraith (1990); Cranton (1990); Imel (1996).

02/10 **C. PLANNING PROGRAMS AND MATERIALS**

Study Questions:

1. What aspects of program planning (including needs and context) are important to make decisions about, as part of early planning?
2. What are useful criteria and procedures for selection and development of educational materials?

Basic Readings: Knox (2004) Ch. 4, 5, 6; Davis, Barnes, Fox (2003) p. 81, 82, 83, 93, 94, 107, 109, 211, 212; Galbraith (2004) p. 181-192; Guskey, Huberman (1995) p. viiix, 16, 92-113, 118-125, 180, 196-206; Knowles (1986) p. 38-47; Quigley (1997) p. 103-136.

Supplementary Readings: Queeney (1995); Barrows and Tamblyn (1980); Edelson and Malone (1999).

(Submit micro teaching proposal by Unit C.)

02/17

D. ENGAGING LEARNERS

Study Questions:

1. How can a supportive and challenging climate for learning be established, especially during early sessions?
2. What procedures are effective for gaining agreement on educational objective?

Basic Readings: Knox (1986) Ch. 7; Davis, Barnes, Fox (2003) p. 237; Bredeson (2003) p. 42-51; Musselwhite (2003) p. 5574; Quigley and Kuhne (1997) p. 23-40; Silberman (1998) p. 112, 183-200; Wlodkowski (1985) p. 154-157.

Supplementary Readings: Daloz (1999); Wlodkowski (1985); Vella (1990); RossGordon, Martin, Briscoe (1990); Hiemstra and Sisco (1990)

02/24

E. TEACHING LEARNING

TRANSACTION AND EVALUATION (2 weeks)

03/03

Study Questions:

1. How much and what type of emphasis should be given to individualization and learner directedness under various circumstances?
2. How can you help learners progress to higher levels of understanding and problem solving?
3. How do you decide on the optimal extent and type of program evaluation?

Basic Readings: Knox (2004) Ch. 8, 9; Davis, Barnes, Fox (2003) p. 122, 141, 180-185, 191-194, 196-199, 265-268, 275-277, 308-310; Angelo, Cross (1993) p. 105-108, 121-125, 150-158, 281-284; Brinkerhoff (1987) p. 2631; Cranton (1996) p. 512; Lieberman, Miller (2001) p. 99-101; Merrill (2004) p. 13-16; Patton (1997) p. 330-339; Stein, Imel (2002) p. 93-97.

Supplementary Readings: Angelo and Cross (1993); Candy (1991); Boulmetis and Dutwin (1999); Elsen and Tisdell (2000); Pratt (1998); Silberman (1998); Brinkerhoff (1987); Cranton (1996, 1997); Rose and Leary (1997); Knox (2002); Vogel (1991); Vella and Assoc. (1998). Demonstration discussion of "The Hunger Artist." (See reading in the readings section of the syllabus.)

(Submit plan for paper by Unit E.)

03/10

F. ENCOURAGING APPLICATION AND SUPPORT

Study Questions:

1. What are major barriers to application?
2. How can you help participants use what they learn?

Basic Readings: Knox (2004) Ch. 10, 11; Davis, Barnes, Fox (2003) p. 29-31, 322-327; Brookfield, Preskill (1999) p. 2242; Rowden (1996) p. 3-10, 13-19, 31-39, 57-63, 105-109.

Supplementary Readings: Mezirow (1991); Marsick and Watkins (1990); Fleming (1997); Musselwhite (2003).

03/17 **Spring Break**

03/24 **G. PRACTICE AND RESEARCH**

Study Questions:

1. How can communities of practice connect knowledge and practice?
2. How can research and evaluation refine generalizations about proficiency?

Basic Readings: Knox (Proficiency draft); Davis, Barnes, Fox (2003) p. 9-14, 357-358; Brockett, Heimstra (2004) p. 13-31; Galbraith, Sisco (1992) p. 5-13.

Supplementary Readings: Daloz, Keen, Kean, Parks (1996); Gladwell (2000); Haglund, Still (2005); Knox (1993); Ray, Anderson (2000).

03/31, 04/07, 04/14, 04/21, 04/28, 04/29

MICRO TEACHING SESSIONS CONDUCTED BY PARTICIPANTS (about 5 weeks)

05/05 FUTURE DIRECTIONS AND ISSUES (Knox, 2004, Ch. 12) (Final Session)

MICRO TEACHING DEMONSTRATIONS

During the latter part of the course, there will be opportunities for optional micro teaching demonstrations by course participants. This demonstration is not required, but if you want to do so, submit by Unit C a one-paragraph proposal (indicating your name, topic, proposed procedures to be demonstrated, estimated length, and preferred date).

