EDUC 514: Generational Issues in Global Education
Spring 1, 2013

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Office Hours: Online: 24x7
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Office Fax:
University Email Address: rick.lumadue@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

The textbook will be available in the Online Course.

Optional: Publication manual of the American Psychological Association (5th or 6th ed.).

Internet Access: Library: You will be asked to locate articles, readings, and excerpts using the Internet and library.

Course Description: This course provides an introduction to generational issues in the global education. Topics include a comparison of the strengths and weaknesses of the generational styles of learning, parallels between the different generations, facilitating collaboration between the generations rather than isolation the cohort experience of each generation, the learning style of the different generations and a pedagogy for the 21st century.

Student Learning Outcomes:

Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

1. Identify and define the generation styles of learning presented in this course.
2. Describe the role of the teacher among the generations.
3. Learn how to facilitate collaboration between the generations rather than isolation.
4. Understand the characteristics of the four generations and work constructively to accomplish common goals.
5. Examine culture and community in a changing society.
6. Describe the cohort experience.
7. Compare the strengths and weaknesses of the generational styles of learning.
8. Identify parallels between the different generations.
9. Discuss the learning styles of the different generations.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

A wide variety of instructional methods will be utilized to provide meaningful learning experiences, including group problem-solving activities, self-assessments, independent research, and case studies. It is vital that support material is read prior to class and that students actively participate in class discussion, activities, and case studies.

Participation, Attendance, and Reading Assignments

Demonstration of work ethic, responsibility, and integrity related to course objectives: This area is a holistic score based on demonstrated effort, attendance, and participation. It includes assignments given in each class. Students shall earn points per class for attendance and participation. Participation includes reading materials prior to class including completion of reading notes and organizers, bringing specified handouts and notes, and actively participating in small group and class discussions.

Presentation and Discussion Board (75%): 750 possible points

Each student is to post a journal entry for each unit’s reading assignment. Summarize the reading in your own words and note any insights you have gained (i.e.; note where you agree or disagree with the author and why). Each student will be required to read three peer reviewed journal articles on any topic related to the field of generational styles of learning and write an abstract for each one. Each student will post a URL link for each of the 7 units on the Webliography page on the course website. Also, each student will make at least 3 meaningful discussion posts per unit interacting with the other students in the class. An initial post in response to the discussion question must be made by Wednesday @ 11:59 p.m. Then, 2 additional comments must be posted to classmates by Sunday @ 11:59 p.m. Each student will make a presentation as part of a group on one of the course lecture topics found in the course calendar/schedule (p. 8). This assignment will be used to assess the ability of the student to do research and develop their presentation skills. Please view the Rubric for Class Live Presentation for this assignment.

*Journal (10 points/unit x 7 units = 70 points)

*Webliography (10 points/unit x 7 units = 70 points)

*Discussion Board (10 points/posted comment x 3/unit x 7 units = 210 points)
Abstract 1 (50 points)
Abstract 2 (50 points)
Abstract 3 (50 points)

Presentation (250 points)

Research Paper (25%): 250 possible points

Each student will write a research paper directly related to one aspect of the course. The research paper will be between 2,800 - 3,000 words, utilize a minimum of five references within the last five years, and adhere to standard APA format. The research paper should basically constitute a literature review of an aspect of the course that caught your fancy. Please view the Rubric for Research Paper for this assignment. *The research paper is not required for the undergraduate component of this course.

Alternatively, students may choose to build a MERLOT webpage on a topic from the course schedule in lieu of the Research paper.

Assessment Method:

Rubric for Class Live Presentation

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unacceptable</th>
<th>Student’s Score</th>
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<tbody>
<tr>
<td>Purpose</td>
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<td>Organization</td>
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<td>Voice &amp; Tone</td>
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<tr>
<td>Visual Aids</td>
<td>50</td>
<td>40</td>
<td>30</td>
<td>15</td>
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Total: [ ]

Keys:

1. **Purpose**  The speaker establishes clarity of purpose or focus. Good speaking should evidence specific knowledge of ideas and details which are fully developed.

2. **Organization**  The speaker establishes a beginning, middle, and an ending. The
presentation is well organized and easy to follow.

3. **Content** The speaker developed the main idea which was effectively supported by details and examples.

4. **Language** The speaker’s words were appropriate and correct. The speaker also pronounced words clearly and was easily understood.

5. **Voice and Tone** The speaker addressed the audience effectively adjusting pace and volume to evidence an ownership of the topic.

