

Introduction to Adult and Continuing Education
Course Number: 15:233:542
3 Credits

Instructor: Regina M. Riccioni, EdD MBA MPH CHES®	Email: regina.riccioni@gse.rutgers.edu
Phone Number: please use email	Website: none
Office Hours: by appointment	Prerequisites or other limitations: None
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: from the instructor

Learning goals

- Know the historical, philosophical, theoretical, and social roots of the field of adult education
- Be able to distinguish different philosophical perspectives of adult education and demonstrate practical applications of Adult Education theories
- Develop a clear, articulated philosophy of adult education practice
- Be aware of various agencies, program areas, and problems of adult education in the United States
- Recognize the major issues affecting the professional practice of adult and continuing education in the United States

Course catalog description

Introduction to Adult and Continuing Education (course # 15:233:542) provides an introduction to the field of adult and continuing education as a diverse and evolving field of study. This course provides the foundational philosophical, historical, and practical underpinnings of adult education practice. We will examine the nature and scope of the field of adult education through an exploration of the social contexts of adult and continuing education, including analyses related to race, class, and gender. You will become familiar with key theories of adult education, various types of providers and programs, important historical figures and movements in the field, and key issues and tensions that prevail among researchers and practitioners

Required Books:

Ross-Gordon, J. M., Rose, A. D., & Kasworm, C. E. (2016). *Foundations of Adult and Continuing Education*. John Wiley & Sons.

- Other related materials and readings as assigned.

Grading and Activities

Grade Scale:

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

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

Reading assignments: The text for this class is *Foundations of Adult and Continuing Education*. Additional readings are assigned and will be available for download. You are expected to read all of the assigned readings.

- 1. Online discussions (20% of our overall grade):** You must participate fully in the discussion posts. The rubric below details how discussion posts will be graded. You must respond to at least 2 of your classmates' posts. 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.

Criteria (maximum point value)	Below Expectations	Average	Above Average	Superior
Content Quality of Initial Post (60 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 (20 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 (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.

Written assignments: Most written assignments are due on Sundays by midnight, see the course calendar for specific dates. Papers should be double spaced, Times New Roman 12 font, and in proper [APA format](#).

2. Personal Philosophy of Adult Education (15% of your overall grade)

You will find the Philosophy of Adult Education Inventory at the following web page:

<http://ctl810.wikispaces.com/file/view/paei.tex.pdf>

- Complete the inventory and score your responses
- Read the article *Identifying Your Education Philosophy: Development of the Philosophies held by Instructors of Life-long Learning* by Gary Conti. <http://files.eric.ed.gov/fulltext/EJ891062.pdf>
- Write a brief reflection (3 - 5 pages) on the process of completing and scoring the inventory then conclude with a concise overview of the article (Conti, 2007) and how it contributed to your overall understanding of your philosophy of adult education. This paper is an expansion of the post you will complete for Week 4.

3. Interview adult education providers and/or learners (20% of your overall grade)

As a way to concretely understand issues in adult and continuing education, you will interview two individuals – adult instructors/educators or adult learners – any combination, just interview at least 2 so that you have material for comparison and understanding. Your interviews should focus on key issues and curiosities about the field which you will identify based on course readings and discussions (for example, program policies and procedures, retention, diversity, distance education). You should seek out individuals who are working and participating in adult education settings that are not already familiar to you. Please be creative and assertive in identifying and recruiting individuals for this assignment (3 – 5 pages). You do not need to include the questions with a transcript of your interviews. I am more interested in what you learned from talking with individuals engaged in adult education.

4. Historical figure/Movement (20% of your overall grade)

As an introduction, this course cannot provide the depth and breadth of the entire field of adult and continuing education. One component of the study of this field that is missing is an introduction to important adult education figures and the histories of important adult education movements. You will each (or feel free to work in pairs, just let me know) provide an overview of an individual/movement. **Please let me know the topic of your presentation so that we don't have duplicate presentations.** Be sure to answer the following in your presentation:

- What contributions did this individual/movement make to the theory and practice of adult education?
- How did they influence the lives of individuals and groups?
- Please include a picture of the educator/something representative of the movement.

