

**WELCOME**

Dear Colleagues:

The challenges that face adult educators today are many as the needs among learners are increasing while funding is often decreasing. We face the task of helping adults explore and learn lifelong learning skills in many diverse contexts. Whether we are working with adult literacy students, university students, education in the workplace or continuing education, adult educators need support in continuing to do their jobs well. It is Fordham University's desire that *Perspectives: The New York Journal of Adult Learning* will be a substantial resource for adult educators' professional development and for the advancement of the field. We are pleased to partner with the state association, NYACCE, to provide a forum where classroom educators, graduate students, professors and program administrators can share insights from their respective sectors concerning practice, research, and theory. Communication, support, and excellence are major themes of this effort as the journal intends to integrate the inspiration of the classroom, the experiences of effective practice, and the insights of research and theory.

Our School's efforts have been to support the field by providing academic programs, professional development, and association leadership. Our partnership with NYACCE expands our commitment to the field. Conversations among educators are critical to individual professional development, but our opportunities to meet formally are limited. We hope that this journal will sustain a conversation across the many miles that separate us.

We know from manuscript submissions and inquiries about the journal that *Perspectives* will reach an international audience. We are pleased to be part of the movement that brings New York's adult educators and programs even further into the national and international adult education conversation. I must express gratitude to all who have worked to bring about this inaugural issue.

I welcome you as a colleague reader/learner to *Perspectives: The New York Journal of Adult Learning*.

Sincerely,

Regis Bernhardt  
Dean  
Fordham University  
Graduate School of Education

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**EDITORIAL**

In the summer of 2001, the executive committee of the New York Association of Continuing Community Education (NYACCE) continued discussions about how to meet the needs of our state's adult educators and also contribute to the larger field of adult, community, continuing, and workplace education. At that time, Martin Murphy posed the possibility of an adult education journal and the committee asked if Fordham would be interested in partnering with NYACCE on this project.

That executive committee had a vision of new possibilities; in the ensuing 14 months we have seen the NYACCE board of directors and Fordham's Graduate School of Education not only agree to the tasks, but also contribute to it bringing it to life. For those of us involved it has been a serious commitment of time and energy, but we believe the ultimate results will be worth it.

It is at this time that we dedicate the life of this journal to the field of adult learning in its many, many diverse manifestations. As I say to my colleagues and student colleagues, adult learning has many "faces." In the midst of a world racing ahead to capture the next challenge, it is my desire that we reflect on "the faces" of our adult learners locally and around the world. The grandmother returning to classes for a GED, the employee caught in downsizing, retooling for a new career, the immigrant laborer coming to class to learn English after working 60 hours a week, the parents participating in family literacy programs, and the adult-of-any-age trying to learn a new skill or exercise program. At the root of practical adult education philosophy is a burning desire to work with adults who are seeking new skills, accomplishments, and perspectives.

The title, *Perspectives*, was chosen to capture a sense of multiple points of view, development, and forward-looking vision. Our graphic artist assisted in conveying this meaning through the convergence of lines in a perspective drawing for the journal's cover. The subtitle, *The New York Journal of Adult Learning*, signifies the roots of this publication's origin and support from NYACCE and Fordham and its focus on adult learning – as representing the many different contexts in which adults and educators of adults learn and teach. The journal title is meant to stand a "banner" of sorts under which we can find common interests, contributions, and dialogue while engaging in teaching adults.

As editor, I have sought to provide a lasting foundation for this new publication venture. Building upon the experience of several adult education journals and associations with which I have been associated, most notably *The Adult Basic Education* journal and *PAACE Journal of*

*Lifelong Learning*, I desired to create a vision of theory meeting practice and practice informing theory. My desire is that the journal will be a valuable resource and opportunity for dialogue among and between teachers of adults, adult educators, program administrators, adult education faculty and students, researchers, theorists, and professional developers. The theme is one of inclusion, contribution, and collaboration. Building, extending, and cultivating a community of teachers of adults from across the state, the country, and the globe has already begun. I firmly believe that without practice, theory, and research can become susceptible to sterility and irrelevance and that practice without consideration of research and theory runs the risk of missing rich, nurturing sustenance. Through this publication we desire to share research and experience, build new meanings and knowledge, open doors to new possibilities, and discover new understandings of our field and one another.

We are thankful that nearly all the adult education graduate programs across the state of New York and several regional representatives have joined our board of reviewers. We greatly appreciate the article submissions we have received from places as close as New York City and as distant as Guam, Zimbabwe, and Ireland to name a few. Our vision is being affirmed as colleagues in the adult education field recognize the same need and join in the life of the journal with us.

With this journal we use several sections of contributions to present a variety of forums and resources to the field and readership. In the Refereed Research Articles we find articles that relate to theory, research, and practice of adult education. The purposes of this section are to improve practice and encourage research and theory development. Refereed articles are subject to a blind peer review process. Best Practices articles are also refereed and highlight instructional strategies and programs that are valuable for adult educators, adult learners, and adult education programs. The Research Summaries present brief synopses of the background, research method, data, and conclusions of completed research projects and are intended to disseminate research and evaluation results from the field more rapidly than more fully developed articles might. The Issues and Trends section provides the readership with timely discussions of issues and developments in the field, while articles that discuss available resources for adult education are found in the Resources section in future issues. Book Reviews are intended to provide adult educators with insight into the literature of adult education that may extend their understanding of the field and improve practice.

In this first issue we have the benefit of many significant contributions. Having started with Dean Regis Bernhardt's welcome letter, this editorial provides an overview of the vision for the journal and the

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premier issue. Then Nancy Gadbow, editor of the electronic journal *New Horizons in Adult Education*, offers keen insight into how educators and trainers can use a publication such as ours for growing in their understanding and practice and collaboration with their colleagues. Our research articles happen to have a common theme of the professional development of adult educators: Michael Galbraith's article discusses mentoring adult educators, Karen Magro's presents her research regarding educators' perspectives of transformational learning and Al-cione Ostorga's research provides insight into the development of reflective thinking among educators. This issue has one Research Summary by Ebert, Cope, and Ziegler that focuses on work using incentives with adult literacy students in Tennessee. Best Practices Editor Georges Marceau starts off the next section that covers much ground. His article provides an overview of best practice in the professional development of adult educators and then 3 brief articles offer perspectives about the use of collaborative learning, tutoring, and volunteers. Under Issues and Trends, Thomas Sticht provides insight into how adult educators and programs can meet the challenge for scientific, evidenced-based approaches as he reviews the development of one model and recommendations for implementation. Our Book Review Editor Denise Gordon, and also Adrienne Crosson, offer the first reviews of books that teachers of adults should find stimulating and useful. We invite you to enjoy what we offer in this first issue. Let it spark thoughts and interest in you and when you are ready, join in the conversation through its pages in the future. We look forward to hearing from you.

Finally, thank you to the journal's editors and reviewers, to the NYACCE leadership in proposing the partnership, to Fordham's administration's willingness to support the endeavor, and to our editorial assistant and copy editor for their many contributions to the birth of this publication.

Kathleen P. King, Editor  
Associate Professor  
Fordham University  
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