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Study Guide
Online Delivery Format
Second Edition

LDR 9010

Contemporary Challenges in Adult Education Leadership

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PREFACE

LDR 9010 Contemporary Challenges in Adult Education Leadership is designed to prepare prospective and practicing professionals in the field of adult education and training to assume leadership roles within their organizations. Students who successfully complete this course will be able to link concepts, issues, and the philosophical foundations of the field of adult education into a unified body of knowledge that will enable them to meet the complex leadership challenges unique to contemporary adult education.

This study guide serves as an overview of the topics to be studied in LDR9010 Contemporary Challenges in Adult Education Leadership. The guide presents learning outcomes anticipated as a result of active engagement in the study area. The readings and assignments are organized around three major themes: the philosophical foundations of the field, evolving factors that are creating leadership challenges in adult education, and linking theory and philosophy to practice in working adults.

LDR9010 Contemporary Challenges in Adult Education Leadership is a practitioner-oriented, applied course in the leadership of organizations and institutions providing services to adult learners. The course will link current understanding of philosophical foundations and evolving challenges in the field of adult education. In order to complete the requirements for this course, participants must be affiliated in some way with an organization or institution that provides education or training to adult learners. The affiliation may be full-time or part-time employment in the organization or institution or service as a compensated or pro bono consultant to the organization or institution.

As an active learner, your first task is to read this guide fully and carefully. Your instructor will provide you with further areas for discussion, reflection, and collaboration with your course colleagues during your on-line discussion sessions.

The course incorporates a variety of learning resources including texts, articles, Web sites and other Internet resources, and the experiences and expertise of the learners themselves. Learners are expected to contribute actively to the collaborative learning experience envisioned for this course. The instructor will serve as a facilitator, guide, and individual/group consultant in the learning process.

COURSE DESCRIPTION

LDR9010 Contemporary Challenges in Adult Education Leadership

This course examines adult education philosophies, current issues, challenges, and practices influencing leaders in the field of adult education. Topics include leadership perspectives in adult education; the global context of adult learning; demographic, economic, ethical, political, and technological factors influencing the practice of adult education; adult development research as a basis for practice; current and evolving theories of adult cognition and learning; the influence of age, gender, and culture on adult learning; creative approaches, techniques, and strategies for teaching adults; and emerging opportunities in the creation and/or redesign of adult learning experiences. (6 credits)

INSTRUCTIONAL SEQUENCE

The instructional sequence of LDR9010 is divided into three major themes that will be examined over the shortened 12-week (summer) period of the course. The guide, therefore, is divided into three topical areas:

The first topical area is Adult Education Philosophy and Current Issues Facing Adult Education. This course component examines the foundations of adult education, and external forces currently shaping the profession and practice of adult education. Learners will examine the past and the evolution of the field through those who have influenced the thinking of practitioners and how current issues are linked to these past writings. Such topics as multiculturalism, gender issues, ethics, technology, demographics, and social justice will be linked to the individuals such as Knowles, Lindeman, Freire, Dewey, Rogers, Skinner, Mezirow, Brookfield and others who have influenced the field by relating writers or philosophers to topics. The outcome is a better understanding of the scope of the field in the 21st century.

The second topical area is Evolving Factors that are Creating Leadership Challenges in Adult Education. This course component focuses on the internal and external factors that are impacting adult education organizations and which form challenges for individuals working in these changing times. Learners will select a specific program of adult education practice (e.g., a basic skills program, an adult literacy program, a staff development or training program, or a continuing professional education program) and research significant specific demographic, economic, ethical, political, or technological factors influencing that practice area. Learners will identify, research, and analyze current and/or evolving factors affecting the selected practice area. Learners will also identify and evaluate current professional resources associated with that practice area and present a summary of these and how the challenges they represent might be met and what resources related to the selected practice area are needed for the enhancement of adult education leadership practice in the organization or agency.

The third topical area is Linking Theory and Philosophy to Practice in Working with Adults. This course component examines and evaluates current and emerging strategies,

techniques, and approaches for teaching adults in light of different philosophical approaches. Learners will review actual or hypothetical adult education situations tying the philosophical concepts to creative approaches for meeting the adult teaching and learning needs they identify. Learners will summarize this audit of the organization.

