

**Learners and Learning II**  
**15:255:607**  
**Fall 2021**  
**Thursdays @ 5:00 – 8:00 pm and asynchronously TBD**  
**3 Credits**

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Phone Number: 848 932 0778	Office: Graduate School of Education, Rutgers University, Room 214
Office Hours: 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 checked="" 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 and faculty 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. A similar statement could be made about those working in higher education or other settings.

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 “adulthood” shape how and what adults learn?
- How do contextual factors (e.g., at the programmatic and societal levels) influence learning for adults?
- In what ways should concepts of adulthood and learning shape adult education/training/profession or faculty development?
- What are the obstacles and barriers to learning in adulthood, and what are effective ways of addressing them?
- How do race, class, gender, and efforts to increase educational equity shape opportunities for learning in adulthood?

Most research on adult learning/change argues that the process is most effective when it is situated in a particular 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 learning 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 others'). 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., & Bierema, 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 (3<sup>rd</sup> 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* (3<sup>rd</sup> Edition). San Francisco: Pfeiffer. (Note, there is a new edition, but it's much more expensive, either is fine)

## **Course Website/Online Access:**

This course will use a hybrid synchronous and asynchronous approach delivered via Canvas. Asynchronous discussions and other activities will take place there. All course materials are uploaded there and all course assignments should be uploaded within the course site. Please set your notifications to receive course announcements through your email.

## **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://nbacademicintegrity.rutgers.edu/>. You are responsible for reading the entire policy. Additional resources about academic integrity are available at <http://nbacademicintegrity.rutgers.edu/home/academic-integrity-process/>.

## **Accommodation:**

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 [documentation](#). If the documentation supports your request for reasonable accommodations, your campus' 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](#).

## **Policy Prohibiting Discrimination & Harassment:**

Rutgers University policy prohibits discrimination and harassment based upon: race, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law. The Rutgers University Policy Prohibiting Discrimination and Harassment can be viewed at <http://policies.rutgers.edu/PDF/Section60/60.1.12-current.pdf>. For additional Rutgers University policies see: <http://www.rutgers.edu/>

## **Academic Assistance:**

Rutgers Learning Centers offer online tutoring in writing, time management and other types of academic assistance. Although it is largely aimed at undergraduates, these services can certainly benefit students at any level of study. Visit their webpage at <https://rlc.rutgers.edu/>

## **Counseling Support.**

Let's face it; times are tough. Rutgers has a lot of services available for students.  
<http://health.rutgers.edu/medical-counseling-services/counseling/>

## **Assignments:**

### **1. Course Participation (20% of course grade)**

Complete all reading assignments. Participate, according to the week by week schedule, in on-line and face-to-face discussions and activities. You will receive a weekly grade for your reading response and participation in face-to-face and asynchronous activities (depending on the week).

In order to encourage meaning making and application of the readings to your experiences, you must respond to the assigned readings every week in one of two ways:

#### Option 1: Muddiest Point

Write in one or two sentences what the muddiest point (unclear; difficult to grasp) 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.

#### Option2: What Stands Out

If you find you do not have a "muddiest point", focus on what stands out for you about the readings. Select a quote that particularly stands out to you (perhaps because you agree, disagree, you aspire to it, or it is particularly interesting), explain why you selected it, and then consider how this applies to your practice

Please submit your responses by noon on Day 1 (Thursday) of every week.

In addition to posting reading responses every week, during asynchronous weeks you will be assigned specific required activities. These are in lieu of "coming" to class and are designed to substitute for the experience of in-class class learning activities. Your reading response and participation in class activities (synchronous or asynchronous) will be the basis of your participation grade for each week.

### **2. Mid-Course Assessment (40% of course grade)**

#### **Theoretical analyses of adult learning**

In this assignment, you will demonstrate your understanding of the topics covered in the first half of the semester by using theory to analyze adult learning theories. This is a two part assignment.

