Interactive Training for Adults for Workplace and Community Settings
05:300:315:01 Index: 33792
Fall 2011
Wednesday, 9:50-12:50PM

Ruth Adams Building 208
http://maps.rutgers.edu/building.aspx?NUM=8303

Syllabus

Instructor:	Dr. Richard J. Novak
Office:	Geology Hall, Room 300 (College Avenue Campus)
	http://search.rutgers.edu/buildings.html?q=geology%20hall
Phone:	(848) 932-0613 (office)
E-mail:	Rnovak@dceo.rutgers.edu
Office hours:	By appointment

This course focuses on how to use adult learning theory and interactive face-to-face and web-based strategies to design and implement training in a variety of settings, including workplaces, community-based organizations and schools. The purpose of this course is to gain an understanding of the principles of adult learning and development and general models of learning and instructional design, and how to apply them in a variety of training contexts for a variety of purposes and audiences. A range of training models and strategies will be explored.   In other words, some of the "essential questions" we'll explore are:

- What do we know about adult learners and learning?
- In what ways do the distinctions of adult learners suggest specific teaching/training and learning strategies?
- What are general models and best practices for training adults?
- How can training models, practices and specific instructional strategies be employed to be maximally responsive both to the needs of adult learners and the demands for training?

Because we are all adults and are all engaged in learning new things, we have a unique opportunity in this course to integrate our own personal experiences with those who have written about adult learning and training as researchers and practitioners. The course will traverse the realms of formal research and theory and personal experience (yours and others'), and will encourage you to consider your own adult learning and training experiences in light of our work together. In this way, I hope that you will be able to use this course to reflect on, critique, and/or affirm the theoretical and practical literature on adult learning and training as a way to develop purposeful implications for your own practice.

Undergraduate Minor: Education as a Social Science

This course is one of the optional courses in the Undergraduate Education Minor. The education minor is designed for undergraduate students interested in investigating learning and teaching in a broad range of human contexts. This minor takes a multidisciplinary approach to the study of educative practices and is premised on several key assumptions: learning and teaching are fundamental human and cultural processes; education is intimately bound up with social, cultural, economic, and political systems; and reflection and inquiry are powerful tools for exploring teaching and learning in all human contexts. Through a minor in education, students will examine each of these assumptions by investigating educative practices in and outside of formal settings. The education minor is designed for students interested in educational practice, policy, and research; but it is not a pathway to teacher certification. Instead, the aim is to provide students with an interdisciplinary study of the multiple settings in which education takes place, and how educative practices are part of daily life.

Catalog Description

The catalog description of this course is as follows:

Focuses on how to use adult learning theory and interactive face-to-face and web-based strategies to design and implement training in a variety of settings including workplaces, community-based organizations, and schools.

Overview of the Learning Activities

This is a hands-on course and your participation in classroom and web-based activities is as important as completion of the readings and formal assignments. There will be an online-only session of the course during the week of Thanksgiving. The class discussions, whether face-to-face or online will focus on the readings and the intersection of adult learning theory and "how-to" information on training design and implementation. We will work in small and whole group formats. Our face to face meetings will also be experiential opportunities to participate as trainers and trainees. These sessions will provide us with opportunities to practice and reflect on the development of training skills. Each training will be followed by a debriefing session aimed at providing feedback to the trainer and giving everyone an opportunity to think about what it is like to be an adult learner in a range of training contexts. This course will try to marry theory and practice in a way that you should be able to identify the theory underlying a prescribed practice and you will creatively think about practice implications after studying the theory.
If meaningful learning is to result from this course, all class members must share responsibility for the group's learning and participate actively in a spirit of self-directed inquiry. The instructor's main role is not to solely transmit information, but, even more importantly, to serve as a resource person, guide, and facilitator to aid the class and individual students in achieving their learning objectives. Students will be expected to complete both assigned readings and background reading, as necessary, to be fully prepared for class.

It is important to communicate regularly with the instructor. This includes informing the instructor any time you will miss the scheduled class for good reason. It is my expectation that you will attend all scheduled class meetings, to the fullest extent possible.

This course will make regular use of the Internet-based course management system called eCompanion provided by Pearson eCollege. The course eCompanion is the home for an even more extensive and up-to-date version of the syllabus and extended and supplementary resources for this course. It will also be the portal for general course announcements and the site for submitting student work through the Dropbox. All students are required to maintain an active email account *(either the Rutgers-provided account or a personal account)* and regularly visit the eCompanion component of the course *(login with your Rutgers NetID at ecollege.rutgers.edu)*. This is a critical component to the course. Any students who are not completely facile in their use of email or the Internet should consider that mastery as the first learning component of the course.

There are several formal writing assignments for this course. Students are strongly encouraged to have a trusted friend, colleague or mentor review any written product before it is turned in for a grade. Points are deducted in the grading process for misspellings, grammatical mistakes and unclear writing.

Academic Integrity Policies and Procedures

The Academic Policies and Procedures of the Rutgers University Graduate School of Education will apply to this course. You are responsible for being aware of these policies and procedures. For reference, please review the applicable sections in the Graduate School of Education catalog that you can view online at:
http://catalogs.rutgers.edu/generated/gse_current/pg32.html

Likewise, this course operates under the policies and procedures set forth as the University Academic Integrity Policy. Be sure you understand the Academic Integrity Policy. A new policy was put into effect beginning with the 2008-2009 academic year. Understand your rights and responsibilities. Review the new policy and learn more about academic integrity at http://academicintegrity.rutgers.edu.

Excerpt from the Academic Integrity Policy:

"Academic Integrity
Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity.