LEARNING OUTCOMES

As a result of active engagement in the learning processes of LDR9010, course participants will be able to

- Articulate the philosophical foundations of adult education
- Describe the evolution and scope of contemporary adult education
- List and discuss demographic, economic, ethical, political, and technological factors influencing specific areas of adult education practice
- Identify and describe current and/or evolving challenges affecting various practice areas in adult education and evaluate professional resources, including journals and other publications, Internet sites, and/or professional organizations associated with those practice areas
- Compare and contrast various philosophical and theoretical dimensions of adult learning, including andragogy, self-direction, and transformational learning and link these dimensions to specific implications for adult teaching and learning
- Articulate current and emerging theories of the field including dimensions of culture, gender, age, and changing demographics on the practice of adult education
- Conduct a leadership audit of factors affecting adult teaching and learning practices in an organization or agency that provides educational services to adults
- Describe and evaluate current and emerging philosophical approaches, strategies, and techniques to teaching adults
- Analyze and evaluate organizational approaches to adult education and recommend improvements to enhance the practice of adult education
- Formulate a personalized philosophy of adult education leadership practice.

COURSE CONDUCT

LDR9010 is conducted using a web-based course management system, WebCT (webct.nova.edu). More specific information about WebCT may be obtained through the WebCT Web site. You will also communicate with your instructor and your course colleagues through email and through asynchronous discussion. Your

assignments and the instructor's feedback will be posted in weekly WebCT discussion folders.

As previously stated, LDR9010 Contemporary Challenges in Adult Education Leadership is divided into three major study areas: (a) the philosophical foundations of the field, (b) evolving factors that are creating leadership challenges in adult education, and (c) linking theory and philosophy to practice in working with adults.

These topics are organized over a 12-week term. You should plan to spend a minimum of 5 hours per week working online, exploring and examining Internet sites and related materials, and preparing written assignments. You should also plan to spend a minimum of 4 hours per week in off-line work. Off-line activities include reading the required texts and materials, doing the necessary background work to prepare for the asynchronous discussions, and conducting the applied research required by the assignments. Written assignment information appears in the Course Requirements section of the study guide. Additionally, the assignments and activities for all sessions will be posted as messages in the course area on WebCT.

The lectures and content will be discussed primarily in asynchronous discussions. It is the student's responsibility to participate in these discussions at multiple times each week. The intent is to move beyond simply responding to the instructor but to respond to and question others in the class as well.

Reading assignments are found in the Course Assignment Outline within this Study Guide. You should strive to complete as much of the readings as soon as possible so that you will be adequately prepared for the course assignments and for posting in the discussion area.

As you progress through this course, you are encouraged to apply the concepts and principles that you are learning to everyday practice. Use this learning as an opportunity to apply, informally and immediately, your new learning within your work setting. More formal opportunities may arise as you progress through the program. The value you receive from this course is in direct proportion to your active engagement in reading assignments, writing assignments, interpreting the lectures and responding in the discussion. You can choose whether you want to learn from assignments or simply meet the requirements. Make the most of this experience.

REQUIRED TEXTS

Daloz, L. (1999). *Mentor: Guiding the journey of adult learners*. (2nd. ed.) San Francisco: Jossey-Bass. ISBN 0-7879-7072-0.

Elias, J. and Merriam, S. (2005) *Philosophical foundations of adult education* (3rd ed.). Malabar, FL: Krieger. ISBN 1-57524-254-0.

Hayslip, B., & Panek, P. (2002). *Adult development and aging* (3rd ed.). Malabar, FL: Krieger. ISBN 1-57524-046-7.

Merriam, S. (Ed.). (2001). *The new update on adult learning theory*. *New Directions for Adult and Continuing Education*, No. 89. San Francisco: Jossey-Bass. ISBN 0-7879-5773-9.

Ross-Gordon, J. (Ed.). (2002). *Contemporary viewpoints on teaching adults effectively*. *New Directions for Adult and Continuing Education*, No. 93. San Francisco: Jossey-Bass. ISBN 0-7879-6229-5.

Vella, J. (2001). *Taking learning to task: Creative strategies for teaching adults*. San Francisco: Jossey-Bass. ISBN 0-7879-5227-3.

RECOMMENDED READINGS

Course participants are referred to the extensive bibliography prepared for this course. This can be accessed online through the WebCT site. In addition, the instructor may recommend additional readings during the course.

