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## **LEARNING STYLES ADOPTED BY ADULT LEARNERS: A CASE OF AN INSTITUTION OF HIGHER LEARNING IN GHANA**

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Boakye Owusu Ansah  
Ernest Ampadu, Ph.D.

*ABSTRACT:* Studies have been conducted on the learning styles of adults in various geographical areas but same cannot be said for Ghana. This study, which is underpinned by the Transformative Learning Theory, explored how diploma students in a Ghanaian institution of higher learning adopt specific learning styles in their studies. The study employed a qualitative case study approach with 21 diploma students through homogeneous sampling and used three focus group discussions as the data collection method. The findings from the study re-echoed the importance of learning styles in understanding how individual learners construct their knowledge. Three main learning styles were dominant; pragmatist, reflectors and theorist and this were evidenced in the reports from the participants. For example, while the pragmatist prefers practical learning over theory, the reflectors were interested in taking the time to conduct investigations before arriving at an answer. For the theorist, their main characteristic was evidenced by their ability to think through issues following a step-by-step and logical approach and theorizing their work. However, similar to the findings of other studies, none of the respondents chose activist learning style. The reason behind this can be attributed to the fact that the activist learner is seen to be open minded for any situation and would like to experience the situation before constructing their knowledge, and most students especially adult learners have their own biases when it comes to the construction of new knowledge.

*Keywords:* Ghana, learning styles, pragmatist, reflectors, transformational

## **AKOTẸYỌN AND OJÚ ỌRUN: INDIGENOUS AFRICAN METAPHORS FOR DIVERSITY AND INCLUSION**

Mejai B.M. Avoseh, Ph.D.  
Olugbenga A. Fayomi, Ph.D.

*ABSTRACT:* This short paper argues that diversity and inclusion have always been part of indigenous lifelong learning that includes everybody and everything in its educational continuum that stretches from the womb to the spirit of the ancestors. It draws from metaphors, proverbs, and practices within indigenous lifelong learning that indicate inclusion and diversity are intricately connected to other segments of living and learning in indigenous Africa. It uses Ojú Ọrun (the sky) and *Àkọtẹyọn* (all tribes/races are good) of the Yoruba and Ogu of West Africa as a metaphors for diversity and inclusion. It borrows literature on indigenous lifelong learning to present an indigenous lens on diversity and inclusion.

*Keywords:* African, diversity, entrepreneurship, inclusion, indigenous, Ogu

## **THE PORTAL OF ENGLISH FLUENCY: HOW CHINESE GRADUATE STUDENTS MAKE SENSE OF THEIR EXPERIENCES AS VISITING SCHOLARS**

Sara Bano  
John M. Dirkx Ph.D.

*ABSTRACT:* In the late 1970s, China reopened to the world, creating increasing needs for socioeconomic and scientific development (Huang, 2012). Over the past 15 years, more than 84,000 visiting scholars have studied in the West (Xue, Chao, & Kuntz, 2015). However, not all educational institutions are adequately

prepared to address the learning needs of these visiting scholars (Yan & Berliner, 2011), a situation further compounded by the paucity of research on the overseas adult learning experiences of these scholars. Informed by sense-making theory (Weick, 1995) and ethnographic strategies (LeCompte, Preissle & Tesch, 1993), we conducted a qualitative study of how individuals came to understand and make sense of their experiences in an eight-month visiting scholars program in an American R1 university. Data collection included repeated semi-structured interviews in English, and formal and informal observations throughout the program. While positive overall about their experiences, participants revealed a sense of tension and disconnect in the academic and nonacademic components of the program, with the latter often perceived to be more meaningful to their overall goals. They repeatedly emphasized the importance of the international credential and the centrality of English fluency to this credential. To make the experiences more meaningful and transformative for participants, these tensions need to be addressed.

