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Graduate School of Education

Learning and Teaching
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Rutgers, The State University of New Jersey
Learning and Teaching for Adults in Global Contexts
3 Credits
15:233:544

Instructor: Regina M. Riccioni, EdD MPH CHES	Email:Regina.Riccioni@yahoo.com
Phone Number: 908 303 6014	Website:
Office Hours: by appointment	Prerequisites or other limitations: None
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid **X Online** ___ Other	Permission required: **X No** __Yes Directions about where to get permission numbers: from the instructor

Learning goals

1. Appreciate initiatives in adult education globally.
2. Know how culture, diversity and context influence learning and teaching within adult education.
3. Understand how to work with different cultures and what the implications are for learning and teaching.
4. Develop awareness regarding diversity and how diversity influences learning and teaching.
5. Develop awareness regarding stereotypes and how they influence understanding diversity and learning and teaching in global contexts.
6. Apply adult learning theories and understandings of diversity to create learning opportunities in global contexts.

Course catalog description

Learning and Teaching for Adults in Global Contexts (course #) has the overall goal of helping students learn about culture, diversity and context and how they influence learning and teaching in adult education. This class begins with an introduction to the concepts of globalization and culture in adult education. The class then moves on to readings and discussions about global initiatives in the field of adult education. Lastly, adult education contexts including the workplace, the classroom, and online learning will be discussed as they are influenced by globalization.

Required Books:

*   Global Report on Adult Learning and Education (2010) UNESCO
    http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/pdf/GRALE/grale_en.pdf

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- Other related materials and readings will be posted on the class website and/or on reserve at the University Library http://www.libraries.rutgers.edu/course_reserves

Grading and Activities:

Grade Scale:

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

Assignment Type	Points per Submission	Percentage of Final Grade
Participation (Student Introduction [1]; Discussions [10]; VoiceThread [4])	Student Introduction, Discussions, VoiceThread initial post + comments: 40 -- VoiceThread inital post or comments only: 20	20%
Short Written Assignment: Communication and Culture Paper	100	20%
Training Program		
Milestone 1: Channels of Communication	25	5%
MIlestone 2: Sterotypes	25	5%
MIlestone 3: Scenario and Overview of Group Biographies	25	5%
Milestone 4: Clearing the Hurdles and Preparing for the Meeting	25	5%
Training Program Presentation	100	10%
Training Program Paper	100	30%
Total:		**100%**

Class participation: You are expected to complete all reading assignments, fully and professionally participate in the online discussions, and submit written assignments on or before the due date.

Reading assignments: Additional readings are assigned with full citation and are available in full text from the Rutgers University Library. The site requires log-on authentication with your RUNet ID and password. You are expected to read all of the assigned readings.

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1. Online discussions: You must participate fully in the weekly discussion activities. The rubric below 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.

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 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/ Grammar (4 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.

Written assignments: submit assignments via the LMS portal. Papers should be double spaced, Times New Roman 12 font, and in proper APA format.

2 and 3 Communication and culture –Papers

This class is made up of a diverse group of individuals with diverse professional, academic and personal experiences. Achieving communication competence in a diverse society is necessary for success. This assignment will give you the opportunity to learn about communication and culture and get to know the individuals in your group. The purpose of these assignment is to explore and understand the ways in which culture influences the way we communicate and form relationships with others.

Assignment 1 - Identify your culture and the cultures that have impacted your development. How are some of the communication topics listed below traditionally presented in the culture(s) you identify with? To answer this question, you must engage in research that includes academic and non-academic sources.

- Language and verbal communication
- Nonverbal communication
- Gender roles
- Family communication
- The expression of emotions
- Conflict management
- Friendship communication

You will not be able to include all these topics in your paper – you may also identify different topics. You should include at least two topics, but no more than five topics. Please submit a 3 – 5 page paper.

Assignment 2 – Please share your paper with your group. Each person in the class will have their paper plus 2 or 3 of their classmates' papers (depending upon the size of the class). With your group of papers, please compare/contrast what you have read and reflect on some commonalities and differences and how what you have learned through developing your paper and reading your classmates' papers might shape your perspective as an educator. Please include what you have learned in other classes about adult learning theories. Please submit a 3 - 5 page paper that addresses these topics.

3. Group Project

The major project for this class requires you to work in groups to identify a scenario that will require a training/education program that takes into account culture/race/ethnicity/religion/gender and then create a culturally appropriate program to prepare your group to achieve success with the project.

For example: You as a diverse group of individuals have been assigned to work together on a project. Detail the project, individuals assigned to the project, potential issues based upon the individual bios, identify a few major training needs based upon the group, and then create the training program.

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Or, maybe you are a diverse group of volunteers who need to get prepared for an international assignment. Detail the assignment, the group of volunteers, potential issues based upon the location of the assignment and your team, identify a few major training needs based upon the group and the location of the assignment, then create the training program.

Preliminarily you might identify issues that are more associated with stereotypes, but the project should evolve to move away from stereotypes and include differences that actually exist across the cultures/religions/ethnicities/races that must be understood so that work can get done. This training program does not need to include assessment; is should be about identifying the needs of your group to accomplish your task, identifying culturally appropriate content/exercises to train your group, and justifying your choices.

