

# Suggested Topics for Research in Adventist Education

Compiled by Dr Humberto M. Rasi, General Conference Office of Education, February 1995

## ***In 2005, CIRCLE asks: Have any of these been researched?***

Please share publication and/or researcher information with [webmaster@circle.adventist.org](mailto:webmaster@circle.adventist.org), or submit online at <http://circle.adventist.org/submit/>

### **Philosophy**

1. Cooperative education. How to foster cooperation rather than competition in Adventist schools. Implications of grading practices, teaching styles, physical education classes.
2. How to assess/measure the spiritual climate or life in an Adventist school
3. Multi-cultural education in Adventist schools: How well are we reaching and involving different cultural groups (students and faculty)?
4. Athletics in Adventist schools: effect on learning, character development, school climate.
5. Impact of the Valuegenesis study on Adventist schools, especially in fostering a grace orientation.
6. The beginnings of Adventist education: a thorough historical-philosophical study.

### **Governance**

1. Selection and initiation of governing boards of Adventist schools at the elementary, secondary, or tertiary levels; the role of laypersons.
2. Legal aspects of Adventist education: How to protect our schools? A model policy.

### **Administration**

1. Role of the college/university president in the new century.
2. Faculty personnel policies in Adventist higher education: expectations, promotion, welfare.
3. Effectiveness of the small school for future student academic and professional success.
4. Is family socio-economic status a reliable predictor of a student's success in school?
5. Models of staff development for small educational systems.
6. How to effectively nurture first- and second-year teachers? Why do we lose so many of them?
7. Trends in Adventist secondary schools: More day academies and less boarding academies – factors? Effects on the formation of future denominational workers.
8. Attitudes toward Adventist education among Adventist ethnic groups in North America: Anglos, Blacks, Hispanics, Asians.
9. State standards and their effect on our schools.
10. Health and safety standards in Adventist schools.
11. Adventist medical education: a comparison between the programs at Loma Linda, Montemorelos, and River Plate Universities
12. Government recognition of Adventist colleges and universities: trends, effect on curricula, standards, etc.
13. Grievance procedures in Adventist schools: What works? Legal implications. Characteristics of a model grievance policy.
14. How well are we matching educational program offerings with projected needs of the church in selected areas of the world.

## **Industries/Work-Study**

1. The role of industries in Adventist academies or colleges: an inter-Division perspective; types of industries, management, long-term effects, what works?
2. Work-study programs in Adventist academies or colleges: What is working in the developing and the developed worlds?

## **Student Life**

1. Student associations in Adventist schools: selection, role, policies, governance, relation to administration.
2. Student papers in Adventist colleges and universities: role, funding, staff selection, quality, influence.
3. Student input in the governance and administration of an Adventist college or university.
4. Selection and training of student personnel.
5. Student discipline in Adventist schools at the elementary, secondary or tertiary levels: policies and implementation.

## **Trends**

1. Adventist education and church growth: Is there a relationship? Compare two world divisions – one stagnant and the other growing. What are the implications?
2. Ratios of members-to-Adventist students: Declining trends? Why? Implications for the church's future.
3. Adventist education in the context of church and state relations: constitutional differences in countries or areas of the world; policies, funding, dangers/opportunities

## **Counseling and Guidance**

1. How well do home-school children fit into the Adventist educational system?
2. Alternative assessment of students.
3. Career counseling in Adventist institutions: trends, when should it start, follow-up, effectiveness?
4. How well do Adventist undergraduates do in standardized entrance and qualifying examinations: LCAT, MSAT, etc.?
5. Effect of TV over Adventist students.

## **Curriculum**

1. Core requirements in the college curriculum: What is considered essential for an Adventist institution: Are there international commonalities? How do we compare with public institutions? Recommendations.
2. Technology education in Adventist colleges/universities: curriculum, finances, trends, implications for development.

## **Faculty and Instruction**

1. Selection and initiation of new faculty in Adventist secondary or tertiary education: procedures and recommendations.
2. Growing number of Adventist elementary teachers not trained in Adventist colleges: trends in divisions, effect on the school and the students. Recommendations.
3. Adventist Colleges Abroad: history, role, follow-up, predictability for future profession and church service.
4. Academic freedom and responsibility in Adventist colleges and universities: policies, guidelines, implications.

5. Sex education in Adventist schools at the elementary, secondary, or tertiary levels: curricula, what works?
6. Religious instruction for non-Adventist students: curricula, textbooks, faculty.
7. Correlation between time spent in the classroom and student achievement.
8. Effectiveness of the Adventist teacher education program: What models are we following? How well are we doing?
9. Learning styles: How do teachers relate to them? Which are more effective?
10. The use of technology for instruction: What is cost effective? What works?
11. Distance learning: an assessment of effectiveness.
12. Identifying the characteristics of multi-grade teachers: psychology, temperament, personality.

### **Finances/Marketing**

1. Financing Adventist education at the elementary, secondary, or tertiary levels. What are the formulas used by the Church to provide funding? Comparison across division boundaries. Are we pricing Adventist education beyond the reach of average Adventists? Trends and implications. Recommendations.
2. Marketing Adventist boarding academies: What works?
3. Why do parents choose not to send their children to Adventist schools when they are available to them?

### ***Global Trends in Adventist Education***

by Dr H Rasi, in 1995

#### **Positive Trends:**

1. Increasing recognition, by non-Adventist, on the value and importance of Adventist schools, colleges and universities .
2. Growth in Adventist education in the developing countries, including the chartering of new universities.
3. Intentional involvement of Adventist schools in service and outreach.
4. An increasingly integrated international program of Christian education, with common goals and direction.
5. Renewed interest in Christ-centered spirituality and service orientation in our schools.

#### **Challenges:**

1. Declining ratios of students in Adventist schools in proportion to church members.
2. Shift of responsibility to educate our children and youth in the faith and in Christian values, from the home and the congregation to the school.
3. Unresolved tension between academic and spiritual goals both among Adventist parents and educators.
4. Larger numbers of teachers not trained in our colleges and universities, with a limited understanding of the philosophy and objectives of Adventist education.
5. An educational ministry beyond our schools to Adventist students in public schools, colleges and universities.