



Graduate School of Education

Learning and Teaching
Graduate School of Education
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Rutgers, The State University of New Jersey
15:233:569 Designing Training for Adults
3 Credits

Instructor: Regina M. Riccioni, EdD MBA MPH CHES®	Email: Regina.Riccioni@gse.rutgers.edu
Phone Number: 908 303 6014	Location: Online
Office Hours: By Appointment	Prerequisites or other limitations:
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" 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: The goal of this class is to learn about and understand established adult learning theories and how these theories are put into practice when designing and implementing a training session or initiative.

Upon completion of this course students will

1. Demonstrate competence in applying adult education theories to creating and implementing training
2. Identify, and describe established adult education methods and techniques, and the appropriate application of these methods and techniques to development of a training program
3. Appropriately match learning goals and learning activities
4. Recognize how training programs can be adapted to various settings, including distance education

5. Recognize the importance of and know how to use a range of instructional tools and strategies and be able to match them appropriately to the learning goals, contexts, and participants of the training

Course catalog description:

This course is designed as one half of a capstone learning experience in which students will be required to design an adult training program. Students will utilize experiences as adult learners to engage in reading, class discussions, case analysis, and practical application about components of planning training including creating learning objectives and goals, creating learning activities, and motivating learners. This course is part of a two-part capstone experience designed to help students demonstrate their learning and proficiency in responding to and designing appropriate learning experiences for adults.

http://catalogs.rutgers.edu/generated/gse_current/pg195.html

Required text:

McArdle, G. E. (2015). *Training Design and Delivery* (3rd ed.). Alexandria: ATD Press. ISBN-10:1-56286-971-X

Silberman, M. and Biech, E. (2015). *Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips* (4th ed.). San Francisco: Pfeiffer. ISBN 978-1-118-97201-4

Recommended texts:

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

Caffarella, Rosemary S. and Ratcliff Daffron, Sandra (2013). *Planning Programs for Adult Learners, a Practical Guide* (3rd ed.). San Francisco: Jossey-Bass. ISBN 978-0470-77037-5

Additional readings are listed in the Weekly Topics section of this syllabus.

Grading and Activities

Grade Scale:

93-100 = A

88-92 = B+

83-87 = B

78-82 = C+

73-77=C

72 and below = F

You are expected to complete all reading assignments, fully and professionally participate in the online discussions according to the specifications detailed in the About Discussion Boards section of the course, and submit written assignments on or before the due date. In this course, the emphasis is on self-directed participation. You will respond to specific questions or

comments about the readings and these responses will serve as a way for you to reflect on the course. Evaluation will not be based on the number of postings you submit, but on the reflectiveness and depth of your responses and quality of interaction with your group/class mates. Please note that responses are due on specific dates

This course is offered through Rutgers University Pearson. Registered students will have access to the course site.

Academic Integrity Policy:

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

Web site: This course is offered through Rutgers University Pearson. Registered students will have access to the course site.

Course Requirements

Grading and Activities

Class participation: You are expected to complete all reading assignments, fully and professionally participate in the online discussions according to the specifications detailed in the About Discussion Boards section of the course, and submit written assignments on or before the due date. In this course, the emphasis is on self-directed participation. You will respond to specific questions or comments about the readings and these responses will serve as a way for you to reflect on the readings and course material. Evaluation will not be based on the number of postings you submit, but on the reflectiveness and depth of your responses and quality of interaction with your group/class mates. Please note that responses are due on specific dates

1. Online discussions (20% of our overall grade): You must participate fully in the discussion posts. The rubric below details how discussion posts will be graded. In this course, the emphasis is on self-directed participation. You will respond to specific questions or comments about the reading and your responses will serve as a way for you to reflect on the readings and course material. Please note that responses are due on specific dates.

