

Interactive Training for Adults in the Workplace and Community Settings

300:315:01

Section: 01 Index: 15047

Wednesdays, 5:30-8:30 p.m.

January 22 – April 30

3 credits

Instructor: Regina M. Riccioni, EdD MPH CHES	regina.riccioni@yahoo.com
Phone Number: 732-906-4681	Hickman Hall/Room 204
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 learn about and understand established adult learning theories and how these theories are put into practice when creating and implementing a training program. 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 powerful 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.

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

- Demonstrate competence in broad adult education theories and apply those theories to training creation and implementation
- Identify the characteristics of adult learners
- Explain how the characteristics of adult learners inform the creation and implementation of a training program
- Determine the preferred learning theory(s) to employ for specific target markets 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 incorporates and reflects 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:

Available for purchase through Amazon and Barnes & Noble.

Merriam, Sharan B. and Bierema, Laura L. (2014) *Adult Learning Linking Theory and Practice* (First Edition). San Francisco: Jossey-Bass. ISBN 978-1-118-13057-5 (hardback)

Caffarella, Rosemary S. and Ratchiff 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, 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 that I will only record the highest grade for each assignment.

Assignments and Requirements	Duration or Length	Percentage
Class discussion and participation (includes online discussion)	<i>All classes</i>	15
Reflection on past training experience	<i>3-5 pages</i>	10
Student delivered lesson	<i>30 minutes</i>	25
Analysis and reflection of lesson delivered to class	<i>5-7 pages</i>	25
Final Project	<i>7-10 pages</i>	25

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 and engaged in adult learning and training as researchers and practitioners. The course will combine formal research and theory with personal/professional 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 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.

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 out loud; 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.

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. April 9 – April 23: *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 February 26: *Analysis and reflection on personal training or learning experience, 3-5 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 April 30: 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.

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.

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	Topic	Readings and Assignments
1	January 22	Introductions About the course Assignments and expectations Education v. Training	
2	January 29	What is an adult? Learning in adulthood?	<i>Caffarella & Daffron</i> , Chapters 1-2 <i>Merriam & Bierema</i> , Chapter 1
3	February 5	Traditional learning theories	<i>Caffarella & Daffron</i> , Chapter 3 <i>Merriam & Bierema</i> , Chapters 2-3 Handouts
4	February 12	Apprenticeships	Handouts
5	February 19	OERU/Prior Learning/Portfolios	<i>Merriam & Bierema</i> , Chapters 4 & 6 Handouts
6	February 26	Train-the-trainer Hands on training for teaching literacy	<i>Merriam & Bierema</i> , Chapter 5 Handouts Reflection Paper Due
7	March 5	Identifying needs Developing program goals and objectives Designing a program	<i>Caffarella & Daffron</i> , Chapters 6, 7 & 8
8	March 12	Transfer of learning Program evaluation	<i>Caffarella & Daffron</i> , Chapters 9 & 10 Handouts
9	March 19	Spring Break	
10	March 26	Motivation	<i>Merriam & Bierema</i> , Chapter 8
11	April 2	Asynchronous Online Discussion	<i>Merriam & Bierema</i> , Chapter 10 Handouts
12	April 9	Student Lessons	Be prepared to ask questions/participate in the training/participate in the evaluation/provide a critique
13	April 16	Student Lessons	Be prepared to ask questions/participate in the training/participate in the evaluation/provide a critique
14	April 23	Student Lessons	Be prepared to ask questions/participate in the training/participate in the evaluation/provide a critique
15	April 30	What have we learned? Conclusion	<i>Merriam & Bierema</i> , Chapter 12 Final Project Due