*Keywords:* Chinese, scholars, English, Professional development, Adult learning

## **REORIENTING TRADITIONAL HIGHER EDUCATION INSTITUTIONS IN THAILAND TOWARD LIFELONG LEARNING IN HIGHER EDUCATION**

Suwithida Charungkattikul  
Archanya Ratana-Ubol  
John A. Henschke

**ABSTRACT:** Lifelong learning has become one of the overarching values and principles behind many education system reforms and learning. This study proposes strategies to reorient traditional higher education institutions toward lifelong learning higher education to serve lifelong adult learners in Thailand. Data were collected by means of the Ethnographic Delphi Futures Research (EDFR) approach. Research instruments are in-depth interviews, the questionnaire “Measurable Performance Indicators [MPI] for Lifelong Learning”, SWOT Analysis form, focus group discussions, and a strategic assessment form. The results revealed five national and seven institutional strategies with several sub-details of each strategy. Five strategies at the national level are: Policy Framework and Development Direction; Management Mechanisms; Networking and Collaboration; Curriculum Development Teaching and Research; Quality Development System. Seven strategies at the institutional level are: Overarching Frameworks, Strategic Partnerships and Linkages, Research, Teaching and Learning Processes, Administration Policies and Mechanisms, Decision Support Systems, and Student Support Systems and Services. Finally, the suggested strategies should help higher education in Thailand and other countries around the world to strengthen the policies, processes, and tools used in moving toward lifelong learning universities; as well as the knowledge outcomes which will better generate and encourage further dialogue and discussion.

*Keywords:* lifelong learning/ universities/ higher education/ development strategies/ Thailand

## **SUSTAINING THE THRIVING GLOBAL MOBILITY OF FOREIGN STUDENTS COMING TO STUDY IN THE UNITED STATES: PERSPECTIVES AND IMPACTS**

Simeon Edsomwan

**ABSTRACT:** The United States is one of the leading academic destinations of choice for many foreign students seeking a global education. This vast representation of students from diverse nations, seek an education in the United States for variety of reasons, which may include an education with a recognized prestige worldwide. More fundamental, foreign students studying across the United States contribute immensely to the success of the American higher education system, thus, affecting the reputation of the U.S

higher educational system. However, given the current political climate in the United States and the gradual upsurge of anti-globalist sentiments, many may begin to question the rationale for the United States to sustain the thriving global mobility of foreign students. In this paper, I examined what triggers international students mobility to the United States and simultaneously, how international students contribute to a thriving erudite community in the United States through the process. I.e.: Exchange of socio cultural diversity experience, facilitation of multiple perspective to knowledge, and financial contribution to host institutions and the country. These contributions suggest that an understanding of what triggers international students' mobility and the positive impacts of international students is essential for sustaining and maintaining the trend of a thriving global mobility of foreign students in the United States.

*Keywords:* international students, mobility, sustaining, United States

## **METHODOLOGIES AND APPROACHES TO SUPPORT EMPLOYABILITY AND ORGANIZATIONAL LEARNING AT UNIVERSITY OF SIENA: THE CASE OF THE TEACHING AND LEARNING CENTER**

Loretta Fabbri, Ph.D.

Claudio Melacarne, Ph.D.

Mario Giampaolo, Ph.D.

Alessandra Romano, Ph.D.

*ABSTRACT:* Against the backdrop of the European labour market and the idea of mobility of the workforce, universities in European Union are wondering how the higher education system is preparing individuals for working life. This issue is of high relevance globally as well as from a European perspective (EURYDICE, 2014). To deal with this challenge, the University of Siena in Italy created a Teaching and Learning Center, managed by the Department of Education, aimed to foster students' employability and professional development of faculties. Among the different activities proposed, the Center offers workshops for the development of soft-skills in students to facilitate their professional development. The Center is also committed in activities for the cultivation of faculties' community of learning. The work describes the development process and the activities of the Teaching and Learning Center at University of Siena, designed to spread collaborative teaching methods, practice-based and learner-centered approach in the academic environment, and to support organizational learning.

