

**Interactive Training for Adults in the Workplace and Community Settings
3 Credits**

Instructor: Lynn Lederer, Ed.D	Lederer@middlesexcc.edu
Phone Number: 732 906.7743	TBA
Office Hours: by appointment	Prerequisites or other limitations: “Development of Ideas in Physical Science”
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 discover and understand established adult learning theory as a means for building a personal methodology for practice. At the completion of this course, you will be able to:

- Demonstrate competence in adult education theory and apply those theories to course development and practice.
- Identify the characteristics of adult learners.
- Explain how the characteristics of adult learners inform the role of the instructor within the classroom.
- Determine the preferred learning theory(s) to employ for specific target markets and how to link theory to practice.
- Demonstrate proficiency in adult education theory and training design strategies.
- Identify the essential elements and differences between each learning theory studied.
- 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

This course is about using adult learning theory and interactive face-to-face and web-based strategies to design and implement training in a variety of settings including the workplace, community-based organizations, and schools.

Class materials

S. Merriam & L. Bierema, *Adult Learning, Linking Theory and Practice*, Jossey-Bass, 2014.

R. Caffarella, *Planning Programs for Adult Learners*, Jossey-Bass, 2002.

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

Additional Resources

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

Grading and Activities

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. Classes will provide you with opportunities to practice and reflect on the development of your experiences and facilitation skills. You are expected to complete all assigned readings to be fully prepared for class.

Your grade will be based on attendance, participation in class discussions and activities, reflection papers, one reaction paper, your class presentation and your choice of a final project. Each assignment may be edited and rewritten 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: 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

Required and graded assignments

1. Every Class

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

2. In place of one designated class

Participate in virtual classroom.

3. Beginning October 15 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 15: *Analysis and reflection on personal training or learning experience, 5-7 pages*

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

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 12: *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 your practice in adult education?

7. Due December 3: 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 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 the Internet-based course management system called Sakai. 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>. Login 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 training design and implementation.

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, 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.

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 tool.
- Education is intertwined with social, cultural, economic, and political systems.
- The quality and interest in one's education is informed by race, class, age, gender and ethnicity
- Reflection and inquiry are formidable methods 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.

Writing

Good writing is an essential skill that is a fundamental method of communication. It is the basis for how others evaluate your work, your knowledge and your analytical skills. 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.

A Note about citations

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>. Make sure that you provide proper citations for all materials that you use in your lesson and papers. 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.

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.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Tentative Schedule of Topics and Assignments

Week & Date	Topic	Readings and Assignments
1. September 3	Introductions About the course Assignments and expectations The Highlander School Personality and temperament	
2. September 10	What is Learning? Traditional Learning Theories	<i>Merriam & Bierema</i> Chapter 2, p.24-41;
3. September 17	Andragogy Program Planning	<i>Merriam & Bierema</i> Chapter 3, p.42-60 Caffarella, p.1-16
4. September 24	Self-Directed Learning Program Ideas	<i>Merriam & Bierema</i> Chapter 4, p.61-81 Caffarella, p.112-130
5. October 1	Transformative Learning Program objectives & goals	<i>Merriam & Bierema</i> Chapter 5, 82-103 Caffarella, p.155-164
6. October 8	Experience and Learning Instructional Plans & assessment	<i>Merriam & Bierema</i> Chapter 6, 104-125 Caffarella, p.166-195
7. October 15	Culture & Context: Theory & Practice Student Lessons	<i>Merriam & Bierema</i> 238-257 DUE: Analysis and reflection on personal training or learning experience, 5-7 pages
8. October 22	Evaluation of program Student Lesson	Caffarella, p. 224-256 DUE: One week after your presentation: Analysis and reflection on your lesson, 5-7 pages
9. October 29	Critical Theory Student Lessons	<i>Merriam & Bierema</i> , p. 212-236T
10. November 5	Adult Learning in the Digital Age Student Lessons	<i>Merriam & Bierema</i> , p.190-211
11. November 12	MOOCs & adult learning Student Lessons	Hand-outs DUE: Reaction Paper, 3-5 pages
12. November 19	Cognition and aging Student Lessons	<i>Merriam & Bierema</i> , p. 168-188
13. November 26	NOTE: Asynchronous online class	DUE: Before week 14.
14. December 3	What have we learned? Student Lessons	DUE: Final Project, 7-10 pages
15. December 10	Conclusion	