EDUC320

Course Summary

Course : EDUC320 **Title :** Classroom Management
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course provides candidates, or course participants, with the knowledge and skills necessary to establish a classroom learning community in which they can organize and conduct effective instruction that challenges and involves learners. Successful classrooms exist because instructors have clear ideas about the most effective classroom conditions necessary for a healthy and intellectually stimulating learning environment. Course content will focus on the differences between teacher-centered and student-centered activities, considerations for adult learners, and addressing the needs of online, face-to-face, and hybrid learning contexts.

Course Scope:

This course will help candidates, or course participants, understand the basic factors of classroom management in today's classrooms in virtual, face-to-face, and hybrid contexts. The various readings, assignments, and forum topics will guide candidates in exploring how instructors approach various learning and classroom management issues in the daily routine of instructing adult learners in their given context. Emphasis will be on applying andragogy (versus pedagogy), creating communities that reduce barriers to learner success, and promoting discourse.

Objectives

After successfully completing this course, you will be able to

- Describe the components of effective classroom management;
- Explain how andragogy applies to classroom management of adult learners;
- Summarize ways to create a sense of community in learning environments;
- Analyze issues that can cause barriers to learner success; and
- Create a classroom management plan.

Outline

Week 1: Effective classroom management techniques for adult learners

Learning Objectives

Identify effective classroom management approaches for adult learners
Apply effective classroom management approaches for adult learners

Readings

Connor, C., & Steadman, S. C. (2006). *Adult basic education: Effective classrooms and successful students: Executive summary of findings and recommendations.* Retrieved from http://www.abeflorida.org/Executive_Summary%5B1%5D.pdf This is currently not working…please disregard

Balliro, L. (2005). Clues to classroom management in ABE. *Field Notes,15*(2). Retrieved from

www.sabes.org/sites/sabes.org/files/resources/fn152.pdf

Assignment

Forum Introduction

Forum 1

Week 1 – Effective Classroom Management Chart

Week 2: Understanding the adult learner

Learning Objectives

Analyze the classroom needs of adult learners

Compare and contrast andragogy and pedagogy

Identify key components of adult learning theory

Readings

Pappas, C. (2013). The adult learning theory-andragogy-of Malcolm Knowles.

Concepts. Retrieved from http://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles

Pew, S. (2007). Andragogy and pedagogy as foundational theory for student motivation in higher education. *Student Motivation, 2,* 14-23. See APUS Library.

Ram, S. (2013). Instructional strategies-Journal entry #3. Retrieved from https://sabitas604.wordpress.com/category/journal-entries-3250/

Assignment

Forum 2

Week 2 – Andragogy Versus Pedagogy (choice in assignment format)

Week 3: Building Community

Learning Objectives

Examine ways to establish a sense of community with adult learners

Readings

Laycock, N. (2012). How to build and lead successful online communities: Behaving appropriately. *eLearn Magazine.* Retrieved from http://elearnmag.acm.org/archive.cfm?aid=2232816

League.org (n.d.) *Module 1: Creating a community of learners.* Retrieved from http://special.league.org/gettingresults/web/

Assignment

Forum 3

Week 3 – Community Plan

Week 4: Technology and Online Learning

Learning Objectives

Describe considerations for using technology with adult learners
Describe considerations for online learning with adult learners

Readings

(You may spread these readings out over Weeks 4-5)

Blake, D. A. (2009). What I learned from teaching adult learners online. *eLearn Magazine.* Retrieved from http://elearnmag.acm.org/archive.cfm?aid=1692866

Blondie, L. C. (2007). Evaluation and application of andragogical assumptions to the adult online learning environment. *Journal of Interactive Online Learning, 6*(2), 116-130. Retrieved from http://www.ncolr.org/jiol/issues/pdf/6.2.3.pdf

Frey, B.A., & Webreck Alman, S. (2003). Applying adult learning theory to the online classroom. *New Horizons in Adult Education, 17*(1), 4-12. Retrieved from http://www.literacyworks.org/policy/pdf/volume17n1.pdf

League.org (n.d.). *Module 5: Teaching with technology.* Retrieved from http://special.league.org/gettingresults/web/

Assignment

Forum 4

Week 4 – Start Article Project (due in Week 5)