Demonstration segments from sessions are typically 1015 minutes in length (with up to that amount of time for discussion of the process used), and typically deal with the concerns of one course unit subtopic in a way that illustrates procedures for helping adults learn. Following each demonstration, participants will complete a session critique form. Arrangements are being made for participants to record a 1015 minute segment of their teaching, to send in the digitized CD and have it posted on the website, so all of us

can download the segment during the week before we discuss it, during the microteaching sessions in the last part of the course.

The following rationale for micro teaching addresses why and how. In the final sessions of 742, micro teaching by participants has at least two benefits. One is for the student who does so, planning, conducting, and discussing a brief example of helping adults learn can enhance the student's ability to do so and coach others as well, thus strengthening concepts from the course. The second benefit, is that everyone who observes and discusses multiple examples of micro-teaching gains insights regarding various ways to do so effectively.

Students who conduct a micro teaching session will record an instance in which they help adults learn with any context, content, and method. Most of you who are interested in making a micro teaching CD will have access to equipment to do so at the site that you choose. The accompanying technical requirements provide guidelines. Contact the course instructor for any questions or assistance.

Each CD can be up to 30 minutes in length, mostly between 15 and 30 minutes. Introduce a CD orally or with writing on a chart or board with your name and topic at the beginning of the CD to help viewers be sure which one they are viewing. The CD that you send can be an excerpt from a longer session.

In the early part of the course, we will discuss micro teaching, and arrangements for students, topics, and dates will be set before mid course. This will allow time to send (digitize) and post the CD for viewing on the website before the final third of the course when we will be discussing CD's that we all viewed during the week before they are discussed.

A session critique form can be downloaded and printed from the website, as part of the syllabus materials. This form will be used for observations that each student does early in the course,

and by the participants in each micro teaching session, as feedback to the student who does the micro teaching.

Send your completed CD and signed release forms to:

A. Knox
ELPA 1282H Educational Sciences Bldg. UW
1025 W. Johnson Street
Madison WI 53706

Indicate whether you want to have the CD returned.

In order to view the CD's online, you will need to have Quicktime player software on your computer. You can download a free Quicktime player on Apple.com/Quicktime.

Technical Requirements for ELPA 742 Videos

- **Tape format:**
 - Only a **CD** (or a **VHS** or **DV** tape) will be accepted.
 - Tapes must be in standard definition only.
 - Contents of the CD or tape (up to 30 minutes) must include your micro teaching session only.
- **Release forms:**
 - Anyone appearing in your CD or video (including yourself) must fill out a “Name and/or Likeness Release” form
 - The forms are available as PDF's on the ELPA 742 Learn@UW website
 - Forms must be sent with your CD or videotape. If the forms are not included with your CD or video we will not be able to post your CD or video on the website for review.
- **Shipping:**
 - Put the CD or tape in some sort of padding (bubble wrap, newspaper, etc.).
 - Be sure to clearly write **CD** (or) **Videotape—Handle With Care** on the package.
 - Send to A. Knox at UW

Tips for Successful CD's or Videos

- **Do a Test Recording:** Don't wait till the end of your 15 to 30 minute presentation to find out something didn't work.
 - Before doing your entire presentation, record a minute or two of CD, video and audio
 - Play back both the video and audio and make sure everything worked properly
- **Lighting:** Newer camcorders are better in low light than older ones, but good lighting always helps!
 - Record yourself in a space that is evenly lit

- Most of the light should be shining at you from the front
- Avoid standing in spaces where bright lights are directly behind you
- **Audio:** Good audio will go a long way to making a CD or video better.
 - The best option – an external microphone that plugs into the recorder (a mic that you can hold or put on a stand)
 - The next option – place the recorder as close to you as possible so the builtin microphone will pick up your voice loud and clear
- **Check Your CD or Tape:** After you've finished taping, play back your CD or tape to double check that everything worked.

UNIVERSITY OF WISCONSIN

NAME AND/OR LIKENESS RELEASE

For valuable consideration received, the undersigned hereby irrevocably consents to and authorizes the use by the Board of Regents of the University of Wisconsin System (the "REGENTS") of the undersigned's name (including all nicknames, pen names, and stage names), persona, image, photograph, voice and/or likeness, and any other indicia of my identity as follows: The REGENTS shall have the right to publish, republish, adapt, exhibit, electronically transmit, perform, reproduce, edit, modify, make derivative works, distribute, display or otherwise use or reuse the undersigned's name, image, voice and/or likeness in connection with any product or service in all markets, media or technology now known or hereafter developed, in perpetuity throughout the world including advertising, promoting, marketing or distributing the product or service. The REGENTS may exercise any of these rights itself or through any assignees, successors, transferees, licensees, distributors or other parties, commercial or nonprofit.

