**Course Description:** Builds on adult learning theory and examines the role of the instructor as the facilitator of learning. Major focus is on incorporating strategies for encouraging active learning, collaboration, self-directed learning, and self-assessment by learners into a variety of learning situations. Class participants will be involved in demonstrating teaching methodologies and receiving feedback from group members.

**Learning Outcomes:**
As a result of this learning experience, participants will be able to:

1. Articulate a personal statement of teaching philosophy in conjunction with a self-assessment of personal strengths and areas for development related to teaching.
2. Understand the importance of motivation in the process of adult learning and develop strategies for enhancing motivation to learn.
3. Create the elements that are essential to fostering a climate for learning and become sensitive to the needs of particular kinds of learners in doing so.
4. Implement strategies in a variety of learning situations for active, participative, collaborative learning.
5. Apply principles of instructional design to create focused and effective learning situations designed to increase learner competence.
6. Construct learning outcome statements that appropriately target the levels of cognitive functioning related to course content and goals.
7. Give constructive feedback as an essential part of the learning process.
8. Clarify expectations of student learning so that students have criteria by which to understand and measure their performance; for example, by creating rubrics.

**Textbooks:**


**Outline of Course Content:**
Module I: The Teacher and the Learning Environment (2 weeks)
This module focuses on the role of the teacher and the importance of creating a learning environment that is stimulating, safe, and conducive to learning. Introduction to the Brain software.

Module II: Strategies for Good Teaching and Learning (2 weeks)
This module sets the context for providing for individual differences in a learning situation and involving students in active and reflective learning.

Module III: Assessing Learning: Rubrics, Feedback, and Evaluation (2 weeks)
This module provides research on assessment, the use of rubrics and program evaluation. E-Portfolio development will be explored.

Module IV: Designing for Learning (3 weeks)
This module provides models and practice in creating the design for a variety of learning experiences. Special attention is paid to the idea of building motivation for learning into the design.

Evidence of Accomplishment:
Course participants will demonstrate their learning through the following:

1. Completion of a teaching e-portfolio consisting of such components as a statement of teaching philosophy, an instructional design which provides for the four elements in the learning cycle, the articulation of learning outcomes, strategies to motivate adults in a particular learning situation, a rubric, etc.
2. A comprehensive PowerPoint presentation on a teaching technique or research article related to teaching adults, with a written summary to be emailed in to the instructor.
3. Class participation as measured by interaction with the instructor and other students in bulletin board discussions and chat room exchanges as appropriate, postings of information, resources, questions, etc., that extend learning for those participating in the course.
4. Personal journal identifying the links between essential ideas in the course and participant’s learning.

Performance Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>ePortfolio</td>
<td>35%</td>
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<tr>
<td>Online Participation</td>
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<tr>
<td>PowerPoint Presentation and summary</td>
<td>35%</td>
</tr>
<tr>
<td>Personal Journal</td>
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