*Keywords:* employability, European, learning, organization, Siena, teaching

## **TRANSFORMING TEACHING AND LEARNING METHODS IN HIGHER EDUCATION: AN ITALIAN SURVEY OF STUDENTS' VOICES**

Monica Fedeli

*ABSTRACT:* The paper aims to present a research study based on quantitative data collected from students' voices over the last three years by a consortium of Italian Universities with the aim to: design innovative programs for adults in higher education, identify ways to transform learning and teaching inclusive of a more learner-centered approaches and active teaching strategies that promote new work-opportunities. The significance of this paper is determined by a variety of factors. First, it involves the most extensive survey to date coming from students' voices in higher education in Italy. Second, the research involves a survey submitted to over 50.000 students attending a variety of courses throughout the participating universities. Third, this study offers a unique international perspective of adult and higher education on scale rarely presented. Fourth, the potential of this study is likely to lead to significant innovations of teaching and learning methods in adult and higher education in Italy.

*Keywords:* Higher education, Italian, learning, teaching, transforming, students' voices

## **WORK-RELATED TEACHING AND LEARNING METHODS: CASE STUDIES IN ITALY**

Daniela Frison  
Monica Fedeli

*ABSTRACT:* What are the most effective ways to promote connections between course contents and related professions? What are the best strategies and methods to support work-related learning? A multiple case study design (Stake, 1995; Yin, 2009) was chosen as research methodology to explore the Italian state of the art about Work-Related teaching and learning methods in Higher Education (Coll, et al., 2008; Dirkx, 2011). A convenience sample of Italian Universities provided a snapshot of possible Work-Related activities among a range of academic disciplines. The semi-structured interview was proposed as the most appropriate method to understand respondents' opinions and practices. The proposal describes the main themes and issues about Work-Related Teaching and Learning methods, especially related to: purpose of the activities/programs, integration as the process of bringing together formal learning and the world of work, theory and practice, partnership between organizations and educational institutions, support provided to students during Work-Related activities/programs, assessment forms and instruments, as well as "kind" of learning encouraged by WR teaching and learning methods. Thanks to the collected cases, some methodological advice will be provided to encourage Work-Related teaching and learning methods in Higher Education.

*Keywords:* work-related learning, higher education, partnership, case study

## **DISCOVERING TEACHING AND LEARNING OPPORTUNITIES IN A BIGGER WORLD**

Michelle Glowacki-Dudka  
Marjorie Treff

*ABSTRACT:* International travel and study experiences can provide rich opportunities to understand and make meaning in the world and about the world. Each of the authors has engaged with professional international experiences through personal networking and relationship building. While we value those experiences and encourage learners to find their own international study experiences, we acknowledge that the majority of graduate students in Adult Education programs are working adults with potentially limiting responsibilities. Those students may be without the time or financial resources to take a semester abroad, or to participate in a formal international exchange trip. Adult Education, historically a champion of social justice and transformative learning worldwide, must continue to find and provide opportunities for students around the world to build just and humane places in which to live, work, and thrive. In the current political climate, we believe that it is increasingly important for our learners to be able to seek out and value diverse ideas, opinions, and solutions from the widest group of colleagues possible. In this paper, we each share our relevant experiences, and discuss approaches to bringing international voices and experiences into our teaching and research.

*Keywords:* Adult education, learning, international exchange, teaching

## **BREATHING TOGETHER: LEARNING LOCALLY TO ADDRESS AIR QUALITY GLOBALLY**

Wendy Griswold, Ph.D.

*ABSTRACT:* Globally, we are facing many serious environmental challenges. One of these is the increase in air pollution in major cities around the world, particularly those in poor and middle-income countries. Addressing global air quality and myriad global sustainability challenges requires a citizenry empowered with a clearly defined role to play in problem-solving and decision-making. The creation of such a citizenry requires participatory involvement strategies commonly utilized in community education. This presentation provides an overview of global air concerns and highlights a community-based participatory action research project working to improve air quality for communities in Chicago, Illinois, USA. In addition to teaching community members to use low-cost air quality sensors to document and understand local air quality, the project seeks to build collaborative networks between diverse communities, equipped and empowered to address air quality challenges. Communities involved in this project include African-American, Latino, working class, immigrant, and middle class residents. This presentation will outline the participatory processes and strategies used to promote learning within and between communities.

