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FISCHLER GRADUATE SCHOOL OF EDUCATION  
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**DOCTOR OF EDUCATION  
IN ORGANIZATIONAL LEADERSHIP**

**Study Guide  
Online Delivery Format  
Revised – August 2005**

**LDR 9020**

**LEADERSHIP IN ADULT EDUCATION  
THROUGH EFFECTIVE PROGRAM PLANNING**

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## PREFACE

**LDR 9020 Leadership in Adult Education Through Effective Program Planning** is designed to prepare prospective and practicing professionals in the field of adult education and training to assume leadership roles within their organizations. Students who successfully complete this course will be able to link current concepts, issues, and theories in the field of adult education into a unified body of knowledge that will enable them to understand and apply program planning methodology, adult motivation and participation theories, learning styles and modalities and innovative methods and emerging technologies to help adults learn. This course is one of three in the Adult Education specialization. The other courses in this specialization are **LDR 9010 Contemporary Challenges in Adult Education Leadership** and **LDR 9030 Lifelong Learning in a Changing Society**.

This study guide serves as an overview of the topics to be studied in **LDR 9020 Leadership in Adult Education Through Effective Program Planning**. The guide presents learning outcomes anticipated as a result of active engagement in the study area. The readings and assignments are organized around three major themes: understanding the participant, designing instructional plans using innovative methodologies, effective program planning models.

**LDR 9020 Leadership in Adult Education Through Effective Program Planning** is a practitioner-oriented, applied course in the leadership of facilitating instruction and planning programs for adults that use emerging technologies and innovative adult methodologies. The course will link current theories of adult motivation and participation, learning styles and modalities and cognitive learning theory to methods for facilitating instruction and planning programs for adults, a key requirement of anyone who is considering leadership in adult education. In order to complete the requirements for this course, participants must be affiliated in some way with an organization or institution that provides education or training to adult learners. The affiliation may be full-time or part-time employment in the organization or institution or service as a compensated or *pro bono* consultant to the organization or institution.

**As an active learner your first task is to read this guide carefully and thoroughly. Your instructor will provide you with further areas for discussion, reflection, and collaboration with your course colleagues during your interactive online sessions.**

The course incorporates a variety of learning resources including texts, articles, Web sites and other Internet resources, and the experiences and expertise of the learners themselves. Learners are expected to contribute actively to the collaborative learning experience envisioned for this course. The instructor will serve as a facilitator, guide, and individual/group consultant in the learning process.

## COURSE DESCRIPTION

### **LDR 9020 Leadership in Adult Education Through Effective Program Planning**

This course examines adult education program planning, including why adults participate, how adults learn, and innovative instructional techniques. Topics include participation and motivation research; current and evolving theories of adult cognition and learning, including learning styles, learning modalities and multiple intelligences; innovative approaches, techniques, and emerging learning technologies as well as program planning for adults in a variety of settings. (6 credits)

## INSTRUCTIONAL SEQUENCE

The instructional sequence of **LDR 9020** is divided into three major themes that will be examined over the 15-week period of the course. The guide, therefore, is divided into three topical areas:

The first topical area is **Understanding the Participant**. This course component examines a variety of participation theories and models, techniques for increasing motivation and participation, cognitive learning theory and learning styles and modalities. Learners will examine how understanding why adults participate, how they learn best and how to enhance motivation increases participation and success in adult education programs. Learners will select a theory of participation, research it, describe to what degree it applies or does not apply to the group of adults they are currently working with and present their findings to the class. Learners will identify and describe how motivation affects instruction, helps adults learn and engenders confidence. Learners will also identify the three components of the triune brain and discuss how addressing each component in instruction and program planning can encourage learning and participation or how ignoring these components can discourage learning. Then learners will develop a lesson that incorporates different learning styles, modalities, and/or multiple intelligences that include ways to motivate students and attends to the three brain components.

The second topical area is **Providing Leadership in Adult Education Program Planning through Innovative Methods and Emerging Technologies**. This course component focuses on ways to effectively design and deliver instruction through transformational learning, e-learning and Web-based training, and action learning. Learners will research and discuss the various methods. Learners will learn to evaluate and select packaged e-training or Web-designed programs. Then, as part of their program plan, learners will identify a specific adult education organization or agency and evaluate a particular Web-based learning program for its effectiveness using the evaluation tool studied in the course or using another tool that either they have developed or found through their research.

