

**Rutgers, The State University of New Jersey**  
**05:300:315:01**  
**Interactive Training for Adults in the Workplace and Community Settings**  
**3 Credits**  
**Spring 2016**  
Wednesdays, 5:30 pm-8:35 pm  
Hickman Hall 118

Instructor: Lynn Lederer, Ed.D.	Email: LynnLederer@me.com
Phone Number: 732.906.7743	Location: Hickman Hall 118
Office Hours: By appointment	Prerequisites or other limitations: None
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input 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

My goal is for each student to discover and understand established adult learning theory as a means to build 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 classroom practice.
- Identify the characteristics of adult learners and their particular learning needs
- Explain how the characteristics of adult learners inform the role of the instructor and teaching methodology 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 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**

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.

## **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, 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 intertwined with social, cultural, economic, and political systems.
- Race, class, age, gender and ethnicity inform the quality of educational options and preferred learning styles.
- 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.

## **Writing**

Good writing is an essential skill. It is a fundamental method of developing clarity of purpose and communicating 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 no spelling or grammatical errors. To that end, I recommend that you:

- Use spell check and ask a friend or family member to proof your work.
- Read 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 makes an important statement.

## **Academic Integrity**

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers> for details.

## 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.

## Required texts

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.

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

## Grading Policy

This is a hands-on experiential course and your participation in classroom and web-based discussions 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. Each class will provide you with opportunities to reflect on your experiences and on the development of adult education practice and facilitation skills. You are expected to complete all assigned readings to be considered fully prepared for class.

Your grade will be based on your participation in classroom discussion and activities, papers and your final class presentation. Please note that in order to earn a high grade in classroom discussion and activities, you must be present in class.

You may edit or re-write each assignment as many times as you choose with no penalty. The goal of each task is to learn as much as possible and I encourage you to take advantage of the constructive comments given and use them to increase your knowledge and improve your grade.

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

Assignments and Requirements	Duration or Length	Percentage
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 Project	<i>7-10 pages</i>	20

## Required and graded assignments

### 1. Every class

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

### 2. In place of one designated class

Participate in a virtual classroom via Sakai

### 3. Due March 9:

*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 March 23 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.

#### **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 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 your practice in adult education?

#### **7. Due May 4:**

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

##### **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 notifies the instructor, a courtesy that allows you to enquire about missed work.

Choose one of the following four final 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. Identify, compare and contrast the philosophical approach to education as exemplified by Booker T. Washington and W.E.B.
2. If they were alive today, who do you think would be the strongest educational leader and why?

### ***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.

## Schedule

Class	Topic	Readings and Assignments
1. January 20	Introductions About the course Expectations & Requirements The Highlander School Temperament & Learning	
2. January 27	Liberal Education What is an Adult? What is Education? Why Philosophize?	<i>Elias and Merriam</i> , Chapter 1, p.1-15; Chapter 2, p.27-49;
3. February 3	Progressive Adult Education	<i>Elias and Merriam</i> , Chapter 3 p. 51-81;
4. February 10	Debate Preparation Liberal vs. Progressive Education Behaviorist Adult Education	Review Liberal and Progressive Education, <i>Elias and Merriam</i> , Chapter 4 p.83-108
5. February 17	Debate: Liberal vs. Progressive Education Humanistic Adult Education	<i>Handouts: Washington and DuBois</i> <i>Elias and Merriam</i> , Chapter 5, p. 117-145
6. February 24	Transformational Learning	<i>Elias and Merriam</i> , Chapter 14
7. March 2	Radical and Critical Adult Education	<i>Elias and Merriam</i> , Chapter 6, p.147-185
8. March 9	Adult Learning in the Digital Age: MOOCS	<i>Handouts</i> <b>DUE:</b> Analysis and reflection on personal training or learning experience, 5-7 pages
9. March 23	Your educational philosophy and teaching style <b>Student Lessons</b>	<i>Handouts</i> <b>DUE:</b> One week after your presentation: Analysis and reflection on your lesson, 5-7 pages
10. March 30	<i>Race, class and the adult learner</i> <b>Student Lessons</b>	<i>Handouts</i>
11. April 6	<b>Student Lessons</b> Motivation	<i>Handouts</i>
12. April 13	<b>Program Development</b> <b>Student Lessons (3)</b>	<i>Handouts</i> <b>DUE:</b> Reaction Paper, 3-5 pages
13. April 20	<b>NOTE:</b> Asynchronous online class Personal Philosophy	<b>DUE:</b> Before week 14 Paper re-writes
14. April 27	<b>Student Lessons (3)</b>	<i>Handouts</i>
15. May 4	<b>What have we learned? What Now?</b>	<b>Due:</b> Final Paper