Please indicate your agreement to the foregoing by signing below.

ACCEPTED AND AGREED:

By: _____
Signature

Print Name

Address, Telephone

(Note: Send signed release forms for everyone who appears on the videotape, along with the tape.)

VIDEO AND CONTENT SHARING

Technical Guidelines for video and content sharing through ExtendLMS@ICS

Overview: The course will use audio conferencing as the basic mode of communication for class sessions. Students at a distance can call in to the audio conference to participate in class. All that is required for this is a phone with a mute button.

In addition to the audio conference, web-based video and content sharing will be available for students. This will allow students, should they chose, to see what's happening in the classroom along with the content that is being presented. The basic requirements for this are a computer and broadband internet access. If students wish to be seen by other class participants, a webcam is required. The web-based service, known as ExtendLMS@ICS, is free for students enrolled in the course.

Please note that ExtendLMS@ICS is for video and content sharing only. Students need to call in on a standard phone for all class sessions in order to hear and be heard by everyone.

Audio Conference Details:

- We use UWExtension's WisLine Audio service for these courses.
- Students will be given a phone number and conference passcode they can use each week.
- Calls can be made from anywhere.
- Phones must have a mute button. Phones should be muted anytime a student is not talking.
- Students must call in for each session, even if they are using ExtendLMS@ICS.

ExtendLMS@ICS Details and Requirements:

- This is a free service provided by UWExtension. It is based on Adobe Connect Pro software.
- Students will be given a username and password which will allow them access to the online course area.
- Students will be able to see the classroom as well as content that is being shown by Dr. Knox or others, e.g., PowerPoint slides.
- Students at a distance can use a webcam to be seen by the rest of the class if they wish:
 - A basic USB webcam, or built-in laptop camera, will work.
 - A webcam is not required for participation in ExtendLMS@ICS.
- Technical requirements for ExtendLMS@ICS:

PC users:

- Operating System: Windows (98se, 2000, XP)
- Browser:
 - Internet Explorer 5.0, 5.5, 6.0
 - Netscape Navigator 7.1
 - AOL 9
 - Mozilla Firefox 1.0.3
- Macromedia Flash Player 6.0.79 or higher

- Minimum Internet Connection speed of 56 Kbps
- Mac users:
- Operating System: Mac OSX 10.s, 10.3, 10.4
 - Browser
 - Safari 1.1, 1.2, 2.0
 - Mozilla Firefox 1.0.3
 - Macromedia Flash Player 6.0.79 or higher
 - Minimum Internet Connection speed of 56 Kbps

- For more information and FAQs on ExtendLMS, go to <http://www.uwex.edu/ics/extendlms/>
- Students can also direct technical questions to Jesse Winters, the School of Education technical coordinator for these courses: jjwinters@education.wisc.edu or (608) 445-1878.

OBSERVATION REPORTS

Each participant is encouraged to observe at least three sessions in which someone else is helping adults learn. These should be outside our class sessions. Directly afterwards, critique the procedures used and submit your critique to the course instructor soon afterwards. Start this process by midsemester, the earlier the better. You may use the session critique form prepared for microteaching demonstrations, but in any event comment on your evaluation of the session, suggestions for improvement, and why. (The Session Critique Form is located at the end of the bibliography on p. 37 of this syllabus, on the ELPA website, and in the Observation Reports Section of the Learn@UW version.)

COURSE PAPER

The course is organized with common readings concentrated in the first half. This is partly to allow you to devote much of your time during the second half of the course to specialized readings on an aspect of the course of special interest to you. By Unit E, submit your plan for a paper or other course project report (video tape of innovative approach with commentary, research proposal on teaching adults). The form for assessment of course project report (included in the syllabus as Survey Section C) lists 6 criteria to be used for evaluation of the report, which will be the main basis for course grade. Submit the plan for the paper in the form of a learning agreement. Typical learning agreement sections specify your educational needs which the project should meet (with a comment on how you assessed them), your specific objectives for the project (and how you decided on these), the activities you plan for the project (and why you selected those), and the type of report or other products of your project that can be used to evaluate the results of your effort (and reasons for selection). All of these

suggestions for the course paper should be adapted by each participant depending on background and interests, but the intent is to allow in-depth analysis of an aspect of the course, that includes attention to theory and practice. The paper is due at the next to the last class session. (Send to Drop Box.)