The third topical area is **Establishing Leadership through Effective Program Planning for Adults**. This course component examines a variety of program planning models, how to identify program ideas, and techniques for planning, developing, and evaluating programs for

adults, as well as how to report the results. Groups of learners will work together to generate program ideas and develop a program plan targeted at a particular group of learners that incorporates all the necessary components of a program plan, as well as a plan for evaluating and reporting the results. Each group of learners will collaborate on a paper that presents the program plan and all its components and also prepare a Power Point presentation that will be presented to the class. The class will act as stakeholders and decision makers as to whether the program should be funded or not.

## **LEARNING OUTCOMES**

As a result of active engagement in the learning processes of LDR 9020, course participants will be able to

- Describe theories of adult participation and use at least one of the participation models to identify areas where a specific learner or group of learners' likelihood of persistence and learning success can be improved with technology or learning support.
- Identify the internal learning process involving the triune brain.
- Identify a number of methods for determining learning styles and modalities, how these factors affect adult students' learning and design a model lesson on any subject that facilitates learning through a variety of styles and/or modalities.
- Identify and discuss innovative methods and emerging technologies to deliver adult education.
- Design lessons using innovative methods and emerging technologies.
- Identify, discuss, and analyze a variety of program planning models.
- Discuss all the aspects an adult educator must consider to plan and execute a quality program.
- Identify program ideas for a variety of learners in a variety of settings.
- Design an instructional plan using one of the innovative methodologies.
- Formulate an evaluation and assessment plan.
- Determine formats, budgets, facilities, schedules, staff needs for an adult program.
- Determine how the program and its results will be reported.
- Evaluate program plans presented by others.

## COURSE CONDUCT

**LDR 9020** is conducted using a Web-based course management system, WebCT (webct.nova.edu). More specific information about WebCT may be obtained through the WebCT Web site. You will also communicate with your instructor and your course colleagues through e-mail. Your assignments and the instructor's feedback will be posted in weekly WebCT folders.

As previously stated, **LDR 9020 Leadership in Adult Education Through Effective Program Planning** is divided into three major study areas: (a) understanding the participant, (b) providing leadership in developing and using innovative methods and emerging technologies, and (c) establishing leadership through effective program planning for adults.

These topics are organized over a 15-week term. You should plan to spend a minimum of five hours per week working online, exploring and examining Internet sites and related materials, engaging in chat sessions, and preparing written assignments. You should also plan to spend a minimum of four hours per week in off-line work. Off-line activities include reading the required texts and materials, doing the necessary background work to prepare for the chat sessions, and conducting the applied research required by the assignments. Written assignment information appears in the Course Requirements section of the study guide. Additionally, the assignments and activities for all sessions will be posted as messages in the course area on WebCT.

The course includes instructor-led chats and colleague (cohort) chats. Your instructor will post the chat days and times for the instructor-led chats. Scheduling the time for the colleague chats is the responsibility of the students. More information about the colleague chats will be provided in the first weeks of the course.

Reading assignments are found in the Course Assignment Outline within this Study Guide. You should strive to complete as much of the readings as soon as possible so that you will be adequately prepared for the course assignments.

As you progress through this course, you are encouraged to apply the concepts and principles that you are learning to everyday practice. Use this learning as an opportunity to apply, informally and immediately, your new learning within your work setting. More formal opportunities may arise as you progress through the program. The value you receive from this course is in direct proportion to your active engagement in reading assignments, writing assignments, and online chat sessions. Make the most of this experience.

## REQUIRED TEXTS

Caffarella, R. & Knowles, M. (2001). *Program planning for adult learners: A practical guide for educators, trainers and staff developers* (2nd ed.). San Francisco, CA: Jossey-Bass. ISBN: 0787952257.

Electronic Textbook: Educational Impact <http://www.educationalimpact.com> to be purchased as a required resource for research in this course. Research for all the assignments should include the use of this Web site.

Horton, W. (2000). *Designing Web-based training*. New York: John Wiley & Sons. ISBN 0-471-35614-X.

Mezirow, J. (Ed.). (2001). *Learning as transformation*. San Francisco: Jossey-Bass. ISBN 0787948454.

Silver, H. et al. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Northbrook, IL: Association for Supervision and Curriculum Development. ISBN 0871203871.

Wlodkowski, R. (1999). *Enhancing adult motivation to learn* (Rev. ed.). San Francisco: Jossey-Bass. ISBN 0-7879-0360-4.