The faculty shares the responsibility for educating students about the importance and principles of academic integrity. Individual faculty members are also responsible for informing students of the particular expectations regarding academic integrity within individual courses, including permissible limits of student collaboration and, where relevant, acceptable citation format. Finally, all members of the faculty should report all violations of academic integrity they encounter. *(For purposes of the Academic Integrity Policy, the term faculty member includes not only tenured, tenure-track, and nontenure-track faculty members, but also part-time lecturers, TAs, staff members, and administrators who are serving as the instructor of record in a course; i.e., the instructor responsible for assigning final course grades.)*

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred."
(Source: http://academicintegrity.rutgers.edu/integrity.shtml)

Required Texts

Silberman, M. & Auerbach, C. (2006). *Active training: A handbook of techniques, designs, case examples, and tips* (3rd Edition)*.* San Francisco: Pfeiffer. ISBN: 9780787976231. Available for purchase through Amazon.com, Barnes & Noble.com or other internet sources and it has also been ordered through the Rutgers University Bookstore *(see the link on the online schedule of classes).* Used books are fine.

Merriam, S. & Caffarella, R. (2006). *Learning in adulthood: A comprehensive guide.* (3rd Edition). San Francisco: Jossey-Bass. ISBN: 9780787975883. This is readily available for purchase on Amazon.com and has also been ordered through the Rutgers University Bookstore *(see the link on the online schedule of classes).*

Most weeks, you will be assigned chapters from these texts. There will be some additional articles and book chapters. These non-text book readings will be available on the eCompanion course site (ecollege.rutgers.edu; login with your Rutgers NetID). For

ease of use, I would recommend that you print out these readings and place them in a 3 ring binder in alphabetical order so that you can access them at a later date.

Suggested Text

Every training handbook and how-to guide has a slightly different way of explaining things and includes slightly different topics. If you anticipate actually needing to plan and implement trainings in the future I recommend that you purchase at least one other guide to training design. See resources within the course eCompanion for a list of possibilities.

Required and Graded Assignments

1. Complete all reading assignments. Participate in the face-to-face classroom discussions and activities, and the on-line discussion.

2. Training analysis and reflection

Describe a training you have given or in which you have participated. Include purpose, context, audience, objectives, and a brief description of the format. Then analyze this experience in terms of at least 3 adult learning, adult development, or general learning theories covered in the readings and discussed in class. 3-5 pages. **Due date: October 26.**

3. In-class presentation of training segment

You will have 30 minutes of class time to conduct a training session with the rest of the class acting as your trainees. The training can be a segment of the training you will design for your final project, or can be "stand alone." You should draw on the texts for this course to guide your planning and implementation. You may train us on any topic, using any materials, you choose. You must provide any needed materials. Your training session may include an ice breaker and opening exercise, such as setting positive group norms *(see Silberman chapter 12)* or some formalized needs assessment, instead of a training session on a specific topic.

Immediately following your training segment, the class will reflect on and debrief their experience as participants. They will submit "headlines" feedback to you.

After you have presented your lesson, you will have two weeks to prepare a 3-5 page reflection/critique on the experience. This reflection should include information about your process of preparing for the lesson (e.g., choices and decisions you made), and should incorporate classmate feedback, your perceptions of how the lesson went (strengths and challenges), what you learned from the experience (and might do differently next time), and your thoughts on the experience in retrospect. **Due 2 Weeks after your presentation.**

4. Reading Précis

You will have the opportunity to choose one of the assigned readings of the course, or a **pre-approved** alternative reading on topic, and will write a one-page précis of this reading. This will be distributed to the entire class via the course eCompanion site. At the end of the course, every student will then have the opportunity to produce a notebook collection with summaries of every reading in the course that will provide a handy resource for future use. **Due anytime on or before December 7. This will be submitted online in PDF format to the appropriate Doc Sharing section of the course eCompanion** *(see http://www.adobe.com/products/acrobat/adobepdf.html for explanation about PDF; there are several free online tools for converting to PDF format)***.**

5. Final Project - Training Design (7 to 10 pages)

Design and write a 2-3 hour training module on a topic of your choice. Your training module should include the following components:

1. Title page with title, name of agency/organization or type of audience, length of module (in hours), name of trainer (you!), trainer qualifications (experience/background, degree, etc.), suggested number of participants
2. Background information which should include an assessment plan, description of training setting (type of organization, location of training and other pertinent information, and details on trainees
3. Instructional goals and objectives
4. Materials needed (list of handouts and other media and supplies)
5. Instructional outline including content/sub topics addressed in each component, training methodology used, instructions for trainer, objectives addressed by each component, materials need for each component, time allotted for each component
6. Evaluation Plan that describes the purpose of the evaluation, how the results of the evaluation will be used, which evaluation levels will be used and a rationale for that choice, methods and instruments of evaluation

Due December 14

A note about citations: As you include citations within any of your papers, you are free to use one of the following three styles, but it must be used consistently and only one style within the paper. The acceptable styles are: Chicago Manual of Style, APA or MLA.

Class Calendar of topics and Assignments

The specific week by week readings are posted on the class eCompanion website.

Overview of Grading Point System

Graded Assignment	Total Possible Points for Assignment
Complete all readings and assignments	75
Training analysis and reflection paper	75
In-class Training Segment	75
In-class Training Segment follow-up paper	75
Reading Précis	50
Final Project Training Design	150
Total Possible Points	**500**

Translation Table – Points to Course Grade

451 to 500 Points	A
401 to 450	B+
351 to 400	B
301 to 350	C
250 to 300	D
Below 250	F