*Keywords:* Air quality, breathing, collaboration, environmental, global

## **RELIGION AND THE CHURCH: A LITTLE KNOWN HISTORICAL SOURCE OF ADULT EDUCATION INTERNATIONALLY**

John A. Henschke, Ed. D.

*ABSTRACT:* The historical and philosophical foundation of adult education finds its origins and motivations stemming from various sources nationally and internationally. However, one not to be ignored pertinent source is religion. Many activities of adult education are deeply rooted in religious foundations and the God who some of us declare openly that we serve with willing, humble, contrite, and grateful hearts as well as serving many constituencies with whom we are involved. Presently, it may be beneficial to remind ourselves and others that God (whom atheists and anti-theists say does not exist) has influenced some of the operationalization of adult education. From ancient times, the international Hebrew and Christian Scriptures identify Moses, Joshua, Paul, and Jesus (even at the age of 12) being involved in adult education. Long (1991) identifies ten early innovative adult educators (from 1591 to 1920) strongly lacking the religious dimension in their adult education writings. Knowles (1977) and Grattan (1955, 1959) substantiate that the Church was at the forefront in adult education in the USA during the first two centuries of our existence from 1600 on. Reischmann (2006) from Germany, states that the religious foundation is one source of adult education.

*Keywords:* Adult education, Church, international, literacy, religion

## **CONTEXTUAL STUDY OF DEVELOPING WOMEN LEADERS IN CHINA**

Jie Ke  
Millard J. Bingham

**ABSTRACT:** Developing women leaders is the key to economic development of any nation. Although China boasts a higher women labor participation rate: 63.9% versus 56.3% in the United States (UNDP, 2015), only few women are promoted to key management positions (17.5%) and even fewer take senior management roles (10.7%). In comparison, 37% of women in the US and 24% in Sweden are in key management positions. This article studies the plight of business women in China through an analysis of contextual factors and their impact on the development of women leaders in the country. The contextual factors include social, cultural, political, and economic systems of China. The analysis manifested some prominent contextual catalysts and impediments to Chinese women leadership development, which calls for social action that can be facilitated by adult educators and human resource development (HRD) professionals and practitioners in China. The article then provides implications for practice as well as recommendations on how adult educators and HRD professionals can assist and empower women in China to promote positive social change.

*Keywords:* women, leadership development, leaders, China, management, human resources

## **INTERNATIONAL STUDENT ATHLETES AND THEIR SPORTING IDENTITY DEVELOPMENT IN THE U.S. COLLEGIATE SPORT SETTING**

Cameron Kiosoglous, Ph.D.

**ABSTRACT:** Sport has the capacity to transform, on an individual and organization level, and for communities, nations and the whole world (Riordan, 1993). Underlying this discussion is the following question: in what ways is sport a relevant topic for adult learners and educators? From a global perspective, sport has been highlighted as a tool to promote peace and development in accordance with the Millennium Development Goals of the United Nations (Darnell, 2010). Internationally, student-athletes are provided increasing opportunities to see the world through their college/university experience and to expand cultural learning in unique ways through sport (Bale, 1991).

*Keywords:* international student-athlete, sport identity, adult development, cultural transition

## **ENHANCING DIALOGUE BETWEEN AMERICAN AND BELIZEAN TEACHERS ON SPIRITUALITY**

Jean Kirshner  
Jill Zarestky, Ph.D.