## RECOMMENDED READINGS

Course participants are referred to the extensive bibliography prepared for the Organizational Leadership program. This can be accessed online through the WebCT site. In addition, the instructor may recommend additional readings during the course.

## COURSE REQUIREMENTS

Learning activities for **LDR 9020** consist of readings; lectures and lecture responses; interactive learning experiences (chats); and major written assignments, including a collaborative group project.

**Readings:** The readings are organized according to the three core study areas of this course. The reading assignments are essential for your understanding and development of the following written and presentation assignments: 1) The Participation Theory Paper, 2) The Learning Styles, Modalities and/or Multiple Intelligences Learning Plan, 3) The Group-Developed Program Plan and Presentation, 4) the Synthesis Paper, and 5) lecture responses and interactive chats. It is important that you complete all of the required reading as quickly as

possible. You are expected to integrate the content of reading assignments into all of your work. There will be opportunities for questions and clarification of the concepts presented during each online chat. Reading assignments will be posted in the appropriate WebCT weekly folder.

**Core Area I: Understanding the Participant: Improving Motivation through Understanding Adult Participation Theory and Methods, Learning Styles and the Effects of the Triune Brain.**

Reading Assignments:

Silver, H. et al. (2000). *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Chapters 1 through 6.

Wlodkowski, R. (1999). *Enhancing adult motivation to learn, revised edition*. Chapters 1 through 8.

**Core Area II: Providing Leadership in Adult Education Program Planning through Innovative Methods and Emerging Technologies.**

Reading Assignments:

Horton, W. (2000). *Designing Web-based training*. Chapters 1 through 9.

Mezirow, J. (Ed.). (2001). *Learning as Transformation*. San Francisco: Jossey-Bass. ISBN 0787948454.

**Core Area III: Establishing Leadership through Effective Program Planning for Adults**

Reading Assignments:

Caffarella, R. & Knowles, M. (2001). *Program planning for adult learners: A practical guide for educators, trainers and staff developers (2nd ed.)*. Chapters 1-11.

From time to time additional reading assignments may be posted in the WebCT folder. Be sure to check carefully each week.

**Lectures and Lecture Responses:** Your instructor will post written lectures related to the readings, issues, concepts, and assignments for the course. You will be required to read the lectures and post written responses in the weekly discussion area on WebCT.

**Chats:** You will be required to participate in interactive chats with your instructor/course colleagues and interactive chats with your course colleagues only. The instructor will post the dates and times for the instructor-led chats either at the beginning of the course or in WebCT folders. The chats with your colleagues will be conducted without the instructor, but will be guided by the specific topic or issue provided by the instructor. All chats will be saved as electronic files and posted on WebCT to facilitate future reviews by faculty and students. Chat participation, both quantity and quality, is part of your final course grade. (See Grading Criteria.)

**Written Assignments:** Unless otherwise indicated, written assignments are due by MIDNIGHT Eastern Time on Saturday of the specified week. Assignments should be posted as an e-mail attachment to the appropriate WebCT folder as assigned by the instructor. All assignments must include a title page, **formatted per Organizational Leadership form and style requirements. All assignments must conform to the requirements of the APA (5th edition) publication manual and the Organizational Leadership Form and Style Guide.** All students are advised to keep a copy of all written assignments throughout their doctoral program.

In addition to the written lecture responses, there are four major written assignments in this course:

1. **The Participation Theory Paper and Presentation:** Course participants will select a specific adult education participation theory (e. g., Miller's Force Field Analysis, Cross's Chain of Response, Boshier's Congruence Model, Bowser's Dynamic Model ), and apply it to a particular adult learner or group of learners to test its strengths and weaknesses in explaining participation for the identified learner(s). Then, the participants will suggest motivational strategies that might strengthen the identified learner's (learners') likelihood of participation and success. This assignment is important because when an adult educator is planning a program, these concepts must be incorporated into the curriculum and lesson planning and the marketing of the program.
2. **The Learning Styles, Modalities and Multiple Intelligences Learning Plan:** Course participants will develop or adapt a current lesson plan that incorporates one form of learning styles, at least five learning modalities and/or multiple intelligences. This is important to the adult educator serving as a leader in program planning in ensuring that each participant learns the material.
3. **The Program Planning Applied Research Paper:** Course participants will select an alternative theory of program planning (Knowles; Laird; Boyle; Cookson; Murk and Galbraith; Pennington and Green; Burnheim; Farmer, Buckmaster and LaGrand; Mager and Beach), research the theory and analyze the theory by the following criteria: general description of the program planning elements, role of the adult educator, role of the participant, unique qualities, strengths and weaknesses. The participant should use at least five sources.
4. **The Evaluation of a Web-Based or e-Learning Lesson or Program:** Course participants will evaluate a Web-based or e-learning lesson or program using a given set of criteria. This paper should include both the evaluation and a brief summary of the reasons for the ratings for each criterion. This should include at least three sources.
5. **The Group-Developed Program Plan and Executive Summary:** Course participants will arrange themselves into small study groups. Working as a team, each group will outline a program plan for a particular group of learners in a defined setting that incorporates all of the components of effective program planning (setting, budget, marketing, etc.), proposes an instructional design that uses one of an innovative learning

