

INSTITUTE OF CONTINUING AND DISTANCE EDUCATION

PHD IN ADULT EDUCATION AND HUMAN RESOURCE STUDIES

OVERVIEW

The Doctor of Philosophy (Ph.D.) in Adult Education and Human Resource Studies is to provide leadership to individuals working with adults in different roles such as teachers, programme planners, advisors, administrators, and managers. The programme guides students in understanding the interdisciplinary foundation of knowledge about the field of adult education. It is intended to develop adult educators who can make impact in a variety of settings such as educational institutions, business and industry, health care facilities, community agencies, government and non-government organizations.

The Ph.D. in Adult Education and Human Resource Studies is for individuals who believe in continuing professional development and lifelong learning opportunities for education, training and development of adults. This programme allows adult learners the flexibility of online learning to complete some of their coursework within specified timeframes to enable them balance their professional, family, and personal commitments.

Admission Requirements

- Master of Arts (Adult Education) or Master of Philosophy in Adult Education or equivalent in the Social Sciences from an accredited university with a minimum of 3.5 Grade Point Average.
- Minimum research competency in quantitative and qualitative methods or equivalent to the level required for the Master's degree from the University of Ghana or an accredited university with a minimum of 3.5 Grade Point Average.

In addition to existing requirements detailed in the University of Ghana, Graduate Handbook (Vol.1), candidates selected into a PhD programme must:

- i. Present a good research idea either developed by student or in consultation with a potential supervisor (to be developed into a proposal by the end of the first semester in Year 2). The research idea must fit into the research interest/research themes of the targeted department and there must be an expert in the area within the department, cognate department or external partner university to supervise the thesis research;

- ii. Demonstrate ability to carry out research (publications would be an advantage e.g., publications from a Masters thesis);
- iii. Demonstrate capability to pay his/her fees and cover research costs.

Duration of Programme

Four years Full-Time or Six years Part-Time

Requirements for Graduation

Course Work = 21-24 Credits
 Seminars (3) = 9 Credits
 Thesis = 48 Credits
Total =78-81 Credits

COURSE STRUCTURE

YEAR I

SEMESTER ONE		
<u>CORE COURSES</u>		<u>CREDITS</u>
FSSP 701	Philosophy of Social Science	3
ADHR 703	Advanced Quantitative Research in Adult Education	3
ADHR 705	Theoretical Perspectives of Adult Education and Human Resource Development	3
<u>Electives (Select Only One)</u>		
ADHR 707	Advanced Community Development Studies	3
ADHR709	Policy Formulation and Management in Education	3
ADHR 711	Directed Readings in Adult and Community Education	3
ADHR 713	Gender Studies in Education	3
ADHR 715	Training `and Human Resource Education	3
<u>SEMESTER TWO</u>		
<u>CORE COURSES</u>		
ADHR 702	Advanced Qualitative Research in Adult Education	3
ADHR 704	Educational Technology and Innovation	3

<u>Electives (Select One or Two)</u>		
ADHR 706	Education for Sustainable Development	3
ADHR 708	Community Leadership, Governance and Development	3
ADHR 712	Peace Building and Conflict Transformation	3
ADHR 714	Global Perspectives of Literacy	3
ADHR 716	Industrial Relations and Education	3
ADHR 718	Performance Management	3
ADHR 722	Leading and Managing Change	3
<u>Seminars</u>		
ADHR 710	Seminar One – Thesis Proposal	3
ADHR 720	Seminar Two --Report on Research/Experiential Learning	3
ADHR 730	Seminar Three – Thesis Update	3
ADHR 740	Seminar Four – Thesis Final Work	48

COURSE DESCRIPTION

FSSP 701 Philosophy of Social Science

The Philosophy of the Social Science course aims at exposing doctoral students to the epistemological underpinnings of social science research. The course focuses on the differences and similarities between the social and the natural science, causal relationship, social laws, and the ontological significance of structure and agency. It also attempts to elucidate the nature of scientific inquiry such as observational procedures, patterns of argument, metaphysical pre-suppositions, and evaluate the grounds of their validity. Students will also be exposed to contemporary social science explanatory frameworks such as realism, post-modernism and post-structuralism. The course should enable students to design and undertake independent projects with a critical focus on the epistemological assumptions underlying their research with a consideration of contemporary evolving methodology.