A. Initial Survey - Before or soon after start of semester, please provide introduction information. The purpose is to facilitate introductions. Instructor information is on the ELPA website. Any additional information about your background and plans that you do not want to post on the profile feature for everyone can be sent to the instructor by email or the Dropbox.

Get to know your instructor and classmates by using the Profile feature in Learn@UW

To create a profile:

1. Click on Classlist on the navigation bar.
2. Select the icon on the left side of the screen beside your name.
3. The next screen will allow you to populate your personal profile with information about yourself. NOTE: If you are not comfortable with sharing some information, please leave the field blank. Emphasize pertinent background and expectations.
4. Your personal profile can be modified at any point in time. When you are finished modifying your personal profile, click on Save Changes.
5. For assistance in uploading a photo visit <http://kb.wisc.edu/helpdesk/page.php?id=6387>.

To access other student profiles, go back to the Classlist. Available profiles will be displayed with an icon beside their names. Click on the person icon to view their profile.

B1. Observation Report/Session Critique Form (one page)

SESSION CRITIQUE FORM

This form is to enable course participants to provide reactions and feedback regarding individual sessions that entail demonstrating a procedure or discussing a case. Rate all aspects that apply, provide comments, and add additional suggestions.

<u>Aspects</u>	<u>Rating</u>				
	Low				High
A. Own <u>background</u> related to session Comments:	1	2	3	4	5
B. Own <u>interest</u> in topic prior to session Comments:	1	2	3	4	5
C. Clear explanation of <u>purpose</u> or objectives Comments:	1	2	3	4	5
D. Evidence of <u>preparation</u> of materials or arrangements	1	2	3	4	5

Comments:					
E. Importance of <u>content</u> of session	1	2	3	4	5
Comments:					
F. Effectiveness of <u>procedures</u> used	1	2	3	4	5
Comments:					
G. Use of ways of encouraging <u>active</u> learning	1	2	3	4	5
Comments:					
H. Provision for feedback or <u>evaluation</u>	1	2	3	4	5
Comments:					
I. <u>Implications</u> for use of concepts or procedures	1	2	3	4	5

B2. Periodic Survey – student feedback during course (1 or 2 times)

	Low			High
1. Syllabus and plan				
Comments: _____	1	2	3	4
2. Text, readings				
Comments: _____	1	2	3	4
3. Importance of course content				
Comments: _____	1	2	3	4
4. Student interaction, discussion				
Comments: _____	1	2	3	4
5. Opportunities for active learning				
Comments: _____	1	2	3	4
6. Instructor contributions				
Comments: _____	1	2	3	4
7. Instructional technology				
Comments: _____	1	2	3	4
8. General value and benefits				
Comments: _____	1	2	3	4
9. Most beneficial aspects				
Comments: _____	1	2	3	4
10. Could be strengthened				
Comments: _____	1	2	3	4

Periodic Survey Submission Instructions

You save a blank copy of the survey to your Desktop by clicking on it; your internet browser should give you the option to open or save as. Do “save as” and choose any file name you like. If it doesn’t give you the option to save as, close out, start over, and attempt to save the file by RIGHT-CLICKING on the attachment link. One of the options should then be “save link as”. You could then work from there as needed.

Before you begin the process please be sure that you don’t have a pop-up blocker running, which would inhibit the functions you’ll need to upload the completed survey.

After you’ve completed the survey and saved the final copy (just by clicking Save), you should be able to submit it to the Dropbox by following the steps below:

1. Log into Learn@UW (<https://learnuw.wisc.edu>)

2. Choose the ELPA 742 course from the main page after successful login
3. At the top of the page, click on the link that says “Dropbox”
4. Click on the link that says “Periodic Survey”
5. A page will come up that says Submit Files--Periodic Survey. Halfway down the page there is a section that says Files with an “Add a File” button, and underneath that a box for entering a description.
6. Click “Add a File”
7. A window will open up that allows you to choose the completed survey from the location you saved it at (such as your Desktop, as suggested above) by BROWSING
8. After you’ve highlighted the file you want, click “Upload”
9. In the box marked “Description” you may enter a message to Dr. Knox, or you may submit the survey anonymously
10. Click on the box that says “Submit”
11. Depending on your connection speed the file may take up to ~30 seconds to upload
12. After you’ve successfully uploaded the survey to things will happen:
 - A. Your email will immediately receive a message with the subject line “About your dropbox submission”.
 - B. The Learn@UW screen will display a message that says “FILENAME.doc uploaded successfully”. It will not actually say FILENAME.doc, that simply means that whatever the file name you’ve used will be displayed as having successfully uploaded.
13. You should be done!