**ABSTRACT:** This paper examines the contrasting ways public school teachers in the United States and in Belize draw on spirituality as the foundation of why they teach, with the intention of enhancing dialogue among educators from both countries. We present the structural differences between the U.S. and Belize, and the corresponding differences and similarities in perspectives impacting teacher identity and classroom practice. We conclude with a discussion of dialogue around spirituality as a means to can enhance the professional conversation of how we support and guide learners.

*Keywords:* spirituality, Belize, teacher identity

## **INVESTIGATING IMMIGRANT STUDENTS' UNDERSTANDING OF CULTURAL DIVERSITY IN ONLINE LEARNING ENVIRONMENTS**

Alex Kumi-Yeboah  
James Dogbey  
Guangji Yuan

**ABSTRACT:** This study investigated immigrant students understanding of cultural diversity in the online learning environment. Online learning has emerged as a strategy for expanding access to international collaboration and cross-cultural learning. It has also transformed into cross-cultural learning media due to the globalization of online courses. However, research evidence suggests that faculty tend to ignore the cultural differences in learning behavior, and fail to address the cultural diversity of their learners. Thus, this study examines immigrant students' perspectives about cultural diversity in online learning environments. Using the perspectives of social constructivist theory, we analyzed data from interviews and online activities with 24 immigrant students attending graduate school at a university in Northeastern United States. Our findings reveal that three major themes namely (a) perspectives about cultural diversity in online learning; (b) strategies that promote cultural diversity in online learning; and (c) challenges of cultural diversity in online learning environments. The findings of the study indicate that instructors need professional training about instructional strategies they can use to promote cultural diversity in online learning and become aware of the challenges immigrant adult learners face in the online learning community.

*Keywords:* Immigrant students, cultural diversity, online learning,

## **REDEFINING AFRICAN UNIVERSITY ADULT AND CONTINUING EDUCATION FOR RELEVANCE IN THE 21ST CENTURY**

Akpovire Oduaran, Ph.D.

**ABSTRACT:** African university adult and continuing education has entered into a most challenging moment in which it is expected to respond to myriad of challenges that are seemingly far more intricate than the traditional ones it had been dealing with. The curriculum designed and used in the professional development of adult and continuing educators can no more focus almost entirely on the issues of history, philosophy, sociology, policy, literacy, numeracy and so on. Times have changed so dramatically and so also are the expectations. The discipline now requires a curriculum and practitioners who are versed with the potentials of transferring skills to learners on key issues like health, security, communication, and open and distance learning systems. Advocacy and policy reforms are still needed but until we redefine the mission of adult and continuing education and apply the relevant philosophies, the discipline would soon be moving towards irrelevance in terms of recognition and patronage by all stakeholders. This paper, therefore, explores from the point of view of program design what needs to be done now by way of refining the focus of African university adult and continuing education such that it becomes even more attractive as a profession and discipline that can stand among others in terms of relevance.

*Keywords:* Challenges, curriculum reform, expectations, redefining, relevance, stakeholders

## **A CLOSER LOOK AT GENDER DIFFERENCES IN PERCEPTION OF APPLICATION OF ANDRAGOGY AT A UNIVERSITY IN SAUDI ARABIA**

Claudette M. Peterson, Ed.D.  
Brent Hill, Ph.D.  
Obaidalah H. Aljohani, Ph.D.



**ABSTRACT:** Since the mid-20th century education for girls and women as well as the creation of institutions of higher education has been priorities in Saudi Arabia. In keeping with Muslim tradition, education is segregated by gender. In a recent empirical study, Aljohani (2015) examined how education graduate students at King Saud University perceived the application of Andragogical principles and process design elements in their classes. That study found no statistically significant differences between genders; however, there were some interesting points that were worthy of further examination. This project examined the gender differences related to Andragogical principles and process design elements at a more granular level in order to understand implications for women in the gender-segregated learning environments. Split-plot ANOVA and post hoc analysis for Andragogical Principles as a function of gender found significant differences between male and female students with regard to Motivation and Readiness to Learn. Split-plot ANOVA and post hoc analysis for Andragogical Process Design Elements as a function of gender found significant differences between male and female students with regard to Learning Activities.

