

**The University of North Carolina at Charlotte**  
**College of Education/Department of Educational Leadership**

<p>PROF: Dr. Sheri Conklin</p> 	<p><b>Term:</b> Fall 2017 <b>Course:</b> EIST 6101 <b>Credit Hours:</b> (3)</p>
<p>E-mail: <a href="mailto:sconkli2@uncc.edu">sconkli2@uncc.edu</a></p> <p>I respond to emails within 12-24 hours. I typically "unplug" on Saturdays and during Steeler games. I check emails periodically throughout the day and my cutoff time is 7 pm. If you email me around that time, I will respond on the next day (except Saturday).</p>	<p><b>Office Locations</b> <b>Virtual Office:</b> Skype [<a href="https://www.skype.com/people/conklins@uncw">conklins@uncw</a>]</p>
<p><b>Phone:</b> 910-962-3929</p>	<p><b>Office Hours:</b> <b>by request or appointment</b></p>

**YOUR INSTRUCTOR:** Dr. Sheri Conklin is the Director of Office of e-Learning at UNC Wilmington. She has a doctorate degree in Educational Technology from Boise State University and a master's degree in Instructional Technology from the University of North Carolina Wilmington. She has been an adjunct at UNC Wilmington for 8 years and also serves as the Quality Matters (QM) Coordinator and facilitator. She has certifications in K-12 Special Education in both general and adapted curriculum.

**EIST 6101: Learning Principles in Instructional Systems Technology, Fall 2017**

**Course Expectations:**

This syllabus contains the policies and expectations established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

**Online Catalog Description:**

EIST 6101. Learning Principles in Instructional Systems Technology. (3 credit hours)

The examination of how people learn in a variety of instructional settings. Characteristics of the different learners will be examined. Students investigate several learning theories to inform better instructional design decisions.

**Course Prerequisites/Corequisites: None.****Syllabus Changes:**

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by e-mail notice or by change to this syllabus posted on Canvas.

**Course Objectives:**

1. Identify learner characteristics.
2. Recognize learning theories.
3. Differentiate learning theories from one another.
4. Identify learning theories.
5. Describe instructional settings.
6. Apply learning theories.

**Course Activities:**

- Active Participation – *polls, assessments, forums, etc;*
- Weekly Collaboration
- Weekly WIT (Reflections)
- Interview with an Adult Learner or Instructor
- Weekly Peer to Peer Forums
- Adult Learning Project – *Final Exam*

**Textbook:**

The following textbook is required for the course:

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic*

*in adult education and human resource development* (8th ed.). Kidlington, UK: Butterworth-Heinemann. (ISBN-13: 978-0415739023) (ISBN-10: 0415739020)

In addition, students are encouraged to view the Additional Resources link in our Canvas course for recommended texts that may be helpful throughout the course and your degree program.

## METHODS FOR EVALUATING STUDENT PERFORMANCE:

Assignment	Points	Percentage of Final Grade
Participation	50	5%
Weekly Collaboration Time (8 @ 25 points each)	200	20%
Weekly WIT (15 @ 10 points each)	150	15%
Interview with an Adult Learner or Instructor	200	20%
Weekly Peer-to-Peer Forums (8 @ 25 points)	200	20%
Adult Learning Project	200	20%

Assignment instructions, evaluation criteria, and due dates are listed on Canvas. Due dates are subject to change at the discretion of the instructor. Notification of changes will be given via Canvas and/or e-mail.

[\[LINK to PDF of DUE DATES\]](#)

### Grading Scale:

A: 1000 - 900

B: 899 - 800

C: 799 - 700  
U: Below 700

### **Course Policies:**

You are expected to meet the following policies.

- This is an upper division class, and high quality work is expected. Assignments should be presented in a scholarly manner. This also means that all work will be word-processed except when directed otherwise by the instructor.
- All due dates are firm and no extensions will be given except in extreme cases. If you are ill or unable to complete an assignment on time, you must notify the instructor prior to the due date. No assignments will be accepted after three days beyond the due date. Late work will be penalized as follows: **up to 24 hours late: -25%, 24-48 hours late: -50%, 48-72 hours late: -100%.**
- Technical difficulty is not considered an acceptable excuse for not submitting work on time.
- Scheduled quizzes/exams must be taken during designated periods, unless approved in advance by the instructor. **Failure to take a quiz/exam will result in a zero.** There will be no make-up quizzes/exams since answers are distributed to students when the quiz/exam period closes.
- Students are expected to complete all assignments, discussion forums, polls, quizzes, and exams independently except in cases where group work is assigned.
- Students should cite sources using APA 6<sup>th</sup> Edition guidelines.