The assignment is broken into deliverables which you will complete over the course of the semester.

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 on the ODS web site at:
https://ods.rutgers.edu/students/registration-form

Academic integrity: Make sure that you provide proper citations for all materials that you use in your lesson and unit plans.

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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.

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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).

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Weekly Topics

	Week	Student Assignments	Discussion Questions	Assignments
1	Introduction to course and introduction to adult education in global and diverse contexts	Please introduce yourself to the class and include any experience you have learning/working internationally or with international classmates/colleagues. Complete the group assignment activity		Discussion Post Activity for group assignment
2	Cultural Competency – what is it? Why is it important in Adult Education? Vocabulary associated with cultural competency.	*Cultural Issues in Adult Education*, Poirier and Wooldridge (2009) https://www.aacu.org/value/rubrics/intercultural-knowledge		VT
3	Positioning adult education in a global context	*Contemporary Issues in AE* pp. 107 – 137 *The impact of globalization on adult education and training*, Walters (Ed) Globalization of Education – Joel Spring – Chapter 1	How could adult education tackle some contemporary issues facing the world, such as terrorism, human rights, immigration? Identify a contemporary issue, include one or two relevant news articles about the issue, then discuss how AE might address issues of participation, equity, empowerment, and global citizenship.	Discussion Post Post your group name

4	Stereotypes			Each group must read one article (either from the ones I have provided or one that you have identified) and provide a summary of the article and how the findings or focus of the article can help people work across differences. Post to group site - stereotypes
5	Culture	3 YouTube videos https://search.yahoo.com/search;_ylt=AwrBT7qqq5pWgRkAtpBXNyoA;_ylc=X1MDMjc2NjY3OQRfcgMyBGZyA3lmcC10LTY5NARncHJpZANhWUFKX2ZoZFNIV2RHYmZJYkVNOGZBBG5fcnNdAMwBG5fc3VnZwM1BG9yaWdpbgNzZWFyY2gueWFob28uY29tBHBvcwMwBHBxc3RyAwRwcXN0cmwDBHFzdHJsAzM2BHF1ZXJ5A3lvdSB0dWJlIGludGVyY3VsHVyYWwgY29tbXVuaWNhdGlvbgR0X3N0bXADMTQ1MzA0NTQzNw--?p=you+tube+intercultural+communication&fr2=sb-top-search&fr=yfp-t-694&type=fpbucket_694 The videos below are a student project – they are a little slow but the students do a really			Think about behaviors that you might observe and/or experience when meeting, socializing, or working with others – such as timeliness, shaking hands, exchanging gifts. How might you react to or interpret these behaviors? What might these behaviors mean to someone from a culture other than your own?

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		good job of showing cultural differences and communication. https://www.youtube.com/watch?v=SYbynThuONs https://www.youtube.com/watch?v=glywa5MxbE4 Buffalo State training: http://faculty.buffalostate.edu/smithrd/UAE%20Communication/Unit5.pdf		
6	Setting the stage for your project			Group Cultural Communication Paper Due This week you should spend some significant time meeting with your group to create the background scenario for your project as well as the brief bios of your group and the individuals you will be working with. You will also want to have a list of references to support your training project and assumptions about your group needs.
7	Global Education and Development Policy	Global Report Chapters 1 - 3	By this point in this master's program you have been exposed to a number of readings and expert opinions about adult education. One common theme	Discussion

			in much of the literature is about marginalization of AE. What in the first three chapters of this book points to this as a global issue for AE? What are some promising policies or initiatives that are working to remedy marginalization of AE?	
8	Global Participation, Quality and Financing Adult Education	Global Report Chapters 4 - 6		Discussion
9	Online Learning	*Learning Style, Culture and Delivery Mode in Online Distance Education,* Speece *Does the internet constitute a global community*, Burbules http://faculty.education.illinois.edu/burbules/papers/community.html		Discussion
10	Project Work Week			Meet with instructor
11	Diversity and Culture in the AE Classroom	*Doing culture, doing race: everyday discourses of 'culture' and 'cultural difference' in the English as a second language classroom*, Lee		Discussion

		Citizenship and race in second-language education, Fleming *Sailing Against the Wind: Voices of Kenyan Adult Women in U.S. Postsecondary Education and Sociocultural Contexts*, Gatua		
12	Global HRD and Workplace Learning	*Developing global leaders*, Caligiuri *Developing responsible global leaders through corporate-sponsored international volunteerism programs* Paula Caligiuri, Christian Thoroughgood *The impact of national culture on informal learning in the workplace*, Kim and McLean *Globalization of Human Resource Management: A Cross Cultural Perspective for the Public Sector*, Kim		Discussion
13	Training Program Due			Training program due – including a VT PPT presentation of the program

14	Read/listen to presentations			Post comments/answer questions regarding training program
15	What have we learned? Reflect on your experience in this class and what value the class has added to your understanding of adult education in global and diverse contexts			Discussion Post