



**Course Name:** Instructional Leader I

**Course Number:** AHE 653

**Credits:** 3 Credits

#### **Course Description**

Course is intended to develop theoretical principals that will assist the learner in the understanding and development of systemic frameworks for instructional leadership. This course is designed to inform participants of the major theories and theorists who have contributed to the understanding of learning, in general, and to the application of adult learning and training, in particular. From such theoretical frameworks, participants will identify those theories and approaches which support a personal philosophy of teaching and learning and which provide applications of principals and concepts for managing learning and successful performance of faculty and students.

#### **Communication**

Please post all course-related questions in the Canvas General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

#### **Course Credits**

The course will require both in-person and online interaction and work. We will meet for 8 hours in person in the early and late part of the semester. In addition to these 16 hours of face-to-face meetings, you will interact for roughly an additional 1.5 hours on-line each week with the instructor and peers, responding to questions posed about reading and assignments, presenting your emerging work and providing feedback on peers' work. This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits

#### **Technical Assistance**

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email [osuhelpdesk@oregonstate.edu](mailto:osuhelpdesk@oregonstate.edu) or visit the [OSU Computer Helpdesk](#) online.

#### **Learning Resources**

You will need a computer with appropriate internet connection and microphone. Additionally, you will need the following print materials:

##### Books:

Merriam, S. B., & Bierema, L. L. (2013). *Adult learning: Linking theory and practice*. John Wiley & Sons.

Russ-Eft, D., & Preskill, H. (2009). *Evaluation in organizations: A systematic approach to enhancing learning, performance, and change*. Cambridge, MA: Perseus.

Articles (accessible and free via OSU library):

Brooks, C. F. (2010). Toward 'hybridised' faculty development for the twenty-first century: blending online communities of practice and face-to-face meetings in instructional and professional support programmes. *Innovations in Education and Teaching International*, 47(3), 261-270.

King, K. P., & Lawler, P. A. (2004). Making the Grade in Faculty Development: Research-based Recommendations. *The journal of continuing higher education*, 52(3), 36-45.

Graziano, J., & Kahn, G. (2013). Sustained Faculty Development in Learning Communities. *Learning Communities Research and Practice*, 1(2), 5.

Goldrick-Rab, S. (2010). Challenges and opportunities for improving community college student success. *Review of Educational Research*, 80(3), 437-469.

**Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (<http://osubeaverstore.com/Academics> or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.**

### **Canvas**

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

### **Measurable Student Learning Outcomes**

- identify, synthesize, and utilize a knowledge base of key research/theories of adult learning and training, development of educators who teach adults, evaluation of learning and teaching, and organizational learning.
- analyze how context and cognition influence adult learning.
- create a model of effective teaching and learning.
- create a set of criteria for assessing learning.
- create a plan for growing educators' abilities for effective teaching and learning, inclusive of: a) a model of effective teaching and learning, b) an assessment plan that ascertains professional development needs of educators/workers within an institution, program or department, and c) a related plan for as professional development opportunities for these educators, including some artifacts to help them evaluate their own competencies for effective teaching and learning.

### **Evaluation of Student Performance**

1. In teams, you will develop a document (roughly 2-4 pages double-spaced) that summarizes our in-person January class discussions linking theory and practice activities concerning one of the main theories of adult learning covered in the first five chapters of Merriam and Bierema. Your summary should include the following:

- brief summary of pertinent learning theories
- summary of class conversation in terms of applying theory to practice
- poses additional questions for comprehension or regarding questions unanswered

You must post a copy of your document with references to Canvas by January 18.

2. Write a paper and create an associated visual presentation (slideshow, video, web page, Prezi) that explains your personal philosophy/model of effective teaching and learning supported by a research-based theoretical framework. Your product should include the qualities of good teaching and learning that follow from your philosophy of learning. Include a visual metaphor or graphic organizer to convey your philosophy. Your product MUST appropriately reference the major theorists that you drew on to develop your philosophy.

In addition, you must include a tool that may help an instructor or instructor's peer assess how well teaching aligns with this model/philosophy.

The length of your paper should be no more than 6-page double-spaced pages for a paper (maximum length). The visual presentation should take no more than 15 minutes for your peers/instructors to move through in an online format. Both must be posted for peer review by January 21. Peer reviews are due January 23. Final project posted to Canvas by January 25.

