

Adult Online Learning Resource Handouts

REFERENCES

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Coy, K., Marino, M. T., & Serianni, B. (2014). Using universal design for learning in synchronous online instruction. *Journal of Special Education Technology*, 29(1), 63–74.

Fish, W. W., & Wickersham, L. E. (2009). Best practices for online instructors: Reminders. *The Quarterly Review of Distance Education*, 10, 279-284.

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Library Guide (sample) <http://spcc.libguides.com/content.php?pid=619656&sid=5175615>

Universal Design for Learning in Higher Education
<http://udloncampus.cast.org/home#.VBcY1xawT40>

KEY INFORMATION ABOUT ONLINE LEARNING

At its core, andragogy holds that adult learners must be treated differently than children due to the fact that they come to the learning experience, whether formal or informal, in a different manner. Knowles (1973) puts forth the following as basic components of quality adult learning:

- Adults must first understand why they need to know something before they actually invest time in learning it
- Most adults have a fully formed self-image and tend to become resentful when these images are not valued in a learning situation

B. Must have skills for the learning environment;

- Word processing skills
- File management: Save file names to specific assignments with course numbers
- Email
- Experience navigating internet and knowledge of how to use search engines/ access to a computer
- Communicating with others online through discussion forums, online chats, and other media

C. Other factors to consider:

- In traditional courses, you are expected to spend 1-2 hours studying/working on a class for every 1 hour of class time.

For a 3 credit distance learning course, you should spend:

- **3 hours for new material (which would be the face to face time in a traditional course)**
+ 3-6 hours studying, reading, and completing other course tasks
= 6-9 hours a week working on the course
- You should set a schedule for due dates and readings on a calendar (paper or digital) so you don't get overwhelmed or fall behind.
- Also, to help determine your time requirement each week, set aside time each Monday to look over the week's assignments and plan accordingly.

A DAY IN THE LIFE OF AN ONLINE STUDENT.....

My name is Sally West, and I am 50 years old. After many years in the textile industry, the plant that I worked at closed. In my heart, I've always loved and wanted to work with children, and through the employee restricting program that we had, I enrolled in community college as an early childhood student. My husband Jake is very proud of me and bought my first computer ever last week. Oh, did I mention that we are raising our two grandchildren ages 4 Jane, (who is enrolled in a school NC pre-k program) and Tom age 10. Each morning, I awake at 5pm to begin to prepare a full breakfast for the children. The school bus comes at 6:45 am as both children attend the same school. I recently found a job at a childcare center working from 7:30 am to 3:00 pm. Both children are heavily involved in church youth activities including choir, church cheerleading and sports league, piano and trumpet. Tom also received tutoring for math two days a week from 4 to 6 pm. Since Jake works out of town and comes home each evening around 7, I manage the children and household most of the time. With my schedule two **online** and one **blended** class works for me this semester. This week, I am working **asynchronously** in my courses, **uploading** an assignment based on the course libguide research. I really like it when there are **synchronous** activities in this course. I found that I learn better that way. One night we even had a class that was totally **virtual**. MY DSL went AWOL and none of my **internet connections** worked. The week before that my assignments, according to my instructor ended up in **cyberspace**. There was some type of note in the course about **java**, but I didn't have time to fix a cup of coffee before I began my homework. My instructor stated in the syllabus that we can reach her by **Skype, WebEx or chat**. I don't have any of those phone numbers and the instructions were sketchy. That manual in the course on online learning was too long to read. My friend Jodie who is in a **web based class**, likes **f 2 f**.

During our **collaborate** meeting, the instruction was to copy and paste a link into my browser to join the meeting. I didn't see a link. I just saw a bunch of letters and numbers and there is no way I can chop anything out of my new computer. I just had a thought. Since I will be seeking further financial assistance from TEACH, I will call my counselor. This week's homework assignment is a dosey, so she can tell me how to **download the video clip, upload** the assignment and fix that Moodle bug!

GENERATIONAL DIFFERENCES

Generation	Preferences/Styles	Instructional activities
Silent	<ul style="list-style-type: none"> • Like the “traditional” classroom structure • Will not generally contradict or disagree with instructor in front of others • Does not enjoy being singled out in group discussions or for questions • Likes to practice alone, not in groups • Not likely to ask questions during discussions 	<ul style="list-style-type: none"> • Organize materials in bullet/outline form <ul style="list-style-type: none"> ◦ Don't provide too much information • Use at least 12 point type • Take your time through the important points • Don't assume that all are techno phobic <ul style="list-style-type: none"> ◦ Give computer/research assignments ◦ Fastest growing segment of population learning to use the Internet • Encourage periodic movement during class time
Boomers	<ul style="list-style-type: none"> • Enjoy working in creative and independent manners • Sensitive to criticism • Often possess significant professional experience • Require lots of interaction and “talk” time • Enjoy icebreaker and introduction activities • Prefer a spirit of collegiality in classroom • May have problems with authoritarian instructors 	<ul style="list-style-type: none"> • Give plenty of time for Boomers to practice new skills alone • Use at least 12 point type for aging boomers • Have a tendency to “know” things but not be able to do them • Do not generally like role-play exercises • Enjoy most team projects <ul style="list-style-type: none"> ◦ Can serve as group leaders, appealing to their “me” focus • Organize materials with headings • Put details on a separate sheet

