

**INSTITUTE OF ADULT EDUCATION**



**GUIDELINES FOR FIELD PRACTICE AND  
REPORT WRITING FOR DIPLOMA &  
BACHELOR DEGREE STUDENTS**

**DIRECTORATE OF ACADEMICS**

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## **PREAMBLE**

Field report writing at the Institute of Adult Education is similar to an intriguing story that students must narrate formally, much like a captivating tale told after completing an adventurous journey. Just as a skilled storyteller weaves together plotlines, characters, and settings to captivate their audience, students must skilfully document their observations, data, and analyses from the field. However, unlike storytelling for entertainment, field report writing requires a structured and analytical approach to convey the intricacies of the research process, challenges faced, ethical considerations, data collection methods, analytical techniques, interpretation of findings, and recommendations. It's a narrative of discovery, learning, and insight, where each element contributes to a comprehensive and compelling account of the fieldwork experience and its outcomes. In the context of adult education and community development, the term "field" typically refers to the real-world settings, environments, or communities where educational or development activities take place.

### **Field Practice in Adult Education**

According to Cranton and King (2003), the field practice in adult education encompasses diverse learning environments, including formal institutions, workplace training programs, community-based initiatives, and online platforms, where adults engage in lifelong learning to enhance their knowledge, skills, and capabilities. Generally, in adult education, the "field" refers to the actual environments where adult learning and educational interventions occur. This can include formal settings such as classrooms, training centers, or workshops designed for adult learners. It also encompasses non-formal and informal learning spaces such as community centers, workplaces, online platforms, and community-based organizations where adults engage in learning activities to acquire new knowledge, skills, and competencies.

### **Field Practice in Community Development**

Chambers (2012) defines the field practices in community development as the dynamic interactions and collaborative efforts among community members, organizations, and institutions to address social, economic, and environmental challenges, promote participatory decision-making, and achieve sustainable development outcomes at the local level. In community development, the "field" can also refer to the specific communities, neighbourhoods, or regions where development initiatives and projects are implemented. This includes activities aimed at improving the social, economic, cultural, and environmental well-being of communities. The field of community development involves working directly with community members, stakeholders, and organizations to identify needs, mobilize resources, implement interventions, and evaluate outcomes to achieve sustainable development goals.

In both contexts, the field practices represent the practical and applied aspects of education and development work, where theories, strategies, and interventions are put

into action to address the needs and aspirations of adult learners or community members. As per your diploma and degree programmes, you are required to participate in field practices one time before you graduate. For the session, you will stay in the field for three months. Assessment is based on the report of the supervisor of the place where you will be attached, your own report and the assessment of the visiting lecturers (each field practice carries 50 points). Every student is required to obtain **Field Letter** from the respective regional centres to be allowed to pursue field work practice and be assessed.

### **Institutions to Attend for Field Practice**

For field practice in both education centres and community development offices at the ward and district levels, IAE students should consider choosing the following institutions:

#### **1. Education Centres**

- a) **Adult Education Centres:** Students can engage in teaching practice, projects implementation and student assessment at adult education centres.
- b) **Secondary Schools:** Opportunities for teaching practice, educational workshops, and extracurricular activities are available at secondary schools.
- c) **Colleges of Education:** Students can participate in teacher training programs, educational research, and professional development activities at colleges focused on education.
- d) **Vocational Training Centres:** Field practice in vocational training centres involves skills training, instructional design, and assessment methods for vocational courses.
- e) **The Tanzania Institute of Education (TIE)** provides additional opportunities for field practice for IAE students every year, here are some potential activities and engagements for students at TIE;
  - i) **Collaborative Projects:** TIE may collaborate with local education centres such as primary and secondary schools for field practice initiatives. Students can engage in teaching practice, curriculum development, educational research, and teacher training programs.
  - ii) **Educational Workshops:** TIE may organize educational workshops, seminars, or training sessions for teachers and educators from various education centres. Students can participate in planning, organizing, and facilitating these events.
  - iii) **Resource Development:** Students may contribute to the development of educational resources, materials, and teaching aids designed for use in education centres. This includes designing lesson plans, creating multimedia content, and developing assessment tools.

