



College of Education



Course Syllabus

Section 1: General Course Information

Course Title:	EME 6675 Design for Informal Learning
Course Reference Number (CRN):	
Semester and Year:	
College and Department:	College of Education, Educational Technology
Course Prerequisite(s):	None
Course Credit Hours:	3
Meeting Times/Locations:	Online/Virtual
Instructor:	
Contact Information:	

Section 2: Course Expectations

Course Description:

Application of instructional design principles associated with the development of cross-disciplinary instructional topics, such as STEM. Reviews issues, trends, foundations in research, and requirements for task and needs analyses and factors affecting instruction as it pertains to informal learning environments.

Course Objectives and Student Learning Outcomes:

- Develop a list of the variables that go into selecting an instructional delivery system for a course you are asked to design, and explain major factors that go into that decision. (AECT Standard 1)
- Review and evaluate three informal learning practices for STEM education to determine how these programs are influencing instructional needs in schools. (AECT Standard 2)
- Demonstrate conceptual understanding of what a collaborative work space might look like and how to re-formulate the museum experience into the school setting. (AECT Standards 1, 2 and 3)
- Create a parallel/correlated measuring tool to help evaluate learning activities in an informal setting. (AECT Standards 2 and 5)

- Demonstrate understanding of the role of referencing select learning theories that will inform efforts to properly assess/evaluate learning gains. Be able to select the appropriate theories to help validate the assessments/evaluations that are implemented. (AECT Standard 5)
- Understand the differences between assessment and evaluation and when to apply either or both to your instructional design. Create an appropriate assessment or evaluation component. (AECT Standard 2)
- Formulate ideas on how to create and implement learning experiences for STEM. (AECT Standards 3 and 4)

Required Materials:

- Access to an Internet-enabled computer with at least 8 GB of RAM, 500 GB of storage space, speakers, webcam, microphone, the latest version of a PC or MAC operating system, and an updated web browser.
- Students may be required to download trial or free versions of applications to complete assignments in this course. In some cases, students *may* be required to spend no more than \$25.00 on software to complete assignments for this course.
- Other learning materials will be provided in the Canvas course site.

Suggested Materials:

- Ellenberg, J. (2014). *How not to be wrong: The power of mathematical thinking*. New York: Penguin Press.
- Falk, J.H., Dierking, L. D., & Foutz, S. (2007). *In practice, in principle*. Plymouth UK: Altamira Press.
- Hein, G. E. (2000). *Learning in the museum*. New York: Routledge.
- Kenny, R. & Gunter, G. (2015). Building a Competency-based STEM Curriculum in non-STEM Disciplines: A sySTEMic Approach. In B. Hokanson, G. Clinton, & M. Tracey (eds). *The design of learning experience: Creating the future of educational technology*. New York: Springer, 181-198.
- Kolb, D. A. (2015). *Experiential Learning* (2nd ed). Upper Saddle River, NJ: Pearson.
- McKenney, S. & Reeves, T. C. (2012). *Conducting educational design research*. New York: Routledge.

Expectations

The course emphasizes exploratory, experiential, and reflective learning and thus you are expected to be guiding your own learning. It is expected that students will spend at least 9 hours per week on their studies and completing the assignments. Students are also expected to demonstrate collaborative and respectful scholarly participation with peers and among professional learning networks. (AECT Standard 4-Collaborative Practice; 4-Ethics)

Communications: Open and frank communications are encouraged. Feel free to contact the professor via e-mail, phone, or in person if you have any questions or problems concerning this course. All communication will be answered within 48 hours. Typically, you will receive a response to your communication within 24 hours. This type of communication will be essential to our collaboration in making this a successful learning experience for all.

Section 3: Learning Tasks, Course Evaluations, and Course Policies

Course Evaluation:

In addition to the evaluation of the described learning tasks, completing and submitting course work according to the due dates, ethical use of technologies for learning and instruction (AECT Standard 3-Ethics), and being collaborative and respectful to peers and instructors are all parts of professionalism. The assessment of student's performance in professionalism is at the Professor's discretion.

Course Schedule:

The course is broken up into Learning Cycles, which vary from one to three weeks in duration. There are assignments associate with each cycle. All cycles end on Wednesday evenings. Any assignment not turned in 11:59PM on the due date will be deemed late.

Lesson Cycle and Theme	Essential Question(s)	Lessons, Readings & Discussions	Assignment Due Dates & Adobe Connect Sessions
Cycle 1: Course Introduction	Course Expectations?	<ul style="list-style-type: none"> Review Syllabus Intro to Final Project 	<ul style="list-style-type: none"> Adobe Connect Virtual Class Meeting Syllabus Agreement (Survey) Discussion #1: Personal Definition of STEM
Cycle 2: Why STEM? Why Informal?	What is STEM?	<ul style="list-style-type: none"> Instructional Delivery Systems A sySTEMic Approach 	<ul style="list-style-type: none"> Discussion #2: Personal Introduction Reflection #1: Instructional Delivery Systems(Drop Box) (AECT 1.1) Reflection #2: sySTEMic Approach (Drop Box)
Cycle 3: What is Museum Learning?	What is Museum/Free Choice Learning?	<ul style="list-style-type: none"> Design Thinking (IDEO Model) Informal/Museum Learning Bringing Informal/Experiential Learning Inhouse 	<ul style="list-style-type: none"> Position Paper #1: Design Thinking (Drop Box) Reflection #3: What is Informal Learning (Drop Box) Team Activity #1: Establish an Informal Learning Experience (Drop Box) (AECT 1.4)