### **FEEDBACK FROM THE INSTRUCTOR:**

I strive to provide timely feedback. Students should anticipate feedback within 7 to 10 days of the submission of work. Students will receive text and/or audio feedback via Canvas.

### **CONTACTING THE INSTRUCTOR:**

The best way to contact the instructor is via e-mail ([sheri.conklin@uncc.edu](mailto:sheri.conklin@uncc.edu)). Students should allow a minimum of 24-hour turn-around time for responses throughout the week. Therefore, planning ahead is important. On weekends, e-mail will be answered on Mondays. Subject line **MUST** contain: EIST 6101\_(Section #).

### **COURSE INTERACTIONS & TIME MANAGEMENT:**

Learning is social. Building relationships in online courses is critical. Be sure to interact with as many different students as possible throughout the semester. You will share your projects, teach one another what you know and have learned. Enjoy the online collaborative environment. The more you contribute and participate, the more you will 'take-away' from the course. Be sure to manage your time. Online courses will require a lot of self direction. *You can do this!*

### **COURSE MEETING & COMMUNICATION INFORMATION:**

The course is delivered 100% online as a web-based course. The course will utilize asynchronous communication technologies to facilitate content delivery and student-teacher interaction. The course is delivered using the Canvas Learning Management System and can be access via the URL: [canvas.uncc.edu](https://canvas.uncc.edu)

**Skype**, a synchronous communication tool, will be used to communicate with students during office hours and by appointment. Students must download this free software and send a contact request to their instructor. <https://www.skype.com>

**WebEx Meeting**, a synchronous communication tool, may be used to host live instructional sessions as needed. These sessions will be scheduled periodically throughout the course upon student request. Links to meeting rooms will be placed in the appropriate week and meeting days/times will appear in the Calendar for the course. *Students are responsible for reviewing the Orientation Materials placed in Canvas.* <http://itservices.uncc.edu/services/webex>

### **Hardware and Software Requirements:**

- *Hardware:* Students' minimum hardware requirements should be at least those for the operating system, browser, and any associated applications (software) in use. Speakers and a microphone (or a headset with integrated microphone) are required.
- *Software:* Assignments should be submitted using Microsoft Office tools (Word, Power Point, Project, etc.). However, if there is a need to submit an assignment using another file format, please consult the instructor first.
  - *Browsers:* Students and faculty should use university-recommended and supported operating systems and browsers to access Canvas.
  - *E-mail:* All students will be required to use their official UNC Charlotte e-mail accounts for this course.
  - *Skype & Saba Meeting:* Skype will be used for virtual office hours. Saba Meeting may be used to facilitate content delivery and student-teacher interactions.

### **Grades of Incomplete:**

Incomplete as a grade will only be given to students who are unable to attend part of the course due to illness or for other reasons approved by the instructor in advance. If an incomplete is granted, the student has until the end of the next academic period to complete all outstanding work. Additionally the student must obtain and complete a "Record Concerning a Grade of Incomplete Form" available from the instructor. It is the student's responsibility to obtain and complete the form. If the form is not completed by the end of the semester no credit will be given for the missing work and the appropriate grade will be recorded.

### **Credit Hour Statement:**

This 3-credit online course requires approximately 7 hours of student work each week for approximately 15 weeks. Student work may include but is not limited to: reading, participation group project activities, and preparation of written assignments.

### **Sexual Harassment Policy:**

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

### **Inclement Weather Policy:**

Class will run as usual (online) even if the University is closed. The phone number for the Inclement Weather Hotline is 704.687.2877. In the event that classes are canceled, students are responsible for reading over the material that was to be covered that day by visiting the course Canvas web site. They will also be responsible for the assignment unless otherwise noted on the Canvas course web site. In the event that classes are canceled on a day that a test was scheduled, the test schedule may be adjusted if necessary.

### **Student Responsibility:**

UNC Charlotte Academic Regulations and Student Responsibilities are printed in the current UNC Charlotte Catalog. Please refer to this section of the catalog for specific information. Access the Student Code of Responsibility here - <http://legal.uncc.edu/policies/ps-104.html>.

In addition to the responsibilities specified by the University, for this course, students are responsible for keeping up with all assignments and deadlines including those posted on Canvas during the semester.

### **Code of Student Academic Integrity:**

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://legal.uncc.edu/policies/up-407>

*Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.*

### **College of Education Commitment to Diversity:**

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often

used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

### **College of Education Technology Statement:**

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

### **Religious Accommodations:**

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/up-409>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester (typically the 10<sup>th</sup> day of enrollment).

### **Disability Accommodations:**

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704 687 4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor. The Office of Disability Services website is <http://ds.uncc.edu>.