strategy (e.g., Web-based training, transformational learning, or action learning) and includes a plan for evaluation of the program's success and how that success will be reported to the stakeholders. Each group will present their program plan, through a PowerPoint presentation, proposing the group's plan and convincing the rest of the class, who will act as the plan's stakeholders, to fund their program. In addition, the detailed written plan will be presented to the instructor for a grade. The paper should include five to ten sources.

### **GRADING CRITERIA**

The assignments for LDR 9020 and their corresponding grading points are as follows:

<u>Assignment</u>	<u>Grading Points</u>
<b>1. The Applied Participation and Motivation Model</b>	<b>10</b>
<b>2. The Learning Styles, Modalities and Multiple Intelligences Lesson Plan</b>	<b>10</b>
<b>3. The Program Planning Applied Research Paper</b>	<b>15</b>
<b>4. The Evaluation of Web-Based Training</b>	<b>10</b>
<b>5. The Group-Developed PowerPoint and Presentation</b>	<b>15</b>
<b>6. The Group-Developed Program Plan (Paper)</b>	<b>15</b>
<b>7. Lecture Responses</b>	<b>15</b>
<b>8. Chat Participation</b>	<b><u>10</u></b>
<b>TOTAL</b>	<b>100</b>

Beginning with fall 2004, the grades given in Doctor of Organizational Leadership courses are A, B+, B, and F. Grades C and D may be given on assignments by professors as indicators of quality.

A	=	100-91
B+	=	90-86
B	=	85-80
F	=	79 or less (no credit)

An Incomplete (I) is only granted if the student has completed most of the assignments. An I is negotiated with the professor and is granted at the discretion of the professor. The terms for completing the work are determined by the professor. The time extension must be requested prior to the end of the course and may not exceed one term, or 15 weeks.

A student who has not completed any assignments is not entitled to an (I) grade and will receive an F. Students who receive Fs will be placed on probation and will be expected to repeat the course.

## WRITTEN ASSIGNMENT REQUIREMENTS

### Written Assignment 1

#### THE PARTICIPATION THEORY PAPER AND PRESENTATION

**Learning Strategies:** Each learner will select a specific adult education participation theory (e. g., Miller's Force Field Analysis, Cross's Chain of Response, Boshier's Congruence Model, etc.), explain the theory and apply it to a particular adult learner or group of learners to test its strengths and weaknesses in explaining participation, or lack of participation for the identified learner(s). Then, participants will suggest motivational strategies that might increase the likelihood of participation and success.

**Assignment Parameters:** The paper will be posted in the designated WebCT folder during week 3. Part I: The paper should include (a) an introduction, (b) an explanation of the theory and the group of learners whose participation, or lack of participation, has been analyzed, (c) an analysis of the strengths and weaknesses in explaining the participation, or lack of participation, of the class participant's particular group of learners or an individual learner, and (d) a conclusion suggesting motivational strategies that might increase the likelihood of participation. The paper should be 7 to 10 pages in length. The paper must adhere to Organizational Leadership form and style requirements and the APA (5th edition) manual.

### Written Assignment 2

#### THE LEARNING STYLES, MODALITIES AND MULTIPLE INTELLIGENCES LESSON PLAN

**Learning Strategies:** The learner will design a lesson plan format that integrates a variety of learning styles, learning modalities and/or multiple intelligences.

