

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

---

### **GEED 205**

### **LEARNING THEORY & PORTFOLIO DEVELOPMENT**

#### **COURSE DESCRIPTION**

An introduction to learning theories with an emphasis on experiential learning. Here will also be a focus on Kolb's Learning Style Inventory. A major part of this course is the preparation of a student's portfolio documenting prior learning.

#### **RATIONALE**

An increasing number of adults are re-entering higher education. There is a strong need to recognize the non-traditional learning they have obtained. This course is needed to help students prepare a portfolio that meets the standards of assessment established by CAEL (Council for Adult and Experiential Learning).

#### **I. PREREQUISITES**

None

#### **II. REQUIRED RESOURCE PURCHASE**

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. OPTIONAL PURCHASE**

Students may choose to submit a portfolio (or multiple portfolios) for assessment upon the completion of this course. Each portfolio submitted will be subject to a \$100 processing fee. Students may earn up to 30 hours of college credit through portfolio submissions.

#### **IV. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with Internet access (broadband recommended)
- B. Microsoft Word  
(Microsoft Office is available at a special discount to Liberty University students.)

#### **V. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Identify the Prior Learning Assessment (PLA) policies at Liberty University.
- B. Formulate educational goals and prepare a plan for attaining them.
- C. Make informed decisions about acquiring credit through prior learning assessment.

- D. Identify the standards of assessment established by CAEL (Council for Adult and Experiential Learning).
- E. Understand the various alternatives of obtaining college credit for non-traditional learning.
- F. Apply principles of learning theory to experiential learning.
- G. Identify the structural components of the experiential learning portfolio.
- H. Judge the criteria for experiential learning portfolios.
- I. Adapt to the audience (the faculty assessor).
- J. Apply experiential learning to course competencies.
- K. Demonstrate learning and credibility through strategic writing strategies.
- L. Select and gather evidence to support the experiential learning portfolio.

## **VI. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations/notes
- B. Discussion Board forums (5)

In Modules 1–5, the student will answer the instructor’s forum prompt in a new thread (300-word minimum). Then, he or she will reply to at least three (3) other classmates’ threads (100-word minimum per reply). Each Discussion Board forum is worth 50 points of the student’s final grade and must be completed no later than Monday evening of the module in which it is assigned.
- C. Annotated Bibliography (Part of Portfolio)

The student will gather at least three (3) resources for the annotated bibliography. The sources may include books, textbooks, scholarly journals, interviews, speeches, and media. Please do not use more than one (1) internet source. Students will use the MLA or APA format to complete this assignment no later than Monday evening of Module 2.
- D. Chronology (Part of Portfolio)

The student will create a historical time-line of his or her professional work and achievements. The chronology should be approximately two (2) pages, single-spaced, contain professional formatting, and be submitted no later than Monday evening of Module 4.
- E. Autobiography (Part of Portfolio)

The student will write an autobiography explaining his or her professional background, values, and beliefs. The autobiography should be a minimum of three (3) pages, double-spaced, and be completed no later than Monday evening of Module 5.

F. Competency Chart (Rough Draft)

The student will choose a competency chart template from the approved competency charts folder under “About Your Course” that best represents his/her practical experience and conceptual knowledge. The student will write competency statements in column two to match the course competencies in column one. The student should write at least 200–300 words per competency. The rough draft is worth 15% of the student’s final grade and must be submitted no later than Monday evening of Module 6.

G. Final Competency Chart (Part of Portfolio)

The student will finalize the competency chart, based on feedback from the rough draft assignment. The final competency chart is worth 200 points of the student’s final grade and must be submitted no later than Friday evening of Module 8.

H. Final Quiz

The quiz covers all of the PowerPoint presentations in Modules 1–8. It is recommended that you use the printer-friendly presentations to answer the questions. There are 20 questions on the quiz and each question is worth 5 points. The quiz can be taken at your own pace. The quiz is worth 100 points of your final grade.

I. Supporting Documentation (Used to create Appendix for Portfolio)

The student will list at least five (5) pieces of evidence that he or she has selected for the portfolio. Under each selection, the student will write a one (1) paragraph summary explaining the reason he or she has chosen this documentation and why the selection is the best example of the student’s learning experience. The assignment will be approximately 1–2 pages in length and must be submitted no later than Monday evening of Module 7. This assignment will not be included in the portfolio, but once the student has received feedback regarding this assignment from the instructor, he or she will create an Appendix and Index of the Supporting Documentation to be included in the Portfolio.

**VII. COURSE GRADING AND POLICIES**

A. Points

Discussion Board forums (5 at 50 pts ea)	250
Annotated Bibliography	100
Chronology	50
Autobiography	50
Competency Chart (Rough Draft)	150
Supporting Documentation	100
Final Competency Chart	200
Final Quiz	100
<b>Total</b>	<b>1000</b>

B. Scale

A = 900–1000   B = 800–899   C = 700–799   D = 600–699   F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations.

## ***COURSE SCHEDULE***

### **GEED 205**

Textbooks: Colvin, *Earn College Credit for What You Know*, (2006).

<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Colvin: chs. 1–3 1 presentation	Course Requirements Checklist DB Forum 1 Instructor’s Survey	0 50 0
<b>2</b>	Colvin: chs. 4–6 1 presentation	Annotated Bibliography	100
<b>3</b>	Colvin: ch. 7 1 presentation	Critical Incidents Exercise DB Forum 2	0 50
<b>4</b>	Colvin: ch. 8 1 presentation	DB Forum 3 Chronology	50 50
<b>5</b>	1 article	DB Forum 4 Core Values Assessment Autobiography	50 0 50
<b>6</b>	Colvin: ch.9 1 presentation	Mind Map Exercise Competency Chart (Rough Draft)	0 150
<b>7</b>	Colvin: ch. 11 1 presentation 1 lecture notes	DB Forum 5 Brainstorming Exercise Supporting Documentation	50 0 100
<b>8</b>	Colvin: ch. 10 1 presentation 1 lecture notes	Competency Chart (Final Draft) Final Quiz Portfolio Submission	200 100 0
<b>TOTAL</b>			<b>1000</b>

DB = Discussion Board

**NOTE:** Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.