COURSE REQUIREMENTS

Learning activities for LDR9010 consist of readings; lectures and lecture responses; interactive learning experiences; written assignments; and asynchronous discussions on a variety of topics.

Readings: The readings are organized according to the three core study areas of this course. The reading assignments are essential for your understanding and development of the following written assignments: (a) the linked topics and writers paper, (b) factor analysis and challenges paper (c) the organizational philosophy and leadership audit (d) the synthesis paper, and (e) lecture responses and interactive discussions. It is important that you complete all of the required reading as quickly as possible. You are expected to integrate the content of reading assignments into all of your work. There will be opportunities for questions and clarification of the concepts presented. Reading assignments will be posted in each of the core areas in WebCT.

Core Area I: The Philosophical Foundations of the Field of Adult Education.

Reading Assignments:

Daloz, L. (1999). *Mentor: Guiding the journey of adult learners*. (2nd ed.) Part 1.

Elias, J. and Merriam, S. (2005) *Philosophical foundations of adult education* (3rd ed.). Chapters 1-9.

Merriam, S. (Ed.). (2001). *The new update on adult learning theory*. Chapters 1 & 6.

Core Area II: Evolving Factors that are Creating Leadership Challenges in Adult Education.

Reading Assignments:

Daloz, L. (1999). *Mentor: Guiding the journey of adult learners*. (2nd ed.) Parts 2 & 3.

Hayslip, B., & Panek, P. (2002). *Adult development and aging* (3rd ed.). Chapters 1 through 9.

Merriam, S. (Ed.). (2001). *The new update on adult learning theory*. Chapters 2 through 5, 7 and 8.

Ross-Gordon, J. (Ed.). (2002). *Contemporary viewpoints on teaching adults effectively*. Chapters 4 and 5.

Core Area III: Creative Teaching and Learning Strategies for Adults.

Reading Assignments:

Merriam, S. (Ed.). (2001). *The new update on adult learning theory*. Chapters 9 & 10.

Ross-Gordon, J. (Ed.). (2002). *Contemporary viewpoints on teaching adults effectively*. Chapters 1 through 3 and 6 through 8.

Vella, J. (2001). *Taking learning to task: Creative strategies for teaching adults*. Chapters 1 through 12.

From time to time additional reading assignments may be posted in the WebCT folder. Be sure to check carefully each week.

Lectures and Asynchronous Discussions: Your instructor will post written lectures related to the readings, issues, concepts, and assignments for the course. You will be required to read the lectures and participate in the weekly web asynchronous discussions. This means more than a response to the instructor but responding to fellow students' posts also.

Written Assignments: Unless otherwise indicated, written assignments are due by *midnight* eastern time on Saturday of the specified week. Assignments should be posted as an Word attachment to the appropriate WebCT folder as assigned by the instructor. All assignments must include a title page and be formatted per FSEHS standard format for form and style requirements. All assignments must conform to the requirements of the APA (5th edition) publication manual. All students are advised to keep a copy of all written assignments throughout their doctoral program.

In addition to the asynchronous discussion topics, there are four major written assignments in this course:

1. **Topics and Key Figures Paper:** Course participants will choose four or more topics such as multiculturalism, gender issues, ethics, technology, demographics, and social justice (or others with consultation) and four or more of the following individuals (or others with consultation) Knowles, Lindeman, Frerie, Dewey, Rogers, Skinner, Mezirow, Brookfield and will locate information on each and will write a one page summary, the first part, analyzing the article or information and the second part synthesizing that into their own experience. Information can come from on-line sources, periodicals or book parts but cannot come from the Elias and Merriam text. At the conclusion a 1 to 2 page summary should evaluate the usefulness of this endeavor.
2. **The Identification of Evolving Factors Paper:** Course participants will focus on the internal and external factors that are impacting adult education organizations and which create challenges for practitioners in these changing times. Learners will select a specific program of adult education practice they have some knowledge of (e.g., a basic skills program, an adult literacy program, a staff development or training program, or a continuing professional education program, etc.) and will research significant specific demographic, economic, ethical, political, or technological factors influencing that practice area. Learners will initially broadly identify 10 to 15 factors, will research 7 to 10, and then will analyze in depth 5 current and/or evolving factors most affecting the selected practice area. Learners will identify and evaluate current professional resources associated with that practice area and present a summary of these and how the challenges the evolving factors represent might be met and what resources related to the selected practice area are needed for the enhancement of adult education leadership practice in the organization or agency. The goal is to look at multiple challenges facing leadership in a specific organization analyzing the strengths and weaknesses that exist relative to the challenges and the opportunities and threats these challenges present to leaders in the organization.
3. **The Organizational Philosophy & Leadership Audit:** Course participants will select and research a specific adult education organization or agency; examine the philosophy (relative to those studies earlier) and the mission, vision, and values of the organization or