Suggested Topics:

Jane Addams

George Washington Carver

Septima Clark

W.E.B Du Bois

Paulo Freire

Marcus Garvey

Jurgen Habermas

Myles Horton

Cyril Houle

Malcolm Knowles

Eduard Lindeman

Karl Marx

Jack Mezirow

Carl Rogers

Cora Wilson Stewart

Booker T. Washington

Antiogonish Movement

Chautauqua

Cooperative Extension System

Lyceum

Military Education

Moonlight Schools

National Professional

Organizations

Settlement Houses

University Extension

Workers Education Associations

YMCA

You are permitted to explore other subjects for this project (please email the instructor for approval).

Prepare a 2 - 3 minute narrated presentation so that the class has an opportunity to learn from your presentation. Please comment/ask questions of your classmates regarding their presentations.

5. Final Paper (25% of your overall grade)

Look across the final products of all assignments and write a reflection on what you have learned this semester about adult education. How does this knowledge contribute to your current or future thinking and development as an adult educator? What implications does it have for your practice? Where do you stand with regard to some of the central issues and challenges in the field? (5 – 7 pages)

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).

You are expected to actively participate in this course. This means completing all readings, activities, and course assignments on time. If you find you are unable to do this, please discuss this with me as soon as possible. Because there are many short assignments, failure to complete one assignment on time may put you in jeopardy of falling behind all semester. Please make every effort to stay on schedule.

Plagiarism is a violation of academic integrity and will not be tolerated in this or any other class at Rutgers University. For more information on policies regarding academic integrity, visit <http://teachx.rutgers.edu/integrity/policy.html>

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Academic integrity: Make sure that you provide proper APA citations for all materials that you use in your lesson and unit plans. Please see <https://owl.english.purdue.edu/owl/> if you have any questions about proper APA format.

Weekly Topics

	Week	Reading Assignments	Discussion Questions	Written Assignments
1	Introduction to course and introduction to AE as a field of practice	Watch instructor introduction video - course overview/setting expectations - post introduction to discussion board	Post introduction - include how you see yourself fitting into the field of adult and continuing education. What are your initial thoughts about the different avenues of adult education?	
2	Defining Adult Education / History of Adult Education	1. Ross-Gordon, Rose, & Kasworm, (2016). Chapters 1 and 2	What value does understanding the history of adult education have for you in your own learning and teaching within the field?	

3	Adult Education in Contemporary Society	1. Ross-Gordon, Rose, & Kasworm, (2016). Chapter 4.	What stands out as important changes in the field of adult education over time?	
4	Philosophical Foundations of Adult Education - Overview	1. Ross-Gordon, Rose, & Kasworm, (2016). Chapter 5. 2. Zinn, L.M. (1990) http://ctl810.wikispaces.com/file/view/paei.tex.pdf 3. Conti, G. J. (2007). Identifying Your Educational Philosophy: Development of the Philosophies Held by Instructors of Lifelong-Learners (PHIL). <i>Journal of adult education</i> , 36(1), 19-35.	Take Zinn’s test of philosophical orientation and share your results with the class. What are the implications for your learning and teaching as you understand your philosophy? How might this information be of use to you as an educator or trainer of adults? With what parts do you agree and with what parts do you disagree?	Philosophy of AE written assignment due Sunday by midnight
5	Philosophical Foundations of Adult Education - Humanistic	1. Sage, S.M., Adcock, S.S., & Dixon, A.L. (2012) 2. Galbraith, M. W. (2000). Philosophy and the instructional process. <i>Adult Learning</i> , 11(2), 11-13.	How does philosophy shape practice?	
6	Philosophical Foundations of Adult Education - Liberal	1. McLean, S. (2012)	McLean makes several statements about the Living Room Learning program as it relates to adult education and liberal education – please discuss your thoughts or reaction to his analysis and statements.	
7	Philosophical Foundations of Adult Education - Vocational Education	1. Bragg, D.D., Bremer, C.D., Castellano, M., Kirby, C., Mavis, A., Schaad, D., & Sunderman, J. (2007)	The community college plays a major role in vocational education – please discuss any experiences you have with these programs or reactions to the authors’ statement that community colleges provide an opportunity for “second chance learners” with regard to vocational education.	Interview Paper due Sunday by midnight