1. Develop three narratives of adult learning experiences.

a. Develop a narrative of an adult learning experience you have facilitated (not the one you design for this course final project) or in which you have participated. Describe the purpose, context, audience, and objectives and then describe how learning was organized and what activities and materials were used. In other words, what did the trainer and participants actually do during the training? If you want to describe an ongoing learning experience, please pick a specific session to describe.

b. Conduct interviews with two adults about an adult learning experience which they have facilitated or in which they have participated, and then create two narratives based on the interview data you collect. Ask them to describe the purpose, context, audience, and objectives and then describe how learning was organized and what activities and materials were used. In other words, 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. You should begin your paper with an introduction, and then include a subheading for each narrative. **Due end of Week 4, September 26<sup>th</sup> (15% of grade)**

Page length: 9-15 pages (3-5 pages per narrative)

You will receive feedback on Part 1 which you **should** use to revise the narrative you submit for Part 2.

2. Analyze and critique each narrative using at least one adult learning, adult development, or general learning theory as a lens. You should apply a different theory for each narrative. You can use the theories to analyze what went right or what went wrong. Be sure to pick a theory that is a good match for each narrative. You should discuss at least two theories that are specifically adult learning theories. Please do not use Silberman and Auerbach in your analysis.

Then, write a final synthesis/conclusion that looks across the three narratives to draw conclusions about what made these experiences positive, effective, and adult--or not. Next consider the implications of doing this analysis for your own practice. **Due end of Week 10, November 7<sup>th</sup> (25% of grade)**

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).

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 as the semester progresses

This is, in essence, a mini research project. The narratives are “data” and you are to analyze them using theory. Therefore any assertions you make about the data in your discussion of it must be explicitly traceable to something in the narratives.

## **OR Design your own mid-term**

In keeping with good adult education theory, you have the option to design your own assignment in place of the theoretical analysis described above. But it should demonstrate the same learning and the same analytic skills. I have created one way of doing this, but you are free to develop your own way.

If you choose to design your own assignment, you must first develop a proposal of what you will do, and this must be approved by the instructor. Feel free to be creative and try something out. If you like, you can use alternative media (not a paper). The main things to include in your proposal are a description of the task you will undertake, what resources you will use or activities you will engage in, and how you will demonstrate your learning. Lastly, you should propose assessment criteria. Include a timeline. You should plan to complete this project sometime between Weeks 8 and 10.

## **3. Final Project**

For this assignment, you will have the opportunity to practice what you have been learning, and you have a choice (actually 4 choices) of how to do that. The point of this assignment is to demonstrate your understanding of how to integrate adult learning theories and concepts, ideas about motivation and emotions of learning, account for the diversity of learners, and training design. Whichever choice you make, you will need to implement it (or at least part of it) before the end of the semester

### **Choice #1: Adult Learning Experience Design, Implementation and Reflection (40% of grade)**

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” and it should reflect what you have learned this semester. Secondly, if you can tie it in with what you’re thinking about for your dissertation topic, it would be even better!

If you cannot realistically implement the design in your workplace, I will work with you to find an alternative adult education context where you can. If you cannot implement it during the term, you are free to take an incomplete and finish up the assignment when you can carry out the training.

a. Develop a design proposal which states your 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 for it from the appropriate supervisor ASAP. Page length: 1-2 pages.

**Due Date: By the end of Week 4, September 26<sup>th</sup> (5% of total grade )**

b. Develop a needs assessment plan and a needs assessment instrument.

Design a needs assessment instrument. Include an introduction that explains who you will involve in needs assessment and how you will conduct the needs assessment. **Due Date: By the end of Week 5, October 3<sup>rd</sup> (5% of total grade).**

- If at all possible wait to administer your needs assessment until you have received feedback on it.
- Consider good survey techniques for this process:
  - You may use open-ended and close-ended questions.
  - Do not ask so many questions that it deters response (i.e., insure that it doesn't take an unreasonable amount of time to complete)
  - Give respondents a date by which you want the assessment returned. Be sure to send out reminders before the due date. If you don't get a reasonable number of responses, extend the deadline and send another reminder. Consider asking people personally to get the survey done
- Create an introduction to your survey in order to make sure people understand the purpose of the needs assessment (to inform PD design and to be responsive to their needs)

c. Conduct and analyze needs assessment.