agency; and conduct an audit of adult teaching and learning practices focusing on the philosophical and leadership elements in that organization or agency. The audit will include an executive summary of specific recommendations for the enhancement of adult education leadership practice in the organization or agency. The intent of this activity is through better understanding the philosophical leanings of the organization, to increase practitioner effectiveness and leadership within the organization.

4. The Synthesis Paper: Course participants will present a paper integrating and synthesizing all major course components into a unified whole. The paper will also include a personalized philosophy of adult education leadership practice.

GRADING CRITERIA

The assignments for LDR9010 and their corresponding grading points are as follows:

Assignment	Grading Points
1. Individual Profile & Core Competency Profile	5
2. Topics and Key Figures Paper	20
3. The Identification of Evolving Factors Paper	20
4. The Organizational Philosophy & Leadership Audit	20
5. The Synthesis Paper	15
6. Discussion Participation	15
7. Self-Evaluation posting	<u>5</u>
TOTAL	100
	90-100 points = A
	80-89 points = B
	below 80 points = F

Grades issued in this course are A, B, and F. No plus or minus grades will be issued with the final grade.

The student must negotiate an incomplete (I) grade with the instructor. An I is given at the discretion of the instructor and is only considered in cases in which the student has completed most of the course assignments. The instructor will determine the time extension given to each student. The time extension may not exceed 1 term or 12 weeks.

A student who does not complete any of the assignments will receive an F. Students who receive Fs will be placed on probation and will be expected to take the course over again.

WRITTEN ASSIGNMENT REQUIREMENTS

Written Assignment 1

Topics and Key Figures Paper

Learning Strategies: Course participants will choose four or more topics such as multiculturalism, gender issues, ethics, technology, demographics, and social justice (or others with consultation) and four or more of the following individuals (or others with consultation) Knowles, Lindeman, Freire, Dewey, Rogers, Skinner, Mezirow, Brookfield and will locate information on each and will write a page summary, the first part analyzing the article or information and the second part synthesizing that into their own experience. Information can come from on-line sources, periodicals or book parts. At the conclusion a 1 to 2 page summary should evaluate the usefulness of this endeavor. The goal of this assignment is not to report on individuals who are already well known to the student but to stretch one's horizon and look at others who are not so well known.

Assignment Parameters: The paper will be posted in the designated WebCT folder for week 3. The paper should include (a) summary material on each of 4 choices from each category (8 total), (b) analyses of each, (c) a synthesis of how each relates to personal experience, and (d) a 1 or 2 page summary evaluating the usefulness of the process and learning. The paper should be 10 to 14 pages in length and incorporate a minimum of 8 references exclusive of the Elias and Merriam text. The paper must adhere to FSEHS standard format form and style requirements and the APA (5th edition) manual and each resource must be properly cited.

Written Assignment 2

The Identifying of Evolving Factors Paper

Learning Strategies: Course participants will focus on the internal and external factors that are impacting adult education organizations and which create challenges for practitioners in these changing times. Learners will select a specific program of adult education practice they have some knowledge of (e.g., a basic skills program, an adult literacy program, a staff development or training program, or a continuing professional education program, etc.) and will research significant specific demographic, economic, ethical, political, or technological factors influencing that practice area. Learners will initially broadly identify 10 to 15 factors, will research 7 to 10, and then will analyze in depth 5 current and/or evolving factors most affecting the selected practice area. Learners will identify and evaluate current professional resources associated with that practice area and present a summary of these and how the challenges the evolving factors represent might be met and what resources related to the selected practice area are needed for the enhancement of adult education leadership practice in the organization or agency.

