

# PS 4243 Planning for Adult Learners Course Calendar – (Term)

Introduction	<b>Blackboard</b>	Introduction Activities (Due Immediately)	<b>DUE</b>	<ul style="list-style-type: none"> <li>Complete all introduction activities with the first day of the term.</li> <li>See Blackboard for specific details and specific dates.</li> </ul>
<b>1</b> Module 1A	<b>Blackboard</b>	Planning Program for Adults <ul style="list-style-type: none"> <li>Distinguish between pedagogy and andragogy.</li> <li>Identify the purposes of education and training programs</li> <li>Identify the six principles of adult learning</li> <li>Recognize change as a primary outcome</li> <li>Understand the role of program planners</li> </ul>	<b>DUE</b>	<ul style="list-style-type: none"> <li>Submit entry to the Module 1A blog (30)</li> <li>Complete the Module 1A assignment (30)</li> </ul>
<b>2</b> Module 1B	<b>Blackboard</b>	Exploring the IMPP <ul style="list-style-type: none"> <li>Distinguish between theory and practice</li> <li>Differences between education and learning</li> <li>Interactive Model of Program Planning</li> </ul>	<b>Due</b>	<ul style="list-style-type: none"> <li>Module 1B Discussion Board assignment (25)</li> <li>Module 1B Quiz (25)</li> </ul>
<b>3</b> Module 2A	<b>Blackboard</b>	Foundational Knowledge of Program Planning <ul style="list-style-type: none"> <li>Personal beliefs related to program planning</li> <li>Parameters influencing the program</li> <li>Uses of technology</li> <li>Value and context of delivered material</li> </ul>	<b>Due</b>	<ul style="list-style-type: none"> <li>Module 2A Assignment: Scenario-Based (25)</li> <li>Module 2A Discussion Board assignment (25)</li> <li>Module 2A Andragogical assignment: Patti Dobrowolski (25)</li> <li>Optional: Personal Goals and Learning Assessment Part I</li> </ul>
<b>4</b> Module 2B	<b>Blackboard</b>	Planning on your information delivery – various formats <ul style="list-style-type: none"> <li>Roles in program planning</li> <li>How power influences the program planning process</li> <li>Ethics in program planning</li> <li>Establishing supervisory support for learning programs</li> <li>Establishing organizational support for learning programs</li> <li>Strategies for building and sustaining partnerships</li> </ul>	<b>Due</b>	<ul style="list-style-type: none"> <li>Module 2B Discussion Board assignment (25)</li> <li>Module 2B assignment: Power-Based Interactions (25)</li> <li>Module 2B Andragogical assignment: Khan (Optional)</li> <li>Module 2B Quiz (25)</li> </ul>
<b>5</b> Module 3A	<b>Blackboard</b>	Identifying and Prioritizing Program Ideas <ul style="list-style-type: none"> <li>Select ideas for education and training programs</li> <li>Generate ideas through a variety of techniques</li> <li>Assessing needs for a training program</li> <li>Examine how priorities are defined</li> <li>Quantitative and qualitative approaches to prioritization</li> </ul>	<b>Due</b>	<ul style="list-style-type: none"> <li>Module 3A Discussion Board assignment (30)</li> <li>Module 3A blog: “Six Degrees of Kevin Bacon” (25)</li> <li>Module 3A assignment (30)</li> </ul>
<b>6</b> Module 3B	<b>Blackboard</b>	Developing Program Objectives <ul style="list-style-type: none"> <li>Theories in adult education</li> <li>Writing program objectives</li> <li>Measureable and non-measureable program outcomes</li> </ul>	<b>Due</b>	<ul style="list-style-type: none"> <li>Module 3B Discussion Board assignment (30)</li> <li>Assignment Exercise 8.1 (30)</li> <li>Module 3B Quiz (30)</li> </ul>
<b>7</b> Module 4A	<b>Blackboard</b>	Designing Instructional Plans <ul style="list-style-type: none"> <li>Learning objectives and learning outcomes</li> <li>Select and organize program content</li> <li>Match instructional techniques with learning outcomes</li> </ul>	<b>Due</b>	<ul style="list-style-type: none"> <li>Module 4A Assignment: Instructional Plan Development (75)</li> <li>Module 4A Quiz (25)</li> <li>Module 4A Discussion Board assignment (25)</li> </ul>

				<ul style="list-style-type: none"> <li>Discern the difference between teaching and facilitation</li> </ul>	
8		<b>Blackboard</b>		Transfer of Learning <ul style="list-style-type: none"> <li>Systematic program evaluation procedures</li> <li>Informal and unplanned evaluation opportunities</li> <li>Select an appropriate evaluation approach</li> <li>Collect and analyze data to measure the desired outcome</li> </ul>	<b>Due</b> <ul style="list-style-type: none"> <li>Module 4B Assignment 1A: Formulating Evaluation Plan (50)</li> <li>Module 4B Assignment 1B: Program Evaluation (50)</li> <li>Module 4B Discussion: Transfer of Learning (25)</li> </ul>
9		<b>Blackboard</b>		Formats and Scheduling <ul style="list-style-type: none"> <li>Determine program formats</li> <li>Build learning communities</li> <li>Identify the roles of program staff</li> </ul>	<b>Due</b> <ul style="list-style-type: none"> <li>Module 5A Discussion Board assignment (25)</li> <li>Module 5A assignment (25)</li> </ul>
10		<b>Blackboard</b>		Knowledge Application	<b>Due</b> <ul style="list-style-type: none"> <li>Module 5B Andragogical Exercise (50)</li> </ul>
11	2 weeks	<b>Blackboard</b>		Personal Pedagogical Philosophy Statement	<b>Due</b> <ul style="list-style-type: none"> <li>Personal Pedagogical Philosophy Statement (50)</li> <li>PPPS Rational Paper and Discussion (50)</li> <li>Response and Comment to the PPPS (150)</li> </ul>
12	3 weeks	<b>Blackboard</b>		Group Project (Virtual)	<b>Due</b> <ul style="list-style-type: none"> <li>Group Project Phase I</li> <li>Group Project Phase II</li> <li>Group Project Final Submission (200 points)</li> </ul>
As Scheduled				Final Examination	