Carry out your needs assessment plan, analyze results, and write a summary of your findings and implications for design. Conclude with a statement of your training design learning goals and objectives. 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.

**Due Date: By the end of Week 8, October 24<sup>th</sup> (5% of total grade)**

d. Develop a three-hour adult learning experience.

Your training design should focus on a topic of your choice that demonstrates understanding of appropriate adult learning theories covered this semester, interactive training strategies, and appropriate content knowledge on your training topic. Your design can be delivered in one three-hour session or broken into two or three parts

Your design must include the following components:



- i. 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
- ii. Background information which should include a description of the setting and rationale/overall purpose/need for the training and a description of target organization, details on trainees and other pertinent information. What is the problem of practice this training is meant to address?
- iii. 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
- iv. Needs assessment plan, tools, and analysis (you can cut and paste from Part b above, but update it to reflect that you have done the needs assessment (i.e., use past tense) and make all suggested revisions)
- v. Instructional goals and objectives (please revise from Part c above if you got feedback on them)
- vi. Materials needed (list of handouts and other media and supplies)
- vii. 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; also make clear what slides go with which activities in your narrative description or embed them in the text), materials needed, and time allotted. 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.
- viii. A summary table that shows the objectives, format, materials, and timing for each activity.
- ix. All relevant materials (handouts, PowerPoint slides, worksheets, etc.) integrated with the detailed description or in appendices.
- x. 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 (make reference to assigned texts on evaluation). Include evaluation instrument(s).  
You should conduct the evaluation for the part of the training that you implement

**Due Date: End of Week 15, December 12<sup>th</sup> (20% of total grade)**

e. Implement the design and then reflect on the process. If you have broken up your design into parts, you need only implement one part (this should be at least a one hour session if at all possible). Reflect on the process by considering your experience and observations as the adult educator and evaluation results. Your reflection should include 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.

You should relate your reflections to the theories and concepts we have studied this semester.

**Due Date: End of Week 15, December 12<sup>th</sup> (5% of total grade)**

**Choice #2: Revise a training you have previously designed**

- a. Submit a proposal explaining that you will be revising a training and why. **Due End of Week 4, September 26<sup>th</sup> (5% of total grade)**
- b. Revise a training you have already designed (it must be approximately 3 hours in length) based on what you have learned this semester. Submit the training design as described in Choice #1. If the design did not include any of the elements described in Choice #1, these should be added in. If at all possible you should actually implement the revision.
- c. Reflect on the training as previously designed; what were the areas of strength and what were the areas in need of improvement? How do the revisions reflect this? Then, create an annotation to accompany your revised design which points to and describes the changes you made and why you made them based on what you have learned this semester. If you have the opportunity to implement the new design, please do so.
- d. Conclude with a reflection on what you have learned about training design as a result of this revision (and implementation) process and what the implications of this are for your future work. You should relate your reflections to the theories and concepts we have studied this semester.

**Due Date: End of Week 15, December 12<sup>th</sup> (35% of total grade)**

**Choice #3 Wild Card**

- a. Create a proposal. What works for you? I would like this assignment to both useful and a demonstration of your learning. You must first develop a proposal of what you will do (submitted by mid-term). Feel free to be creative and try something out. You can use alternative media (not a paper). The main things to include are a description of the task you will undertake, what resources you will use, or activities you will engage in, and how you will demonstrate your learning. Lastly, you should propose assessment criteria. **Due Date: End of Week 4, September 26<sup>th</sup> (15% of total Grade)**

b. Implement the project, write a detailed description of what you did. Next, reflect on the process. Reflect on the process by considering your experience and observations as the adult educator and evaluation results. Your reflection should include 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?

You should relate your reflections to the theories and concepts we have studied this semester.