6. **Visual Aids** The speaker utilized high quality audio, visual, or digital materials to effectively enhance the presentation.

### Rubric for Research Paper

MS Global eLearning

Assessment of Student Writing

Maximum Points: 250

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<thead>
<tr>
<th>Category</th>
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<td>Sentence Fluency</td>
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<tr>
<td>Conventions</td>
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<td>35</td>
<td>30</td>
<td>25</td>
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</table>

**Total:**

**Keys:**

1. **Ideas** Good writing has clarity of purpose or focus. Good writing should evidence specific ideas and details.

2. **Organization** Writing should have a beginning, middle, and an ending and be well organized and easy to follow. The paper also needs to meet the minimum requirement of 2,800 - 3,000 words, utilizing a minimum of five references within the last five years.

3. **Connection** Good writing should connect with the audience and fit the purpose for writing.

4. **Word Choice** Good writing has specific nouns, verbs, and strong words that deliver the writer's message.

5. **Sentence Fluency** Sentences should vary in length, with a variety of sentence
beginnings. The writing should flow smoothly from sentence to sentence.

6. **Conventions**  Strong writing is edited for grammar, punctuation, capitalization, and spelling so the writer’s ideas are easily understood. Adherence to standard APA format is expected.

**Grading**

A = Exceeds Standards and demonstrates learning beyond course. “A” work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed written and verbal communication skills. (900 points and above)

B = Meets Standards and demonstrates mastery of objectives assessed. “B” work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earn passing grades on assessments. (800 – 899 points)

C = Less than adequate demonstration of the mastery of objectives assessed. (700 – 799 points)

D or F= Failure to meet Standards (699 points and below)

**TECHNOLOGY REQUIREMENTS**

This is an online course and some obvious technological resources will be required.

Access to a computer with
- Internet access (high-speed preferred)
- Microphone for classlive sessions throughout the semester (these run about $10)
- Speakers so you can hear me and others during our classlive sessions and other audio enhanced assignments throughout the semester.
- Word processing software (Microsoft Word preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

**ACCESS AND NAVIGATION**

**eCollege Technical Concerns:** Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.
Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics, team and/or individual research proposal topics and participation in proposal revision activities (submission of individual draft sections and evaluation of draft sections from other class members).

1. Email is the best way to reach me as I check it daily. A reply will be sent within 12 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!! in the subject line. HOWEVER.... in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office Course Link. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.

2. Or if you want to talk via the "phone" download a program called Skype - a free internet calling service that you can use to chat live or place a call to me. I have a video camera and can also transmit my video via a skype call. To download the program, go to www.skype.com and search for rick.lumadue as the contact to add me to your list.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Citizenship: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Late work: Late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

Plagiarism: Plagiarism WILL NOT be tolerated and will result in an automatic F in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Attendance: This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. The quality of your contributions and regular participation activities, including attendance via ClassLive sessions, will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check your email for messages in order to not get behind. The synchronous
sessions via ClassLive are not required, but it is in your best interest to attend when available during the semester.

**Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

**University Specific Procedures:**

*ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

*Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*.

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**COURSE OUTLINE / CALENDAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Class Activity/Topic</th>
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<tbody>
<tr>
<td>Jan. 14 - Jan. 20</td>
<td>1</td>
<td>Review of Syllabus; Course Introduction; Who are the Generations?</td>
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<tr>
<td>Jan. 21 - Jan. 27</td>
<td>2</td>
<td>Meeting Generation NeXt - Abstract One is Due</td>
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<td>Jan. 28 - Feb. 3</td>
<td>3</td>
<td>The Net Generation as Learners Abstract Two is Due – Group 1 Presentation</td>
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<tr>
<td>Feb. 4 - Feb. 10</td>
<td>4</td>
<td>When Generations Collide - Abstract Three is Due Group 2 Presentation</td>
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<td>Feb. 11 - Feb. 17</td>
<td>5</td>
<td>Multi Generational Workforce - <strong>Group 3 Presentation</strong></td>
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<tr>
<td>Feb. 18 - Feb. 24</td>
<td>6</td>
<td>The Eight Net Gen. Norms - <strong>Group 4 Presentation</strong></td>
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<td>Research MERLOT web page Paper is Due</td>
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<tr>
<td>Feb. 25 – Feb. 28</td>
<td>7</td>
<td>In Defense of the Future - <strong>Group 5 Presentation</strong></td>
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