8	Philosophical Foundations of Adult Education - Liberatory	https://www.youtube.com/watch?v=ft2aojQDn4k	A very basic definition of liberatory education is: connecting knowledge to power and the ability to engage in constructive action. Describe your reaction to the video as an example of liberatory education.	
9	Contexts for Adult Education - Adult Basic Education, Literacy Education, and English as a Second Language Education	1. Ross-Gordon, Rose, & Kasworm, (2016). Chapters 6 and 10 2. Geller, (2003)	What are some of the local providers of adult basic education, literacy education, and English as a second language in your community? Can you identify or imagine some of the barriers to these services faced by the people for whom they are intended? What are some of the successes?	
10	Contexts for Adult Education - Workplace Education and Continuing Professional Education	1. Boud, D. & Hager, P. (2012)	What are the main benefits of workplace education programs? Detail a workplace adult education program you participated in -what were the learning goals and how was the program administered?	Historical figure/ Movement presentation due by midnight Sunday
11	Contexts for Adult Education - Informal and Community Education	1. Ross-Gordon, Rose, & Kasworm, (2016). Chapter 11 2. Grenier, R. (2010).	The article by Grenier focuses on enhancing a library education program. Write about another venue/learning opportunity where this approach to engaging adult learners could have a similar positive effect.	Comments/ questions to classmates regarding presentation due by midnight Sunday
12	Facilitation and Design of Learning	1. Ross-Gordon, Rose, & Kasworm, (2016). Chapter 7 2. Silberman, Chapters 1, 2, and 7	Think of a learning opportunity you participated in or facilitated – what were the objectives? How were they met? How did design and facilitation play a role in meeting the objectives?	

13	Distance Education	<p>1. Ross-Gordon, Rose, & Kasworm, (2016). Chapter 9.</p> <p>2. Milheim, K.L. (2011)</p> <p>3. https://obamawhitehouse.archives.gov/sites/default/files/wh_digital_divide_issue_brief.pdf (Links to an external site.)</p>	<p>The White House report concluded the digital divide is still very much present in the U.S. The report found that 91% of Americans had access to high-speed Internet service of at least 10 Mbps downstream, only 71% of Americans actually subscribed to broadband at home — an adoption rate lower than other nations with a similar GDP. That adoption rate was even lower among African-Americans and Hispanics. The report cited cost and skill level as major reasons so many Americans forgo broadband access at home. Discuss access to internet as it applies to adult and continuing education.</p>	
14	The profession of adult and continuing education	<p>1. Ross-Gordon, Rose, & Kasworm, (2016). Chapter 3</p>	<p>Ross-Gordon, Jovita, Rose and Kasworm (2016) argue that "As adult educators carry out their roles in the second decade of the twenty-first century, many issues not encountered by the adult educators referenced by Houle (1956) and Douglass and Moss (1969), or others carried over from the mid-twentieth century, are some of the issues that you think you will face in your practice as an adult educator?"</p>	
15	Issues in the field - applying what we learned	<p>1. Ross-Gordon, Rose, & Kasworm, (2016). Chapter 12</p>	<p>Identify a contemporary issue of access that you have experienced or witnessed or know about and discuss how access influences how adults in adult education in your particular case are affected by access and make some realistic suggestions for improvement.</p>	Final Reflection Paper due