

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

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Phone Number: (848) 932-0778	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"/> <b>Online</b> <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> Yes

**Learning goals**

As a result of successfully completing this course, students will:

- 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 Text:**

- Ross-Gordon, J. M., Rose, A. D., & Kasworm, C. E. (2017). *Foundations of Adult and Continuing Education*. John Wiley & Sons. This text can be ordered from any online book seller.
- Other related materials and readings as assigned (available in Canvas course site).

## **Course Policies**

### *Class participation:*

You are expected to complete all reading assignments, watch all lectures and other assigned sources, fully and professionally participate in the online discussions detailed below and submit written assignments on or before the due date. In this course the emphasis is on self-directed participation. If you find you are unable to meet any deadline, 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.

### *Grading Scale*

Grading Scale	
93–100	A
88–92	B+
83–87	B
78–82	C+
73–77	C
72 and below	F

### *Assignment Format*

All assignments should be submitted through the course platform. You can submit them in the “Assignments” module. All course assignments (except the final reflection) will be due on Sunday nights at 11:59 pm (eastern). Weekly participation will typically be due on Day 4 (Thursday) and Day 7 (Sunday) of each week unless otherwise noted. All assignments and activity due dates will appear on the course calendar and course overview. All course assignments should have a cover page, be double spaced, use Times New Roman 12 pt. font, and include a properly formatted reference page using APA style. For more information about APA and guidance on formatting, visit <https://owl.english.purdue.edu/owl/section/2/10/>. They should be submitted to the

### *Academic Integrity:*

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>

Make sure that you provide proper APA citations for all materials that you summarize, paraphrase or quote directly. Please see <https://owl.english.purdue.edu/owl/> if you have any questions about proper APA format.

### **Disability Services:**

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 and discuss needed accommodations as soon as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>

**Policy Prohibiting Discrimination & Harassment.** Rutgers University policy prohibits discrimination and harassment based upon: race, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status,

and any other category protected by law. The Rutgers University Policy Prohibiting Discrimination and Harassment can be viewed at <http://policies.rutgers.edu/PDF/Section60/60.1.12-current.pdf>. For additional Rutgers University policies see: <http://www.rutgers.edu/>

**Academic Assistance.** Rutgers Learning Centers offer online tutoring in writing, time management and other types of academic assistance. Although it is largely aimed at undergraduates, these services can certainly benefit students at any level of study. Visit their webpage at <https://rlc.rutgers.edu/>

**Counseling Support.** Let's face it; times are tough. Rutgers has a lot of services available for students. <http://health.rutgers.edu/medical-counseling-services/counseling/>

## Methods of Assessment/Course Assignments

- 1. Weekly online discussions and activities (10 points possible each week; 18% of overall grade):** You will need to respond to specific questions or other prompts after completing the readings. These responses will serve as a way for you to reflect on the readings and course material. Learning will be extended by your engaging in "discussion" with your classmates; you will need to participate in response to something a classmate wrote at least twice each week. Please make every effort to read and respond to different classmates throughout the semester. 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/classmates. Your initial post will be due on Day 4 (Thursday) each week; you should respond in conversation to other classmates at least twice by Day 7 (Sunday).
- 2. Wrap-Up Lectures (2 points possible each week; 2% of overall grade):** I may not participate that much (or at all) in the discussion during each week. However, I will read through the entire discussion at the beginning of the following week and create a "Wrap-up" lecture to summarize key themes or bring up new ideas that were not raised from the discussion. The lecture will be no longer than 15 minutes. To demonstrate to me that you watched the lecture, you can respond to a short one-question quiz. The question will be more for accountability purposes than to assess your entire learning for the week. Although this activity is not worth a lot of points, I consider it crucial to the course as it is my opportunity to teach directly in response to what happened "in class".
- 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. 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. Describe the adult education contexts and relate them to the readings we have completed to date. Conclude with thoughts about what you have learned and what this raises for you about your own role as an adult educator. Your discussion should be 5-7 pages. **Due Week 4, Day 7, February 14th.**