## 2. Community Development Offices

- a) **Ward Development Offices:** Students can work with ward development officers on community needs assessments, project planning, and implementation at the ward level.
- b) **District Development Offices:** Opportunities include involvement in district-wide development projects, policy analysis, and coordination of community initiatives at the district level.
- c) **Non-Governmental Organizations (NGOs):** NGOs focusing on community development offer field practice opportunities in areas such as health, education, livelihoods, and environmental sustainability.
- d) **Local Government Authorities (LGAs):** Students can collaborate with LGAs on community engagement, governance issues, service delivery, and participatory development programs.

By engaging with these institutions, students can gain practical experience, apply theoretical knowledge in real-world settings, and contribute meaningfully to educational and community development initiatives at the local level.

### Field Duration

The expected field duration of three (3)-months for students in both education centres and community development offices is a significant period that allows for immersive learning, practical experience, and meaningful contributions to their respective fields. During this time, students are expected to adhere to the roles and regulations of the institutions they are working with.

In education centres, students may have teaching responsibilities, curriculum development tasks, or research assignments that align with the institution's academic standards and policies. They must follow guidelines for classroom conduct, student assessment, lesson planning, and professional ethics. Additionally, they may participate in extracurricular activities, faculty meetings, and professional development opportunities as part of their engagement with the educational institution.

On the other hand, in community development offices, students are expected to fulfil responsibilities related to community engagement, project implementation, data collection, and reporting. They must adhere to the rules, protocols, and ethical guidelines established by the community development organization or government agency they are collaborating with. This includes respecting local customs, fostering positive relationships with community members, and upholding confidentiality and integrity in their work.

Overall, the three (3)-months field duration offers students a valuable opportunity to integrate theoretical knowledge with practical experience, develop essential skills, and

make meaningful contributions to education and community development initiatives while respecting the roles and regulations of the institutions and organizations they are affiliated with.

### **Dressing Code During Field Practices**

During field practice, dressing appropriately is important as it reflects professionalism, respect for the environment, and adherence to cultural norms. Here are some considerations for dressing during field practice:

1. **Comfort and Functionality:** Choose clothing that is comfortable and allows for ease of movement, especially if the fieldwork involves physical activities or outdoor settings. Consider weather conditions, terrain, and potential hazards when selecting attire.
2. **Professionalism:** Dress in a manner that conveys professionalism and respect for the field and its stakeholders. Follow any dress codes or guidelines provided by the institution or organization you are working with.
3. **Cultural Sensitivity:** Be mindful of cultural norms and traditions related to clothing. Dress modestly and respectfully, especially when working in communities with specific cultural expectations regarding attire.
4. **Safety Gear:** If the fieldwork involves potentially hazardous environments or activities, ensure that you wear appropriate safety gear such as helmets, gloves, protective footwear, or high-visibility clothing as required.
5. **Identification:** In some cases, wearing identification badges, vests, or uniforms may be necessary to clearly indicate your role and affiliation during field practice.
6. **Professional Accessories:** Carry any necessary accessories such as notebooks, pens, measuring tools, or electronic devices in a professional manner. Use a backpack or bag that is practical and suitable for the fieldwork activities.
7. **Adaptability:** Be prepared to adapt your clothing choices based on the specific requirements of the fieldwork. Have spare clothes available in case of unexpected changes or emergencies.

Overall, dressing appropriately during field practice demonstrates professionalism, cultural sensitivity, safety awareness, and readiness to engage effectively in the fieldwork activities.

### **Requirements During Field Work Practice**

While in the field, you should apply the theories and techniques you have learnt from the classroom to the real-life situation under the supervision of the qualified and experienced staff of the place you are attached to (field supervisor). Be observant in identifying issues of social concern, plan real- life problem solving situations together with your office

mates and supervisor. Basing on this, you should write a report which you will submit for marking. Below are the steps to follow while identifying the glaring issues of concern and related strategies:

- i) Identify your field objectives, what you aim to achieve at the end of the field practice exercise
- ii) Identification of a problem/issue of concern
- iii) Provide steps of how to deal with the issues of concern
- iv) Show how you have solved/dealt with the problem/issue
- v) Show the results
- vi) Make assessment of the results
- vii) Recommend the way forward
- viii) Make an assessment whether the solution was successful and effective

### **Students' Roles and Responsibilities in Education Centres /Field**

Students reporting at Adult Education centres, secondary schools, colleges, and vocational training centres have specific responsibilities to ensure the accuracy, relevance, and ethical conduct of their field reporting. These responsibilities include:

1. **Teaching Responsibilities;** Students are involved in teaching roles as part of their coursework or practical experience. This includes preparing lesson plans, delivering lectures or workshops, facilitating discussions, and assessing student learning. Students need to ensure they are well-prepared, maintain a conducive learning environment, and provide effective instruction that meets educational objectives.
2. **Ethical Conduct;** Students must adhere to ethical guidelines, respect participant confidentiality, obtain informed consent where applicable, and conduct their research in an ethical and responsible way.
3. **Time Management;** Students must manage their time effectively to balance academic responsibilities, fieldwork, teaching duties (if applicable), and other commitments. This includes prioritizing tasks, setting deadlines, scheduling activities, and allocating sufficient time for research, preparation, teaching, and reporting.
4. **Being in their field setting / working Place;** Students are expected to be present and engaged in their designated working place, whether it's a classroom, training centre, or educational institution. This involves attending scheduled sessions, participating actively in discussions and activities, collaborating with peers and instructors, and contributing positively to the learning environment.
5. **Preparing Teaching Aids:** If students are involved in teaching roles, they may be responsible for preparing teaching aids and materials to enhance learning experiences. This could include creating presentations, handouts, visual aids,

multimedia resources, and interactive activities that support instructional objectives and engage learners effectively.

6. **Communication Skills;** Students must demonstrate effective communication skills like writing skills, including clear and concise communication, proper grammar and syntax, logical organization of ideas, and adherence to academic writing conventions.
7. **Feedback and Revision;** Students should be open to receiving feedback from instructors and peers, revising their field reports based on constructive criticism, and continuously improving the quality of their work.
8. **Respectful Engagement;** Students should engage respectfully with stakeholders, including educators, administrators, students, and community members, maintaining professionalism and cultural sensitivity throughout their fieldwork and reporting process.
9. **Data Collection;** Students are responsible for collecting accurate and relevant data using appropriate methods and techniques, such as interviews, surveys, observations, or document analysis, depending on the nature of their research
10. **Observation and Documentation;** Students should observe and document their experiences, observations, and interactions in the field accurately and comprehensively, ensuring that their field reports reflect the reality of the situation

By fulfilling these responsibilities, students contribute to the credibility, validity, and impact of their field reports, thereby enriching the learning experience and contributing meaningfully to the field of adult education, secondary education, or vocational training.

### **Students' Roles and Responsibilities in Community Development field**

When reporting at community development offices in the ward, district, and in the street, students have specific responsibilities to ensure effective engagement and meaningful contributions to the community development process. These responsibilities include:

1. **Research and Data Collection:** Students are responsible for conducting research, projects, gathering data, and collecting relevant information related to community development initiatives, challenges, needs, and resources. This may involve interviews, surveys, observations, and document reviews to gather comprehensive data.
2. **Documentation and Reporting;** Students should document their findings, observations, and insights accurately and comprehensively. They are responsible for preparing clear, concise, and well-organized reports that summarize their research, analysis, and recommendations based on community needs and priorities.
3. **Engagement with Stakeholders;** Students are expected to engage with various stakeholders in the community development process, including local government officials, community leaders, NGOs, residents, and other relevant organizations.

They should build relationships, facilitate dialogue, and collaborate effectively to address community issues and implement solutions.

4. **Ethical Conduct; Upholding ethical standards is essential.** Students must respect participant confidentiality, obtain informed consent when necessary, and conduct their research and interactions with integrity, transparency, and respect for diversity and cultural sensitivity.
5. **Problem-Solving and Recommendations:** Based on their research and analysis, students should identify key challenges and opportunities in the community, propose innovative solutions, and make actionable recommendations that contribute to positive change and sustainable development.
6. **Feedback and Reflection;** Students should be open to receiving feedback from supervisors, community members, and peers. They should reflect on their experiences, evaluate their approaches and methodologies, and continuously improve their strategies and interventions based on feedback and self-reflection.
7. **Professionalism and Communication;** Students must demonstrate professionalism, effective communication skills, and the ability to work collaboratively in multidisciplinary teams. They should represent themselves, their institution, and the community development field positively and responsibly.
8. **Project Planning and Implementation:** Students can participate in project planning and implementation activities under the supervision of community development officers. This may include developing project proposals, creating action plans, organizing project activities, and monitoring progress.
9. **Capacity Building:** Students can contribute to capacity-building initiatives by organizing training sessions, workshops, or awareness campaigns on various topics relevant to community development, such as health, education, entrepreneurship, or environmental sustainability.
10. **Advocacy and Networking:** Students can engage in advocacy efforts by raising awareness about community issues, advocating for policy changes, or mobilizing support from stakeholders. They can also participate in networking activities to establish partnerships and collaborations for community development initiatives.
11. **Conflict Management:** Students can learn and participate in conflict management and resolution processes under the guidance of community development officers. This may involve facilitating dialogue, mediation sessions, or peacebuilding activities to address conflicts and promote reconciliation within communities

By fulfilling these responsibilities, students can make valuable contributions to community development efforts, gain practical experience, and develop essential skills in research, analysis, communication, teamwork, and problem-solving.

