

**Rutgers, The State University of New Jersey**  
**05:300:315:01**  
**Interactive Training for Adults in the Workplace and Community Settings**  
**3 Credits**  
**Fall 2015**  
Wednesdays, 4:30 -7:30 p.m.

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Phone Number: 732.906.7743	Location: Heldrich Science Building 106
Office Hours: By appointment	Prerequisites or other limitations: None
Mode of Instruction: <input checked="" 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:

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 documentations: <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>.

### Course Description

#### Learning Goals

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:

- Identify the characteristics of adult learners and best practices for facilitating learning
- Explain how the characteristics of adult learners inform the role of the instructor and teaching methodology within the classroom
- Differentiate between the practice of andragogy and pedagogy
- Demonstrate competence in adult education theory and application of those theories to course development, classroom practice and assessment
- 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 incorporates and reflects a basic understanding of adult education theory and effective training design principles
- Integrate critiques of your training into a revised training module

## **Course Catalogue Description**

Learn to use adult learning theory, interactive training and web-based strategies to design and implement training in a variety of settings including the workplace, community-based organizations, and schools.

## **Course Materials**

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

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

## **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>. 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, group 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 reflect upon, 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 that occur in both formal and informal settings.
- Education is linked with social, cultural, economic, and political systems.
- Race, class, age, gender and ethnicity inform the quality of available educational options, delivery systems and standard outcomes.
- Learning with and from others is a powerful tool.
- Reflection and inquiry are formidable methods for exploring teaching and learning strategies within an assortment of 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, particularly related to adult education.

## **Writing**

Good writing is an essential skill that is a fundamental method for developing clarity of purpose and sharing your ideas with others. Your knowledge and analytical skill is evaluated through your writing; therefore, it is necessary for you to know how to write in an accurate, understandable,

thorough, precise and efficient manner. I expect to receive clearly written papers with few if any spelling or grammatical errors. To help you write acceptable papers I encourage you to:

- Use spell check.
- Ask a friend or family member to read and proof your work.
- Solicit comments from your readers to determine if others understand the intended meaning of your work.
- Try reading your paper out loud. Unclear writing tends to become more apparent when it is spoken aloud.

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

## **Citations**

Principles of academic integrity require that every Rutgers University student properly acknowledge and cite all use of the words, ideas or results of others. You are responsible for understanding the principles of academic integrity fully and abiding by them in this class and 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 papers and lesson. 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 if you are unable to attend class. 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/> when appropriate.

**Note:** Reporting your absence does not "excuse" you. It is a courtesy that allows you to enquire about missed work and helps me to plan the day's discussions and activities.

## **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. Class will provide you with opportunities to practice and reflect on the development of your experiences and facilitation skills.

**Note:** You are expected to complete and understand all reading assignments to be considered fully prepared for class.

Your grade will be based on attendance, participation in class discussion and activities, reflection papers, one reaction paper, a class presentation and your final paper. 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 and incorporate them into a revised paper.

**Note:** Only the highest grade for each assignment will be recorded.

<b>Assignments and Requirements</b>	<b>Duration or Length</b>	<b>Percentage</b>
Class participation - discussions	<i>All classes</i>	10
Class participation - 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 paper	<i>7-10 pages</i>	20

## **Required and graded assignments**

### **1. Every class**

Complete and understand all reading assignments and be prepared to participate in classroom discussions and activities

### **2. In place of one designated class**

Participate in virtual classroom via Sakai

### **3. Due October 14:**

#### ***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.

### **4. Beginning October 28 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. Develop an evaluation form for each student to complete about your presentation. Draw from the textbooks and readings 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.

### **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 11:**

***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 9:**

### ***Final Paper, 7-10 pages***

Choose one of the following four topics for your final paper:

#### ***A. Compare and Contrast***

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

#### ***B. Washington and DuBois***

1. Compare and contrast the philosophical approach to liberal and progressive education as exemplified by Booker T. Washington and W.E.B. DuBois.
2. If they were alive today, who do you think would be the strongest educational leader and why?
3. Discuss implications for contemporary practice. Do similar tensions exist today?

#### ***C. Personal Philosophy of Adult Education***

“Theory without practice leads to empty idealism, and action without philosophical reflection leads to mindless activism.” (Elias and Merriam, 1995) Developing a personal philosophy of education provides an anchor from which you are able to explore, test, adjust and expand your educational perspectives. It is a road map for your professional practice.

1. Develop your philosophy by addressing issues about your beliefs and values.
2. In crafting your philosophy, explore the goal of education, the role of the educator and learner, methodology, educational materials and anything else you feel relates to your philosophy.
3. Include a discussion of the educational theories we discussed in class and how those theories relate or do not relate to your philosophy.

#### ***D. 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.

## Topics and Assignments

Class	Topic	Readings and Assignments
1. September 2	<p>Introductions            About the course: expectations &amp; requirements            Foundational concepts            The Highlander School            Activity: Temperament &amp; learning</p>	
2. September 9	<p>Why Philosophize?            Liberal Adult Education            Activity: What is an Adult? What is Education?            W.E.B. DuBois</p>	<i>Elias and Merriam</i> , Chapter 1, p.1-15; Chapter 2, p.27-49
3. September 16	<p>Progressive Adult Education            Historical Context, John Dewey, Paolo Freire, Booker T. Washington v. W.E.B. DuBois</p>	<i>Elias and Merriam</i> , Chapter 3 p. 51-81 <i>Handouts: Washington and DuBois</i>
4. September 23	<p>Debate Preparation: Liberal vs. Progressive education            Behaviorist Adult Education: What is it?            Evidence-based practice, HRD</p>	Review Liberal and Progressive Education <i>Hand-outs</i> <i>Elias and Merriam</i> , Chapter 4 p.83-108
5. September 30	<p>Activity: Debate            Humanist Manifesto</p>	Review Liberal and Progressive Education, <i>Elias and Merriam</i> <i>Hand-outs</i>
6. October 7	<p>Humanism; Andragogy, perspective transformation, transformational, learning, self-directed learning (SDL)            Activity: SDL and teaching methodology</p>	<i>Elias and Merriam</i> , Chapter 5, p. 111-145
7. October 14	<p>Radical and Critical Adult Education            Paul Goodman            Activity: Utilizing learning theories to inform practice</p>	<i>Elias and Merriam</i> , Chapter 6, p.147-185 <b>DUE:</b> Analysis and reflection on personal training or learning experience, 5-7 pages
9. October 28	<p><b>Student Lessons</b>            Activity: What is your educational philosophy? Implications for practice</p>	<b>DUE:</b> One week after your presentation: Analysis and reflection on your lesson, 5-7 pages, <i>Handouts</i>
10. November 4	<p><b>Student Lessons</b>            Post Modernism and Adult Education</p>	<i>Elias and Merriam</i> , Chapter 8, p.217-243
11. November 11	<p><b>Student Lessons</b>            Motivation</p>	<b>DUE:</b> Reaction Paper, 3-5 pages
12. November 18	<p><b>Student Lessons</b>            Activity: Identifying your teaching style</p>	<i>Handouts</i>
13. November 25	<b>NOTE:</b> Asynchronous online class	<b>DUE:</b> Before week 14: All revised papers
14. December 2	<p><b>Student Lessons</b>            Workplace training</p>	<i>Handouts</i>
15. December 9	What have we learned? What now?	<b>Due:</b> Final Paper