

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

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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

- 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.

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.

Grading and Activities

Grade Scale:

93-100 = A

88-92 = B+

83-87 = B

78-82 = C+

73-77=C

72 and below = F

Web site: This course is offered through Rutgers University Graduate School of Education. 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.

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 (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%)**
 - 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, 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.

- **Final Paper (15%)** – final paper with feedback incorporated

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.)

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

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 of 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/	Significant errors in spelling,	Some errors in spelling, grammar, and/or	Errors in spelling, grammar, and/or punctuation are	No or very few spelling, grammar, and/or punctuation errors.

Grammar (4 points)	grammar, and/or punctuation detract from the clarity of communication.	punctuation which may detract from clarity of communication.	minimal but fairly noticeable; they do not detract from clarity of communication.	
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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.

Rubric for Presentations

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).