*Keywords:* Saudi Arabia, women, andragogy, higher education

## **AN EDUCATIONAL CASTE SYSTEM: INTERGENERATIONAL LITERACY AND SOCIAL MOBILITY IN THE UNITED STATES AND GERMANY**

Veronica R. Scheidler

**ABSTRACT:** This paper investigates the claim that the United States and Germany have an “educational caste system” and explores how two countries with different educational and social structures could develop a problem of low intergenerational literacy and its consequence, limited social mobility. The paper contrasts Germany’s vocational education system with the United States’ general education system with attention paid to the adaptability necessary to succeed in the 21st century. The Great Gatsby Curve is also discussed as it expresses how levels of income inequality within a nation lead to lower levels of social mobility. Additionally, the concept of cumulative advantage in adult education in Germany and the United States is examined. Ultimately, it is possible to see how two nations with different education systems could arrive at the same problem. The paper concludes that there is a need for more research into adult education trends, more established pathways between adult basic education and vocational education and formal university study, and a general shift in policy to recognize some of the long-term weaknesses of vocational training.

*Keywords:* caste system, Germany, intergenerational, literacy, social mobility

## **THE EXPORT OF EDUCATION FROM GERMANY TO CHINA. CHALLENGES INCURRED WHEN EXPORTING GERIATRIC CARE FROM A GERMAN PERSPECTIVE**

Astrid Seltrecht, Jun.-Prof. Dr. phil.

**ABSTRACT:** Demographic change becomes apparent in various countries, especially with regards to geriatric care. Both in Germany and in China, a continuously decreasing number of specialists is facing an ever increasing number of elderly people in need of care. In Germany, professional education of geriatric care has been well established for decades – much different from other countries in the world. Demand from China to establish the German geriatric education system in China is hence understandable. However, the project “*Promotion of dual education of geriatric nurses at the Technical and Vocational College of the city of Panjin/China – educational analysis and curriculum development*” (Seltrecht 05/2017–09/2017) unveiled challenges attributed to peculiarities in the German education system for geriatric care that need to be addressed. The presentation will give an overview of the peculiarities in the German education system for geriatric care and discuss the challenges incurred when exporting it to other

countries. The results will contribute to international understanding of vocational first and continuous education of young adults and reflect the German education system with constructive criticism.

*Keywords: Didactical Concept, Vocational Education, Health Care, Nursing*

## **STRENGTHS AND WEAKNESSES OF ITALIAN TEACHERS' BOUNDARY SPANNERS BEHAVIORS IN THE SCHOOLWORK ALTERNATION MODEL**

Concetta Tino  
Monica Fedeli

**ABSTRACT:** School-Work Alternation (SWA) model has become compulsory for every Italian secondary school according to a recent educational innovation. It required school teachers to interact with external organizations in order to ensure their students meaningful SWA experiences. The model requires not only to develop a strong partnership between the two systems, but also a new professional identity for those teachers who are in charge of supporting students during the experiences and to play the important role of boundary spanners (Wreets & Sandmann, 2010) between the two systems. The aim of this study was to investigate through a tool (Sandmann et al., 2014) the boundary spanners behaviors, among a sample of about 1000 teachers involved in SWA programs within Italian national territory. The findings showed strengths and weaknesses of teachers' boundary spanners behaviors.

*Keywords: School-Work Alternation, partnership, boundary spanners, task orientation, networking orientation*

## **THE IMPACT OF THE U. S. POLITICAL CLIMATE ON INTERNATIONAL DOCTORAL STUDENTS**

Corina Todoran, M.S.  
Claudette M. Peterson, Ed.D.