3. Create an assessment of the needs for professional development for a group (i.e. community college educators) within an educational or workplace setting (i.e. within a community college institution or program) that will help them achieve more effective teaching, and more effective learning of their students. This will require that you read and work to understand Russ-Eft and Preskill's book. (Note that these authors consider needs assessment to be a form of evaluation.) This will become the first part of your plan for professional development for enhanced learning. This needs assessment section of the plan should be no longer than 8 double-spaced pages (including a cover page, an abstract, any references, and any figures or tables). (See #4a. below - thus, this assessment plan becomes part of your overall plan for evaluating learning.) This needs assessment portion of the plan should include:

- a. Description of the organization, unit or department, or group being assessed
- b. Description of the purpose of the assessment
- c. Statement regarding why the assessment is being conducted/its importance
- d. Criteria for assessing needs of the organization or unit
- e. Methods for collecting data
- f. Description of how the results will be used

This assignment is designed for you to apply learning theory to a "real" world situation. This first part (Assignment #2) of your plan will provide an opportunity for me and a peer to give you feedback prior to the final plan (Assignment #4). Please consult chapters 5 through 12 of Russ-Eft and Preskill (2009) for an understanding of certain portions of the assessment plan. Other chapters will also help you address the points of this assignment required, as stated above.

You will post a draft to Canvas by Feb. 10 for peer review of work. Peer reviews due Feb. 12. Final assignment posted to Canvas by February 15.

4. Complete your plan for professional development for effective teaching and learning for a targeted educator group. The plan should be no longer than 20 double-spaced pages including a cover page, an abstract/summary of the document's main points, references (must include at least two additional peer-reviewed journal articles or scholarly books than those dictated below), figures, and tables. **Note: there should be a clear linkage with this plan and your needs assessment and philosophy of effective teaching and learning.** The final should include these labeled sections:

- a. An assessment of professional development needs of the population/workplace of focus (See #2 above)

- b. YOUR recommendations to improve effective teaching and learning based on your philosophy of effective learning and teaching impacts your recommendations, tracing back to the research literature that informs it
- c. A description of processes/activities of your professional development plan, informed by the proposed needs assessment, your philosophy, and CRITICALLY, from the below required journal readings concerning effective professional development and any others you deem relevant. This section of your plan will need to include descriptions of all planned activities at the level that would allow someone else to implement your plan. Thus, you will need to include some proposed handouts/presentations for your targeted educator group.
- d. A description of process to build capacity/buy-in for this plan on the part of your stakeholders (you will gain this insight from the below required journal readings concerning effective professional development and any others you deem relevant, as well as Russ-Eft and Preskill's work)
- e. A description of the process to evaluate the entire plan (as a kind of meta-evaluation) (this insight will be greatly influenced by Russ-Eft and Preskill's work)
- f. A description of the process for ongoing improvement to the entire plan

You will also prepare a roughly 20-30 minute presentation for the last in-person meeting time, March 5-7.

You will post drafts of the paper to Canvas for peer review of work. Sections a-c will be posted by Feb. 23, with peer reviews returned by Feb. 27. Entire professional development plans are due for peer review March 1, with peer reviews returned by March 3. Final professional development plans are due posted to Canvas March 13.

5. Peer review on-line and in-person

This is an important aspect of the course. You will engage in peer review to help others improve their work.

6. Class participation on-line and in-person

This is another important aspect of the course. You will be required to participate in discussions in-person and on-line.

**Point Distribution**

Learning theory summary (team project)	10
Needs assessment	10
Personal philosophy of effective teaching and learning	
Writing	10
Presentation	10
Peer feedback	10
Strategic plan for professional development	40
<u>Class participation</u>	<u>10</u>
<b>Total</b>	<b>100</b>

**Grading Scale**

The A-F grading system will be used for the course. Grades will be assigned as follows: A = 100-94, A- = 93-91, B+ = 90-88, B = 87-84, B- = 83-81; C = 80-71; D = 70-61; E = 60 and below.

**Course Content**

Week	Topic	Reading Assignments	Learning Activities	Due Dates
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1	Adult Learning Theories	Chapters 1-5 of Merriam & Bierema ”	<p>Write-ups based on selected activities from the “linking theory and practice: activities and resources” sections of each chapter</p> <p>In-person discussion of write-ups during in-person seminar</p> <p>Creation of group summaries of discussions</p>	<p>Reading prior to meeting in person on January 9</p> <p>Discussion summaries assigned to groups, posted to Canvas by January 18</p>
2	Dimensions of Adult Learning	Chapters 6-9 of Merriam & Bierema	<p>Online discussion in response to instructor’s and peers’ questions</p> <p>Ongoing development of personal philosophy/model of effective teaching and learning</p>	<p>First post due Wed., second posts due by end of week</p> <p>Final paper AND presentation of personal philosophy/model of effective teaching and learning due January 25</p>
3	Adult Learning In Context	Chapters 10-12 of Merriam & Bierema	<p>Ongoing development of personal philosophy/model of effective teaching and learning</p> <p>Peer reviews of philosophy/model papers and presentations</p>	<p>Paper AND presentation of personal philosophy/model of effective teaching and learning posted for peer review by January 21. Peer reviews back by January 23. Final paper/presentation of personal philosophy/model of effective teaching and learning due January 25</p>

