Course Number and Title: ADE 6930 Seminar in Adult/Community Education

Catalog Description

Selected topics in adult education. Students may select any one or a combination of topics for a maximum of five hours of credit.

Required Texts:

Professor will select the text for this course from the Recommended Text list below. Please see the University Book Store for your professor's choice(s).

Recommended Texts:


Guidelines Used in Developing Course Objectives

CPAE Guidelines for Graduate Programs in Adult Education, ASTD Competency List, Adult Educator Assessment, among others; incorporated in Knowledge, Attitudes, and Skills for Adult Educators (KASAE)

Course Objectives

Learners will:

• Examine the challenges and issues facing an educational leader in an adult context (KASAE 9, 21).

• Reflect on their personal philosophies of leadership (KASAE 43).

• Develop a personal plan for continuing professional development (KASAE 44, 72).
• Explore in depth selected issues or questions of importance to the field *(KASAE 8, 20).*

• Design and conduct a research project related to a central question or issue in adult education which incorporates both literature review and field research:
  - identify needed areas of research and/or development
  - develop appropriate research questions
  - design an effective research plan
  - conduct a literature review
  - design and conduct complementary field-based research
  - analyze and evaluate results
  - present in a written research report in APA style *(KASAE 8, 9, 45).*

• Demonstrate mastery of presentation and facilitation skills for adult learners by conducting a seminar session on the topic chosen *(KASAE 15, 46, 49, 50).*

**Content Outline**

*The content outline will vary based on the focus of the seminar. A sample content outline in which each participant chose his or her own research topic is provided at the end of this syllabus.*

**Course Requirements**

1. Attend class regularly and participate actively.

2. Prepare a statement of your personal philosophy of leadership, following the guidelines offered by Apps.

3*. Read a minimum of 2 books on topics relevant to the class in addition to the required texts. Prepare brief summaries and critiques.

4*. Read at least one article on each major topic presented. Prepare an annotated reference list of all to be distributed to the class, and be prepared to share information on all during the class on that topic. Up to 4 book chapters may be substituted for articles.

5*. Prepare a major paper or project based on your independent research in the literature and in the field.

6*. Present your research topic and your findings to the class, supported by a handout packet and appropriate visuals. Then facilitate a discussion on conclusions and implications, other information from the literature or the learners’ experiences, and further theoretical and practical questions relating to the topic. Make sure references are appropriately documented in handouts.

7. Develop a plan for your continuing professional development, based on your own self-assessment and the tools we have used in this course and program.
*Use APA format for citations in the text of written products and in the reference list.

**Teaching Methodology/Audiovisual Technology**

Demonstration; visually assisted lecture; small and large group discussion; individual conferences; skill practice and feedback; observations and/or site visits; library research; field research; individual presentations; and use of a variety of media, such as computer/Power Point presentations, overhead transparencies, and audio and videotapes.

**Assessment**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Statement of Philosophy</td>
<td>10%</td>
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<tr>
<td>Professional Development Plan</td>
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<tr>
<td>Summaries/Critiques</td>
<td>10%</td>
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<tr>
<td>Presentation/Facilitation</td>
<td>30%</td>
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**Grading Scale**

A =4.0, A- =3.67, B+ =3.33, B =3.0, B- =2.67, C+ =2.33, C = 2.00, C- =1.67, D+ =1.33, D =1.00, D- =0.67, F=0

**Attendance Policy**

Regular attendance at scheduled sessions is expected. Please notify your professor if you must be absent.

**Special Needs/ Religious Holidays**: If you have any disability which requires accommodation, or if class meetings conflict with your celebration of religious holidays please contact the professor.

**Bibliography**

As this is a seminar class which will explore a number of different topics, additional books will be recommended based on the other topics chosen.

Some of the journals which you may find helpful are listed below.

*Adult Education Quarterly*

*Adult Learning*

*Adult Literacy and Basic Education*

*Community Education Journal*

*Community Education Research Digest*
Sample Content Outline: Fall 1998 (Weekend format)

**August 29** (Saturday) 9:00-5:00

Introductions / Overview / Questions and Issues in Adult Education / Discussion of Possible Topics for Seminar Project / Framing a Problem and Purpose Statement /Library Orientation / Discussion of Possible Methodology & Resources

**September 12** (Saturday) 9:00-5:00

Discussion of Research Proposals / Ethical Issues in Adult Education Research / IRB Forms and Process

Due: Research Proposal Draft

**October 9** (Friday) 4:00-9:00
Technology Training for Adult Learners / Barriers to Course Delivery via the Internet in Higher Education / Maximizing Adults’ Motivation to Learn in Mandatory Training Sessions / Effectiveness of Maintenance of Professional Standards (MOPS) Requirements for Community College Faculty

October 10 (Saturday) 9:00-5:00

Use of Learning Contracts with Adult Learners / Adult Learners’ Coping Strategies / Implications of Learning Style Adaptation for Student Success in Radiography Education / Self-Directed Learning Readiness and Medical Education / Determinants of Participation in Adult Learning / Development of a Statement of Philosophy

October 23 (Friday) 4:00-9:00

Components of Multicultural Awareness Training for Learning Facilitators / Corporate Cross-Cultural Training for Potential Expatriates / Grievance Procedures for Faculty in Higher Education / Ethical Issues in Adult Teaching and Learning

October 24 (Saturday) 9:00-5:00

Enhancing Retention in GED Programs / Systems Thinking in Adult Education / Barriers to Granting College Credit for Experiential Learning / Future Trends in Adult Education / Designing Professional Development Plans

Due: Annotated reference list (articles) and book summaries and critiques

November 23

Research papers due

November 30

Statement of Philosophy and Professional Development Plan due