**ABSTRACT:** This paper derives from a qualitative study exploring the academic and cultural experiences of international doctoral students in the United States. 25 international doctoral students from 15 countries participated in face-to-face, semi-structured interviews. Four focus groups were also conducted with 19 participants from that sample. In this paper we are considering data collected from the focus groups. In the wake of the U.S. government's executive orders restricting travel from six Muslim-majority countries (Iran, Syria, Yemen, Somalia, Sudan and Libya), participants' perspectives on this issue also emerged. This paper shows that the travel ban has impacted not only international doctoral students from those banned countries, but has also alarmed students from other countries, who described the climate as being stressful, confusing, and hostile. Several students mentioned they changed their travel plans for conferences or family visits being worried that the new immigration regulations might impact the completion of their doctoral degrees and their stay in the U.S. Some participants feared the rules might suddenly change and would affect their immigration status. Other students expressed their worries in regard to job prospects after graduation. This political climate has had implications for some international doctoral students who described this period as very uncertain. This is a timely study that contributes to the field of adult education from an international perspective.

*Keywords: international doctoral students, political climate, immigration policy*

## **QUALITY ASSURANCE IN PRIVATE HIGHER EDUCATION IN GHANA: PERSPECTIVES OF ADMINISTRATORS AND**

## **INTERNATIONAL HIGHER EDUCATION SPECIALISTS**

Linda Tsevi

**ABSTRACT:** This paper examined private higher education in Ghana and the implementation of quality assurance procedures from the perspectives of administrators and international higher education specialists. Using the three main isomorphic classifications (coercive, mimetic and normative) of DiMaggio and Powell's (1983) institutional theory, this qualitative study explored how regulatory measures impact the efforts of private providers towards meeting quality assurance standards. Administrators from seven private higher education institutions in Ghana and three international higher education specialists were purposefully selected as sample for this paper. The outcome of the open-ended interviews found evidence of efforts private institutions were making towards meeting their quality assurance requirements through mimetic, coercive and normative isomorphism. These were indicated through institutional affiliations and conformity to mentoring institution's educational programs among others. However, Ghana's private higher education landscape has a number of challenges that include mixed perceptions about the quality of educational programs offered that promoted learning, and varied influences on academic programs. These issues would require a holistic approach in order to find long lasting solutions. Further, the continual increase in private providers would require a quality assurance process that would promote genuine actors.

*Keywords:* Ghana, higher education, international, private, quality assurance

## **THE MARGINS OF ADULT EDUCATION PRINCIPLES OF TEACHING AND LEARNING IN NIGERIAN UNIVERSITIES: MAKING A DIFFERENCE IN SUSTAINABLE EDUCATIONAL DEVELOPMENT**

Nneka A. Umezulike, Ph.D.

**ABSTRACT:** Selected Adult Education Lecturers and Adult Education Postgraduate students at Michael Okpara University of Agriculture, Umudike met to exchange knowledge and ideas on how to extend the margins of Adult Education Principles of teaching and learning to Nigerian Universities for sustainable educational development. This researcher used face-to-face round table discussion involving eight Adult Education Lecturers and seven Adult Education Postgraduate students called discussion team (DT). It was observed that lecturers in Nigerian Universities used mainly passive principles which lack relevance and connection to students' needs. The (DT) agreed that applying Adult Education conventional Principles such as interactive learning, attention to learners' needs, ability and determination to make progress, awakening and sustenance of interest, adaptation to real life situations etcetera will enhance educational sustainable development in Nigerian Universities. The DT equally advocated for non-conventional Adult Education Principles such as problem based learning (PBL), peer teaching (PT), Learning Cells (LC) among others. It was recommended among others that workshops should be organized for lecturers focusing on the application of Conventional and Non-conventional Adult Education Teaching and Learning Principles for sustainable educational development in Nigerian Universities. This paper presents the result of efforts of the DT and made recommendations for Nigerian Universities. It is hoped that the recommendations are applicable to countries whose educational situation is similar to those of Nigeria.

*Keywords:* adult education principles, conventional and non-conventional principles, teaching and learning, and sustainable development.