

DOWNLOAD PDF ADULT EDUCATION IN AN URBAN CONTEXT: PROBLEMS, PRACTICES, AND PROGRAMMING FOR INNER-CITY COMMUNITIES

Chapter 1 : Published Book Chapters | Larry Martin's Website

This sourcebook offers adult education scholars and practitioners in academic, community, and work-related urban settings insight into the education and learning problems and needs confronted by low-income residents of inner-city communities.

Seminar in the Philosophy and History of Adult Education Program Requirements Major Professor Upon admission to the doctoral program, the student is assigned an initial advisor from his or her intended specialization. This person is available to discuss initial course selection and provide general advice about the program and specialization. This permanent advisor may be the initial advisor if the student desires. Selection of the major professor is by mutual consent between the student and the faculty member. The student must notify the UEDP in writing when the major professor has been selected. Foreign Language Requirement There is no foreign language requirement. Residence The residency requirement is satisfied through the successful completion of 9 or more credits in each of two consecutive semesters, excluding summer, or by completing at least 6 graduate credits in each of three consecutive semesters, excluding summer. Such notification must be in writing and must include the semesters, years and number of credits taken during each of the applicable semesters. Doctoral Preliminary Examination The student must pass a doctoral preliminary examination to qualify for formal admission to candidacy for the degree. The examination covers the area of specialization, urban education, the minor, and research methods. Prior to beginning the research, the candidate must present an acceptable dissertation proposal and defend it at an oral hearing. Dissertation Defense The candidate must, as the final step toward the degree, pass an oral examination in defense of the dissertation. Time Limit Students who do not complete all degree requirements within seven years from the date of admission to the doctoral program will be recommended for dismissal to the Graduate School. Contribution to Scholarship The department strongly recommends all students submit and present their original work at two academic conferences during the course of their studies. Conferences may be local, regional, national, or international in scope. Additionally, students are highly encouraged to contribute to papers submitted to peer-reviewed academic journals prior to graduation. While not required, the optional minor, comprised of credits in addition to the major requirements of the program, may provide students with another academic area of expertise e. Other Requirements All students must adhere to all other general requirements of the Urban Educational Doctoral Program pertaining to such issues as residency, preliminary examinations, dissertation proposals and defense, and time limits. A dissertation with the appropriate area of emphasis is required. The dissertation committee must be composed of a minimum of five members of the graduate faculty. The dissertation advisor will be an approved doctoral advisor and a member of the Department of Educational Policy and Community Studies. Two other members must be from the Department of Educational Policy and Community Studies, and one member must be from the minor area.

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Chapter 2 : Larry Martin | School of Education | UW-Milwaukee

Offers adult education scholars and practitioners insight into the education and learning problems and needs confronted by low-income residents of inner-city communities.

EDC , EDC , EDC EDC Teaching Science as Integrated Inquiry This course will focus on how to develop student understanding of science and nature of scientific inquiry through inquiry-centered approaches that are in harmony with the contemporary research on cognitive science, motivation, and learning and instruction. It will also address science education standards, curriculum, research, and classroom application. Throughout the semester, students will be provided with many opportunities to engage in personal and collaborative inquiry about teaching and learning science. The focus is on elements of the educational process characterized by teacher involvement in decision-making: Emphasis is placed upon the act of teaching as both art and science. Field experiences two hours each week and research papers are required. For Secondary Education majors only. This course has been designated as the writing emphasis course for Secondary Education majors. The course is presented in modules. Students will be able to apply state and national guidelines for physical education and health to the development of an integrated mini-unit on health content appropriate to the population that they will teach in their practicum in special education. They will also be able to apply the appropriate state guidelines to the development of annotated games and activities appropriate for the population that they will teach. The course is taken during the senior semester of the practicum in special education for ESEC majors. Face-to-Face EDC Schools, Families and Communities Strong collaborations between education professionals, families, and their communities are necessary for effective schooling. This course helps beginning teachers understand the diverse nature of the family in America and how to develop the types of relationships that are critical for the education of children. Emphasis will be on the family perspective. The course will highlight communication strategies and the promotion of family participation. Emphasis will be placed on the effective and dynamic relationship between schools, families, and communities in helping all children succeed in the school environment. Face-to-Face EDC Creativity and the Arts for the Developing Child This course prepares pre-service teachers to plan for, teach, and assess the visual arts, music, theater, dance, and play to preschool through grade 4 in accordance with the Pennsylvania Department of Education Framework for Pre-K Through Grade 4 Program Guidelines. The course is presented in modules connected by the common theme of creativity. Connections to prominent education theorists on creativity and the arts will be made. Students will develop pedagogy through creating an interdisciplinary unit encompassing each of the areas of art and based on a core concept in a content area. There are no prerequisite courses. The course is taken during the senior semester of student teaching for ESEC majors. Face-to-Face EDC Middle Level Foundations This course focuses exclusively on middle level philosophy, transition, learning, and management so that teacher candidates seeking certification in grades will have a deeper understanding of pre- and emerging adolescent issues requiring specific educational approaches. The course also focuses on the adolescent in the context of the family, peer group, community, and society. A twelve-week student teaching experience follows this course to allow teacher candidates an opportunity to apply middle level principles to their teaching experiences.