Assignment Parameters: The paper will be posted in the designated WebCT folder for week 7. The paper should include (a) an introduction, (b) introduction of the broad set of factors, (c) research on 7-10 of these factors (d) a detailed investigation of at least 5 factors,

and (e) an evaluation of the process (how useful was the exercise to you as a practitioner. The paper should be 15 to 17 pages in length and incorporate a minimum of 10 references. There is great latitude in this project. If requested additional suggestions will be posted individually on this process. The paper must adhere to the FSEHS standard format for form and style requirements and the APA (5th edition) manual.

Written Assignment 3

The Organizational Philosophy and Leadership Audit

Learning Strategies: Each learner will select and research a specific adult education organization or agency and conduct a philosophy and leadership audit of the adult teaching and learning practices. The learner will examine the mission, vision, philosophy, and values and assess the congruence between the organization or agency's stated mission, vision, and values of the organization or agency and the provision of its services to adult learners. The learner will identify and describe key philosophies present (from the philosophical foundations studied earlier) and how these impact exemplary organizational leadership practices as well as practices that could be improved or expanded to enhance educational services to adult learners. The audit will include an executive summary of specific recommendations for the enhancement of adult education leadership practice in the organization or agency. The purpose of this assignment is to examine how recognizing the philosophical and leadership aspects of the organization or agency can increase the individual's effectiveness as an aspiring leader.

Assignment Parameters: The assignment will be posted in the designated WebCT folder during week 10. The organization or agency need not be identified by name; if the learner chooses, an organizational pseudonym may be used. The paper should be 12 to 15 pages in length and incorporate a minimum of five references. The paper must adhere to FSEHS standard format for form and style requirements and the APA (5th edition) manual.

Written Assignment 4

The Synthesis Paper

Learning Strategies: The learner will review, integrate, and synthesize all course components into a summary of what has been learned throughout the course. The learner will also reflect on the meaning and implications of leadership in adult education organizations and how the challenges currently facing organizations and leaders might meet. The learner will also formulate a personalized philosophy of adult education (based on the philosophical foundations studies) and leadership

practices and attach the philosophy as an appendix to the synthesis paper. The learner will post the assignment to the instructor ONLY, not to course colleagues.

Assignment Parameters: The assignment will be posted to the instructor's WebCT mailbox ONLY (not to course colleagues) during week 12. The paper should be 6 to 8 pages in length and should incorporate at least six references to books, articles, or other learning materials used in course assignments. The paper will include, as an appendix, the learner's

personalized philosophy of adult education and leadership practices. The paper must adhere to FSEHS standard format for form and style requirements and the APA (5th edition) manual. The paper may, however, be written in the first person.

Additional Assignments

INDIVIDUAL PROFILE & CORE COMPETENCY PROFILE

This assignment will involve completing a profile posted to the profiles discussion folder on-line the 1st week. The Core Competency Profile is to be down-loaded and a response sheet (see welcome message) is to be posted to the instructor by end of Week 1.

SELF-ASSESSMENT OF LEARNING POSTING

This assignment will involve completing a self-assessment. Guidelines will be posted in the self-assessment folder in the discussion area. It is due at the end of Week 12.

The next section of this study guide contains a weekly assignment outline. Please note the weekly deadlines for completing the reading assignments and posting the written assignments. Your instructor will provide further direction regarding specific assignment deadlines.

COURSE ASSIGNMENT OUTLINE

Special Note: Because summer term is condensed to 12 weeks it is very important that you get a fast start on assignment 1 (due at the end of week 3). Keep up on the reading as it will enhance the lectures and your responses.

WEEK ONE

- Review WebCT tutorial.
- Carefully review the LDR9010 *Study Guide*. Become familiar with course requirements.
- Carefully read the FSEHS standard format for form and style and review format and style requirements of the APA (5th ed.) publication manual.
- On WebCT, select from the side menu or *Beginning the Course* button under *Starting Out* and read the *Welcome* and the directions for posting on WebCT.
- Download the *Adult Education Bibliography*.
- Read and respond in the asynchronous discussion to Lecture 1 (topic: the “why” of adult education in the 21st century).
- Read *Philosophical Foundations of Adult Education*, chapters 1 through 4.
- Download read the instructions and complete the *Core Competency Profile* and post your responses by email to the instructor on a single page Word document due Saturday, Midnight.
- Post your personal introduction with picture under profiles in the discussion area.
- Begin work on the topics and key figures paper by locating resources or articles.

