

Rutgers, The State University of New Jersey
15:233:569 Designing Training for Adults
Summer 2021
3 Credits

Instructor: Regina M. Riccioni, EdD MBA MPH CHES®	Email: Ricciorm@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 documentation: <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 (<https://webapps.rutgers.edu/student-ods/forms/registration>).

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

Other description of course purposes, context, methods, etc:

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 Canvas course.

Assignments:

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/classmates. Please note that responses are due on specific dates.

1. **Online discussions (30% of our overall grade):** You must participate fully in the discussion posts. The rubric 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.

2. Final Project –Design a half-day program on a topic of your choice. Your final project will be a facilitator’s guide to a half-day training program (70% of your overall grade – 55% individual deliverables/15% the final paper).

Deliverable 1: (10%)

- 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, experience, knowledge, and credentials to deliver the training.
- Type of organization, location of training, details of trainees, a description of training setting and information about the time of the training.

Deliverable 2: (15%)

- Training Rationale – this is why the organization has determined it needs to undertake the training. What precipitated the training? Is the organization dedicated to training – is training part of the culture of the organization? Or, is this a one off?

Deliverable 3: (15%)

- Learning activities designed to meet learning goals– this includes everything you plan to do during the training. This should be presented in agenda form so that the trainees know what to expect and can easily see how what they are doing during the training meets the learning goals and objectives.
- Design outline that includes topics and sub-topics, methodology, instructions for trainer and time allotted for each training activity – this is similar to the learning activities but you (and other trainers) are the audience for this. Think of this as if you were packaging the training program for sale – include everything that someone needs to know to be able to enact the training program.

Deliverable 4: (15%)

- Materials needed – list of handouts, IT requirements and supplies – this is everything that is needed to make the training happen. This includes laptop/projector/extension cord to worksheets and reading to pencils/paper to specialized equipment for demonstration and practice.
- Implementation Plan – this is the plan for how the training will roll out. This starts as soon as you conclude your first meeting with the organization and includes follow-up meetings, dates for when the elements of the program need to be completed, date for the training, and follow-up dates. This is detailed and includes information such as where the training will be provided (onsite, offsite, virtual elements), the training time, and breaks/lunch/follow-up.

Submit written assignments in Canvas. Papers should be double spaced, Times New Roman 12 font, and in proper APA format.

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.)

Grading policy: Grade Scale:

- 93-100 = A
- 88-92 = B+
- 83-87 = B
- 78-82 = C+
- 73-77=C
- 72 and below = F

Academic Integrity Policy:

Academic integrity: Make sure that you provide proper citations for all materials that you use in all written work. Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/> for a full explanation of policies.

Web site: This course is offered through Rutgers University Graduate School of Education. Registered students will have access to the course site.

Course Schedule (*subject to revision to meet the needs of the class*)

Topic	Readings	Assignments
Course Overview and Introductions	<p><i>Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips</i> (4th ed.), by Melvin L. Silberman & Elaine Beich:</p> <ul style="list-style-type: none"> • Chapter 3: Creating Opening Exercises 	<p>Please introduce yourself via webcam. Use your microphone and web camera. In your introduction, include a little about why you chose this area of specialization and your experience developing training programs.</p> <p>Also, post an opening exercise you have used <i>or</i> participated in. What was the goal(s) of the opening exercise — team building? Pre-assessment? To get people involved? To loosen up the trainees to encourage participation? What method(s) were used to elicit participation — discussion? Games? Polling? Or another method?</p>
Keirsey Temperament		<p>Download and complete the Keirsey Assessment, then post a brief summary of your results. Did you discover anything new about how you learn? How will knowing this information help you when you develop training programs?</p> <p>Once you have completed the discussion, take a look at the KeirseyAnswerKey document.</p> <p>Some Keirsey Resources - https://keirsey.com/ (Links to an external site.) and https://legacy.keirsey.com/4temps/video_idealists1.asp (Links to an external site.)</p>