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Chapter 3 : Larry Martin | Alumni and Constituency Relations

Education, Urban. Adult education in an urban context: problems, practices, and programming for inner-city communities / Larry G. Martin, Elice E. Rogers, editors. - Version details - Trove.

Abstract The role of urban postsecondary education is fundamentally important to the quality of life within its urban communities. Urban campuses have the ability to create physical and sociological connections with the residents of the surrounding urban environment, thereby eliminating potential barriers, increasing urban community access and involvement, and enhancing educational opportunities for urban populations. Academic advisers and academic support specialists serve as urban campus front-line officers when assisting urban students with navigating and completing postsecondary education programs. At the forefront of urban campus issues is the challenge of meeting the widely varying needs of enormously diverse student populations through academic advising and academic support services which, for the purposes of this and future articles, comprise: As an example, Greer suggests that the center core and surrounding community neighborhoods are arbitrary ways of separating the urban component of the metropolitan area. Moreover, Greer commented that the metropolitan area may be seen as the city with a dense urban core surrounded by an endless spread of suburban sprawl and exurban edge communities. This perspective recognizes urban areas as densely populated urban centers dominated by towering building structures and symbolizing wealth and prosperity of some urban dwellers, yet they stand in stark contrast and within direct physical proximity to inner-city communities often populated by the poorest of the poor Martin, Both of these divergent communities converge in their shared economic relationship and socioeconomic interdependence with each other. In contrast, population density is the main criterion used by the United States Census Bureau to classify urban areas. While it is true that a large number of students fit this definition, it is also true that about half of all urban campuses nationally are in the traditional to year-old age group Richardson and Bender, Inherent in these misconceptions are several inaccuracies: Moreover, while a substantial number of students are admitted to urban campuses provisionally, either because they are adults returning to school with academic skills dulled by years of non-use, or because they are traditional students who are under-prepared for postsecondary-level work, many students come to urban campuses with outstanding academic backgrounds Elliott, Analysis of data collected by the Urban Student Affairs Data Exchange Network suggests that first-year students who enroll at urban campuses enter postsecondary education with academic performance measures indicating high levels of educational ability Elliott, Most urban postsecondary education institutions offer merit-based scholarships to students who excel as evidenced by academic performance Richardson and Bender, For example, commuting students who attend at varying hours during weekdays, nights, and over weekends are less likely to interact within the urban institution in ways that promote institutional bonding that helps move them toward academic success. Academic advising and academic support services must be varied and accessible enough to attract the traditional to year-old as well as the older, non-traditional student Elliott, In urban communities, new and previously unknown forms of educational opportunities have emerged, from innovative advising and academic support service outreach arrangements with previously unaffiliated organizations to the targeting of postsecondary students who can be found in critical mass only in urban areas Martin, In most urban communities, however, urban postsecondary education campuses continue to grapple with systemic methods and struggle to meet the advising, helping, teaching, learning, and academic support needs of urban campus students. Academic Support Services for Resource-Abundant Urban Communities For middle-class families from predominately white and racially integrated urban communities, the urban environment offers numerous postsecondary education opportunities for a wide variety of both general as well as highly specialized academic programs. Numerous postsecondary education providers have created outreach, academic advising,