Rubric for Discussion Posts

Criteria (maximum point value)	Below Expectations	Average	Above Average	Superior
Content Quality of Initial Post (20 points)	Post does not relate to the topic or is missing.	Post responds to prompt, but ideas are not stated clearly and/or fully elaborated.	Post responds to the prompt and ideas are stated relatively clearly; ideas are elaborated. There is little or no reference to the text or other sources.	Post responds to the prompt, ideas are stated clearly, ideas are well elaborated, connections are drawn to the text and/or outside references.
Replies to Classmates (12 points)	Replies to less than the required number classmates.	Replies to the required number of classmates, but responses do not enrich the discussion.	Replies to the required number of classmates and expands upon the ideas of their posts.	Replies to at least the required number of classmates and furthers discussion by analyzing and significantly building upon previous posts.
Timeliness (4 points)	Did not submit assignment on time.	n/a	n/a	Submitted assignment on time.
Spelling/ Grammar (4 points)	Significant errors in spelling, grammar, and/or punctuation detract from the clarity of communication.	Some errors in spelling, grammar, and/or punctuation which may detract from clarity of communication.	Errors in spelling, grammar, and/or punctuation are minimal but fairly noticeable; they do not detract from clarity of communication.	No or very few spelling, grammar, and/or punctuation errors.

Written assignments: submit assignments via the LMS portal. Papers should be double spaced, Times New Roman 12 font, and in proper [APA format](#).

Rubric for Written Assignments

Criteria (maximum point value)	Below Expectations	Average	Above Average	Superior
Content Quality of Paper (80 points)	Ideas are simplistic, there are signs of confusion or misunderstanding of assignment, and thesis is missing or is not understandable. There is no support for ideas. Paper lacks organization.	Main points and ideas are only indirectly supported; support is not sufficient or specific, but is loosely relevant to the main points. Paragraphs are mainly stand-alone with weak or non-evident transitions.	Ideas are supported, and support is sound, logical, and valid. Paper is organized and main points are supported.	Engaging paper with consistent evidence of depth of ideas that work well together to effectively support the main points of the paper. Sources are valid and specific.
Timeliness (10 points)	Did not submit assignment on time.	n/a	n/a	Submitted assignment on time.
Spelling/ Grammar (10 points)	Significant errors in spelling, grammar, and/or punctuation detract from the clarity of communication.	Some errors in spelling, grammar, and/or punctuation which may detract from clarity of communication.	Errors in spelling, grammar, and/or punctuation are minimal but fairly noticeable; they do not detract from clarity of communication.	No or very few spelling, grammar, and/or punctuation errors.

2. What have you learned? (20% of your overall grade)

As part of our program assessment process, we need to document our students' learning as a result of participation in the program. As a way to understand the impact of participation and in preparation for completing your final project, please take some time to thoughtfully consider how what you have learned about adult education and adult learners will inform your individual project for this course. How has your understanding of adult education practice informed your thinking and how do you anticipate using what you have learned in the future? You may consider using your participation in or facilitation of past training experiences to help detail your learning and understanding of adult education and adult learners.

Your paper should be 5 – 7 pages, double-spaced, typed in 12-point Times New Roman font. Follow APA formatting guidelines.

3. Case Project Design (20% of your overall grade)

Throughout the course you will be asked to participate in discussion regarding the development of a training program. Based upon the discussion, the class will create the training program together. The instructor will create a space in the course to incorporate training ideas generated by the class to build the training session. Students will be required to participate in the discussions so that the final training program will represent the input of the class.

3. Final Project –Design a half-day to full-day training program on a topic of your choice. (40% of your overall grade).

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. This is where you also might detail homework that you have assigned the attendees to complete prior to attending the training.
2. Type of organization, location of training, details of trainees, a description of training setting and pertinent information
3. Needs assessment plan (this will be covered in detail in the *Applied Research: Planning, Assessing and Evaluating Programs for Adults* course)
4. Instructional goals and objectives (this will be covered in detail in the *Applied Research: Planning, Assessing and Evaluating Programs for Adults* course) but you should have a draft version of goals and objectives that will guide this effort.
5. Design outline that includes topics and sub topics, methodology, instructions for trainer and time allotted for each training activity – this is essentially an annotated/detailed agenda
6. Transfer-of-learning plans that identify which information and skills need to be practiced outside of the teaching setting
7. Materials needed – list of handouts, IT requirements and supplies
8. Implementation Plan

In addition to submitting a formal paper, you will also prepare a short (3 – 5 minute) presentation that summarizes your training. Your paper should be about 10 – 15 pages in length and include an appendix with the materials you will use in the training program (presentation materials, hand-outs, etc.)

