ALCE 5014:
Principles & Methods of Non-formal Teaching and Learning
Summer (S2) 2023 (July 5 - August 11)

Course Description
Principles and methods associated with non-formal teaching and learning for community and extension education as well as secondary educational settings such as agricultural education. Concepts and practical knowledge for designing, integrating, and justifying non-formal educational experiences for learners. Learning frameworks and approaches that emphasize the role of participation, facilitation, and other student-centered teaching and learning approaches in agriculture and life science professions.

Course Modality
ALCE 5014 will be taught completely online in an *asynchronous format* via Canvas. There will be assignment deadlines each week, but students are able to complete the course learning materials at their own pace within any given week.

Course Instructor
Dr. Eric Kaufman, Professor
Agricultural, Leadership, and Community Education
540-231-6258; ekaufman@vt.edu
Office hours by appointment

Course Texts
This course will draw from a variety of salient readings:
- Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory to practice*. Jossey-Bass. https://virginiatech.on.worldcat.org/oclc/899588445
- Other articles and reports provided via Canvas

Student Learning Outcomes
Upon completion of this course, students will be able to:
- Compare and critique learning theories, principles, and their educational implications for non-formal teaching and learning.
- Identify, critique, and give explanation for best educational practices that facilitate good teaching and learning in non-formal settings with emphasis on agricultural and extension settings.
- Integrate non-formal teaching and learning principles and approaches into agriculture and life science professional practice.

Academic and Student Support
You can learn about the wealth of academic and student support services available to our students by visiting the pages on the Virginia Tech Online Learning Support Resources site.

Accommodations

Any student in need of special accommodations due to a disability, as recognized by the Americans with Disabilities Act, should contact the Services for Students with Disabilities (SSD) Office. Students with disabilities are responsible for self-identification. To be eligible for services, documentation of the disability from a qualified professional must be presented to SSD upon request. Academic adjustments may include, but are not limited to: priority registration, auxiliary aids, program and course adjustment, exam modifications, oral or sign language interpreters, note takers/readers, or assistive technology. For more information on disability accommodations, please contact SSD:

> Lavery Hall, STE 310, Virginia Tech; 430 Old Turner Street; Blacksburg, VA 24061
> Phone: (540) 231-3788 Voice; E-mail: ssd@vt.edu ; Website: http://www.ssd.vt.edu

Student Prerequisite Skills

For your assignment submissions, I expect you to be articulate and clear in your writing, commensurate with graduate level work. In regards technical competencies, you should be able to:
- Use standard word processing software to write properly-formatted formal papers.
- Navigate web pages using a web browser, such as Firefox, Safari, or Google Chrome.

Tech Support

Student technical support is available through 4Help. If you are experiencing technical difficulty accessing materials that you need for this course or a general technical support question please request assistance by filling out the help form or calling 540-231-HELP. When making a request, please be sure that you provide as much detail (name, problematic URL, operating system, description of problem) as possible to help solve your problem more efficiently. The 4Help service is available 24/7 to reset passwords, monitor system outages, and answer questions on a wide variety of computer related issues. Moreover, you can find answers to many of your questions by reading the 4Help Knowledge Base.

Workload Expectations

One of the challenges students face in distance education is related to time management. As a three- credit-hour course, university accreditation standards suggest the workload for this course should total at least 135 hours, which equates to 22.5 hours per week for this 6-week class. With that in mind, please set aside the time necessary to devote to your learning and completion of course assignments.

Honor Code

Virginia Tech's Graduate Honor Code will be followed and enforced in this class. Violations of the Honor Code include: copying another's work, cheating on exams or assignments, and plagiarism of another's work, whether another student's or something found online.

Course Administration

This course is administered online via Virginia Tech's Canvas course management system. The course is entirely Internet-based with no face-to-face contact with the instructor or other

students, though there will be opportunities for real-time communication using telephone, chat, or web conferencing software. Unlike some distance learning classes, the pace of this course will be set by the instructor with specified due dates for completion of assignments. Online learning such as this requires basic computer and Internet literacy and a high degree of self-motivation and discipline. As you consider your readiness for distance-delivered aspects of the course, you may benefit from the following article: Is online learning right for you? You may also be interested in the Canvas Accessibility Resources.