**Due Date: End of Week 15, December 12<sup>th</sup> (25% of total grade)**

#### **Choice #4 Design a Class session**

a. This assignment is designed ONLY for learners who cannot implement Choices 1, 2 or 3. Pick a topic from the course syllabus that is relevant to your work or that is of particular interest to you. Notify Dr. Belzer ASAP if this is your choice.

b. This should include a needs assessment plan, needs assessment analysis, detailed description of class activities and additional resources you would like to use as well as an evaluation plan. In other words, you should have all the same elements required in Choice #1 (except the background information/description of the problem of practice). You may design a synchronous or asynchronous session. Your proposal will need to be approved by Dr. Belzer and may require some revision. **Due no later than one week prior to the class you will be leading (35% of total grade)**

c. Write a reflection that identifies what you feel were the strengths and weaknesses of the class and analyze your design, the implementation, and the feedback you received in terms of adult learning theories we have covered in class. **Due Date: End of Week 15, December 12<sup>th</sup> (5% 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	Course Assignment Due Dates
1S+	9/2	<ul style="list-style-type: none"> <li>• Overview of the course</li> <li>• Introduction: Exploring definitions of adulthood</li> <li>• Training vs professional and faculty development vs formal education *****</li> <li>• Creating Opening Exercises</li> <li>• Establishing Norms</li> </ul>	Silberman, Chap 3, Opening Exercises Richardson, Norms put the "Golden Rule" into practice for groups	
2A	9/9	<ul style="list-style-type: none"> <li>• Adult Development and Adult Identity Development *****</li> <li>• Need Assessment</li> </ul>	Merriam, Caffarella & Baumgartner Chapter 12, Adult Development [in resources in case you didn't buy the book] Chavez & Guido-DiBrito, Racial and Ethnic Identity and Development Helsing, et al., Putting the "Development" in PD ***** Silberman, Ch. 1, Assessing Training Needs Queeny, What is needs assessment?	
3A	9/16	<ul style="list-style-type: none"> <li>• White privilege in Adult Education</li> <li>• Anti-racist adult education</li> </ul>	Effective teaching is anti-racist teaching, <a href="https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/effective-teaching-anti-racist-teaching">https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/effective-teaching-anti-racist-teaching</a> Lund, The nature of white privilege in the teaching and training of adults Manglitz, E. & Brookfield, S. D., Whiteness and Privilege	

4S	9/23	<ul style="list-style-type: none"> <li>• Adult Learning Theories and approaches: Andragogy *****</li> <li>• Training Design</li> <li>• Training Goals and Objectives</li> </ul>	<p>Knowles, Chapter 4, A theory of adult learning: Andragogy          Brookfield, Ch 5, Alternative Interpretations and Applications          Duff, M.C., Perspectives in AE – Black Males and Andragogy  <i>Suggested:</i>          Merriam &amp; Bierema, Ch 3: Andragogy  <b>OR</b>          Merriam, Caffarella &amp; Baumgartner, Ch 4, Knowles's Andragogy          *****</p> <p>Silberman, Ch. 2, Developing Active Training Objectives          Silberman, Ch 7: Designing active training          Silberman, Ch 8: Sequencing ideas</p>	<p><b>Adult learning narratives due</b></p> <p><b>Design proposal due</b></p>
5A	9/30	<ul style="list-style-type: none"> <li>• Adult Learning Theories and approaches: Experiential Learning *****</li> <li>• Brain Friendly Lectures</li> </ul>	<p>Merriam and Bierema, Chp 6: Experience and learning  <b>OR</b>          Merriam, Caffarella &amp; Baumgartner, Ch 7, Experience and Learning          Silberman, Ch, 6, Using experiential learning approaches          *****</p> <p>Silberman Chapter 4, Preparing brain-friendly lectures</p>	<p><b>Needs assessment plan draft due</b></p>
6A	10/7	<ul style="list-style-type: none"> <li>• Adult Learning Theories and approaches: Self-directed learning *****</li> <li>• Alternative approaches to lectures</li> </ul>	<p>Merriam and Bierema, Ch 4: Self-directed learning  <b>OR</b>          Merriam, Caffarella &amp; Baumgartner, Ch 5, Self-Directed Learning          Brookfield, Ch 3: Exploring self-directedness in adult learning, plus pp 81-89          *****</p> <p>Silberman, Chapter 5: Alternative methods to lecturing</p>	
7A	10/14	<ul style="list-style-type: none"> <li>• Adult learning theories and approaches: Transformative learning</li> </ul>	<p>Merriam and Bierema, Ch 5: Transformative learning  <b>OR</b>          Merriam, Caffarella &amp; Baumgartner, Ch 6, Transformational Learning</p> <p>Poutiatine, What is transformation?</p>	

