

Interactive Training for Adults in the Workplace and Community Settings

Section: 05:300:315:01 Index: 33792

Wednesdays, 4:30-7:30 p.m.

September 4 – December 11, 2013

3 credits

Instructor: Lynn Lederer	Lederer@middlesexcc.edu
Phone Number: 732 906.7743	Heldrich Science Building, 106
Office Hours: by appointment	An optional course for Undergraduate Education Minors and students interested in investigating learning and teaching in a broad range of settings.
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

Learning goals

The goal of this class is to understand established adult learning theory as a means for building a personal methodology for practice. This class takes a multidisciplinary approach to the study of adult educative practices and is based on several key assumptions:

- Learning and teaching are fundamental human and cultural processes.
- Learning with and from others is a powerful learning tool.
- Education is intertwined with social, cultural, economic, and political systems.
- Race, class, age, gender and ethnicity inform the quality and accessibility to education.
- Reflection and inquiry are potent tools for exploring teaching and learning in different contexts.

Throughout the course, we will review these assumptions by learning educational practices in and out of formal learning settings. The course is designed for students interested in educational theory, practice, policy and research.

At the completion of this course, you will be able to:

- Identify the characteristics of adult learners and how they inform instructional design and the role of the instructor within the classroom.
- Recognize and identify the essential elements and differences between each learning theory studied.
- Demonstrate knowledge of adult education theory and training design strategies and apply those theories to course development and practice.
- Determine the preferred learning theory(s) to employ for specific learners and how to connect theory to practice.
- Apply needs assessment strategies, set goals; identify objectives and design adult training modules.
- Design and deliver an interactive training module for adults that incorporate and reflect a basic understanding of adult education theory and effective training design principles.
- Incorporate critiques of your training into a revised training module.

Course catalogue description

The focus of this course is 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.

Class materials

Both books are available through Amazon and Barnes & Noble.

Elias, John L. and Merriam, Sharan B. (2005) *Philosophical Foundations of Adult Education* (Third edition). Malabar, Florida: Krieger Publishing Company. ISBN 1-57524-254-0.

Caffarella, Rosemary S. and Ratcliff Daffron, Sandra (2013). *Planning Programs for Adult Learners, a Practical Guide* (Third edition). San Francisco: Jossey-Bass. ISBN 978-0470-77037-5

Additional readings will be distributed in class as handouts or via Sakai.

Grading and activities

Your grade will be based on attendance, participation in class discussions and activities, reflection papers, reaction paper, your class presentation and your choice of a final project. Each assignment may be edited, rewritten and submitted as many times as you choose. The goal of each assignment is to learn as much as possible and I encourage you to take advantage of the opportunity to reflect on the constructive comments given. Note that I will only record the highest grade for each assignment.

Assignments and Requirements	Duration or Length	Percentage
Class discussion	<i>All classes</i>	10
Class activities	<i>All classes</i>	10
Student delivered lesson	<i>30 minutes</i>	20
Analysis and reflection of past learning experience	<i>5-7 pages</i>	15
Analysis and reflection of lesson delivered to class	<i>5-7 pages</i>	15
Reaction paper	<i>3-5 pages</i>	10
Final Project	<i>7-10 pages</i>	20

Description of activities

Because this is a class about adult education and we are all engaged in learning new things, we have a unique opportunity to integrate our personal experiences with those who have written about adult learning and training as researchers and practitioners. The course will combine formal research and theory with personal experiences to encourage you to consider your own adult learning and training experiences in light of our work together. In this way, 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.

This is a hands-on experiential course and your participation in classroom and web-based discussion and activities is as important as completing the readings and formal assignments. Classroom exercises and conversations are held in small and whole groups and are designed to reinforce reading assignments and established approaches to adult learning. Class meetings will provide you with opportunities to practice and reflect on the development of your knowledge and facilitation skills. You are expected to complete all assigned readings to be fully prepared for class.

