

SEMINAR IN ADULT EDUCATION AND HUMAN RESOURCE DEVELOPMENT

Fall, 2007 (Online)

HRD 649 (CRN = X2017)
Dept. of Human Resource Dev.
Storm Info. line: (207) 780-4800

E. Michael Brady
mbrady@usm.maine.edu
office: (207) 780-5312

Course Description

This seminar addresses current issues, problems, and topics in adult education and human resource development. Participants are to select, develop, and present topics of interest and, with the help of a variety of seminar protocols, produce a paper of publishable quality. Usually taken toward the end of the program, this seminar presents an opportunity to apply knowledge and skill to problems current in the field of adult education.

Goals of the Course

1. This course will widen and deepen participants' knowledge of important issues in adult education and human resource development.
2. The seminar will create an opportunity for a group-designed learning experience.
3. Each seminar participant will conduct one course module on an issue of her/his choice.
4. The seminar module each member leads will form the basis of a written paper. This text will be of a quality suitable for publication in a journal or magazine in adult education, training and development, gerontology, or other field related to our profession.
5. The seminar will demonstrate the efficacy of Eduard

Lindeman's statements, "Adult education helps to give meaning to experience" and is best represented in situations where "friends are educating each other."

Seminar Method

1. This course will consist of a *series of online discussions* based upon the experience and interests of seminar participants. Selected readings will also be discussed. Seminar members will share responsibility with the instructor for leading discussion sessions.
2. Session (module) facilitators will work to assist fellow seminar members to be as well prepared as possible for effective group discussion. Advanced readings, outlines, and other aides to preparation of selected topics to be discussed are encouraged.
3. As stated in Goal #4 above, an outcome of this seminar for each participant is a written paper. Members will engage a process-model of writing where their ideas will be sharpened and developed by way of "focus sessions," facilitated learning modules on selected questions/themes in adult education, feedback from other members of the seminar, and "postscript" periods at the end of the course. By way of feedback, support, and criticism, each member's written text becomes, at least in part, the product of the whole group.
4. As a way of creating a formal mechanism for feedback, each member of the seminar will write a letter to the individual who has facilitated a capstone module. The purpose of this letter is to share thoughts about the presentation/facilitation, provide constructive criticism, and offer additional resources for the development of the written paper. Letters are to be sent to the module facilitator via electronic mail no later than one week after the module. If requested by the facilitator, an alternative (and more public) way of providing feedback is for everyone to post a response to modules on "Blackboard." Each person may choose the manner in which s/he

wishes to receive feedback.

5. Each participant will take time at the end of the seminar to review significant achievements from her/his module, summarize key ideas received through the feedback letters, and report a plan of action for writing (and possibly publishing) their paper.

Course Readings

The only reading assigned by the course instructor is an essay about publishing that will be posted in “Course Documents” and a selection of articles that have been published by former members of HRD 649. These articles may be found in USM’s library electronic reserve. To access the electronic reserve:

1. Go to the USM library website: <http://library.usm.maine.edu>
2. Click on tab “e-Reserves”
3. Type in course number - HRD 649 - and click on “Search”
4. (on left) Click on USM-HRD649
5. Enter the password for this course: BRAHRD649
6. Click on the “Accept” button

All other readings will be selected by seminar members in support of their course modules. Each member of the course is responsible for reading in the specific literature in which s/he is conducting a module. It is strongly encouraged that appropriate articles, book chapters, earlier drafts of a potential capstone paper, questionnaires, and/or other texts be distributed as “advance organizers” to all members of the course to enhance preparation and subsequent discussion.

Policy on Grading

The final grade for this course will be determined by (1) the quality of the student’s capstone module (2) her/his overall contribution to discussion in the seminar (3) the quality of the capstone paper. If necessary, participants may receive a grade of “I” (Incomplete) in this course. However, it is highly recommended that all members of the seminar complete the requirements on time.

Accommodations:

If you need course adaptations or accommodations because of a disability, please make an appointment with Mike as soon as possible. At any point in the semester if you encounter difficulty with the course or feel you could be performing at a higher level, consult with Mike. Students experience difficulty in courses for a variety of reasons. For problems with writing skills or time management, make an appointment to see a tutor at the Learning Center, Luther Bonney Hall, 2nd floor (780-4228). Help is also available through the Counseling Center, 106 Payson Smith (780-4050) and the Office of Academic Support for Students with Disabilities, Luther Bonney Hall, 2nd floor (780-4706).

Thoughts About Group Process in HRD 649

The ultimate success of this capstone seminar rests on the nature of the group discussions that are engaged. Every member of HRD 649 has responsibility for contributing to the seminar culture. Please consider the following ideas to be foundational values for our shared group experience:

- a) The group will work to create an environment of respect and trust so that all members feel free to express their thoughts and feelings openly.
- b) Everyone tries to actively participate in group activities and discussion by way of attentive reading (listening) and writing (speaking).
- c) Critiques of ideas are made in a constructive manner with the intent to develop greater understanding and ultimately more thoughtful, richer, and artfully written capstone papers.
- d) There is no "finished" idea, theory, perspective. We adult educators/learners and the seminar modules we author are and will remain works in progress.
- e) The group contributes to the learning and success of the individual and vice versa.
- f) An informal environment, where humor and personal stories are welcome, will foster greater community and will enhance the

learning experience.

- g) A true community of learners is a precious and rare phenomenon. However, it is capable of being built by hard work, the willingness to trust and take risks, and genuine care for one's fellow learners.

HRD 649 in Relation to CEHD Mission

Using Program Content, Knowledge, Skills, and Dispositions to Design Educational Programs - This seminar is designed for all members to have opportunities for investigation of one or more important issues in adult education/human resource development. In addition to the adult education content that will be treated, skills in discussion planning and facilitation will be practiced in this seminar.

Forging Connections and Partnerships - It is not the goal of this course to be field-based or to extend connections into the community. However, successful publication of a capstone paper may serve to influence ways of thinking and practice among adult education professionals.

Modeling Reflection and Critical Inquiry - This seminar requires rich and thoughtful reflection and inquiry into issues and problems in adult education and human resource development. Formative evaluation mechanisms are in place in HRD 649 to ensure timely feedback.

Developing Best Professional Practices - The course facilitator will be attentive to modeling best practices in adult education. These practices will be discussed/critiqued at critical junctures in the course.

Validating Practices - Students will demonstrate best practices in adult education by (1) planning and facilitating a capstone seminar module on a key issue/problem in the field (2) providing constructive feedback to classmates' modules (3) writing a seminar paper that is of publishable quality.

Seminar Schedule (Tentative)

Note: Each week begins on a Thursday

Week of Sept. 6	Introduction to each other and to the seminar
Week of Sept. 13	Focus Sessions - Part 1 Discussion of issues related to publishing
Week of Sept. 20	Focus Sessions - Part 2 Discussion of issues related to publishing (cont.)
Week of Sept. 27	Reading and Module Preparation Week (No online discussions. Mike is available for individual consultation)
Week of Oct. 4	Module 1
Week of Oct. 11	Module 2
Week of Oct. 18	Module 3
Week of Oct. 25	Module 4
Week of Nov. 1	Module 5
Week of Nov. 8	Module 6
Week of Nov. 15	Module 7
Week of Nov. 22	Thanksgiving (no online discussion)
Week of Nov. 29	Module 8
Week of Dec. 6	Writing week (no online discussion – learners may consult with Mike and/or each other for assistance with writing their capstone papers)
Week of Dec. 13	Postscripts
Week of Dec. 20	Capstone paper due