

Learners and Learning II

15:255:607

Fall 2016

3 Credits

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Office Hours: Wednesdays, 10-4:30 and by appointment	Prerequisites or other limitations: Students must be matriculated in the EdD program
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

Learning goals

Students will:

- develop a critical perspective on approaches to professional development
- understand key adult development and learning theories and know how to apply them to professional development training design
- be able to develop and facilitate interactive, engaging and effective training and professional development sessions for adult professionals in their field

This course is aligned with the following EdD Program goals:

- Work with instructional staff to enact improvements
- Hone pedagogical [andragogical] skills to lead instructional improvements at the classroom and local levels

Course catalog description

This course focuses on developing theoretical and practical knowledge about meeting the instructional needs of adult learners, with a particular emphasis on adults who are participating in change and professional development activities. The course will cover adult development and learning theories, as well as specific strategies for effectively teaching adults.

Course Overview

The task of participating in significant change efforts at the individual or organizational level is fundamentally a learning task. This means that participants in educational reform and improvement initiatives and professional development efforts related to them are adult learners. Those who support, guide and facilitate this process, therefore, are adult educators. Yet, educational leaders/change agents often lack knowledge of adult education theories. If they work in schools, they may think of themselves primarily as teachers of younger learners, building administrators, instructional leaders, or something else, but probably not as adult educators.

This course is designed to address this gap by integrating theoretical and practical knowledge of adult development, learning, and change theories as well as providing experiences with adult educational practices and approaches that can be applied to designing and implementing effective learning for adults involved in change and improvement efforts. In this course, students will develop knowledge and tools for facilitating learning that are specific to adults through two means: by becoming immersed in theories, concepts, and practices of adult development, adult learning and adult education, and by focusing on one specific format for learning: interactive training.

The field of adult education has, in some ways, been shaped by efforts to understand and address the ways in which adult learners are different from younger learners. Theoretical and empirical work in the field addresses questions such as:

- How are adults in learning situations different from children?
- How does the adult condition shape how and what adults learn?
- How do contextual issues (at the programmatic and societal levels) influence learning for adults?
- In what ways should concepts of adulthood and learning shape teaching?
- What are the obstacles and barriers to learning in adulthood?

Most research on adult learning/change argues that the process is most effective when it is situated in the context, implemented over time, done in collaboration with colleagues, focused specifically on improving outcomes that are aligned with learning goals, and draws on research-based interventions. This approach is introduced in the course Models of Professional Development (15:267:604). However, there are also times when workshops and shorter, more focused learning opportunities are called for to help professionals gain specific information for

immediate use. Because workshop type professional development is still so prevalent, in this course you will learn how to determine when it is a good match with learning goals and how to use adult learning theory and interactive training strategies to be as effective as possible.

The course is highly experiential. As we are all adult learners, we will have constant incidental and created opportunities to reflect on and learn from adult learning experiences of our own and others as they unfold during the course. We have a unique opportunity in this course to integrate our own personal experiences with those who have written about adulthood and learning, as learners, researchers, and practitioners. The course will traverse the realms of formal research and theory and personal experience (yours and other's). In this way, I hope that you will be able to use it to reflect on, critique, and/or affirm the theoretical literature on adulthood and learning and think about its implications for your practice as educational change leaders.

Upon completion of this course you will have a greater understanding of how adult learning differs from youth learning and how this matters to the facilitation of change and development efforts. Additionally, participants will have specific understanding of teaching strategies and techniques that are specifically suited to adult learners in training/workshop settings.

Texts

Required Book:

- Merriam, S.B., & Bierma, L. L. (2014). *Adult learning: linking theory and practice*. San Francisco: Jossey Bass.

OR

- Merriam, S.B., Caffarella, R.S. & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide (3rd edition)*. San Francisco: Jossey-Bass:

Please order ASAP from Amazon, Barnes and Noble, or any other online book sources you choose.

Other Readings

- Required book chapters and articles will be available on the course website

Recommended Text

(I will provide relevant excerpts for all assigned chapters)

- Silberman, M. & Auerbach, C. (2006). *Active training: A handbook of techniques, designs, case examples, and tips (3rd Edition)*. San Francisco: Pfeiffer. (Note, there is a new edition, but it's much more expensive, either is fine)

Sakai Access

This course will be delivered partially online through Sakai. Online discussions and chats will take place there. Please watch course announcements for further details.