## **Importance of field practices to IAE students**

Field practice plays a crucial role in enhancing students' learning experiences and preparing them for real-world challenges in the areas of adult education and community development. Here are some important aspects of field practice and references to contemporary authors:

- i) **Experiential Learning**, field practice provides hands-on experiences that complement theoretical knowledge, fostering experiential learning. Kolb (1984) emphasizes the importance of experiential learning in "Experiential Learning: Experience as the Source of Learning and Development."
- ii) **Skill Development**, students acquire practical skills such as communication, problem-solving, critical thinking, and leadership through field practice. Dewey (1938) emphasizes the role of experience in skill development in "Experience and Education."
- iii) **Contextual Understanding**, field practice offers insights into the contextual realities, challenges, and opportunities within adult education centres and communities. Mezirow (1991) discusses transformative learning and contextual understanding in "Transformative Dimensions of Adult Learning."
- iv) **Community Engagement**, students engage directly with community members, fostering community partnerships, collaboration, and participatory approaches. Freire (1970) emphasizes community empowerment and dialogue in "Pedagogy of the Oppressed".
- v) **Professional Development**, field practice enhances students' professional development by exposing them to real-world professional settings, ethical considerations, and professional conduct. Jarvis (2004) discusses lifelong learning and professional development in "Adult Education and Lifelong Learning: Theory and Practice."
- vi) **Reflective Practice**, field practice encourages reflective practice, allowing students to critically reflect on their experiences, assumptions, biases, and learning outcomes. Schön (1983) discusses reflective practice in "The Reflective Practitioner: How Professionals Think in Action."
- vii) **Research Skills**, students develop research skills through data collection, analysis, and interpretation during field practice, contributing to evidence-based practices in adult education and community development. Creswell (2014) discusses research design and methods in "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches."
- viii) **Fieldwork** also provides students with the opportunity to take responsibility for addressing people's problems. Theory informs practice and practice informs theory so through fieldwork, new knowledge is developed while testing the already acquired knowledge.

- ix) Field practice are not merely practical activities in/out of college settings are vital components of a comprehensive educational strategy. They bridge the gap between theoretical knowledge and its real-world application. By providing students with tangible experiences, field practices in IAE make learning more engaging, memorable, and relevant.
- x) Fieldwork also enables students to acquire skills for responding appropriately to the needs of clients and society in general. Examples of such skills include engagement and rapport building, assessment, intervention and termination that are central to the problem-solving process.
- xi) Furthermore, it places students in contexts that require them to deal with different stakeholders involved in community development. Through such experiences, students are able to apply skills to address individual and community needs and participate in social change. Scholars such as Taylor and Bogo (2013) have advocated for collaborative partnerships between educators and a variety of stakeholders including ‘service providers, employers, professional associations and regulators’ in order to strengthen academic systems.
- xii) By engaging in field practice, students in adult education and community development areas can integrate theory with practice, develop essential skills, understand diverse contexts, contribute meaningfully to communities, and advance their professional growth and expertise.

## **FIELD REPORT WRITING**

Creswell and Creswell (2020) defined field reports as analytical documents that integrate qualitative data, researcher reflections, and theoretical insights to generate new knowledge or contribute to existing scholarship. They emphasize the iterative nature of qualitative inquiry, encouraging researchers to engage in continuous reflection, analysis, and revision throughout the reporting process. On the other hand, Silverman (2021) viewed field reports as narrative constructions that capture the richness and complexity of social phenomena observed and studied in real-world contexts. He highlights the interpretive nature of fieldwork, emphasizing the researcher’s role in making sense of observations, identifying patterns, and generating theoretical insights through rigorous analysis and reflection.

