It is impossible to teach without the courage to love, without the courage to try a thousand times before giving in. In short, it is impossible to teach without a forged, invented, and well-thought-out capacity to love.

Paulo Freire, Teachers as Cultural Workers (1998)

The classroom is one of the most dynamic work settings precisely because we are given such a short amount of time to do so much. To perform with excellence and grace teachers must be totally present in the moment, totally concentrated and focused.

bell hooks, Teaching Community (2003)

Course Description:

In this graduate seminar students will learn the philosophical underpinnings, theoretical approaches, and practical applications of one the most significant aspects of being a health educator: providing trainings and educational interventions. A significant amount of time will be devoted to: the study of critical pedagogy and its applications as well as, developing training and educational frameworks; assessing learners’ needs; developing objectives for trainings and educational interventions; implementing trainings and educational programs; and developing evaluation instruments to ascertain the effectiveness of health education trainings and educational interventions. In essence, the course will explore the principles behind and skills of planning educational programs for adults in community settings. We will put concepts to work, and see how they operate on a practical level. The class is designed to present students with various approaches to health education training, with a special emphasis on race, privilege and power. Students will be exposed to a wide variety of readings covering everything from traditional learning theories to critical pedagogy and popular education. Additionally, the class will include: lectures, class discussions, activities, group projects (conceptualizing, developing and carrying out health education trainings), guest speakers, and homework assignments.

Educational Objectives: By the end of the semester, students will be able to:

1. Identify cross-cultural applications of various philosophies of education;

2. Conduct an educational needs assessment to design educational programs for a variety of health professionals (e.g., for teachers, volunteers, and other interested personnel) or for a target population in a variety of settings;

3. Assess individual learning styles while taking into account the broader learning environment;

4. Critically analyze the pros and cons of various educational technologies and be able to select appropriate media for health trainings while fully taking into account the needs and
learning styles of diverse populations;

5. Consult with those requesting assistance (i.e., health education training) and work with these individuals while also utilizing a professional network to create an optimal training;

6. Evaluate the effectiveness of health education trainings / educational interventions and identify factors that complicate the planning and delivery of educational programs.

7. Formulate educational objectives that identify the intended knowledge, attitude and/or skill outcomes of an educational program, the conditions under which they occur, and the criteria by which they will be measured;

8. Use feedback gathered from evaluation instruments to make necessary changes in current and future educational programs;

9. Provide peers/colleagues with verbal and written feedback about their educational plans and incorporate peer reviewer feedback into your team’s plan.

10. Work effectively in an educational team in the planning, implementing, and evaluating an educational intervention;

Texts:


Course Reader available from Copy Edge.

Course Requirements and Grading
Attendance, participation and completion of homework assignments are key elements of success in this class (20% of the grade). One excused absence per semester – unexcused absences will negatively impact your grade. It is vital that students come prepared to discuss assigned readings and participate in a range of experiential exercises. Please do not come late.
Two tardies = one absence. No incompletes.

1. 3-4 page paper on the Essential Qualities of a Health Educator – based upon readings in adult learning theory, popular education and critical pedagogy, (20%) Students will explain their views reflecting upon their experiences either receiving and/or providing adult learning experiences and discuss implications of the strategies employed.

2. Top Ten “Best Works” (20%) Produce an annotated bibliography of the top ten most influential texts (books, articles, films, poetry, etc.) to your growth as an intellectual. Include a 1-page reflection of the potential contribution three of these works have to the field of public health, health education and/or adult education.
3. **Educational Plan, Intervention, and Evaluation (30%)** In doing this assignment, students will demonstrate how well they have mastered designing, implementing, and evaluating an educational intervention. Each student will work as a member of a team of no more than three class members. All team members are responsible for each aspect of the educational plan (needs assessment, instructional design, and evaluation). When it is time to simulate the educational intervention in front of the class, each team member **MUST** participate in the intervention.

   A. **Drafts of Educational Plan.** Each team will be required to submit a draft of each section of the educational plan and be responsible for providing feedback on each team's drafts.

   B. **Educational Intervention.** Each team will conduct an educational intervention for our seminar. Classmates will role play the designated target group. Evaluations of teaching and learning will be a part of this one hour process.