**Assignment Parameters:** The assignment will be posted in the designated WebCT folder during week 10. The lesson plan format should include (a) an explanation of the specific learning style, learning modality, or multiple intelligence approach, (b) an explanation of the group of learners and any special needs the learners might have and (c) a lesson plan that clearly identifies the learning modalities, learning styles or multiple intelligences addressed through the design of the plan in a column running adjacent to the various parts of the lesson. The lesson plan must address all facets of one way of viewing learning styles (e.g., Myers-Briggs, Kolb), at least five learning modalities (visual text, auditory, etc.), or four of the multiple intelligences. The paper that incorporates the learning plan must adhere to Organizational Leadership form and style requirements and the APA (5th edition) manual and include additional research from at least five sources other than the course texts.

### **Written Assignment 3**

#### **THE PROGRAM PLANNING APPLIED RESEARCH PAPER**

**Learning Strategies:** Learners will select a specific theory of program planning (e. g., Knowles; Laird; Boyle; Cookson; Murk and Galbraith; Pennington and Green; Burnheim; Farmer, Buckmaster and LaGrand; Mager and Beach, etc.) that could be used as a model in their current or desired future employment. Learners will review the literature and research the elements of the model, role of the adult educator, and role of the participant, assessing the need for learning, and analyze the strengths and weaknesses of the model as contrasted with the Cafarella model.

**Assignment Parameters:** The paper will be posted in the designated WebCT folder during week 7. The paper should include (a) an introduction, (b) discussion of each of the factors described above, (c) discussion of how this model could be applied in the student's particular setting, (d) an annotated listing of professional resources associated with the practice area, and (e) conclusion. The paper should be 10 to 15 pages in length and incorporate a minimum of 10 references. The paper must adhere to Organizational Leadership form and style requirements and the APA (5th edition) manual.

### **Written Assignment 4**

#### **E-EVALUATION OF A WEB-BASED COURSE**

**Learning Strategies:** The learner will select a Web-based course that could be used in the student's organization and evaluate it using the e-evaluation tool provided or another select another tool that the student finds more useful. The learner will post the assignment and react to the assignments of the other students.

**Assignment Parameters:** The assignment will be posted in the designated WebCT folder during week 10. The student will use the criteria of the evaluation tool selected to analyze the strengths and weaknesses of the eLearning program. The paper should be 3 to 5 pages long.

### **Written Assignment 5/6**

#### **THE GROUP-DEVELOPED PROGRAM PLAN AND PRESENTATION**

**Learning Strategies:** Course participants will arrange themselves into small study groups. Working as a team, each group will outline a program plan for a particular group of learners in a defined setting that incorporates all of the components of effective program planning, proposes an instructional design that uses one of the innovative learning strategies (e.g., Web-based training, transformational learning, or action learning) and includes a plan for evaluation and reporting. Each group will present their program plan, summarizing the group's plan and convincing the rest of the class, who will act as the plan's stakeholders, to fund their program. In addition, the detailed written plan will be presented to the instructor for a grade.

**Assignment Parameters:** The assignments will be posted in the designated WebCT folders during week 13. Part I: The group will present the proposal for their program plan to the rest of the class who will act as stakeholders and decide whether or not to fund the program. Part II: Each member will submit a copy of the final program plan that incorporates all elements of a program plan (i.e., marketing, setting, objectives, instructional plan that uses one of the innovative methods or emerging technologies, methods for evaluation and reporting results, etc.). The final plan should be 12 to 15 pages in length. The paper must adhere to Organizational Leadership form and style requirements and the APA (5th edition) manual.

The next section of this study guide contains a weekly assignment outline. Please note the weekly deadlines for completing the reading assignments and posting the written assignments. Your instructor will provide further direction regarding specific assignment deadlines and chat days and times.

## COURSE ASSIGNMENT OUTLINE

### WEEK ONE

- Review WebCT tutorial
- Post current personal/professional profile into PROFILE folder
- Review the profiles of your classmates and find at least one thing (other than the general concept of being an adult educator) you have in common with each of them.
- Carefully review LDR 9020 study guide and become familiar with course requirements
- Carefully reread the Organizational Leadership Form and Style Guide
- Carefully review format and style requirements as noted in APA (5th ed.) publication manual
- Read and respond to Lecture 1 (Topics: Collaboration; Participation Models—Selected Theories)
- Read *Enhancing Adult Motivation to Learn*, chapters 4-5; *Planning Programs for Adult Learners*, chapter 1; *Designing Web-Based Training*, chapter 8.
- Begin Assignment 1: **See specific description listed in previous section.** Select a participation model; describe it in detail, then use it to identify the likelihood that a particular learner or group of learners will participate and areas of learner weakness; and suggest learning support and motivation to increase the probability the learner will succeed.