Writing

Good writing is an essential skill and a fundamental method of communication. It is the basis for how others evaluate your work, your knowledge and your analytical skills. Additionally, it provides a vehicle in which to clarify your personal understanding of the material. Therefore, it is necessary for you to know

how to write in an accurate, understandable and concise manner. I expect to receive clearly written papers with few if any spelling or grammatical errors. Use spell check and ask a friend or family member to proof your work. Try reading your paper aloud. Unclear writing tends to pop when it is spoken.

Big words do not impress me; however, a well-written, interesting and original approach to the material does.

Requirements and graded assignments

1. Every Class

Complete all reading assignments and participate in classroom discussions and activities.

2. In place of one designated class meeting

Participate in a virtual classroom discussion.

3. Beginning October 16 and continuing until completion: *Student Delivered Lessons*

You will have 30 minutes of class time to conduct a training session. You may train us on almost any topic, using almost any materials you choose. Prepare at least one handout for the lesson, for example, syllabus or additional/complementary information about the topic. Draw from the textbooks used in this course to guide your planning and implementation. You must provide everything you need to conduct the training. Following each training session, we will discuss and offer feedback to you.

4. Due October 16: *Analysis and reflection on learning experience, 5-7 pages*

Describe a learning experience in which you have participated. Include the goals, objectives, context, audience and a brief description of the format. Then, analyze this experience using at least three adult learning theories or developmental theories of adulthood covered in the readings and discussed in class.

5. Due one week after your presentation: *Analysis and reflection on your lesson, 5-7 pages*

Describe the process of preparing your lesson, the choices and decisions you made, the challenges you faced and feedback from the class. What did you learn about adult education from the experience? What might you do differently in the future?

6. Due November 13: *Reaction Paper, 3-5 pages*

Choose one of the assigned readings and write a 3-5 page response to it. This is **NOT** a summary of the reading. It is your reaction to it. Some questions you may want to address are: What resonates or does not resonate with you? How is it relevant or not relevant? Does it remind you of anything? How might you apply it to help develop your adult education practice?

7. Due December 4: Final Project

Choose one of the following three projects and write a 7-10 page paper:

A. Final Project - *Design a 1-hour training module* on a topic of your choice. You may expand on the same topic that you delivered in class. Include the following components:

1. Cover page with the name of agency/organization or target audience, length of module in hours, suggested number of participants, your name as the trainer and your qualifications, that is, your experience, knowledge/credentials
2. Type of organization, location of training, details of trainees, a description of training setting and pertinent information
3. Instructional goals and objectives
4. Activities that reinforce learning goals and objectives.
5. Outline that includes topics and sub topics, methodology, instructions for trainer and time allotted for each segment.
6. Materials needed – list of handouts, IT requirements and supplies.

7. Your assessment plan that describes the purpose, how the results of the assessment will be used, which evaluation levels will be used and a rationale for the choice, methods and instruments.

B. Final Project – *Compare and Contrast Paper*

1. Briefly, summarize three adult learning theories from the assigned readings.
2. Explain why they are relevant (or not).
3. Compare and contrast the three theories.

C. Final Project – *Wild Card*

1. Choose a topic of interest related to adult education.
2. Develop a question that you will answer in your paper.
3. Answering the question will allow you to explore your interests.
4. All topics must be pre-approved.

Virtual class supplement

This course will make regular use of Sakai, the Internet-based course management system. It will be the portal for general course announcements and updates between classes. You are required to maintain an active email account, either the Rutgers-provided account or a personal account and regularly visit Sakai at <https://sakai.rutgers.edu/portal>. Log in with your Rutgers Net ID.

An online asynchronous learning session will replace one class meeting. Discussions, whether in class or online, will focus on the readings, activities and the intersection of adult learning theory with personal experiences, training design and implementation.

Attendance

Rutgers University is committed to a culture of academic engagement between students and faculty. Part of this commitment involves taking responsibility for attending your classes and informing your instructors when you cannot attend. University policy excuses absences due to religious observance or participation in Rutgers-approved activities and permits students to make up work missed for these circumstances.

