

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Role of the Adult Educator
CODE NO. : ED-2290 **SEMESTER:** 3
PROGRAM: Teacher of Adults
AUTHOR: Sandy MacDonald CCW, MA Ed. (CYC Cert)
DATE: Sept/2002 **PREVIOUS OUTLINE DATED:** Sept/90

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S):

HOURS/WEEK: 3

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For additional information, please contact Judi Maundrell, Dean
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I. COURSE DESCRIPTION:

Role of the Adult Educator is designed to address the experiences and interests of teachers relative to their own instructional styles. The course will examine a range of teaching behaviours, strategies and practical techniques for working effectively with adult students. There will also be a review of major theoretical influences in the field of adult education, and a strong emphasis on collaborative learning.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

1. Professional Self-Awareness

Increase awareness of skills, values, attitudes and emotions and their effect on teaching processes

Potential Elements of the Performance

- assess your own professional strengths and needs as a teacher of adults
- review roles of facilitator, content expert and mentor, in relation to your own teaching responsibilities. personal preferences and student needs
- evaluate your interactions with students and professional colleagues on an on-going basis, making adaptations where necessary.

2. Lesson Planning

Utilize theoretical concepts in planning, implementing and evaluating instructional activities which respect culture, acknowledge diversity and facilitate optimal learning for adult students

Potential Elements of the Performance

- assess, in collaboration with relevant others, the cultural, developmental and social needs of individuals and groups in the context of a learning environment
- plan and implement selected strategies to meet student needs within an educational context
- evaluate the results of implemented strategies and make necessary adaptations which facilitate positive change
- create and maintain an environment conducive to learning and personal growth

3. Working in Teams

Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Potential Elements of the Performance

- identify the tasks to be completed
- establish strategies to accomplish the tasks
- identify roles for members of the team/group
- clarify one's own roles and fulfill them in a timely fashion
- treat other members of the group equitably and fairly
- contribute one's ideas, opinions and information while demonstrating respect for the contributions of others
- employ techniques intended to bring about the resolution of any conflicts
- regularly assess the group's progress and interactions and make adjustments when necessary

4. Communication Skills

Communicate clearly, concisely and correctly in the written, verbal and visual form that fulfills the purpose and meets the needs of the audience.

Potential Elements of the Performance

- plan and organize communications according to the purpose and audiences
- choose the format appropriate to the purpose
- incorporate the content that is meaningful and necessary
- produce material that conforms to the conventions of the chosen format
- use language and style suited to the audience and purpose
- ensure that materials are free from mechanical errors

III. TOPICS:

- 1) Skills, Values and Attitudes of Effective Teachers
- 2) Theories of Adult Education
- 3) Lesson Planning
- 4) Teaching Strategies
- 5) Classroom Management
- 6) Ethical and Professional Issues

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Texts:

1. Renner, Peter The Art of Teaching Adults: How to Become an Exceptional Instructor and Facilitator Training Associates, Vancouver, B.C.
2. The Adult Educator, Module 2 Teachers of Adults Program

V. EVALUATION PROCESS/GRADING SYSTEM:

Students will be graded on the following basis:

- | | | |
|----|--|-----|
| 1. | Attendance and Participation | 30% |
| 2. | 9 in-class assignments @ 5% each | 45% |
| 3. | Leading an in-class learning activity | 5% |
| 4. | Classroom Presentation in your own area of expertise or an area of personal interest | 20% |

Assignments will be introduced and worked on in class, according to a schedule provided by the instructor. Any assignments not completed in class will be due the following week:
Assignments B, C, D, E and F in Module 2
Competency Evaluation on pg. 88 in Module 2
Assignments H and J in Module 2
Competency Evaluation on pg. 150 in Module 2

Leading an in-class learning activity – each student will be assigned a learning activity or supporting activity from the module to introduce and lead in class

Classroom Presentation – each student will “teach” a 30 minute lesson on a self selected topic from their own area of expertise or an area of personal interest, graded on the following criteria:

Grading Criteria for Classroom Presentations

CONTENT AND STRUCTURE			
1. Was the material at a level or depth appropriate to the audience?	1	1.5	2
2. Was the material well organized, consistent and logical? Did the lesson have a clear beginning, middle & ending?	1	1.5	2
3. Did the presenter make his/her objectives known (i.e. what was the goal or purpose of the lesson)?	1	1.5	2
4. Did the presenter explain and emphasize the main points?	1	1.5	2
5. Did the presenter achieve his/her objectives?	1	1.5	2
6. Did the presenter use effective props/aids to communicate ideas?	1	1.5	2
7. Did the presenter summarize the material?	1	1.5	2
PRESENTATION STYLE			
8. Did the presenter secure the attention and interest of the audience (using any of a variety of techniques such as enthusiastic delivery, use of humour, drawing on participants' own interests or experiences, use of Socratic method etc.)?	1	1.5	2
9. Did the presenter use clear, understandable language appropriate to the audience? Were the voice tone and gestures appropriate?	1	1.5	2
10. Did the presenter make the best use of the time available? Did the lesson flow nicely?	1	1.5	2
TOTAL GRADE OUT OF 20			/20

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean’s secretary. Students will be required to provide a transcript and course outline related to the course in question.