

DOCTORAL PROGRAM IN ADMINISTRATION AND LEADERSHIP

ALS 810: ADVANCED TOPICS IN HUMAN DEVELOPMENT

SYLLABUS – FALL 2012

INSTRUCTOR

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COURSE DESCRIPTION

Students will synthesize, analyze, and evaluate development theory as it pertains to the adult learner in environments of complex decision making. Students will use relevant literature and research findings to address contemporary leadership issues.

COURSE OBJECTIVES

- understand major theoretical foundations for human development (**PDE Corollary Standard 2**)
- identify “passages” and “transitions” of adult development and their relevance to leaders (**PDE Corollary Standard 6**)
- relate research findings in various areas to ongoing professional development for adults and the relationship of that research to leadership decisions **ELCC Standard 6.1 (PDE Corollary Standard 6.A, 6B, 6E)**
- examine the lives of exemplary leaders from a cognitive and developmental perspective (**PDE Corollary Standard 2**)
- synthesize research regarding “crystallizing experiences,” “peak moments,” and “flow” in personal and professional motivation **ELCC Standard 2.4**
- examine the implications of the new sciences (cognitive science, quantum physics, chaos and complexity theory) for individual and organizational learning **ELCC Standard 3.1 (PDE Core Standard 1.B, 1.C)**
- use appropriate instructional technology to demonstrate skill in technology management as it applies to the management of human resources (**PDE Corollary Standard 2**)

COURSE OUTCOMES

Collaborative

One hour group presentation delineating how the topic you chose helps leaders connect interpersonal challenges to organizational improvement. (Sessions 3, 4, and 5).

Individual

1. Identify 3 individuals in your institution and describe their stage of adult development as it affects their job performance. Pay attention to life transitions as factors that are relevant. Try to choose individuals at different life stages and in different professional roles. Be sure to use pseudonyms and avoid including any information that might allow them to be identified. (Due in Session 2.)
2. Read the article *Battle-Hardened Leadership Lessons from Gettysburg* by Jack Gordon (available on the course web page). Then, write a short (2-3 pages) paper describing how the lessons from Gettysburg that he described, combined with what you experiences in our field trip, have relevance for education. (Due in Session 3.)
3. Paper in which you apply theoretical frameworks examined in the course toward addressing an actual leadership challenge. This paper will be written in a manner suitable for submission for presentation at a professional conference. Topics and format will be discussed with the instructor. This assignment includes a brief presentation (5-10 minutes) on the topic of your paper in Session 5 at which time the paper is due.

REQUIRED TEXTS

Gardner, H. (1995). *Leading Minds: An Anatomy of Leadership*. New York, NY: Basic Books. (Available used for less than \$3 at www.Amazon.com).

Papalia, D.E., Sterns, H.L., Feldman, R.D., & Camp, C.J. (2007). *Adult Development and Aging* (3rd Edition). Boston, MA: McGraw-Hill. (Available used at www.Amazon.com).

USEFUL JOURNALS

Review of Educational Research
American Education Research Journal
Theory into Practice
Developmental Psychology

Educational Psychology Review
Journal of Educational Psychology
Harvard Educational Review

USEFUL WEB LINKS

Adult Development and Aging Resources -- <http://www.mhhe.com/socscience/devel/adult/devel-3.htm>

Adult Development Project -- http://www.cfs.purdue.edu/cdfs/Adult_Development

American Psychology Association Division 20 *Adult Development and Aging* -- <http://aging.ufl.edu/apadiv20/apadiv20.htm>

Center for Adult Development -- <http://www.adultdev.org>

Journal of Adult Development -- <http://www.ingenta.com/journals/browse/klu/jade>

Recent Research on Adult Development -- <http://www.hope.edu/academic/psychology/335/webrep>

Society for Research in Adult Development -- <http://www.adultdevelopment.org>

CLASS CALENDAR

SESSION 1 (September 8)

PREPARATION

Read Chapters 1 through 4 of the Papalia text prior to class.

Read the Preface and Chapters 1 through 3 of the Gardner text prior to class.

TOPICS FOR SEMINAR DISCUSSION AND APPLICATION ACTIVITIES:

- Overview of the course and its fit in the overall program
- Challenges of change in the adult life cycle
- Theoretical contrasts in adult development as portrayed by different authors
- Extensions of ideas regarding individual change to institutional change through looking at various works
- Using theoretical framing from various perspectives
- Discussion of the applications of adult development theories to individual contexts
- IUP library orientation

OUTCOME

- ✓ Evaluating the implications of new knowledge for dealing with staff development, supervision issues, or other administrative and leadership issues
- ✓ Use online format for real-time discussion and ongoing threaded discussion.

SESSION 2 (October 5 and 6)

Field trip and tour of the Gettysburg battleground and a discussion of leadership decision-making and organizational development in the context of the battle of Gettysburg.

PREPARATION

Read Chapters 7 through 9 of the Gardner text prior to class.

Read the online article, *Leadership Lessons From Gettysburg* by Jack Gordon, prior to class.

SESSION 3 (October 27)

PREPARATION

- Read Chapters 5 through 7 of the Papalia text prior to class.
- Read Chapters 4 through 6 of the Gardner text prior to class.

TOPICS FOR DISCUSSION

- Various topics as identified by groups
- Application of Gardner's work to leadership in higher education

OUTCOMES

- ✓ Group presentations on topics to be determined
- ✓ Application of theoretical frameworks to a particular leadership research challenge

SESSION 4 (November 10)**PREPARATION**

- Read Chapters 8 through 13 of the Papalia text prior to class.
- Read Chapters 10 through 14 of the Gardner text prior to class.

TOPICS FOR DISCUSSION AND APPLICATION

- Various topics as identified by groups

OUTCOMES

- ✓ Group presentations on topics to be determined
- ✓ Define how the contemporary concepts of related to adult development and change can redefine traditional staff development and supervisory strategies for continued adult learning
- ✓ Sharing of applications of this session's concepts

SESSION 5 (December 8)**PREPARATION**

- Read Chapter 15 and the Appendices of the Gardner text prior to class.

TOPICS FOR DISCUSSION AND APPLICATION

- Various topics as identified by groups

OUTCOMES

- ✓ Group presentations on topics to be determined
- ✓ Individual short presentations on paper topics
- ✓ Course Wrap-up