Attachment B1

PROPOSAL FOR APPROVAL OF TECHNOLOGY-DELIVERED SECTION OF PREVIOUSLY APPROVED COURSE

COS 4800 – Strategies and Processes of Teaching and Training

Syllabus
See attachment

Rationale

The Career and Organizational Studies (COS) major serves off-campus, working adults. Nearly all students in the program work full-time and live in Champaign, Danville, Decatur, and other locations. Alternative forms of delivery are important for these students. Technology-delivered sections serve students who work evenings, weekends, or who are employed in occupations (such as law enforcement, firefighting, and some factories) where they may be regularly rotated between first, second, and third shifts. These rotations make it difficult for them to attend a regularly scheduled evening or weekend course.

Description of how the technology will be used to support and asses students' achievements of the specified learning objectives.

The technology-delivered section of COS 4800 includes 15 learning modules that include reading and writing assignments on a weekly basis, weekly peer interaction through discussion topic areas, project assignments, and examinations. All these modules and activities are available through WebCT. The learning objectives for the technology-delivered section are identical to those in face-to-face sections. Podcasts and other media are used to deliver lecture content. A technology-delivered section is particularly valuable since the course description includes the use of instructional technologies, simulation, and computerized instruction.

Description of how the integrity of student work will be assured

Student work is submitted using a series of small, sequential, individualized tasks and student-centered personal responses. Multiple, individualized tasks are harder to counterfeit because of the necessary coordination and planning involved for the student to arrange for someone else to do work in the appropriately specified manner. Some assignments include a degree of cooperation and coordination among students. These too make it difficult for a student to find consistent help throughout a cooperative project of some duration and complexity. Discussion and reflection assignments also insure frequent student-instructor contact that familiarize the instructor with each particular students writing style and ability. Examinations include mastery-type question which require the student to relate the subject matter to their own personal, professional, and work-related experiences.

Description of provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction

Instructor-student interaction will be facilitated using the email function within WebCT, through the use of the WebCT chat function, and through WebCT discussion topic areas. The instructor also schedules regular office hours for the technology-delivered section when she or he is available in one of the chat rooms for conversation or via telephone. Student-student interaction is required multiple times each week through the structure of assignments for discussion. Group based projects also require intensive and ongoing interaction between students.

Explanation of how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described in the original couse proposal approved by CAA/CGS

When this course is taught in a technology-delivered format, students will be expected to interact with each other and the instructor for at least 2 ½ hours of contact for each of the 15 weekly modules. This contact time consists of regularly scheduled chat sessions, participation in discussion topic areas on WebCT, where students are to respond to an initial question, read the responses of all other students, then make a second response and third response to other students' comments at set times during the week. Students are required to listen and respond to a podcast from the instructor's lecture that is identical to the face-to-face lecture and is delivered as part of each module. Each weekly module includes a written assignment that is expected to synthesize and analyze the readings, podcasts, and class discussions.

Date Approved by the Department or School: _____March 25, 2008_____
Date Approved by the College Curriculum Committee: April 23, 2008

<u>COS 4800</u>

STRATEGIES AND PROCESS OF TEACHING AND TRAINING

<u>Course Description</u>

Application of strategies of teaching and training, presentation skills, lesson planning, and instructional technologies such as experiential learning, problem solving, simulation, computerized instruction, and lecturettes for vocational teachers and human resource development trainers.

<u>Course Objectives</u>

1. Apply the concepts of adult learning to teaching and training strategies for adults
2. Design and sequence learning activities
3. Evaluate teaching and training designs

<u>Textbooks</u>

Silberman, Mel. (2006) *Training the Active Way*. NY: Pfeiffer.

Stolovitch, Harold & Keeps, Erica. (2003) *Telling Ain't Training*. Alexandria, VA: American
      Society for Training and Development

<u>Assignments and grading</u>

Design of action learning activity	20 points
Design of role play or simulation activity	20 points
Design of lecture and discussion activity	20 points
Design of learning assessment	20 points
Training Module Design Project	60 points
Written Assessment of Student's Training Module Design Project	20 points
Mid-Term Exam	40 points
Final Exam	60 points
TOTAL POINTS	260 points

<u>Graduate Student Assignment</u>
In addition to the above assignments, graduate students will plan and produce scholarly research on topics related to teaching and training of adults. They will share this research with the class in a formal presentation. This assignment is worth 90 points and will change their total points possible to 350 points.

<u>Grading</u>
Grades will be assigned as follows:

A=92% and above
B=84% to 93%
C=75% to 83%
D=66% to75%
F=below 65%

<u>Policies</u>
University Policies, Rules, Regulations, and Deadlines
Students are expected to read and be familiar with all university policies, rules, regulations, and deadlines related to them. These are found in the university catalog
(http://catalog.eiu.edu/index.php?catoid=14.)

Disability Statement
Students with disabilities are requested to contact the instructor within the <u>first week of class</u> and to coordinate any accommodations through Eastern's Office of Disability Services
(http://www.eiu.edu/~disablty/)

Plagarism
According to university policies, any teacher who discovers an act of plagiarism – "The appropriation or imitation of the language, ideas, and/or/thoughts of another author, and representation of them as one's original work" – has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Check with me if you have any questions regarding citations or what it means to plagiarize

WebCT usage
Students are required to check WebCT weekly. All assignments and exams will be administered through WebCT. Course resources will be posted to WebCT. Student email to the instructor is to be directed through the WebCT email function.

<u>Schedule of Topics</u>

Week One
Overview
Introductions
Definitions and Contexts: Human Learning, Teaching, Training

Week Two
Principles of Adult Learning

Week Three
Assessing Training and Learning Needs

Week Four
Developing Training Objectives

Week Five
Creating Opening Exercises

Week Six
Designing and Leading Discussions

Week Seven
Using Case Studies

Week Eight
Midterm Exam

Week Nine
Designing Effective Lectures

Week Ten
Designing Games, Role Play, and Simulations

Week Eleven
Designing Group Inquiry

Week Twelve
Instructional Technologies

Week Thirteen
Blended Learning Using Technology and Media

Week Fourteen
Sequencing Training Activities

Week Fifteen
Designing Effective Assessment
Review and Summary