<p>Training Overview – Education v Training</p>	<p>Listen to audio E v T <i>Training Design and Delivery</i> (3rd ed.), by Geri McArdle:</p> <ul style="list-style-type: none"> • Chapters 1 Training Overview 	<p>Deliverable 1 due – paper to instructor and post to Discussion board</p>
<p>4: Adult Learning Theories – Overview and Design Modules</p>	<p>https://www.youtube.com/watch?time_continue=9&v=slv9rz2NTUk</p> <p>Learning Theories Audio</p>	<p>Why is understanding how adults learn important for creation and implementation of a training program? Think specifically about learning theories and how they can inform design and delivery.</p>
<p>Multi-Step Training Program and Business Justification</p>	<p><i>Training Design and Delivery</i> (3rd ed.), by Geri McArdle:</p> <ul style="list-style-type: none"> • Chapter 4: The Multi-step Training System Model • Chapter 5: Business Justification 	<p>Using the webcam feature in the discussion board, create a one-minute description of the topic of your 1/2 day training program. Please provide feedback, suggestions, and resources to your classmates in your responses.</p> <p>Do you have any experience with another training model, such as ADDIE, SAM, or Interactive Training Model? If so, please share a specific experience with the class. If you have not had any experiences with another training model, please research one of the three aforementioned training models and describe a potential scenario that best fits your chosen model.</p>
<p>Developing Active Training Objectives</p>	<p><i>Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips</i> (4th ed.), by Melvin L. Silberman & Elaine Beich:</p> <ul style="list-style-type: none"> • Chapter 2: Developing Active Training Objectives 	<p>Deliverable 2 due - paper to instructor and post to Discussion board</p>
<p>7: Trainer Credibility</p>	<p>Training Design and Delivery by Geri McArdle: Chapter 3: Trainer Credibility Halls, J. (2016). What Makes a Master Trainer? (Links to an external site.) Association for Talent</p>	<p>Think about yourself as a professional trainer and how you would present yourself to a potential employer. What would your "elevator pitch" be? Don't be shy or humble — put it out there!</p> <p>For example, pretend you have one minute with the President/CEO and tell us why you should be assigned to/hired as the Director of Training for a</p>

	<p>Development. Smith, A. (2016). Anatomy of a Training Coordinator: Q&A With Geri McArdle (Links to an external site.). Association for Talent Development. (also available as audio under Resources) Resources The following audio podcast highlights key ideas covered in this module:</p> <p>Anatomy of a Training Coordinator: Q&A With Geri McArdle (Links to an external site.) Transcript of Anatomy of a Training Coordinator: Q&A With Geri McArdle</p>	<p>new training initiative. (Feel free to edit this scenario to meet your professional goals)</p> <p>Using the webcam feature in the discussion board, create your one-minute initial post. Keep in mind what we have learned about credibility — honestly and articulately lay out your credentials.</p>
<p>Motivation and Learning</p>	<p>Training Design and Delivery (3rd ed.), by Geri McArdle:</p> <ul style="list-style-type: none"> • Chapter 2: Instructional and Learning Strategies <p>Also read the following supplemental selections:</p> <p>Connor, M. (2014). What is Your Motivation Style? (Links to an external site.)</p> <p>Wlodkowski, R J., Chapter 7 in Galbraith, MW.(2004). Adult learning methods: A guide for effective instruction (Links to an external site.), 3rd ed. Malabar, FL: Krieger Publishing Company</p> <p>Motivation Audio</p>	<p>The end of McArdle, Chapter 2 includes information about web-based training programs. Think about what you have read about motivation, and what you have learned in other courses in this program. What are some motivational strategies you have learned?</p>

Spring Recess: 3/14 – 3/22		
Design	Training Design and Delivery (3rd ed.), by Geri McArdle: <ul style="list-style-type: none"> • Chapter 7: Design 	The acronym LEARN details training design guidelines associated with adult learning. What does LEARN stand for? What are some of the specific design elements you will use in your training program to ensure you adhere to LEARN?
Development and Activity Ideas	Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips (4th ed.), by Melvin L. Silberman & Elaine Beich: <ul style="list-style-type: none"> • Chapter 4: Preparing Brain-Friendly Presentations • Chapter 5: Finding Alternative Methods to Presenting 	Deliverable 3 due – paper to instructor and post to Discussion board
On the Job Application	Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips (4th ed.), by Melvin L. Silberman & Elaine Beich: Chapter 16: Providing for Back-on-the-Job Application	In your opinion, what are some challenges to on-the-job (or in the organization) application of your training program? What supports on-the-job (or in the organization) application of your training program? Describe a specific scenario (real or hypothetical) that supports your opinions.
Implementation	Training Design and Delivery (3rd ed.), by Geri McArdle: <ul style="list-style-type: none"> • Chapter 9: Implementation 	Deliverable 4 due - paper to instructor and post to Discussion board
Questions		Questions posted to discussion board for class to weigh in – Questions emailed to instructor/set up time to talk with instructor if needed
Overview of paper/Feedback to classmates	Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips (4th ed.), by Melvin L. Silberman & Elaine Beich: <ul style="list-style-type: none"> • Chapter 17: Evaluating an 	Presentation – overview of project

	Active Training Program	
Wrap-up/Paper due	<p>Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips (4th ed.), by Melvin L. Silberman & Elaine Beich:</p> <ul style="list-style-type: none"> • Chapter 18: Expanded Roles for Trainers • Chapter 19: New Business Realities for Trainers 	<p>Based upon what you learned in this class, as well as others you have taken in this program, what are some of the biggest barriers trainers face in the workplace or within organizations? What are some ways to overcome those barriers? What about the expanded roles for trainers seem most exciting to you? Why?</p> <p>Paper due – facilitator’s guide</p>