ADHR 702 Advanced Qualitative Research in Adult Education

The course will enable students to design and conduct qualitative study, analyze qualitative data and publish results. Contents of course will include: intensive study of qualitative principles and methodologies relevant to adult education; theoretical basis for qualitative research; sampling; qualitative data collection methods; analysis of qualitative data; interpretation of results; nature of qualitative description and contribution of qualitative research to theory development in adult education.

ADHR 703 Advanced Quantitative Research in Adult Education

This course provides students with more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Topics covered include: Exploration of classical quantitative research designs and common statistical tests; importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge; statistical analysis from problem solving perspective with emphasis on selecting appropriate statistical tests for a research design; use of software to calculate statistics and interpret and present results.

ADHR 704 Educational Technology & Innovation

The course is designed to enable students create, use and manage appropriate technological processes and resources such as cutting-edge technology in the areas of power-point presentations, e-learning, internet application, e-books and other e-resources to facilitate teaching and learning. It offers students on experience and how to apply technology in teaching and learning. Students are expected to bring innovations into both teaching and learning and develop innovative ways of teaching online.

ADHR 705 Theoretical Perspectives of Adult Education and Human Resource Development

The course will enable the student to critique the various philosophies and theories which underpin the practice of adult education. The students will be required to develop personal philosophies and theories to guide their research and practice of adult education. As well, students will be engaged

in understanding theoretical foundations of human resource development and make a critical review of such theories as related to change management and organizational development.

ADHR 706 Education for Sustainable Development

The course will expose the student to the concept and theories of sustainable development; analyze the physical and social issues that impinge on sustainable development; examine innovative educational strategies such as training, social and human capital development; and community engagement and improvement that address the challenges of sustainable development.

ADHR 707 Advanced Community Development Studies

The course is designed to enable students to conduct critical analysis of the concepts and theories of education that promote development including active learning processes; values of solidarity, equality, inclusion and co-operation; globalization; sustainable human development; strategies for poverty reduction; human rights; and policy frameworks for development education.

ADHR 708 Community Leadership, Governance and Development

The course is designed to enable the student explore the principles, theories and practices of leadership as they relate to community governance and development. It is underpinned by core conceptual tools that will enable the student to apply practical skills and strategies to develop leadership for community engagement, governance and development.

ADHR 709 Policy Formulations and Management in Education

This course explores concepts, theories, frameworks and models of policy processes; strategies for policy change; comparative analysis of educational policies in both developed and developing countries; processes of educational policy formulation, implementation and evaluation; and implications for educational development.

ADHR 711 Directed Readings in Adult and Community Education

This course provides students the opportunity to do extensive but selected readings on topical areas of their research in adult and community education as directed by their supervisors. The readings will form the basis for developing two analytical papers for seminar presentation. One of the papers shall be on adult education and the other on community education. The two papers shall be presented at two separate seminars and are to be submitted for evaluation after the seminars.

ADHR 712 Peace Building and Conflict Transformation

This course provides the student the opportunity to examine the theories, methods, skills, and practices associated with peaceful engagement in the dynamics of conflict interactions. Students should be able to apply preventive peace-building; utilize transformational models; adopt crisis management or interventionist strategies; and facilitate reconstruction and reconciliation processes.

ADHR 713 Gender Studies in Education

The course aims at equipping students with a deeper understanding of gender theories; ontological and epistemological philosophies of gender; historical development of gender studies. The course will focus on how these theories apply in educational practices. This will include women in academia, Women and Information Communication Technology (ICT), Challenges of women in education as well as Women participation in open and distance learning.