Week 5: Technology and Online Learning

Learning Objectives

Describe considerations for using technology with adult learners

Describe considerations for online learning with adult learners

Readings

Continue with Week 4 readings….you may spread out the readings over the 2 weeks since you will also be seeking additional articles for the Article Project

Assignment

Forum 5

Week 5 – Article Project

Week 6: Planning for Instruction

Learning Objectives

Analyze instructional approaches for adult learners

Produce a varied instructional plan for adult learners

Readings

Center for Disease Control. (n.d.). *Effective training from start to finish*. Retrieved from http://influenzatraining.org/documents/s18759en/s18759en.pdf

This item is no longer available at this link. If you wish to read it, you can register with Tephinet for free and then access the article through the library. Visit http://www.tephinet.org/ to register

College Sector Committee for Adult Upgrading. (n.d.). *Best practices in managing the classroom to improve student commitment*. Retrieved from

http://www.collegeupgradingon.ca/projrprt/RthruR/bestprac/bestprac.pdf

If this link does not work-try this one: http://webcache.googleusercontent.com/search?q=cache:2Pj-tKuRWXUJ:www.kyae.ky.gov/NR/rdonlyres/9E18F33B-83BA-489D-95D8-FC0017FA6A09/0/bestpracinmanagingaclassroom.pdf+&cd=1&hl=en&ct=clnk&gl=us

Herod, L-K. (2003). Promoting reflective discourse in the Canadian adult literacy community:

Asynchronous discussion forums. *NewHorizons in Adult Education*, *17*(1), 13-21. Retrieved from

http://www.nova.edu/~aed/horizons/volume17n1.pdf

League.org (n.d.). *Module 2: Planning for outcomes*. Retrieved from

http://special.league.org/gettingresults/web/

League.org (n.d.). *Module 3: Active teaching and learning*. Retrieved from

http://special.league.org/gettingresults/web/

Ota, C., DiCarol, C. F., Burts, D. C., Laird, R., & Gioe, C. (2006). Training and the needs of adult learners.

Journal of Extension, *44*(6). Retrieved from http://www.joe.org/joe/2006december/tt5.php

Perego, K. (2011). Tailoring virtual training delivery for adult learners. *Learning Solutions Magazine*.

Retrieved from http://www.learningsolutionsmag.com/articles/643/tailoring-virtual-training-delivery

-for-adult-learners

Assignment

Forum 6

Week 6 – Instructional Plan Proposal

Week 7: At-risk Learners and Barriers to Learning

Learning Objectives

Examine barriers to learning

Readings

Fink, J. T. (2005). At-risk online learners: Reducing barriers to success. *eLearn Magazine.*

Retrieved from http://elearnmag.acm.org/featured.cfm?aid=1082221

Assignment

Forum 7

Week 7 – Barriers Brochure

Interview someone who teaches adult learners!

Week 8: Assessment

Learning Objectives

Examine assessment considerations for adult learners

Readings

League.org (n.d.). *Module 6: Assessing teaching and learning.* Retrieved from
http://special.league.org/gettingresults/web/

Assignment

Forum 8

Final Project – Classroom Management Plan

Evaluation

Grading:

Name	Grade %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

Author:

Publication Info:

ISBN: N/A

Required Texts/Readings

Balliro, L. (2005). Clues to classroom management in ABE. *Field Notes,15*(2). Retrieved from

www.sabes.org/sites/sabes.org/files/resources/fn152.pdf

Blake, D. A. (2009). What I learned from teaching adult learners online. *eLearn Magazine.* Retrieved

from http://elearnmag.acm.org/archive.cfm?aid=1692866

Blondie, L. C. (2007). Evaluation and application of andragogical assumptions to the adult online learning environment. *Journal of Interactive Online Learning, 6*(2), 116-130. Retrieved from
http://www.ncolr.org/jiol/issues/pdf/6.2.3.pdf

Center for Disease Control. (n.d.). *Effective training from start to finish.* Retrieved from

http://influenzatraining.org/documents/s18759en/s18759en.pdf

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College Sector Committee for Adult Upgrading. (n.d.). *Best practices in managing the classroom to improve student commitment.* Retrieved from
http://www.collegeupgradingon.ca/projrprt/RthruR/bestprac/bestprac.pdf

If this link does not work-try this one: http://webcache.googleusercontent.com/search?q=cache:2Pj-tKuRWXUJ:www.kyae.ky.gov/NR/rdonlyres/9E18F33B-83BA-489D-95D8-FC0017FA6A09/0/bestpracinmanagingaclassroom.pdf+&cd=1&hl=en&ct=clnk&gl=us