Cycle 4: Exemplar Programs	Exemplar Programs... Do They Exist?	<ul style="list-style-type: none"> • Project Lead the Way (PLTW) • Maker Space • Design Challenge Programs 	<ul style="list-style-type: none"> • Mid Term Check-up(Survey) (AECT 4.3) • Adobe Connect Virtual Meeting • Team Activity #2: Evaluate Exemplar Programs (Drop Box) (AECT 2.4)
Cycle 5: Learning thru Play	Gamification of Learning?	<ul style="list-style-type: none"> • How to gamify a Lesson • Micro-Credentialing/Badging 	<ul style="list-style-type: none"> • Practice Activity #1: Gamify a Lesson • Practice Activity #2: Badging White Paper
Cycle 6: Evaluating Informal Learning	How do We Assess/Evaluate Informal Learning?	<ul style="list-style-type: none"> • Theoretical Foundations to Informal/Free Choice Learning • Assessment and Evaluation 	<ul style="list-style-type: none"> • Position Paper #2: Justify Informal/Free Choice Learning (Drop Box) (AECT 2.1) • Team Activity #3: Pick Two Learning Theories (Drop Box) (AECT 2.2 and 5.1)
Cycle Final Cycle: Final Wrap-up	What is the Future of STEM?	<ul style="list-style-type: none"> • Modeling Instruction for STEM • The Future of Museum Learning 	<ul style="list-style-type: none"> • PowerPoint - Final Project (5-6 Slides)(Drop Box) • Reflections #4 & #5: Vision for The Future of STEM + Museum Learning (Drop Box) (AECT 3.6) • Adobe Connect Virtual Class Meeting - Review Projects • Final Reflections • Final Project (Easy Uploader) (Also to be loaded up to LiveText)

** Federal Financial Aid requirements stipulate FGCU must be able to demonstrate that each student receiving financial aid is eligible to receive aid. Therefore, beginning in the fall of 2015 you are*

required to confirm your attendance through a participatory activity for this course by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of financial aid.

Grading Scale:

Students earning below an 80% in the course will need to re-take the course. Please refer to the university and College of Education graduate handbook for more information. There will be no plus or minus grades awarded in this course.

A point system is utilized for this course. The scale is equivalent to 450 points. Your grade will be determined based on how many point earned in proportion to the total:

Grading Scale:

A = 405-450 pts

B = 360-404 points

C = 315-359 points

F = less than 315 points

Section 4: College of Education and University Policies

College of Education Vision Statement:

"Learners and leaders of today and tomorrow"

We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.

4.1 College of Education LiveText Syllabus Statement

The College of Education has adopted the use of LiveText software to assist in the assessment of student performance and program quality. As a degree-seeking student or as a student admitted to a state-approved program, you are responsible for purchasing a membership to LiveText during your first course in the College of Education. If you do not have a membership in LiveText, you will need to purchase it immediately from www.livetext.com. This is a one-time only purchase, and your LiveText account is available to you for five years. Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will be assessed in LiveText to help monitor your demonstration of the program standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed to complete your program. Your documented success on these tasks can also contribute to a portfolio that showcases your learning for current and future employers.

4.2 University Policies and Resources

Academic Behavior Standards and Academic Dishonesty

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at

<http://studentservices.fgcu.edu/judicialaffairs/new.html> or

http://studentservices.fgcu.edu/judicialaffairs/files/Code_of_Conduct_book_08-09.pdf

Disability Accommodations Services

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

Student Observance of Religious Holidays

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

Academic Integrity

All assignments, projects, and examinations are to be completed solely by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work. Evidence of cheating and plagiarism are cause for disciplinary action by the university. According to the university, plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work of another person as one's own; collaborating without authority with another student during an examination or in preparing academic work, or otherwise practicing academic dishonesty by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work.

Turnitin.com

Students who take this class must be prepared to submit electronic copies of some or all assignments to Turnitin.com for the detection of plagiarism. The University expects that all students will be evaluated and grades on their own work. If you use language, data or ideas from other sources, published or unpublished, you must take care to acknowledge and properly cite those sources. Failure to do so constitutes plagiarism. Papers that are submitted to Turnitin.com become part of the Turnitin.com student paper database solely for the purpose of detecting plagiarism. If you choose to request that your paper(s) not become part of the Turnitin.com student papers database this must be communicated to your professor in writing at the beginning of the course.

Distance-Learning

Information on distance learning courses is available online at <http://itech.fgcu.edu/distance/>

Canvas Learning Management System

FGCU's learning management system is called Canvas. It is available at <http://canvas.fgcu.edu/>. There are links on the home page to tutorials and resources on how to use Canvas.

Last Day to Withdraw Without Academic Penalty

Please refer to the Academic Calendar at <http://www.fgcu.edu/Registrar/academiccalendar.asp>.

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Note:

If this is your last semester in your program, please visit the following link for program completion or graduation details.

<https://fgcu.instructure.com/courses/225660>

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