Corresponding to the two definitions field report writing refers to the process of documenting observations, data, findings, and analyses from a specific fieldwork or research activity conducted in a real-world setting. Field reports are commonly used in various disciplines such as education, community development, sciences, social sciences, engineering, environmental studies, and more. The purpose of IAE field report writing is to provide a comprehensive and structured account of the activities and observations made during the fieldwork, including relevant details about the field setting, challenges,

results obtained, and the interpretation of those results. These reports are often used to communicate findings, draw conclusions, and make recommendations based on the data collected in the field.

### **Field Report Assessment Requirements**

Your report will carry 50% of the marks while your local supervisor report will carry 50% of the marks. The Content of the report should include the following:

- a) An abstract- half a page
- b) Acknowledgement, Table of content and Abbreviations
- c) Main body – which includes;
  - i) Objectives and significance of the report
  - ii) Challenges experienced
  - iii) Efforts made to address challenges
  - iv) Impact of the field practice activities
  - v) Were your expectations met? Explain.
  - vi) General comments on the field
- d) Conclusion, Recommendations, References

### **Authenticity of Field Practice Report**

- a) You should NOT submit plagiarized reports. As this is an academic offence punishable under the examination irregularities of the Institute of Adult Education (IAE), Submit a report which you have written yourself.
- b) The report should be typed (font size 12; font type – Times New roman and 1.5 line space) and the length should be 12 to 15 pages maximum.
- c) Attachments: photos, letters and maps
- d) Submit two copies of the report
- e) Use spiral binding
- f) MUST use the cover page attached in this guideline. Reports submitted without the cover page will be penalized.
- g) Data Sources, utilizing credible and reliable sources of data is essential. Reports should be based on accurate information obtained from reputable sources, such as academic journals, government reports, official statistics, and primary research conducted following rigorous methodologies.
- h) Proper citation of sources and references is crucial for authenticity. Reports should acknowledge and credit the sources of information used, including quotes, data,

ideas, and theories borrowed from other works, to avoid plagiarism and uphold academic integrity.

- i) Consistency and Clarity, the report should be consistent in its arguments, evidence, and logic, with clear and logical organization of information. Clarity in writing, presentation, and communication of ideas enhances the report's authenticity by making it understandable and accessible to the intended audience.

### **Features of a Good Field Report**

A good report must have the following qualities;

- i) Attractive in appearance including illustrations
- ii) Content is clear, well-organized and concise presentation of information
- iii) Contextualize findings within relevant literature and theoretical frameworks.
- iv) Contains your actual input during field work
- v) With relevant recommendations

### **Benefits of Field Report Writing**

Field report writing as a part of coursework in the Institute of Adult Education (IAE) have several potential benefits for both students and the college:

#### **Enhanced Learning and Skill Development for Students**

Contemporary scholars like Cranton and King (2003) emphasize that field report writing promotes experiential learning, allowing students to apply theoretical knowledge in practical contexts. For example, students in adult education programs at IAE can engage in fieldwork in local communities, conducting research, and writing reports that contribute to their understanding of adult learning principles and practices. In community development, scholars such as Chambers (2012) highlight the importance of practical experiences in enhancing students' skills in community engagement, needs assessment, project planning, and evaluation. Field report writing enables students to document their experiences, analyse community issues, and propose solutions, thereby developing critical thinking and problem-solving skills.

#### **Professional Development**

Writing field reports prepares students for professional roles where they may need to document observations, analyse data, and communicate findings effectively, contributing to their career readiness. It also contributes to students' professional development by honing their research, writing, presentation, and communication skills. Scholars like Mezirow (2009) emphasize the transformative potential of reflective writing in adult education, which is reflected in field report writing practices. Furthermore, field reports contribute to the knowledge base in adult education and community development by

documenting best practices, lessons learned, and recommendations for future interventions. This contributes to the college's reputation as a hub for applied research and community engagement.

### **Integration of Theory and Practice**

Field report writing facilitates the integration of theoretical learning with practical experiences, allowing students to see the relevance and application of academic concepts in professional contexts. Scholars like Merriam and Bierema (2014) emphasize the value of integrating theory and practice in adult education, which is facilitated through field report writing. For instance, students can explore concepts such as transformative learning, adult development theories, and learning environments through field experiences and reflect on these in their reports. In the context of community development in Tanzania, students can engage with local organizations, government agencies, or NGOs to address community challenges related to healthcare, education, environmental sustainability, or economic development. Field reports document these initiatives, linking theoretical frameworks with practical interventions.

