

UNIVERSITY OF UTAH COLLEGE OF NURSING

Gerontology Interdisciplinary Program

COURSE NUMBER:	GERON 5280/6280 Section 090
TITLE:	International Dimensions of Lifelong Learning
PREREQUISITE:	No prerequisites for this course
TOTAL CREDITS:	3
ACADEMIC TERM(S) OFFERED:	Summer and Fall Semesters
FACULTY:	Katarina Felsted, PhD Assistant Professor (Clinical), College of Nursing Annette Poulson Cumming Building, Rm 3655 (southeast inside corner of the third floor) E: katarina.felsted@nurs.utah.edu T: 801.585.7438 Skype: katarina.felsted

DESIGNATION: International (IR)

COURSE DESCRIPTION:

Students will become literate in theories of lifelong learning, as well as in the principles and preferences of andragogy. Students will expand their awareness in adult education opportunities in the US and how adult education opportunities (lifelong learning) are handled in select regions of the world, from work-related improvement to facilitation of personal growth and fulfillment. Students will recognize how aging is perceived in these countries and how that influences each society's attention to and prioritization of learning across the lifespan.

Please note: This course is an environment where all identities are respected.

DIDACTIC OBJECTIVES:

The student will:

By the conclusion of the course, students will be able to
Articulate the principal foundations of lifelong learning education.

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Explore how selected cultures and countries value older adults and adult education as well as how this manifests in the public policy, availability, and funding of lifelong learning.

Research, critically analyze, and communicate how lifelong learning in the U.S. compares and contrasts with lifelong learning in another country.

MEETING TIME AND LOCATION: This course is fully online and asynchronous

FACULTY OFFICE HOURS: By appointment; in person, via Skype, or over the phone

TEACHING METHODS:

Assigned readings, discussions, assessments

This online course is structured for self-directed learning. The course has been designed to be asynchronous in order to provide students with flexibility in managing their own learning. This online course is structured for self-directed learning. The course has been designed to be asynchronous in order to provide students with flexibility in managing their own learning. Course readings and assignments have been arranged on a weekly basis within 15 topical modules. This course will use the readings, discussions, and assignments to achieve the course objectives.

Note that modules in this course follow a Monday-Friday schedule. This is to ensure that assignments are to be submitted during days in which the HelpDesk is open, in case you experience computer issues. They can be reached at 801.581.6112, option 2. This course is designed to promote written communication skills, inquiry and analysis skills, and critical thinking skills in this field of study. All identities will be respected in this class. Our celebration is the variety of disciplines represented.

It is critical that you view/read all weekly announcements from me, as we do not meet synchronously or in person, and this is the best way for me to keep you updated with timely and relevant issues during the semester. Changes in course schedule/syllabus will be announced via Canvas Announcements page.

COURSE READINGS:

You do not need to purchase a textbook for this course. You can access the text through the Marriott Library:

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<http://lib.mylibrary.com/Open.aspx?id=884410>

If you are off-campus, you will need to log in with your unid.

Additional readings specifically selected for this course are available on designated course modules through Canvas.

CROSS LISTING: This course is crosslisted as GERON 5280 (undergraduate) and GERON 6280 (graduate). PLEASE BE SURE YOU ARE REGISTERED FOR THE RIGHT CLASS. More quality in each assignment and assessment is expected of the 6280 level student, and they are graded more critically.

EVALUATION:

Evaluation includes the quality and depth of participation in discussions, assigned exercises, and written assignments. On line attendance is gauged by CANVAS analytics, where individual student participation is assessed through such means as participation in discussion boards and accessing CANVAS modules. Participation may be evaluated in additional ways as specified by the individual faculty's syllabus. Dismissal from a course and/or the college can result from unprofessional behavior.

PLAGIARISM:

Please visit plagiarism.org for a lovely and comprehensive look at what constitutes plagiarism.

