Instructor: Wendy Yanow, Ed.D.
wyanow@depaul.edu

Appointments: arranged individually (phone, email, in-person)

Location: 14 E. Jackson, Room TBA  Delivery Format: On-ground

Course Description: Designing Educational Offerings

In this course, students will be introduced to major components involved in designing educational offerings for adult learners in various face-to-face settings. Students will develop (or revise) a design plan for an educational offering appropriate to their selected adult clientele. In particular, they will articulate learning outcomes around which to build their design plan (backward design). They will apply theories, concepts, and principles of adult learning while making design decisions. While the design principles addressed in this course are relevant to online environments, and applications in the online environment will be discussed in general, students who wish to delve further into online learning/teaching technology are encouraged to do so through the MAEA Electives option. (For MAEA—Graduate Faculty Guided Independent Study offerings, see Graduate Program Planning Schedule.)

This course emphasizes designing for learning, in keeping with the overall theme of the MAEA program—helping adults learn. You will learn about core instructional design elements. You also will explore various schemas for designing educational offerings and consider which schemas (and combinations thereof) are best suited for your learner audience and context. Many of the assigned readings/sources will emphasize how people learn, drawing on brain research.

Designing is an iterative and integrative process. In your design plan, discrete elements and steps need to be addressed, and they need to be well aligned and integrated. Be ready to engage your imagination and analytical skills!

Learning Outcomes

Following are learning outcomes that apply to all students in this course--students will be able to:

- Formulate your own specific learning goals that will deepen and/or expand what you already know about designing educational offerings.
• Produce a design plan of an educational offering for a select audience of adult learners that addresses all core elements of design.

• Identify and apply theories, concepts, principles and/or models regarding adult learning that inform design choices in general, as well as for your specific design project.

• Articulate an understanding of cultural dynamics in the learning context and consider implications for your design plan.

• Engage actively in giving constructive feedback on others’ emerging design plans and in receiving and applying feedback on your emerging design plan.

• Identify and exchange sources relevant to design with others in the course.

• Reflect on ways you have expanded and refined your prior knowledge about designing educational offerings.

**MAAPS Focus Area Competences**

MAAPS students may use EA 516 to demonstrate up to two focus area competences. Please notify me (instructor) at the first session if you are a MAAPS student and which competences you will be working on.

• AP 510 Main theories. Can describe and analyze ideas—theories, concepts, principles, models—regarding adult learning that inform design choices in general as well as for a specific design project.

• AP 530 Specialized Skills. Can design an educational offering for a specific audience of adult learners that addresses core elements of design.

• AP 550 Interpersonal/Organizational Dynamics. Can identify and analyze cultural dynamics that influence elements of design in educational offerings for adult learners.

• AP 585-589. Supplemental Competences (Use statements above or propose a variation—subject to advance approval by course instructor and faculty mentor.

**Learning Resources**

**Required texts:** both texts will be available through the DePaul Bookstore; or can be acquired through online vendors such as Amazon.


I will provide access to other sources that deal with specific elements of design (e.g., backward design, culture, assessment). You are expected to locate sources (e.g., books, articles, design cases, websites, TED talks) that speak directly to your design project and to orient the rest of us to these sources.

**Learning Strategies:**

This course is designed to address generalizable approaches to designing for learning and to accommodate your particular goals, interests, and settings via individualized learning contracts. As noted, each of you will be expected to locate sources that are especially relevant to your own design project and to educate the rest of us about them.

Saturday class sessions will be conducted primarily in a workshop format. A variety of active learning methods will be used, including but not limited to: drawing on your prior experience; full-class discussions; small working groups; group and partner consultations; co-construction of various elements of design; and, exchange of sources/resources from your individualized learning activities. Together we will experience various embodied learning activities that call on, for example, movement and metaphor.

Assignments will require that readings and other learning activities be carried out in-between class sessions, in preparation for each class session and at times posted to D2L.

**Desire2Learn Online Course Site – D2L**

Our D2L site will be used for the two-week period in between classes. It will house all assignments and resources under the “Content” section. D2L will also be used for discussion assignments, uploading all written assignments to the drop box, and for instructor assessment and feedback in the dropbox.

**Learning Deliverables (graded evidences of learning)**

Prepare and submit a course portfolio online through Drop Box. Each section of the portfolio will be submitted to the designated drop box with one completed version to the final portfolio drop box.