### **Feedback and Improvement**

The process of writing field reports facilitates a valuable feedback loop that promotes continuous improvement in students' research and writing skills, as highlighted by contemporary scholars such as Biggs and Tang (2011) and Wiggins (2012). Through feedback from instructors and peers, students gain insights into their strengths and areas for improvement, enhancing their ability to critically evaluate their work and make iterative improvements. This feedback-driven approach fosters a culture of reflective practice, where students learn to assess the effectiveness of their research methodologies, data analysis techniques, writing styles, and overall report structure. Over time, this iterative process contributes to the refinement of students' research and writing skills, enabling them to produce higher-quality field reports that meet academic standards and contribute meaningfully to the body of knowledge in their respective fields.

### **Contribution to Knowledge**

Field reports play a crucial role in advancing the body of knowledge in adult education by providing a detailed documentation of research findings, insights, and recommendations derived from real-world experiences and observations. Drawing on contemporary scholars such as Merriam and Caffarella (1999) and Cranton and King (2003), field reports serve as valuable sources of empirical data, allowing researchers and practitioners to analyse trends, identify challenges, and propose solutions within the field. Moreover, these reports contribute to the development and refinement of theoretical frameworks and pedagogical approaches by grounding academic discourse in practical applications and contextual realities. Through systematic data collection, analysis, and interpretation, field reports facilitate knowledge dissemination, promote evidence-based

practices, and stimulate ongoing dialogue and collaboration among stakeholders in adult education, thus enriching the collective understanding and informing future directions in the field.

### **Institutional Reputation**

The incorporation of field report writing into coursework at the Institute of Adult Education (IAE) underscores the institution's dedication to experiential learning, practical skill development, and academic excellence, thus bolstering its reputation as a holistic education provider. Drawing on contemporary scholars like Kolb (1984) and Merriam and Bierema (2014), this commitment to experiential learning is evident through the hands-on application of theoretical knowledge in real-world contexts, fostering deeper understanding and critical thinking among students. Moreover, the emphasis on practical skill development aligns with scholarly perspectives that highlight the importance of equipping learners with research, analytical, and communication skills essential for professional success. By upholding rigorous academic standards and encouraging scholarly inquiry in field report writing, IAE showcases its dedication to academic excellence, positioning itself as a leader in adult education that prioritizes holistic growth and transformative learning experiences.

Overall, field report writing adds value to the learning experience at IAE by bridging theory and practice, fostering skill development, promoting critical thinking, and contributing to the advancement of knowledge in the field of adult education and community development.

### **The Report Submission Deadline**

The field report should be submitted within one week after completion of the field activities. The marking of the reports would start immediately after field completion to ensure that the grades are uploaded into your saris.

## The Format of the Report

S/N	ITEMS	DETAILS	MARKS
1	Cover page	Name, location, time frame/period of implementation	6
2	Objectives and significance of the report	Objectives and significance of the report	6
3	Challenges experienced	Challenges faced during the field practice	8
4	Efforts made to address challenges	Efforts made in attempts to address the challenges	8
5	Impact of the field practice activities	Impact of the field practice activities	7
6	General comments on the report	General observations and conclusions made on the field practice	5
7	Recommendations/Suggestions	General observations, suggestions and conclusions	5
8	General document organization/layout	Neatness of work, fonts, binding, illustrations/pictures/photographs, attachments/appendices.	5
<b>Total</b>			<b>50</b>

### Note:

- i) Font type: Times New Roman
- ii) Font size: 12
- iii) Space should be 1.5 line space
- iv) Attachments: photos, letters and maps
- v) Submit **two copies** of the report
- vi) Use spiral binding

## **CONCLUSION**

In conclusion, the field practice guideline for students in education and community development is designed to provide a structured framework for a meaningful and enriching experience. By participating in field practice, students have the opportunity to apply theoretical knowledge, develop practical skills, and make valuable contributions to their respective fields.

Throughout the field practice period, students are encouraged to demonstrate professionalism, cultural sensitivity, ethical conduct, and safety awareness. They should actively engage with stakeholders, follow guidelines and protocols, and strive to achieve the learning outcomes and goals outlined in the guideline.

As students embark on their fieldwork journey, they are reminded to approach each experience with curiosity, open-mindedness, and a willingness to learn and grow. The field practice guideline serves as a roadmap for navigating the challenges and opportunities of fieldwork, fostering personal and professional development, and ultimately preparing students for future roles as effective practitioners and leaders in education and community development.

We wish all students a successful and rewarding field practice experience, filled with meaningful insights, valuable connections, and impactful contributions to their chosen fields and communities.

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