Connor, C., & Steadman, S. C. (2006). *Adult basic education: Effective classrooms and successful students: Executive summary of findings and recommendations.* Retrieved from
https://edge.apus.edu/access/content/group/education-common/EDUC/EDUC320/adult%20basic%20education.pdf

Fink, J. T. (2005). At-risk online learners: Reducing barriers to success. *eLearn Magazine.*

Retrieved from http://elearnmag.acm.org/featured.cfm?aid=1082221

Frey, B.A., & Webreck Alman, S. (2003). Applying adult learning theory to the online classroom. *New Horizons in Adult Education, 17*(1), 4-12. Retrieved from
https://edge.apus.edu/access/content/group/education-common/EDUC/EDUC320/applying%20adult%20learning.pdf

Herod, L-K. (2003). Promoting reflective discourse in the Canadian adult literacy community: Asynchronous discussion forums. *NewHorizons in Adult Education, 17*(1), 13-21. Retrieved from
https://edge.apus.edu/access/content/group/education-common/EDUC/EDUC320/promoting%20reflective%20discourse.pdf

Laycock, N. (2012). How to build and lead successful online communities: Behaving appropriately. *eLearn Magazine.* Retrieved from http://elearnmag.acm.org/archive.cfm?aid=2232816

League.org (n.d.) *Module 1: Creating a community of learners.* Retrieved from

http://special.league.org/gettingresults/web/

League.org (n.d.). *Module 2: Planning for outcomes* Retrieved from

http://special.league.org/gettingresults/web/

League.org (n.d.). *Module 3: Active teaching and learning.* Retrieved from

http://special.league.org/gettingresults/web/

League.org (n.d.). *Module 4: Moving beyond the classroom.* Retrieved from

http://special.league.org/gettingresults/web/

League.org (n.d.). *Module 5: Teaching with technology.* Retrieved from

http://special.league.org/gettingresults/web/

League.org (n.d.). *Module 6: Assessing teaching and learning.* Retrieved from

http://special.league.org/gettingresults/web/

Ota, C., DiCarol, C. F., Burts, D. C., Laird, R., & Gioe, C. (2006). Training and the needs of adult learners. *Journal of Extension, 44*(6). Retrieved from http://www.joe.org/joe/2006december/tt5.php

Pappas, C. (2013). The adult learning theory-andragogy-of Malcolm Knowles. *Concepts.* Retrieved from http://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles

Perego, K. (2011). Tailoring virtual training delivery for adult learners. *Learning Solutions Magazine.*

Retrieved from http://www.learningsolutionsmag.com/articles/643/tailoring-virtual-training-delivery-for-adult-learners

Pew, S. (2007). Andragogy and pedagogy as foundational theory for student motivation in higher education. *Student Motivation, 2,* 14-23. Retrieved from http://www.insightjournal.net/Volume2/Andragogy%20and%20Pedagogy%20as%20Foundational%20Theory

Ram, S. (2013). Instructional strategies-Journal entry #3. Retrieved from

https://sabitas604.wordpress.com/category/journal-entries-3250/

Stokes, P. J. (n.d.). *Hidden in plain sight: Adult learners forge a newtradition in higher education.*

Retrieved from http://www2.ed.gov/about/bdscomm/list/hiedfuture/reports/stokes.pdf

Strengthening Non Profits. (n.d.). *Delivering training: Adult learning principles.* Retrieved from http://www.strengtheningnonprofits.org/resources/e-learning/online/deliveringtraining/default.aspx?chp=3

Williams, F. I. (2012). Adult learners in the 21st century. *Concepts.* Retrieved from http://elearningindustry.com/adult-learners-in-the-21st-century

Additional Resources

Web Sites:

Websites you will need to access for the course will be incorporated into the weekly course materials. Many valuable resources can be found on the internet. Please feel free to use sites you feel will add to your experience in this course. Make sure you make reference to any sites you use in your forums or weekly assignments by providing a citation. If you find that any links contained within the course are not working, please email the professor so it can be resolved.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- ***Charles Town Library and Inter Library Loan:*** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- ***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- ***Tutor.*com**: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (http://apus.libguides.com/index.php)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

  If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Course Guidelines

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University Policies

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The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.