Academic Integrity

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. Information about academic integrity policies at <http://academicintegrity.rutgers.edu/policy-on-academicintegrity>. You are responsible for reading the entire policy. Additional resources about academic integrity are available at <http://academicintegrity.rutgers.edu/>.

Assignments:

1. Course readings and preparation for class discussion (10% of grade)

Complete all reading assignments. Participate, according to the week by week schedule, in on-line and face-to-face discussions.

For weeks 2-6, you will engage in “muddiest point reflective free writing”. After you complete the writing, you should write in one or two sentences what the muddiest point for you is in the assigned readings for the week and then write as freely as you can about your understanding/misunderstanding related to this point. Try, as you write, to relate what you consider to be muddy to your experiences, what we have already read, and what you know. You should write for 10-15 minutes and/or produce a paragraph or two. Don't worry too much about writing technicalities. If you find you do not have a “muddiest point”, please write 3-5 sentences about what is interesting or stands out for you about the assigned texts for the week.

The point of doing this is to help you (a) make better sense out of what you read, (b) better grasp what you do not understand, and (c) sort out misunderstandings on your own.

In Week 7, we will evaluate the helpfulness of this task in light of my wanting to hold you accountable for doing the reading and working at making sense of it and relating it to the course content. This assignment may be revised at that point or continued, as is.

Additional assignments related to the readings will be made for online class meetings. These will be announced and posted on Sakai within a day or two after the previous class.

You should create a folder in your drop box for “muddiest point reflective free writing” and drop each weekly reflection in it. Be prepared to share your free writing with classmates.

2. Theoretical analyses of adult learning (45% of grade)

The purpose of this assignment is to use theoretical lenses to analyze and gain a deeper understanding of adult learning experience and the theoretical frameworks which inform adult education. This is a two-part assignment

1. Develop three narratives of adult learning experiences.
 - a. Create a narrative of an adult learning experience you have facilitated or in which you have participated. Briefly describe the purpose, context, audience, and objectives and then describe how learning was organized and what activities and materials were used. What did the trainer and participants actually do during the training?
 - b. Create two narratives based on interviews with two adults about an adult learning experience which they have facilitated or in which they have participated. Ask them to describe the purpose, context, audience, and objectives and then describe how learning was organized and what activities and materials were used. What did the trainer and participants actually do? These narratives should be based on what these individuals told you, written in the third person.

Develop a separate narrative for each of these three experiences. They should be detailed and specific and should each follow a similar format. Although you should act as a reporter in creating these narratives, you should shape the facts into three coherent, linear “stories” of these learning experiences.

2. Analyze and critique each narrative using an adult learning, adult development, or general learning theory as a lens. You should use a different theory for each narrative.

3. Write a final synthesis that looks across the three narratives to draw conclusions about what made these experiences positive, effective, and adult--or not.

Page length: 13-22 pages (approximately 3-5 pages per narrative and 1-2 pages per analysis plus 1-2 pages for a final synthesis).

Due dates:

Part 1: Three narratives, Week 3, September 21st

Part 2: Analysis, critique, and synthesis, Week 13, December 7th

You will receive feedback on Part 1 which you should use to revise in Part 2.

You are strongly encouraged to write the analysis and critique for each narrative as you identify relevant theories. In other words, you should be working on this assignment all semester.

3. Adult Learning Experience Design, Implementation and Reflection (45% of grade)

For this assignment you will have the opportunity to practice what you have been learning. You will identify an adult learning topic that (ideally) is appropriate for and can be implemented in your work place, conduct and analyze a needs assessment, develop an interactive training

session, implement it, and reflect on the learning experience. Ideally, this should be a design that can be useful to you in “real life”. Secondly, if you can tie it in with what you’re thinking about for your dissertation topic, that would be great.

If you can not realistically implement the design in your workplace, I will work with you to find an alternative adult education contexts where you can.

1. Develop a design proposal which states the general topic, a rationale for that topic, the target audience, and the timing of delivery. If you need permission to conduct the training, please include your plan for getting that. If you intend to facilitate this learning experience in your work place, please discuss and get approval of it from the appropriate supervisor ASAP. Page length: 1-2 pages. **Due Date: Week 4, September 28th (3% of total grade)**

2. Develop a needs assessment plan. State who you will involve in needs assessment and how you will conduct the needs assessment. Design a needs assessment instrument. **Due Date: Week 5, October 5th (3% of total grade)**