4	Assessments of Professional Development Needs	Russ-Eft and Preskill, Chapters 5-8	Online discussion in response to instructor's and peers' questions  Ongoing development of needs assessment	First post due Wed., second posts due by end of week  Final paper/presentation of needs assessment due February 15
5	Assessments of Professional Development Needs	Russ-Eft and Preskill, Chapters 9-12	Ongoing development of needs assessment	Ongoing-Final paper/presentation of needs assessment posted for peer review by February 10. Peer reviews back by February 12. Final paper/presentation of personal philosophy/model of effective teaching and learning due February 15
6	Assessments of Professional Development Needs	Goldrick-Rab, S. (2010).  Others' needs assessments	One-on-one online discussions for peer review of needs assessment	Final paper/presentation of needs assessment posted for peer review by February 10. Peer reviews back by February 12. Final paper/presentation of personal philosophy/model of effective teaching and learning due February 15
7	Best Practices for Professional Development for Educators for Effective Teaching and Learning	Brooks, C. F. (2010). Graziano, J., & Kahn, G. (2013). King, K. P., & Lawler, P. A. (2004).	Online discussion in response to instructor's and peers' questions	First post due Wed., second posts due by end of week

8	Creating An Effective Professional Development Plan For Effective Teaching and Learning	Others' professional development plans	One-on-one online discussions for peer review of professional development plan	Sections a-c of professional development plan due for peer review February 23. Peer reviews back by February 27.
9	Creating An Effective Professional Development Plan For Effective Teaching and Learning	Others' professional development plans	One-on-one online discussions for peer review of professional development plan	Entire professional development plan due for peer review March 1. Peer reviews back by March 3.
10	Presenting An Effective Professional Development Plan For Effective Teaching and Learning	Others' professional development plans	One-on-one online discussions for peer review of professional development plan	Presentations of professional development plans at in person meetings March 5-7.  Final professional development plans due March 13.

### Course Policies

The style required for all writing should follow APA rules. American Psychological Association. (2001). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

**Shared Responsibilities:** Participants in Instructional Leader I, AHE 653, are asked to view themselves as active seekers of information and constructors of knowledge. Together we will create a community of learners: you are asked to be critically reflective of information presented, and relate it directly to your own personal and professional experiences. You are further asked to take advantage of learning from and with others and to inform your concept of learning from a social and psychological perspective. In practical terms, this means it will require you to learn both collaboratively and cooperatively with others. It will require you to critically reflect, question, and pose problems regarding your professional and leadership practices.

As your facilitator, I will help you construct meaning from the host of theories studied, and guide you towards the development of a philosophy of teaching and learning that informs your work as a leader. This means that I will want you to take control of your own learning, and by working together, clarify concepts and principles, glean insights from our dialogue and the interactions with your peers, and establish a theoretical framework that guides your work as a learner and a leader.

**Assessment and Grading:** Participants will be assessed based on the completion of the performance tasks and end products listed above. You will be asked to rate your performance on all tasks. Should there be a significant discrepancy between your ratings and those of this instructor, an individual conference may be requested. Your finished products should be complete and comprehensive (end products meet the goals and are appropriate for the assignment), clear and to the point, legitimate, and reflective.

Any of the above listed assignments that are submitted later than the due date will be reduced automatically to the next lower grade – so from an A to an A- **unless prior approval is negotiated.**

**AHE Course Attendance Policy** (rev 9/30/09): The AHE Department's expectation is that graduate students will attend and participate in every face-to-face class meeting. Given the cohort and interactive nature of these classes, any absence is disruptive and will affect the student's course grade. At the instructor's discretion, a student who misses a portion of any face-to-face class may not be eligible for a grade of A. A student who misses nine (9) or more hours of face-to-face instruction will not be eligible for a grade higher than B+. It should be noted, however, that these grade reductions will not be in effect for students with contagious illnesses. In any case and at the instructor's discretion, the student may need to undertake additional work to make up for the absence.

### **Discussion Participation**

Class sessions will be largely in a workshop format with student presentations, discussions, individual and small group work, and writing; we will be engaging in collaborative, project-based learning and forming and using a supportive learning community. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our weekly discussions and activities on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

### **Incompletes**

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

### **Guidelines for a Productive and Effective Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

### **Statement Regarding Students with Disabilities**

Accommodations are collaborative efforts between students, faculty and [Disability and Access Services \(DAS\)](#). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of

the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

### **Accessibility of Course Materials**

All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

### **Expectations for Student Conduct**

Student conduct is governed by the university's policies, as explained in the [Office of Student Conduct and Community Standards](#).

### **Academic Integrity**

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Avoiding Academic Dishonesty](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate

referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

### **Conduct in this Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

### **Tutoring**

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

### **OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.