C. Criteria for Instructor Assessment of Written Reports

	Low			High
1. Clear Focus and Purpose of Report	1	2	3	4
2. Importance of Content Related to Educational Leadership	1	2	3	4
3. Identification of Course Related Concepts and Writings	1	2	3	4
4. Depth of Analysis	1	2	3	4
5. Evidence of Reflection	1	2	3	4
6. Implications for Practice or Research	1	2	3	4

D. Electronic Version of ELPA Course Evaluation Form (to be provided at end of course)

COURSE PROJECT

- a. Purpose – To conduct and report on a focused and relevant topic on helping adults to learn
- b. Due – Next to last course session (04/28/08)
- c. Report length up to 5,000 words (20 double spaced pages) with sections such as the following.
 1. Executive Summary
 2. Introduction to the purpose and importance of the paper
 3. Rationale for paper including recent pertinent writings
 4. Conclusions and discussion
 5. References

PROGRESS REPORTS – Submit by Monday noon, for discussion during each unit class session, a progress report of up to 250 words which indicates readings completed, main benefits, reflections on career related implications, and especially questions for the Tuesday evening class discussion. All of the progress reports together constitute ten percent of the course grade. These progress reports can contribute to your course reports, the summaries of which can contribute to a total course portfolio. These weekly progress reports will contribute to the Tuesday evening synchronous session agenda. Both the progress reports and the agenda are posted on the threaded discussion. The following guidelines for netiquette in online learning may be useful:

Netiquette

"Netiquette" is a code of behavior for the Internet. You should follow these in addition to normal rules of behavior for a classroom setting. We will review both.

For the Learning Environment

- **Use proper language. One educator suggests that you speak as though your grandmother were in the room.**
- **No jokes, insults, or threats of a personal, racial, or sexual nature. Otherwise, humor and wit are greatly encouraged and appreciated.**
- **Challenge ideas, not people.**
- **Keep postings to no more than two screens. People get lost and tired if they are too long.**
- **DON'T USE ALL CAPITAL LETTERS. PEOPLE FEEL AS IF THEY ARE BEING SCREAMED AT.**
- **Don't worry too much about typing errors and spelling, as long as you can be understood.**
- **Communication is 80% nonverbal but we can't see you wink or smile. It is often helpful to use "emoticons" (emotion icons) or abbreviations to indicate your state of being. The most common emoticons are the smiley face :) and the frowning face :(There are others which you will learn along the way. Some common abbreviations are:**

lol = laughing out loud
rofl = rolling on floor laughing
LTNS = Long Time No See
IMHO = In My Humble Opinion
BTW = By The Way

For a list of emoticons visit:
<http://www.albion.com/netiquette/book/0963702513p59.html>

General Internet Rules of Behavior

There is a book on Netiquette which is posted on the Internet. It explains in detail the rules for online communication. The Core Rules from that book are:

Rule 1: Remember the Human

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Rule 3: Know where you are in cyberspace

Rule 4: Respect other people's time and bandwidth

Rule 5: Make yourself look good online

Rule 6: Share expert knowledge

Rule 7: Help keep flame wars under control

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power

Rule 10: Be forgiving of other people's mistakes

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(Student)	(Topic)
(Course)	(Date)

SESSION CRITIQUE FORM

This form is to enable course participants to provide reactions and feedback regarding individual sessions that entail demonstrating a procedure or discussing a case. Rate all aspects that apply, provide comments, and add additional suggestions.

<u>Aspects</u>	<u>Rating</u>				
	Low				High
A. Own <u>background</u> related to session Comments:	1	2	3	4	5
B. Own <u>interest</u> in topic prior to session Comments:	1	2	3	4	5
C. Clear explanation of <u>purpose</u> or objectives Comments:	1	2	3	4	5
D. Evidence of <u>preparation</u> of materials or arrangements Comments:	1	2	3	4	5
E. Importance of <u>content</u> of session Comments:	1	2	3	4	5
F. Effectiveness of <u>procedures</u> used Comments:	1	2	3	4	5
G. Use of ways of encouraging <u>active</u> learning Comments:	1	2	3	4	5
H. Provision for feedback or <u>evaluation</u> Comments:	1	2	3	4	5
I. <u>Implications</u> for use of concepts or procedures Comments:	1	2	3	4	5