3. Conduct and analyze needs assessment. Carry out your needs assessment plan, analyze results, and write a summary and implications for design including goals and objectives for learning experience. Please note: Goals should state the overall purpose(s) for training; objectives should state what participants will know, feel, and/or be able to do as a result of participating in training. Do not list training activities (what participants will do during training) as learning objectives. (for further information, refer to Silberman to guide you in articulating goals and objectives). **Due Date: Week 9, November 2nd (3% of total grade)**

4. Develop a three-hour adult learning experience (it can be designed to be delivered in one three-hour session or broken in to two or three parts) on a topic of your choice that demonstrates understanding of appropriate adult learning theories covered this semester as well as appropriate content knowledge. Your design must include the following components:
 - a. Cover page with title, name of agency/organization/school or type of audience, length of module (in hours), name of trainer (you!), trainer qualifications (experience/background, degree, etc.), suggested number of participants
 - b. Background information which should include a description of setting and rationale/overall purpose/need and should include a description of target organization, and details on trainees and other pertinent information.
 - c. A brief review of literature on the topic which demonstrates you are drawing on a research base *for the content* of the training. While it is fine to discuss adult learning theory here, the point is to demonstrate that you are drawing on a research base in presenting the content
 - d. Needs assessment plan and tools (cut and paste from part 2)
 - e. Instructional goals and objectives (cut and paste from part 3)
 - f. Materials needed (list of handouts and other media and supplies)
 - g. Detailed description of each activity. For each activity, state which goal/objective it addresses, the training methodology used, instructions or main discussion points for

trainer (e.g., if you are using a powerpoint presentation, include in the notes section what the trainer should be saying or covering during the presentation), materials needed, and time allotted. Include a summary table that shows the format, materials, activities and objectives for each activity. In other words, what you submit should be like a manual for implementing the design. Write it as if you were going to give it to someone else to implement the design and so that the design would be clear to him/her.

- h. All relevant materials (hand outs, powerpoint slides, worksheets, etc.) integrated with the detailed description or in appendices.
- i. 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, and methods. Include evaluation instrument(s).

Due Date: Week 11, November 16th (33% of total grade)

5. Implement the design and then reflect on the process. If you have broken up your design into parts, you need only implement one part. Reflect on the process by considering your experience and observations as the adult educator and evaluation results. Your reflection should discuss the following:

What went well?

What didn't go so well? Why? Did you have to make any on the spot decisions to address challenges? How did that go?

If you were to do this again, what changes would you make and why?

What did you notice about yourself as an adult educator? What did you notice about the participants as adult learners?

What adult education theories do you feel you integrated especially effectively into your design and in what ways could you draw on them further if you were to revise your design?

What do you plan to do as follow up to implementing this design? Page length: 3-6 pages.

Due Date: Week 15, December 21st (3% of total grade)

Grading Scale

This course uses the EdD Grading Scale:

93-100 A

88-92 B+

83-87 B

78-82 C

Topic Outline/Schedule & Assignments

Class	Date	Topic	Readings	Assignments/Activities
1	9/7	<ul style="list-style-type: none"> • Overview of the course • Introduction: Exploring definitions of adulthood • Training vs professional development vs learning 	Silberman, Chap 3, Opening Exercises Richardson, Norms put the "Golden Rule" into practice for groups	

		<ul style="list-style-type: none"> • Creating Opening Exercises • Establishing Norms 		
2	9/14	<ul style="list-style-type: none"> • Approaches to professional development • Needs Assessment • Training Goals and Objectives 	McCann et al. What should PD look like? Joyce and Calhoun, Ch 1: The faces of PD Fogarty & Pete: Ch. 3 Some things we know about PD Queeny, What is needs assessment? Silberman, Ch. 1, Assessing Training Needs Silberman, Ch. 2, Developing Active Training Objectives	Conduct interviews for adult learning narratives
3	9/21	<ul style="list-style-type: none"> • Overview of general learning theories • Training Design 	Merriam and Bierema, Ch 2: Traditional learning theories OR Merriam, Caffarella & Baumgartner, Ch 11, Traditional learning theories Rogers, Learning and adult education Silberman, Ch 7: Designing active training Silberman, Ch 8: Sequencing ideas	Online class Adult learning narratives due
4	9/28	<ul style="list-style-type: none"> • Teacher change 	Smith, et al., pp.9-22: Review of literature on teacher change Guskey, PD and Teacher Change Opfer and Pedder, Conceptualizing Teacher Professional Learning	Design proposal due
5	10/5	<ul style="list-style-type: none"> • Adult Development Theories • Brain Friendly Lectures 	Merriam, Caffarella & Baumgartner Chapter 12, Adult Development [in resources in case you didn't buy the book] Taylor, Marienau, and Fiddler, Appendix A Helsing, et al., Putting the "Development" in PD Silberman Chapter 4, Preparing brain-friendly lectures	Needs assessment plan due
6	10/12	<ul style="list-style-type: none"> • Adult Learning Theories and approaches: Andragogy • Alternative approaches to lectures 	Merriam & Bierema, Ch 3: Andragogy OR Merriam, Caffarella & Baumgartner, Ch 4, Knowles's Andragogy... Knowles, Chapter 4, A theory of adult learning: Andragogy Brookfield, Ch 5, Alternative Interpretations and Applications Silberman, Chapter 5: Alternatives methods to lecturing	Online Class Receive feedback on needs assessment plan