Refer to UNIVERSITY REGULATIONS- Chapter X - CODE OF STUDENT RIGHTS AND RESPONSIBILITIES ("STUDENT CODE")

Section I.B.2. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

[UNIVERSITY REGULATIONS, Policy 8-10 Rev 5 Date: May 10, 2004].

GRADING SCALE:

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A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	E	0-59

LATE SUBMISSIONS & EXTRA CREDIT:

Assignments are due the dates and times specified in the syllabus. The course does not have extra credit. You may, however, turn in work after the due date, or re-submit substandard work, for a half-grade deduction (i.e., an A- instead of an A, a B instead of a B+).

It is understood that emergencies can arise that may require special arrangements with the instructor. Please make these arrangements before the assigned due date.

To receive any partial credit, all work must be turned in by midnight on Friday, August 4th at 11 **am**.

INCOMPLETE POLICY:

An Incomplete grade can be given for work not completed due to circumstances beyond your control. You must be passing the course and have completed at least 80% of the required coursework. Arrangements must be made between you and the instructor concerning the completion of the work. You may not retake a course without paying tuition. If you attend class during a subsequent term, in an effort to complete the coursework, you must register for the course. Once the work has been completed, the instructor submits the grade to the Registrar's Office. The "I" will change to an "E" if a new grade is not reported within one year.

If you graduate before a new grade is reported, the "I" remains on your record and will not count towards graduation or the calculation of your grade point average.

see <http://registrar.utah.edu/handbook/incomplete.php>

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APA:

Some assignments are required to be submitted in APA format, as specified. If you are unfamiliar with APA formatting, please contact the Writing Center, and/or go to this link:

<http://owl.english.purdue.edu/owl/resource/560/01/>

WRITING:

If you think your writing may be sub-par, please seek help at the Writing Center on University Campus. Your writing for assignments is expected to be professional and of scholarly quality.

<http://writingcenter.utah.edu/> “You can become a better writer, right here, right now.”

FACULTY AND STUDENT RESPONSIBILITIES:

I will:

- Treat students with respect
- Inform students at beginning of class of general content, course activities, evaluation methods, grading, and schedule
- Respond to email correspondence and phone calls in a timely manner
- Perform high quality, constructive evaluations of written work and exams
- Make every effort to ensure an environment that is conducive to learning
- Apply student code

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content.

According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

“Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning.”

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PPM 8-12.3, B.

“Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.”

PPM 8-10, II. A.

STUDENT NAMES & PERSONAL PRONOUNS:

Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will refer to you with the name and pronoun that feels best for you in class, on papers, in discussions, and grading. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronouns will be respected. My preferred pronouns are she, her, and hers.

ADA – Nondiscrimination and Disability Access Statement:

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practices not consistent with these policies should be reported to the University’s ADA/Section 504 Coordinator: Director, Office of Equal Opportunity and Affirmative Action, 201 S. Presidents Cr., Rm 135, Salt Lake City, UT. 84112. (801)581-8365 (V/TDD).

SEXUAL MISCONDUCT:

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park

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Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776.

WELLNESS STATEMENT:

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

VETERAN'S STATEMENT:

If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

LGBT RESOURCE CENTER:

If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

LEARNERS OF ENGLISH AS A SECOND LANGUAGE:

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

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ONLINE GUIDELINES:

There are unique responsibilities that come with taking an online course.

Computer literacy: You will need to gain access to a computer and to the Internet at least twice a week, as well as to MS Word®, & PowerPoint®. It is assumed that you have a basic knowledge of computers, including but not limited to how to navigate the Internet, attach a document to an email and send the email with the attachment, and use basic software packages (e.g. MS Word®).

Electronic or equipment failure: It is your responsibility to maintain your computer and other equipment needed to participate in online forums. Equipment failures are not an acceptable excuse for late or absent assignments, quizzes, or exams.