### WEEK TWO

- Read and respond to Lecture 2 (topics: motivation and its implications for instruction)
- Read *Enhancing Adult Motivation to Learn*, chapters 1-3; *Designing Web-Based Training*, chapter 10.
- Participate in an instructor-led chat one

### WEEK THREE

- Post Written Assignment 1: Participation Assignment
- Read and respond to each other's assignment 1.
- Read and respond to Lecture 3 (topics: triune brain theory, multiple intelligences and applying cognitive learning theory to adult education)
- Read *Enhancing Adult Motivation to Learn*, chapters 6-8; *So Each May Learn*, chapter 1.
- Begin cohort chats in assigned chat room.
- Begin written Assignment 2: Lesson plan format.

## WEEK FOUR

- Read and respond to Lecture 4 (topic: learning style theories and learning modalities)
- Read *So Each May Learn*, chapters 2 through 6
- Begin work on written assignment 3: Research two program planning models, other than the one presented in the class text, compare and contrast them in a 10 to 15-page paper that summarizes their components and identifies potential audiences for which each would be best suited. **See detailed description in previous section.**

## WEEK FIVE

- Post written assignment 2: **THE LEARNING STYLES, MODALITIES AND MULTIPLE INTELLIGENCES LESSON PLAN.**
- Read and respond to each other's assignment 2.
- Read and respond to Lecture 5 (Topic: establishing a basis for program planning; identifying program ideas; needs assessments)
- Reading assignment: *Planning Programs for Adult Learners*, chapters 2 through 8.
- Begin Group Assignment: Prepare an Executive Summary of each group member's program plan and present them to the class who will role play the stakeholders who will decide to fund or not to fund the program.

## WEEK SIX

- Read *Learning as Transformation*, chapters 1-5; *Planning Programs for Adult Learners*, chapter 12.
- Participate in colleague (cohort): Planning the group presentation.
- Prepare questions to ask each other about transformational learning; be prepared to present any programs you have participated in or planned that used transformational learning.

## WEEK SEVEN

- Post Assignment 3: Program Planning Models
- Read and respond to posted program planning models.
- Participate in instructor-led chat four on determining program objectives, formats, schedules and staff needs
- Read *Planning Programs for Adult Learners*, Chapter 3 through 5

## WEEK EIGHT

- Read and respond to Lecture 6 (topics: designing instructional plans; transformative learning in practice)
- Reading Assignment: *Learning as Transformation*, chapters 6-10.
- Be prepared to discuss how Web-based training is being used in your organization or how it could be used.
- Select a Web-based training program or lesson to use in Written Assignment 4.

**WEEK NINE**

- Read and respond to Lecture 7 (Topic: What e-learning is; how to evaluate Web-based programs)
- Read *Designing Web-Based Training*, chapters 1-4.
- Prepare questions to ask each other on next week's topic: transformational learning.
- Begin work on Written Assignment 5: Using the provided e-evaluation tool or another that you find useful, evaluate a Web-based lesson or program.

**WEEK TEN**

- Post Written Assignment 4: E-Evaluation of a Web-Based Course.
- Continue colleague chats: Plan

**WEEK ELEVEN**

- Read and respond to Lecture 8 (Designing, Implementing and Delivering Web-Based Training)
- Read *Designing Web-Based Training*, chapters 5-7, 9

**WEEK TWELVE**

- Continue colleague chats; finalize plans.
- Continue working on program plan.

**WEEK THIRTEEN**

- Read and respond to lecture 9 (Topics: essential elements of action learning and its applications)

**WEEK FOURTEEN**

- Read and respond to lecture 10 (Formulating Evaluation and Assessment Plans)
- Read: *Planning Programs for Adult Learners*, Chapter 11;
- Post Written Assignment 5; group assignment; e-mail PowerPoint to all classmates and instructor.
- Complete Written Assignment 6 for posting next week: Finalize synthesis paper

**WEEK FIFTEEN**

- Presentation of each Group's Program Plan.
- Read and respond to Final Lecture (topic: communicating the success and value of the program)
- Read *Planning Programs for Adult Learners*, Chapter 14; *Designing Web-Based Training*, Chapter 13.
- Participants provide feedback to their classmates' programs: Would you fund this program? What are its strengths? How could it be improved?