7	10/19	<ul style="list-style-type: none"> • Adult Learning Theories and approaches: Self directed learning • Training applications 	<p>Merriam and Bierema, Ch 4: Self directed learning</p> <p>OR</p> <p>Merriam, Caffarella & Baumgartner, Ch 5, Self-Directed Learning</p> <p>Brookfield, Ch 3: Exploring self-directedness in adult learning, plus pp 81-89</p> <p>Slavit & MCDuffie, Self-directed teacher learning</p> <p>Silberman, Chapter 16, Providing for back-on-the-job application</p>	Implement needs assessment, analyze results
8	10/26	<ul style="list-style-type: none"> • Adult learning theories and approaches: Transformative learning 	<p>Merriam and Bierema, Ch 5: Transformative learning</p> <p>OR</p> <p>Merriam, Caffarella & Baumgartner, Ch 6, Transformational Learning</p> <p>Poutiatine, What is transformation?</p> <p>Cranton and King, Transformative Learning as a PD goal</p> <p>[Recommended: Mezirow, Learning to think like an adult]</p>	Implement needs assessment, analyze results
9	11/2	<ul style="list-style-type: none"> • Adult learning theories and approaches: Experiential Learning 	<p>Merriam and Bierema, Chp 6: Experience and learning</p> <p>OR</p> <p>Merriam, Caffarella & Baumgartner, Ch 7, Experience and Learning</p> <p>Burke, Experiential PD: A model for meaningful change</p> <p>Silberman, Ch, 6, Using experiential learning approaches</p>	<p>Needs analysis and training goals and objectives due</p> <p>Online class</p>
10	11/9	<ul style="list-style-type: none"> • Adult Learners: Considering Diversity 	<p>Merriam, Caffarella & Baumgartner, Ch 12, Critical theory...[in resources in case you didn't buy this book]</p> <p>McIntosh, White Privilege</p> <p>Flannery, D. D., Changing Dominant Understandings of Adults as learners</p> <p>Guy, T. C., Culture as Context for Adult Education</p> <p>Amstutz, Adult Learning: moving toward more</p>	Work on training design
11	11/16	<ul style="list-style-type: none"> • Reflecting on yourself as an adult educator • Evaluating adult learning 	<p>*Brookfield, Ch 3, The value of autobiography</p> <p>Pratt, Good teaching? one size fits all?</p> <p>Brookfield, Chapter 11, Evaluating learning and its facilitation</p> <p>Silberman, Chapter 17, Evaluating an active training program</p>	

	11/23	THANKSGIVING BREAK		NO CLASS
12	11/30	<ul style="list-style-type: none"> • Adult Motivation 	<p>Merriam and Bierema, Ch 8: Motivation and learning [in resources if you didn't buy the book]</p> <p>Tan, et al., Tensions and Dilemmas in teacher PD</p> <p>Wlodkowski, Fostering Motivation in PD Programs</p>	Training Design Due Online Class
13	12/7	<ul style="list-style-type: none"> • Barriers to learning 	<p>Argyris, Teaching smart people how to learn</p> <p>*Brookfield, Ch 4. Understanding the tensions and emotions of learning</p> <p>Daloz, The story of Gladys</p>	
14	12/14	<ul style="list-style-type: none"> • Overcoming resistance 	<p>*Brookfield, Ch 11, Overcoming resistance</p> <p>Seifert & Stacey, Ch 9-12</p> <p>Silberman, Ch 12</p>	Adult Learning Theoretical Analysis due
15	12/21	<ul style="list-style-type: none"> • Wrap up 	Brookfield, Chapter 12, Facilitating learning	Training reflection due Online class?