Assignment archiving: To prevent problems involving corrupt or lost files, each assignment should be saved in at least two places (e.g. on hard and flash drive; or on drive and as attachment to an email message you send to yourself). Each student is responsible for making sure assignments are submitted before the deadline, via the Submit Assignment link in Canvas, using the requested software in the required version, with the required extension. This generally means a MS Word® (.docx) or MS PowerPoint® (.pptx) files.

Classroom equivalency: You are expected to log into the class a couple of times a week. Since we meet asynchronously, your presence in class is measured in this way.

Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code. Specifically:

- E-mail, e-journals, and other online communications in the course are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must *not* be assumed and should be mutually agreed upon in advance, in writing.

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- Instructors are required to respond to e-mails in a “reasonable” amount of time. If you have not received a reply to an email communication within 3 business days (Monday through Friday), please contact the instructor again - emails occasionally do not reach the intended recipient.
- Posting photos or comments that would be off-topic in a classroom are still off-topic in a discussion thread.
- Off-color language is never appropriate.
- Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
- Do not use ALL CAPS, except for titles, since it is the equivalent of shouting online, as is overuse of certain punctuation marks such as exclamation points !!!! and question marks ????.

COMMUNICATION AND CORRESPONDENCE:

- You may reach me at the office number listed on the homepage of our Canvas course, and find me in the office room number listed. You are always welcome to call or stop by, and I am also happy to make an appointment with you, to meet in person, via Skype, or over the phone.
- Email communication is the official communication medium of the University. Faculty will respond to your email correspondence within 3 business days (i.e. Monday through Friday) and expect that students will respond to faculty email correspondence in the same time frame. Please re-send your email and/or contact faculty by phone if you do not receive a response to your email within these parameters.

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- Faculty expects that students will check their Canvas email at least every other day. You can easily set up Canvas options to alert you immediately upon receipt of a Canvas message.
- Students may email faculty through our Canvas email.
- Electronic communication etiquette includes respectfully addressing the recipient of the email and use of appropriate font (use of all caps, all bolded, or all italicized font is equivalent to yelling or ‘flaming’ and is, as mentioned, unacceptable). Please write out all words. The use of acronyms may lead to misinterpretation. If you are uncertain of your electronic communication, please speak directly with me.
- It is important to me that I facilitate a healthy school/work/life balance for my students, and I seek to do the same for myself. As such, your assignments are due on Fridays, and during a time that you can get technical help from the appropriate sources. I will not expect you to be available during evenings or weekends, and as a general rule, I will not be either.

COURSE EVALUATIONS: *Please* fill out the end-of-semester course evaluations. I highly value student feedback and use it to make changes to the course the next semester. Thank you for your time and effort in this regard.

TOPICAL OUTLINE: *(THIS IS ALSO FOUND IN CANVAS)*

Course Orientation

Lifelong Learning: Benefits, Barriers, and Lifelong Learning

Learning in Adulthood

International Lifelong Learning:

United States

Brazil

Botswana

China

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Nordic Countries

India

Russia

New Zealand

- United Nations Educational, Scientific and Cultural Organization (UNESCO) – Institute for Lifelong Learning, accessible at: <http://www.uil.unesco.org/home/>
- Knowles, Malcolm S., Holton III, Elwood F., Swanson, Richard A. (2005). *The Adult Learner* (6th ed.). San Diego, CA: Elsevier.
- The World Bank. (2003). *Lifelong Learning in the Global Knowledge Economy: Challenges for Developing Countries*. Washington, DC: The International Bank for Reconstruction and Development/The World Bank.
- Jarvis, Peter (Ed.) (2009). *The Routledge International Handbook of Lifelong Learning*. Abingdon, Oxon: Routledge.
- The LLI Review – Annual Journal of the Osher Lifelong Learning Institute, Vol. 1 – 6, accessible at: <http://usm.maine.edu/olli/national/li-review.jsp>

***Note:** The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification, particularly when the modification is done to rectify an error that would disadvantage the student. Changes in course schedule/syllabus will be announced via Canvas Announcements page.*