#### **4. Personal Philosophy of Adult Education (15% of overall grade)**

- Complete the Philosophy of Adult Education Inventory, <http://ctl810.wikispaces.com/file/view/paei.tex.pdf>. 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. **Due Week 7, Day 7, March 7<sup>th</sup>.**

#### **5. 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. 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 and Settlement  
Houses  
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 and  
Moonlight Schools  
Booker T. Washington  
Antiogonish Movement  
Chautauqua  
Cooperative Extension System  
Lyceum  
Military Education  
National Professional  
Organizations  
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.

**Due Week 11, Day 7, April 11th. Responses during Week 12**

### **5. Final Reflection (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) **Due May 12<sup>th</sup>**

**Course calendar on next pages. Please see below.**

### Course Topics, Readings and Course Assignment Due Dates

Week	Topic	Reading Assignments	Course Assignments Due*
Week 1 1/18-24	Introductions to your classmates and Introduction to ACE as a field of practice	Ross-Gordon, Rose, & Kasworm, Chapter 1	
Week 2 2 1/25-1/31	Participation in ACE	Ross-Gordon, Rose, & Kasworm, Chapter 2	
Week 3 2/1-2/7	Considering race, diversity, and power in ACE	Ross, J. M., "Reaching and involve culturally diverse groups"  Closson, R., "Critical Race Theory and adult education"	
Week 4 2/8-2/14	Adult Educators	Ross-Gordon, Rose, & Kasworm, Chapter 3	Adult Education Interview Paper
Week 5 2/15-2/21	ACE as a profession	Ross-Gordon, Rose, & Kasworm, Chapter 4	
Week 6 2/22-2/28	ACE Philosophies	Ross-Gordon, Rose, & Kasworm, Chapter 5	
Week 7 3/1-3/7	Philosophy of ACE instruction	Galbraith, M. W. (2000). Philosophy and the instructional process. <i>Adult Learning</i> , 11(2), 11-13.  Conti, G. <i>Identifying Your Education Philosophy: Development of the Philosophies held by Instructors of Life-long Learning</i> by Gary Conti. <a href="http://files.eric.ed.gov/fulltext/EJ891062.pdf">http://files.eric.ed.gov/fulltext/EJ891062.pdf</a>	Personal Philosophy Paper
Week 8 3/8-3/14	Contexts for ACE – Part 1	Ross-Gordon, Rose, & Kasworm, Chapter 10	

3/15-3/21	<b>SPRING BREAK</b>		
Week 9 3/22-3/28	Contexts for ACE – Part 2	Ross-Gordon, Rose, & Kasworm, Chapter 11	
Week 10 3/29-4/4	Policy and Politics in ACE	Ross-Gordon, Rose, & Kasworm, Chapter 8	
Week 11 4/5-4/11	Historical perspectives in ACE	Ross-Gordon, Rose, & Kasworm, Chapter 6	Historical Figure/Movement Paper
Week 12 4/12-4/18	Historical figures and movements in ACE	Class Presentations	
Week 13 4/19-4/25	Technology in ACE	Ross-Gordon, Rose, & Kasworm, (2016). Chapter 9. Bennett, E. E. & McWhorter, R.R., “Digital technologies for teaching and Learning”	
Week 14 4/26-5/2	Program planning and administration	Yelich Biniecki, S.M. & Schmidt, S. W., “Organization and Administration of ACE Programs” Sork, T. J. “Program planning in an era of ‘Wicked Problems’”	
Week 15 5/3-5/9	Issues in the field—applying what we have learned	Ross-Gordon, Rose, & Kasworm, (2016). Chapter 12	Final Reflection (due May 12 <sup>th</sup> )

\*You will have a weekly activity due every week no later than Day 4 and you will be expected to respond to classmates no later than Day 7. There will also be a weekly Wrap-up Lecture and accompanying quiz.