WEEK TWO

- Read and respond to Lecture 2 (topic: Some Thoughts (key figures in adult education leadership)).
- Read *Philosophical Foundations of Adult Education*, chapters 5 through 9.
- Participate in the lecture discussion on WebCT.
- Continue to research and work on written assignment 1.

WEEK THREE

- Read and respond to Lecture 3 (topic: The Factors Affecting and Influencing Leadership in Adult Education).
- Complete the Philosophy of Adult Education Inventory (PAEI).
- Read *Mentor: Guiding the Journey of Adult Learners*, part 1.
- Read *The New Update on Adult Learning Theory*, chapters 1 and 6.
- Participate in the lecture discussion on WebCT.
- Complete work on Written Assignment 1 and post to the Week 3 Assignments folder on WebCT by midnight Saturday.

WEEK FOUR

- Read and respond to the Written Assignment 1 posted by class participants.
- Read *Mentor: Guiding the Journey of Adult Learners*, part 2.
- Participate in on-line discussion on WebCT.
- Begin work on Written Assignment 2 identifying 10 to 15 emerging factors that are influencing your chosen organization.

WEEK FIVE

- Read and respond to Lecture 4 (topic: Adult Learning in Practice).
- Read *The New Update on Adult Learning Theory*, chapters 2 through 5.
- Read *Mentor: Guiding the Journey of Adult Learners*, part 3.
- Read *Adult Development and Aging*, chapters 1 through 3.
- Continue work on Written Assignment 2 narrowing your emerging factors to between seven and ten and researching these in some depth.

WEEK SIX

- Read and respond to Lecture 5 (topic: Is Radical Adult Education Philosophy Really Radical?).
- Continue researching and narrow your emerging factors down to the 4 or 5 factors that are most influencing the organization. Start looking that how these factors are creating leadership challenges in the organization.
- Read *Adult Development and Aging*, chapters 4 through 8.
- Participate in on-line discussion on WebCT.

WEEK SEVEN

- Read and respond to Lecture 6 (topic: Gender, Voice, Age, Culture).
- Read *Adult Development and Aging*, chapters 9 through 12.
- Finish working on Written Assignment 2 and post it to the Week 7 Assignments folder on WebCT: Identify and describe evolving factors impacting adult education organizations.
- Participate in on-line discussion on WebCT.

WEEK EIGHT

- Read and respond to the Written Assignment 2 posted by class participants.
- Read *Taking Learning to Task*, chapters 1 through 3.
- Begin work on Written Assignment 3: Select organization or agency; assess congruence of mission, vision, values and philosophy with the provision of services to adult learners.
- Participate in on-line WebCT discussion commenting on each assignment 2.

WEEK NINE

- Read and respond to Lecture 7 (topic: Adult Education and Democracy).
- Read *The New Update on Adult Learning Theory*, chapters 9 and 10.
- Continue work on Written Assignment 3: Identify and describe exemplary organizational leadership practices in the organization as well as practices that could be improved or expanded to enhance educational services to adult learners.
- Participate in on-line lecture discussion on WebCT.

WEEK TEN

- Read and respond to Lecture 8 (topic: Technology and the Changes Facing Adult Education and Training).
- Read *Contemporary Viewpoints on Teaching Adults Effectively*, chapters 1 – 8.
- Complete work on Written Assignment 3 and post it to the Week 10 Assignments folder on WebCT. Formulate and include an executive summary of specific recommendations for the enhancement of adult education leadership practice in the organization or agency.
- Participate in on-line lecture discussion on WebCT.
- Post Written Assignment 3 by midnight Saturday.

WEEK ELEVEN

- Read and respond to the Written Assignment 3 posted by class participants.
- Read *Taking Learning to Task*, chapters 7 through 12.
- Participate in on-line lecture discussion on WebCT.
- Begin work on Written Assignment 4: Reflect on readings, assignments, and learning experiences throughout this course. Integrate and synthesize learning, reflect on applications to professional practice area, formulate personalized philosophy of adult

education leadership practice.

WEEK TWELVE

- Read and respond to Lecture 9 (topic: Principles of Good Practice as the Basis for Organizational Improvement and Transformation).
- Read *Taking Learning to Task*, chapters 4 through 6.
- Participate in on-line lecture discussion on WebCT.
- Post Written Assignment 4 to the instructor.
- Complete self-assessment of learning and post to the self-assessment folder.
- All work should be completed by midnight Saturday night.