

ADED 200 (13889)

Experiential Learning and Portfolio Preparation

Fall 2011

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Assigned Time and Location: Weekly online class postings will be available by 6 p.m. on Wednesdays. Student postings (unless otherwise stated) are due by 8 a.m. on Tuesdays.

Course Overview: In this course students will explore adult learning, experiential learning, portfolio assessment and other alternative methods of earning college credit. The specific skills needed to successfully gain credit through prior learning assessment will be emphasized. They include: defining, documenting, measuring, evaluating, and writing.

Course Objectives: As a result of this course learners will be able to:

1. Discuss the relationship between classroom education and experiential learning.
2. Examine alternative ways of earning college credit.
3. Identify and appreciate significant learning episodes in their lives.
4. Demonstrate and practice critical thinking and writing skills.
5. Identify the components of a learning portfolio and develop a narrative.
6. Establish an action plan for completing a portfolio.

Course structure: This online class involves a significant amount of independent work. Much of the focus of this class will be on portfolio preparation with the expectation that by the end of the semester each student will be able to make an informed decision about completing a portfolio.

General Course Requirements:
Required Readings

1. Learning Style Inventory. (3rd ed)
2. Individually selected book on learning of student's choice.
3. Selected handouts, materials, course reserves.

Assignments

1. Discussion board participation. This grade component is based on active participation on Discussion Board. Your postings should be insightful, substantive and informed. Whenever relevant, reference should be made to points in the readings or PowerPoint lectures. As in any written assignment, organization, grammar, spelling, and punctuation matter. Failure to post by the deadline will result in a 0. (20 percent of grade)
2. Book report and discussion: Students will post a PowerPoint with discussion notes on a learning concept from a book selected from the handout. The report should include a brief overview of the book and a discussion on key learning. Book selection must be approved by the instructor ahead of time. Additional information and a sample "A" assignment is available on Blackboard/Assignments. (20 percent of grade)
Due date: Oct. 5
3. Autobiography: Students will submit an autobiography of significant experiences in their lives and the learning they represent. Papers should be 5-7 pages in length. Additional information and a sample "A" assignment is available on Blackboard/Assignments. (25 percent of grade)
Due date: Oct. 19
4. Narrative: Students will submit a detailed learning statement that demonstrates the learning that has been achieved from experiences. The narrative explains how and what has been learned and is the heart of the portfolio. It is not to exceed 10-15 pages in length, double-spaced. (35 percent of grade) Due date: Nov. 30. Final revision due date: Dec. 7.

Grading of Papers/Assignments

Overall standards for grading will be based on a 10-point scale.

A +	99 – 100	A	92-98	A-	90-91
B +	88-89	B	82-87	B-	80-81
C +	78-79	C	72-77	C-	70-71
D+	68-69	D	62-67	D-	60-61
F	Below 59				

Grading Rubric

Papers and PowerPoint presentations will be graded according to these components:

Content: Meets assignment criteria. Uses appropriate sources. Demonstrates appropriate level and depth of topic preparation. Information is accurate. (35 points)

Analysis: Demonstrates analysis and application of theory and key concepts. (20 points)

Organization: Demonstrates clear and logical organization for the reader. Provides an effective introduction, conclusion, and transitions. (20 points)

Mechanics: Uses correct grammar, punctuation, spelling and sentence structure. For PowerPoint, visual design is simple and uncluttered. Provides proper citations--APA format. (25 points)

Discussion Board participation will be graded according to these components:

Content and Analysis: Meets assignment criteria. Answers all questions. Demonstrates understanding of material, analysis and application. Information is relevant, accurate. (4 points)

Mechanics and Organization: Uses correct grammar, punctuation, and spelling, Postings are clear and logically organized for the reader. Provides proper citations. (1 point)

Instructor Policies

Online Postings: Students are expected to read assigned material prior to participating in the online discussions. Failure to complete an online assignment will result in a 0 and count as an absence. SCS policy states that students must attend 75 percent of class meetings.

Course Outline

Class Dates	Discussion Topics & Assignments
August	24 Introduction to class and class members, expectations of semester
	31 Adult learning, lifelong learning Read: "30 Things We Know for Sure about Adult Learning," "Learning from Life" Due: Adult Learner Interviews Assignment
September	7 Learning Styles Due: Completed Learning Style Inventory
	14 Alternative ways of earning credit. Portfolio overview. <i>Read:</i> "Know Thyself: The Impact of Portfolio Development on Adult Learning" Additional reading to be assigned Due: Completed Learning Experiences Log
	21 Lifelines and autobiography discussion Read: "Learning as an Active Search for Meaning," "The Best of All Stories"
	28 "The Last Lecture" viewing and discussion
October	5 Book reports/discussions Due: PowerPoint Book Report to be posted by 6 p.m.
	12 Critical thinking, identifying and matching learning Read: "What It Means to Think Critically" Additional reading to be assigned
	19 Autobiographies Due: Autobiographies to be posted by 6 p.m.
	26 Portfolio review
November	2 Portfolio exercises, expectations Deadline for meeting with assessor Due: 1-page summary of assessor meeting and expectations

- November 9 Portfolio work
Additional reading to be assigned
- 16 1-1 Coaching sessions by phone
Note: Prior to these meeting, students should have selected a portfolio topic, have met with assessor to discuss and submitted a rough draft or outline of the narrative.
- 23 No class. Happy Thanksgiving!
- 30 Feedback sessions.
Due: Written narratives posted by 6 p.m.
- December 7 Course summary.
Due: Revised narratives posted by 6 p.m.