It is my expectation that you will attend all scheduled class meetings to the fullest extent possible. If you expect to miss one or two classes for an excusable reason, please notify me directly and indicate the date and reason for your absence. In addition, I encourage you to use the University absence reporting website at: <https://sims.rutgers.edu/ssra/>.

Note

Reporting your absence does not "excuse" you. It notifies the instructor, a courtesy that allows you to enquire about missed work.

Academic integrity at Rutgers

Principles of academic integrity require that every Rutgers University student properly acknowledge and cite all use of the ideas, results, or words of others. You are responsible for understanding the principles of academic integrity fully and abiding by them in all your work at Rutgers. To review the complete policy visit <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

A note about citations

Cite your sources using the Chicago Manual of Style/Turabian format, APA or Modern Language Association (MLA) formats. Be sure to use only one style within each paper.

Topics, Readings and Assignments

Week & Date	Topics	Readings and Assignments
1. September 4	Introductions; About the course; Assignments and expectations; The Highlander School; Personality and temperament	
2. September 11	Traditional learning theories and philosophies; Liberal Adult Education; Planning Adult Education programs	<i>Elias and Merriam</i> , Chapter 1, p.1-15; Chapter 2, p.27-49; <i>Caffarella & Daffron</i> , Chapter 1, p. 1-26.
3. September 18	Progressive Adult Education; Interactive Model of Program Planning	<i>Elias and Merriam</i> , Chapter 3 p. 51-81; <i>Caffarella & Daffron</i> , Chapter 2 p. 27-51.
4. September 25	Behaviorist Adult Education; Foundations of Program Planning	<i>Elias and Merriam</i> , Chapter 4, p. 93-110; <i>Caffarella & Daffron</i> , Chapter 3, p. 52-78.
5. October 2	Humanism; The Context of Adult Education	<i>Elias and Merriam</i> , Chapter 5, p. 117-145; <i>Caffarella & Daffron</i> , Chapter 4, p. 79-105.
6. October 9	Radical and Critical Adult Education; Building Support for Training	<i>Elias and Merriam</i> , Chapter 6, p. 159-166 & 174-185; <i>Caffarella & Daffron</i> , Chapter 5, p. 106-132
7. October 16	Analytic Philosophy; Student Lessons	<i>Caffarella & Daffron</i> , Chapter 6, p. 133-160. DUE: Analysis and reflection on personal training or learning experience, 5-7 pages
8. October 23	Post Modernism I; Developing Program Goals and Objectives Student Lessons	<i>Elias and Merriam</i> , Chapter 8, p. 217-232; <i>Caffarella & Daffron</i> , Chapter 7, p. 161- 180. Due: One week after your presentation: Analysis and reflection on your lesson, 5-7 pages
9. October 30	Post Modernism II; Designing the Program Student Lessons	<i>Elias and Merriam</i> , Chapter 8, 233-246; <i>Caffarella & Daffron</i> , Chapter 8, p. 181 - 208
10. November 6	In Retrospect and Prospect; Transferring knowledge Student Lessons	<i>Elias and Merriam</i> , Chapter 9, p. 247-252; <i>Caffarella & Daffron</i> , Chapter 9, p. 209- 231
11. November 13	Program Evaluations Student Lessons	<i>Caffarella & Daffron</i> , Chapter 10, p. 232-258. Due: Reaction Paper, 3-5 pages
12. November 20	In Retrospect and Prospect; Marketing Campaigns Student Lessons	<i>Elias and Merriam</i> , Chapter 8, 247-252; <i>Caffarella & Daffron</i> , Chapter 12, p. 311-337.
13. November 27	NOTE: Asynchronous online class	Due: Before week 15. <i>Identify, explain and discuss MOOC's in SAKAI.</i>
14. December 4	Student Lessons	Due: Final Project, 7-10 pages
15. December 11	Conclusion and Evaluations: What have we learned and how will we apply that knowledge?	