ADHR 714 Global Perspectives of Literacy

The course will provide students the opportunity to examine the global challenge of reducing illiteracy and the various theories, pedagogies and international perspectives of literacy; examine current trends in literacy measures; apply modern technologies, promote information literacy; analyze policy frameworks for literacy; literate environments; and funding.

ADHR 715 Training and Human Resource Education

This course emphasizes the various approaches to developing training particularly programmes the usefulness of delivery methods in Human Resource Development. It will cover on the job training, classroom training approaches, computer-based training, media and materials, and issues concerning training programme implementation as well as how to evaluate training programmes. Also, students will study how to manage skills and technical training.

ADHR 716 Industrial Relations and Education

This course will center on the various aspects of labour issues such as trade unionism and development of trade unionism, industrial harmony and grievance handling procedures as well as reward systems and compensation at the workplace. Major emphasis will be placed on the Ghana Labour Law (Act 651) and how Human Resource Practitioners can utilize it for effective organizational communication and education. It will also cover negotiation and collective bargaining, diversity, sexual and ethnic harassment training.

ADHR 718 Performance Management

This course will deal with major issues underlying how to manage employee performance effectively through participative management approaches such as employee empowerment and self directed teams and performance management tools. It will also emphasize the role of coaching in formal performance appraisal systems. The course will also incorporate employee goal setting, feedbacks, rewards and individual development and the role of supervisors in such activities. The students will also be made to understand how to conduct coaching analysis, coaching discussions and the skills needed for effective coaching at the workplace.

Students will also learn about deviant workplace behavior and value shaping as effective strategies for managing performance.

ADHR 722: Leading and Managing Change

This course is designed to position students as future leaders and also to equip them with leadership skills and knowledge in managing Adult Education organizations such as universities and providing the needed leadership in managing change in a growing environment. The theories of change management will also be explored. It will also look into issues relating to resistance to change, transformational change and interventions needed for managing change. This will include human processed based interventions, techno-structural interventions, socio-technical systems interventions and organizational transformation.

YEAR II - INTERNSHIP/EXPERIENTIAL LEARNING

6.0 Doctoral Seminar Series

Doctoral candidates shall be required to undertake four seminars after passing the written comprehensive examinations and the approved taught courses. The seminars are structured as follows:

ADHR 710: Seminar 1 (Thesis Proposal)

The students will present their proposal on a research topic in the field of Adult Education and Human Resource Studies during the first semester of the second year of their studies. The proposal will be subjected to thorough scrutiny through comments and suggestions by faculty and graduate students.

ADHR 720: Seminar 2 (Report on Research/Experiential Learning)

The second seminar is a presentation of a report based on the PhD student's internships/experiential learning programme. Activities under the Internship/experiential learning programme which students shall undertake include the following:

- Participate and present full papers at colloquia, conferences and seminars
- Participate in Departmental research projects
- Work with Professors on specific projects;

- Develop thesis proposals;
- Undertake community entry techniques, community mobilization strategies and programme evaluation.
- Participate in activities as supporting staff and as facilitators where their competencies, experience and skills are required.
- Participate in doctoral academy course attachment;
- Visit partner universities/organizations to participate in selected programmes/research

Selection of any of the above activities by PhD candidates will be based on prior approval of the candidate's supervisory committee and the Head of Department. Within six weeks to the end of Year 2, the student shall produce a report and give a seminar on what she/he has done during the year. The Report and Seminar shall be graded and the results submitted to the School of Graduate Studies.

ADHR 730: Seminar 3 (Thesis Update)

This third seminar will serve as an update of the PhD candidate's progress on the thesis. This will help the supervisors and faculty to provide the needed feedback and support to the student in their research.

ADHR 740: Seminar 4 (Thesis Final Work)

This will be the last seminar for the student to make an oral presentation of the thesis prior to submission to School of Graduate Studies for assessment. The comments and suggestions to be given by faculty at this seminar will help to do a final shape-up of the student's work.