Activities for Assessment

1. Discussion Forum Posts (20% of your final grade)
   As part of each learning module, you must contribute at least two posts to the module's discussion forum: one original example (OE) and one value-added comment (VAC). Each OE and VAC must be either a short video or post, containing at least five clearly and carefully composed sentences. An OE must be truly original; it must not duplicate a classmate's OE or any of the assigned readings. Each VAC must live up to its name by truly adding value to the OE, or another VAC. Additional details and expectations will be shared on the course page in *Canvas*.

2. Applied Learning Reflections (30% of your final grade)
   For each unit of study, you will complete an applied learning reflection in the form of an article review or blog entry. Articles for review must be different from assigned readings. Article reviews will include components that connect the article to the topical unit being studied at the time it is due. Blog entries should also be connected to the unit of study but will focus more on personal experiences and observations. Blog entries should follow a "what?", "so what?", "now what?" format. Additional details and expectations will be shared in class and on the course page in *Canvas*.

3. Non-formal Learning Film Analysis (15% of your final grade)
   During the final weeks of the course, students will examine and analyze a film depicting an ethical leadership dilemma involving leaders and followers. Successful film analyses should include theoretical and conceptual applications from the course learning materials. This final paper will serve as your final exam. Accordingly, you should highlight concepts from all course modules. A detailed rubric will be provided on the course page in *Canvas*.

4. Educational Design Paper (20% of your final grade)
   This paper is designed to allow course participants to analyze an existing or proposed educational practice. The paper should be about 10-12 pages (double-spaced) and focus on a specific educational context that will comprise non-formal teaching and learning. Components include: 1) brief description of the social setting; 2) review of the literature for organizing learning in this setting; 2) description of specific educational practices and their objectives, 4) justifications for these practices, and 5) a critique of what you expect to work and why, as well what you expect to be problematic and why. More information about this assignment will be provided in Canvas.

5. Educational Design Paper Peer Review (10% of your final grade)
   Course participants will share educational design papers in draft format with a peer review partner and respond with critique via comments within a Google Doc. In addition, you will provide a one-page, double-spaced reflection of your review. The critique may include but not be limited to: grammar, APA formatting, structure, and concepts (use rubric for structure and concept evaluation guideline). The one-page reflection should address an overall impression of the paper to help improve your partners' final submission. The process is as follows:
   - Post the draft version of your paper in a Google doc using the collaborations tab in Canvas by midnight, **August 3**.
   - Review your partner's document using the comment tool in Google. Email the one-page reflection to your partner and upload a copy into the assignment in Canvas. Complete by **August 5**.

6. Participation Self-Evaluation (5% of your final grade)
   At the end of the semester, you will have an opportunity to critique your course participation. In a one-page narrative, you will indicate what you did well and areas you might have done better. What did you learn about yourself through this course? What will you do differently after completing this course?

Determination of Final Grades
The final grades will be determined for each student as follows: 1) a percentage score total will be computed in each performance, 2) the student's total score will be computed by multiplying the percentage score in each area by the grade "weight" identified in the syllabus, 3) the resulting percentages in each major performance area will be added and reported as a letter grade, based on the following scale:

A 90%-100%
B 80%-86%   B+ 86%-90%
C 70%-76%   C+ 76%-80%
D 60%-66%   D+ 66%-70%
F Below 60%

Semester at a glance

Dates	Focus
July 5-11	Unit 1: Overview of Formal and Non-formal Learning Perspectives
July 12-18	Unit 2: Understanding Adult Learners
July 19-25	Unit 3: Participatory Principles and Methods
July 26 – August 1	Unit 4: Teacher Roles & Facilitation Methods
August 2-8	Unit 5: Evaluation of Non-formal Teaching and Learning
August 9-11	Final Assignments