   C. **Educational Plan.** The week following the educational intervention, training teams are required to submit an educational plan with the following format:

   I. **Introductory Materials**
   (cover page, table of contents, and introduction to the plan)

   II. **Needs Assessment**
   (need for the intervention & educational assessment)

   III. **Instructional Design**
   (instructional objectives and instructional plan)

   IV. **Evaluation**
   (evaluation design, results, conclusions and recommendations)

   V. **References**

   VI. **Appendices**
   (technical materials on educational content, needs assessment instruments, needs assessment findings, instructional materials [e.g., handouts, lecture notes, discussion questions, videos, visual aids, etc.], evaluation instruments, and evaluation findings.

4. **Team Debriefing, Reflection Process Paper (10%)** After each team completes the educational intervention, students will meet to discuss the process, including the evaluation. The focus of this meeting is about what went particularly well and how the intervention could be improved. A **Reflection Process Paper** will then be completed by **each student** – from each team member’s perspective. In this 3-4 double-spaced paper students will discuss their reaction to the team's entire educational intervention process
from the beginning planning phases, through implementation and evaluation.

**Class Schedule, Assignments and Readings**

*Education is at its best – this profound human transaction called teaching and learning – is not just about getting information or getting a job. Education is about healing and wholeness. It is about empowerment, liberation, transcendence, about renewing the vitality of life.*


**Introduction: We Make The Path by Walking**

Feb 02: Course overview, classroom philosophy and expectations;
- What are key differences between education and training?

**Preparing Teams for Educational Intervention**

Feb. 09: *Welcome Back: The Accelerated ESL Curriculum – case based learning*

*Guest Speakers:* Jose Ramon Fernandez Peña & Helena Simas
R. Caffarella (2002) *Planning Programs for Adult Learners*, The Program Planning Enterprise (Chapter 1); An Interactive Model for Program Planning (Chapter 2); and Using an Interactive Model of Program Planning (Chapter 3).


**Critical Pedagogy, Popular Education and Adult Learning Theory**


*Guest Speaker:* John Elia


Mar. 09: **DRAFT OF TEAMS’ NEEDS ASSESSMENT PLANS & INSTRUMENTS DUE**

This week’s readings span over three decades of the life and work of Paulo Freire. All students are required to read Antonia Darder’s piece – each student is responsible to lead the discussion of at least one other reading.

P. Freire (1998) *Pedagogy of Freedom*, Chapter 4, Teaching is a Human Act
Developing Multicultural Educational Program Objectives

Mar. 16: R. Caffarella (2002) Planning Programs for Adult Learners, Developing Educational & Program Objectives (Chapter 8) and Designing Instructional Plans (Chapter 9).


Mar. 23: Spring Break – No Class

Mar. 30: DRAFT OF INSTRUCTIONAL OBJECTIVES AND PLAN ARE DUE


Apr. 06: Essential Qualities of a Health Educator - PAPER DUE TODAY


Evaluation Methods and Frameworks


Apr. 20: DRAFT OF TEAMS’ EVALUATION DESIGN & INSTRUMENTS DUE

Guest Speaker: Victoria Breckwich Vasquez, DrPH candidate at UC Berkeley

"Successes, Challenges and Lessons Learned from Three Youth-Involved CBPR Partnerships that Impact Local, State and Federal Policy."

Educational Interventions – Team Teaching

Apr. 27: Public Speaking & the Art of Influence

Educational Intervention - One or Two team(s)

May 04: Educational Intervention - Two Teams

May 11: Educational Intervention - Two Teams

May 18: Educational Intervention - Two Teams

REFLECTION PAPERS DUE – except for the teams that teach this evening

Celebration

May 25: Big End of Semester Bash -- Held at a restaurant of our mutual liking or potluck at Vivian’s house in Berkeley.
Dear Class,

In the spirit of *starting where the people are*, I would like you to think about the following questions and answer them as honestly as possible, remember — this is NOT a test 😊

1. What are you most looking forward to get out of this class? And what do you hope to contribute to the class?

2. What’s the MAIN difference between Training & Education?

3. What topic *would you LOVE* your classmates to do a training on?
   List your top three choices:
   I
   II
   III

4. What kinds of topics *do you* want to do a training on? With what Community?
   List your top three choices:
   I
   II
   III

5. Words of wisdom & Special Needs to consider when forming teams, including your preferred date for the training.