Generation	Preferences/Styles	Instructional activities
Gen X	<ul style="list-style-type: none"> • Self-reliant • Require regular, if not constant, feedback • May lack interpersonal skills • Can be cynical • Require relevance in assignments and courses • Often impatient • Consider themselves to be technologically capable • Are adaptable and informal 	<ul style="list-style-type: none"> • School/life balance is important • Will resist group work outside of class • Use pop-culture examples if possible • Give lots of individual attention • Use most exciting material in short lecture (15-20 min) <ul style="list-style-type: none"> ◦ Use small groups to cover other material • Use bullet points when giving info • Use plenty of graphics and white space • Visual appeal is key • Explain why assignments, courses, skills are important on a regular basis
Millennials	<ul style="list-style-type: none"> • Accustomed to group work • Comfortable with active learning • Multi-task with ease • Technological experts • Goal and achievement oriented • Require more structure and mentoring • Learn from failure • Motivated by money and earning potential 	<ul style="list-style-type: none"> • Give lots of activities with several steps • Use the most up-to-date technology and references available • Tie course or program goals in with economic gain • Get creative or allow them to be creative with presentations, etc. • Give reading materials for lectures or supplemental information

Universal Design for Learning: A Rubric for Evaluating Your Course Syllabus

A well-designed syllabus offers more than the instructor's contact information and a course outline. It also provides information about course goals and objectives, grading procedures, support services, and course policies regarding class participation, missed examinations, late assignments, and academic integrity. ~Howard University

Elements	Traditional Syllabus	Enhanced Syllabus	Exemplary Syllabus	Tips/Tools
Instructor Information	Syllabus provides a single way to way to contact instructor for student questions or concerns.	Syllabus offers varied ways to contact instructor for student questions or concerns.	Syllabus offers varied ways to contact instructor for student questions or concerns and provides brief overview of instructor.	
Textbooks	Syllabus lists required and recommended textbooks.	Syllabus lists required and recommended textbooks with information about where they can be purchased. Short statement provided as to why the textbook was selected.	Syllabus lists required and recommended textbooks with information about where they can be purchased. Electronic equivalent provided or texts ordered early to ensure timely conversion in an alternative format. Short statement provided as to why the textbook was selected.	
Course Assignments <i>(explanation)</i>	Syllabus identifies all learning objectives, course requirements/ assignments, and appropriate due dates.	Syllabus identifies and explains all learning objectives, course requirements/ assignments, and appropriate due dates.	Syllabus clearly explains and links all learning objectives, course requirements/assignments, and appropriate due dates.	
Course Assignments <i>(examples)</i>	Syllabus provides information on how to complete major course projects, activities or papers.	Syllabus provides detailed guidance on how to complete major course projects, activities or papers.	Syllabus provides detailed guidance on how to complete major course projects, activities or papers and offers links to examples and illustrations as appropriate.	
Course Assignments <i>(submission)</i>	Syllabus requires students to submit course assignments in a single or specific way.	Syllabus allows for specific students to submit course assignments in alternative formats with prior instructor approval.	Syllabus provides multiple ways for all students to submit course assignments.	
Course Assignments <i>(grading)</i>	Syllabus stipulates grading criteria for all course requirements.	Syllabus stipulates grading criteria for all course requirements and offers detail on items requiring further clarification.	Syllabus stipulates grading criteria for all course requirements and offers detail on items requiring further clarification and links to instructor grading rubrics.	
Course Calendar	Syllabus has no or minimal information in calendar form.	Syllabus utilizes a course calendar to specify due dates for course activities.	Syllabus and Learning Management System (LMS) utilize a course calendar to specify and periodically reinforce due dates, highlighting key course events and activities.	
Student Resources	Syllabus contains no information about student-oriented campus resources.	Syllabus contains general information about student-oriented campus resources.	Syllabus contains general information about student-oriented campus resources and highlights specific additional resources that may be unique to this course.	
Format <i>(length)</i>	Syllabus provides basic information in a few pages.	Syllabus contains all course information, guidance, and examples, but may be cumbersome for some to navigate.	Syllabus is carefully crafted to provide sufficient information and guidance yet clearly links to additional resources and examples avoiding a text heavy document.	
Format <i>(accessible)</i>	Syllabus is offered in hardcopy form on the first day of class.	Syllabus is made available in hardcopy and electronically upon student request.	Syllabus is made available to students as an accessible electronic document and hardcopy form.	
Format <i>(visible)</i>	Syllabus is offered in hardcopy form on the first day of class.	Syllabus is offered in multiple ways so students can access information as needed throughout the course.	Syllabus is offered and posted in multiple ways so students can access information easily and repeatedly. Key items are periodically reviewed.	