### **Online Student Course Evaluation Process and Confidentiality:**



Courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an e-mail announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

### **College of Education Conceptual Framework:**

***Professional Educators Transforming Lives***, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge**, **effectiveness**, and **commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are **highlighted below**.

**Core Proficiency: Knowledge.** Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21<sup>st</sup> century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

**Core Proficiency: Effectiveness.** Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21<sup>st</sup> century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

**Core Proficiency: Commitment.** Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

**C1: Positive impact on learners**

C2: Ethics

**C3: Leadership**

**C4: Collaboration**

C5: Advocacy

C6: Professional identity and continuous growth

The core proficiencies of **knowledge**, **effectiveness**, and **commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards outlined below.

**North Carolina Standards for Graduate Teacher Candidates (2009):** 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection

### **Professional Dispositions for Professional Education Programs**

Dispositions include the values, commitments, and ethics expected of professional educators and will be evaluated throughout your academic and professional preparation. (These may be found online at

<https://education.uncc.edu/resources/professional-dispositions-plan-and-information>).

Education is a demanding profession that requires candidates to act in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. Showing proper initiative and following through on tasks in a timely manner are also critical. Establishing habits supportive of these dispositions is an important part of each candidate's career preparation and as such will be emphasized throughout this course and the program.

***Professional Educators: Advancing Educational Equity through Excellence and Engagement***, the Conceptual Framework for Professional Education Programs at UNC Charlotte, has a strong emphasis on the Cato College of Education's updated vision to be a national leader in educational equity, excellence, and engagement. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the knowledge, skills, and dispositions necessary to produce highly effective and engaged professionals. **This course seeks to develop the proficiencies that are highlighted below.**

<b>Professional Educators: Advancing Educational Equity through Excellence and Engagement</b>			
<b>Professional Responsibilities</b>	<b>Dispositions</b>	<b>Learners and Learning</b>	<b>Effective Pedagogy</b>

<b>Ethics –</b> Candidates consistently demonstrate and practice high ethical standards	<b>Advocacy –</b> Candidates are prepared to advocate on behalf of others for services that support the social, emotional, physical, educational, behavioral, and basic needs of students, families, and colleagues	<b>Positive Impact &amp; Accountability –</b> Candidates demonstrate a belief that all individuals can learn as well as an understanding that they have a positive impact on learning and development	<b>Specialty Area Knowledge –</b> Candidates complete rigorous specialty area training in their related fields and have a thorough knowledge base in their disciplines
<b>Professional Identity &amp; Continuous Growth –</b> Candidates participate in continuous practice opportunities with reflection and in high-quality learning experiences that enable them to attain a professional identity	<b>Self-Awareness –</b> Candidates have deep knowledge of self in order to self-regulate their teaching, leadership, counseling and/or the learning processes. They understand oneself in relation to others	<b>Cultural Competence &amp; Culturally Sustaining Practice: Responsiveness to Diverse Learners –</b> Candidates design and provide inclusive programs and services and establish respectful learning environments that respond to the needs of all learners, clients, and families	<b>Pedagogical Knowledge –</b> Candidates understand and demonstrate methods of effective teaching as well as research, counseling and leadership strategies
<b>Leadership –</b> Candidates embrace the inherent commitment to	<b>Reflective Practice –</b> Candidates critically and thoughtfully examine their	<b>21<sup>st</sup> Century Literacies, Competencies &amp; Character Qualities –</b>	<b>Research-Based Practice –</b> Candidates apply research-based strategies and

<p>leadership implicit in their practice. They fulfill their responsibilities and leverage their leadership role in productive ways</p>	<p>practice for the purpose of continuous improvement</p>	<p>Candidates demonstrate skills in 21st Century literacies (literacy, numeracy, citizenship, digital, and media); competencies (critical thinking, creativity, collaboration); and character qualities (curiosity, initiative, persistence, resilience, adaptability, leadership)</p>	<p>processes while planning, implementing, and evaluating learners</p>
<p><b>Collaboration –</b> Candidates are committed to consensus-building, coalition-forming, and agenda framing strategies and collaborate with professionals from other disciplines</p>	<p><b>Social Justice –</b> Candidates actively engage in the continual process of personal vision-building, inquiry, and collaboration. Candidates use critical inquiry to establish meaningful and relevant changes in pedagogical practices</p>		<p><b>Research Skills –</b> Candidates understand and effectively use methodologically sound and useful research practices and evaluation skills</p>
<p><b>Policies, Laws, Standards &amp; Issues –</b> Candidates are both competent and engaged in the understanding and development of educational policy and law, analyze</p>			

and incorporate  
standards into  
practice and identify  
and consider  
societal issues that  
impact education  
and practice