**Course Portfolio—FIVE Parts**

**Part I: You As Designer:** begins with your self-assessment of your learning preferences, experiences as a learner or a facilitator of learning, notes on your practice setting, your individualized learning goals for designing the educational offerings. Also includes pre- and post self-assessments of your knowledge about designing for learning.
Part II: Reflection Log: includes your reflective responses—to the assigned readings; to feedback from classmates and instructor; and, to resources & sources identified by you and others. These reflections can serve as a foundation for Part III.

Part III: Design Decisions Log: includes selection of the most salient sources that inform your design plan, including annotations (from readings and other sources). Also includes considerations about how cultural dynamics can be attended to in your design plan. How do you think about culture as a context for learning?

Part IV: Resources & Sources: includes literature sources and other resources (e.g., websites, TED talks, etc.) that you and your classmates identify and share with one another, beyond those assigned by the instructor.

Part V: Design Plan (common elements will be identified during 1st class session and supplemented with assigned readings): includes your plan for an educational offering, for a particular audience in a particular context, that addresses all the core design elements.
### Assessment of Student Learning

**Note:** guidelines and rubrics will be included with assignments

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<th>Criteria</th>
<th>Grade Scale</th>
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| You as Designer      | • Identify key elements of what you already know and know how to do with regard to basic elements of design  
                        • Select and provide rationale for a design project that stretches you beyond the familiar—what do you want to learn more about….do more effectively?  
                        • Revise this assignment, as needed (ongoing)  
                        • Highlight key learning results throughout the course | Total: 5 points; 5% of course grade              |
| Reflection Log       | • Responding to assignment prompts, reflect on key learnings and identify ways to apply them to your design plan  
                        • Identify break-through moments of understanding, including preceding areas of confusion and/or uncertainty  
                        • Total of 3 log entries | Total: 15 points; 15% of course grade            |
| Resources & Sources  | • Identify at least two resources/sources, beyond those assigned, that expand your knowledge about designing learning.  
                        • Identify at least two resources/sources, beyond those assigned, that are relevant to another classmate’s design plan.  
                        • Participate in collaborative knowledge sharing of resources/sources in class | Total: 10 points; 10% of course grade            |
| Design Decisions Log | • Identify salient feedback from classmates and instructor—articulate your rationale for what you chose to act on (or why not)  
                        • Identify key design decisions and choices you made in constructing your design plan  
                        • Analyze the cultural context for your educational offering, including key dynamics; and explain how your design plan accommodates this context  
                        • Total of 3 log entries | Total: 20 points; 20% of course grade            |
### Design Plan
- Support (annotate) your design decisions, including cultural context, with relevant literature and other sources
- Using the basic design elements agreed upon in class, create a design plan for a specified audience and context

### Participation/attendance
- Attend all 5 sessions (be on time, leave on time)
- Come prepared, engage actively in class sessions and in interaction with classmates
- Submit work-in-progress for feedback according to the established timelines
- **Note:** Students who miss more than 1 session will need to retake the course with a different instructor at another time

**Total: 25 points; 25% of course grade**

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**Grading basis:** Letter grades, A – C. Grades of C- or lower are not eligible for credit, necessitating retaking the course.

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<tr>
<td>A</td>
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<td>95-91</td>
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<td>75-71</td>
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<td>C</td>
<td>70-66</td>
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**Course Schedule forthcoming--to be adapted and expanded per learning needs of class members**
Course Policies
This course includes and adheres to the college and university policies described in the links below:

- Academic Integrity Policy (GRAD)
- Incomplete Policy
- Course Withdrawal Timelines and Grade/Fee Consequences
- Accommodations Based on the Impact of a Disability
- Protection of Human Research Participants
- APA citation format (GRAD)

Other Resources for Students
- University Center for Writing-based Learning
- SNL Writing Guide
- Dean of Students Office

Instructor Bio: Wendy Yanow is an adult educator. For more than 25 years she has taught and mentored in non-traditional programs for adult learners at the high school, undergraduate and graduate levels. Wendy holds a B.A. in Liberal Arts with a major in Music from the University of Illinois, Chicago and an M.A. and Ed.D. in Adult Education from National Louis University. She’s taught courses at SNL, both in the undergraduate program and the MAEA and at National Louis University in the Graduate and Doctoral Programs in Adult Education. As part of the popular education teaching team, Wendy taught at the Dorothy Stang Adult High School and the Howard Area Community Center. Along with her formal teaching assignments, Wendy is a facilitator of community-based anti-racism workshops and a consultant-facilitator for the Anti-Defamation League and the Woods Fund Chicago Truth, Racial Healing and Transformation. Her research interests include the study of personal narrative as a means to understand racialized experience.