Rubric for Presentation

Criteria (maximum point value)	Below Expectations	Average	Above Average	Superior
Content Quality of Presentation (75 points)	Submission does not respond to the specific description of the assignment or is missing.	Responds to most of the specific description of the assignment but is not very clear, does not make any reference to any assigned texts, does so in a surface way, or does not go very deep into analysis/reflection.	Responds fully to the description of the assignment in a clear way but does not go very deep into analysis/reflection, is not completely clear, or makes little reference to assigned texts.	Responds fully to the description of the assignment in a clear way, is fully analytic/reflective, and makes substantive reference to assigned texts.
Timeliness (5 points)	Did not submit assignment on time.	n/a	n/a	Submitted assignment on time and meets length standard.
Style of Presentation (10 points)	Significant issues with clarity and use of appropriate technology/graphics and/or presentation program that cause the presentation to be of no value.	Some issues with clarity and use of appropriate technology/graphics and/or presentation program that cause the presentation to be of little value.	Few issues with clarity and use of appropriate technology/graphics and/or presentation program that detract from the presentation's value.	Engaging presentation with clear, appropriate graphics/use of technology and/or presentation program.
Language Use (10 points)	Significant errors in language use (e.g., grammar, word choice, articulation, conciseness of expression) that detract from the clarity of communication.	Some errors in language use (e.g., grammar, word choice, articulation, conciseness of expression) that may detract from clarity of communication.	Errors in language use (e.g., word choice, grammar, articulation, conciseness of expression) are minimal but noticeable; they do not detract from clarity of communication.	No or very few errors in language use (e.g., word choice, grammar, articulation, conciseness of expression).

Course Schedule by Week

Week	Topics to be Covered
1	Introductions
2	Background and introduction to designing learning for adults – education v. training
3	Adult Learning Theories – Overview/Design Models
4	Multi-Step Training Program and Business Justification
5	Training Overview
6	
7	Instructional and Learning Strategies Motivation and Learning
8	Trainer Credibility
9	Design
10	Development and Activity Ideas
11	Implementation
12	Tips and Techniques
13	Instructor Meeting
14	Project
15	Wrap-up

Aspect	Behaviorist	Humanist	Cognitivist	Social Cognitive	Constructivist
Learning Theorists	Guthrie, Hull, Pavlov, Skinner, Thorndike, Tolman, Watson	Maslow, Rogers	Ausubel, Bruner, Gagne, Koffka, Kohler, Lewin, Piaget	Bandura, Rotter	Candy, Dewey, Lave, Piaget, Rogoff, von Glaserfeld, Vygotsky
View of the Learning Process	Change in behavior	A personal act to fulfill development	Information processing (including insight, memory, perception, metacognition)	Interaction with and observation of others in a social context	Construction of meaning from experience
Locus of Learning	Stimuli in external environment	Affective and developmental needs	Internal cognitive structure	Interaction of person, behavior, environment	Individual and social construction of knowledge
Purpose of Learning	To produce behavioral change in desired direction	To become self-actualized, mature, autonomous	To develop capacity and skills to learn better	To learn new roles and behaviors	To construct knowledge
Instructor's Role	Arrange environment to elicit desired response	Facilitate development of whole person	Structure content of learning activity	Model and guide new roles and behaviors	Facilitate and negotiate meaning-making with learner
Manifestations in Adult Learning	<ul style="list-style-type: none"> • Behavior objectives • Accountability • Performance improvement • Skill development • HRD and training 	<ul style="list-style-type: none"> • Andragogy • Self-directed learning • Cognitive development • Transformational learning 	<ul style="list-style-type: none"> • Learning how to learn • Social role acquisition • Intelligence, learning and memory as related to age 	<ul style="list-style-type: none"> • Socialization • Self-directed learning • Locus of control • Mentoring 	<ul style="list-style-type: none"> • Experiential learning • Transformational learning • Reflective practice • Communities of practice • Situated learning

Merriam, Caffarella, Baumgartner – *Learning in Adulthood* - 2007