			Nohl, Typical Phases of Transformative Learning <i>Recommended:</i> Mezirow, Learning to think like an adult	
8S	10/21	<ul style="list-style-type: none"> <li>Talking about race and difficult conversations in adult education</li> </ul>	Lin, (Mis)Education into American Racism Cargile, Adding without Contradiction Manglitz, et al., Knowledge and Emotion in Cross-Racial Dialogues Murray-Johnson, K. and Ross-Gordon, J. M., "Everything Is About Balance": Graduate Education Faculty and the Navigation of Difficult Discourses on Race	<b>Needs assessment analysis and training goals and objectives due</b>
9A	10/28	<ul style="list-style-type: none"> <li>Critical perspectives on adult learning theories</li> </ul>	Flannery, D. D., Changing Dominant Understandings of Adults as learners Alfred, M., The Politics of Knowledge and Theory Construction in Adult Education: A Critical Analysis from an Africentric Feminist Perspective	
10S	11/4	<ul style="list-style-type: none"> <li>Professional and faculty development as adult learning *****</li> <li>Training application</li> <li>Training Evaluation</li> </ul>	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  ***** Silberman, Chapter 16, Providing for back-on-the-job application Silberman, Chapter 17, Evaluating an active training program	<b>Adult Learning Theoretical Analysis due</b>
11A	11/11	<ul style="list-style-type: none"> <li>Teacher/Faculty Change</li> </ul>	Smith, et al., pp.9-22: Review of literature on teacher change Guskey, PD and Teacher Change Opfer and Pedder, Conceptualizing Teacher Professional Learning	
12S	11/118	<ul style="list-style-type: none"> <li>The adult brain</li> </ul>	Taylor & Marienau, <i>Facilitating learning with the adult brain in mind</i> , Ch 1-3	
13A	11/25	<ul style="list-style-type: none"> <li>Adult Motivation</li> </ul>	Merriam and Bierema, Ch 8: Motivation and learning [in resources if you didn't buy the book]	

			<p>Wlodkowski, Fostering Motivation in PD Programs</p> <p>Kumar, R., Zusho, A. &amp; Bondie, R., Weaving Cultural Relevance and Achievement Motivation Into Inclusive Classroom Cultures</p> <p>McMillan, Professional Development in Education: Continuing professional development – why bother?</p>	
14A	12/2	<ul style="list-style-type: none"> <li>Understanding and addressing barriers to learning and overcoming resistance</li> </ul>	<p>Argyris, Teaching smart people how to learn</p> <p>*Brookfield, Ch 4. Understanding the tensions and emotions of learning</p> <p>Brookfield, Ch 11, Overcoming resistance</p> <p>Skibba, R., Applications of Trauma Informed Approaches in Vocational Education and Training</p>	
15AS	12/9	<ul style="list-style-type: none"> <li>Wrap up: Leading Adult Learning</li> </ul>	<p>Brookfield, Chapter 12, Facilitating learning</p> <p>Silberman, Ch 12</p>	<b>Training Design and reflection due</b>

+A denotes asynchronous; all class activities will take place within Canvas and will require off and on participation throughout the week. “S” denotes synchronous; we will meet together via Zoom during normal class time, Thursdays from 5:00-8:00 pm.

\*Note that the date in this column designates meeting date for synchronous weeks and Day 1 of activities for asynchronous weeks.