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and academic support services in these areas and take advantage of the critical mass found within urban communities Martin, These postsecondary education campuses are able to develop the diversity of interests, needs, abilities, and talents of this urban population by offering courses, academic programs, continuing education workshops, and urban institutes supported by intensive academic advising and academic support services. In these settings, urban postsecondary education campuses can target the needs and wants of urban communities. Therefore, urban students can find academic opportunities for just about any topic in demand within the urban environment. As urban areas and urban campuses continue to perceive the economic advantage of stabilizing urban centers, and as people from diverse backgrounds congregate in common spaces such as postsecondary education institutions, students who grew up in segregated communities will be expected to interact respectfully with individuals from other races, ethnicities, and cultures Martin, Therefore, the increased need for the development of high-quality advising and academic support services will be required to assist faculty as well as students from culturally diverse backgrounds to interact and to assist those from culturally diverse backgrounds in a multicultural cognitive manner. Multicultural diversity training for academic advisers and academic support professionals and administrators is especially important. Without such multicultural diversity training, the efforts of advisers and academic support service professionals when working in racially and ethnically diverse urban campus communities are likely to fail. This is of particular importance to academic advisers and academic support specialists, who will serve as role models and student mentors. For example, Freeman, Brookhart, and Loadman studied the similarities and differences encountered by two groups of entry-level teachers from ten different teacher education schools: Although the two groups did not differ on most measures, beginning teachers in high-diversity schools self-reported the following: Academic Support Services for Resource-Deficient Urban Communities For urban community residents who are without the income, prerequisite knowledge of academic subject matter, transportation, child care, or other assets required to access and participate in postsecondary education programs in the larger overall urban environment, urban campus education outreach programs have evolved into an effort funded primarily by third-party sources, including: Federal, state, and local governments; national and local philanthropic organizations; churches and religious organizations; other institutions with interests in improving quality-of-life issues found within urban environments Martin, Some Federal programs, particularly the Personal Responsibility and Work Opportunity Act, the Welfare-to-Work Program, and the Workforce Investment Act of , included provisions that provided for funding of mostly remedial postsecondary education programs. These programs addressed the learning needs of urban community residents, many of whom were unemployed or underemployed and resided in inner-city environments Hayes, Urban campus education outreach programs, often carried out by academic advisers and academic support specialists, are designed to meet the needs of these inner-city residents. Once these urban campus outreach programs are funded, advisers and academic support specialists should provide a safe space for advising, helping, and learning. Not only should the urban campus learning environment be free of physical violence, but urban postsecondary education institutions should also respect student differences while assisting them, through academic advising and academic support services, with new ways of viewing the world. Faculty, academic advisers, and academic support specialists must be both informed as well as informative. They should be competent in their subject and content areas and maintain awareness, understanding, and knowledge of daily life and learning experiences of urban students. The academic curriculum and teaching methodologies utilized should integrate experiences of students with the instructional content that addresses the needs of urban students and the surrounding urban campus environments. Therefore, academic advisers and academic support specialists play an integral role in educating students on urban campuses Martin, Conclusion The urban environment offers many challenges to urban postsecondary education institutions seeking to deliver academic programs to potential students. Advising, helping, and teaching in urban communities must ensure and provide

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student-oriented academic programs. Feedback from entry-level teachers. Cities in an urban-dominated society. Policy issues that drive the transformation of adult literacy. Adult education in the urban context. Problems, practices, and programming for inner-city communities. Students in urban settings. Association for the Study of Higher Education. Poverty in the United States: Retrieved April 1, , from Population Reports: About the Author R. Multari is director of advisement and adjunct instructor in the University at Buffalo School of Architecture and Planning. He can be reached at multari ap.

Chapter 4 : The Mentor: An Academic Advising Journal

2. *Adult education in an urban context: problems, practices, and programming for inner-city communities: 2.*

Chapter 5 : TCRecord: Article

Adult Education in an Urban Context: Problems, Practices, and Programming for Inner-City Communities. New Directions for Adult and Continuing Education. Number

Chapter 6 : Urban Education, PhD: Social Foundations of Education < University of Wisconsin-Milwaukee

Adult Education Great Cities Summit Adult Education in an Urban Context: Problems, Practices, and Programming for Inner-City Communities. New Directions for Adult.

Chapter 7 : CSU Faculty Profile Detail - Cleveland State University

Adult education in an urban context: Problems, practices, and programming for inner-city communities. New directions for adult and continuing education, No. San Francisco: Jossey-Bass.

Chapter 8 : Larry Martin's Website | UWM CampusPress WordPress

His publications remain focused on urban adult education, including his most recent book: "Adult Education in an Urban Context: Problems, Practices, and Programming for Inner-city Communities."

Chapter 9 : Education " Secondary Education " University Catalog

His most recent book is published by Jossey-Bass and focuses on urban adult education: Adult Education in an Urban Context: Problems, Practices, and Programming for Inner-city Communities.