

**Commission for International Adult
Education
(CIAE)
of the
American Association for Adult and
Continuing Education
(AAACE)**

**Abstracts
of the
2019
International Pre-Conference**

**October 7 - 8
Hyatt Regency St. Louis at the Arch.
Missouri**

American Association for Adult and Continuing Education
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**Commission for International
Adult Education
(CIAE)
of the
American Association for Adult and
Continuing Education
(AAACE)
68th Annual Conference**

CIAE Mission Statement

The Commission on International Adult Education (CIAE) of the American Association for Adult and Continuing Education (AAACE) provides a forum for the discussion of international issues related to adult education in general, as well as adult education in various countries around the globe. The following purposes summarize the work of the Commission:

- To develop linkages with adult education associations in other countries
- To encourage exchanges between AAACE and associations from other countries
- To invite conference participation and presentations by interested adult educators around the world
- To discuss how adult educators from AAACE and other nations may cooperate on projects of mutual interest and benefit to those we serve

The Commission holds its annual meeting in conjunction with the AAACE conference.

Director: Mejai B.M. Avoseh, PhD (Mejai.Avoseh@usd.edu)

CIAE INTERNATIONAL PRE-CONFERENCE AT –A- GLANCE

Monday October 7

9:00 am – 6:00 pm

Welcome by AAACE Leadership, Community building, and paper presentations.

Tuesday, October 8

9:00 am – 4:00 pm

Paper presentations and Annual Business Meeting.

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AUTHORS AND TOPICS FOR THE 2019 INTERNATIONAL PRE-CONFERENCE

QUALITY ASSURANCE AND THE OPERATIONS OF DISTANCE LEARNING CENTRE OF UNIVERSITY OF IBADAN

Rashid Adewumi Aderinoye, Ph.D.

ABSTRACT: Over the years, the discipline of open Distance Learning (ODL) has transformed from one name to another. In Nigeria, many people had used their involvement in it as a stepping stone to stardom. In spite of this people still cast doubt on the quality of the products of ODL. This study, therefore focuses among others, on the emergence of the Distance Learning Centre of the University of Ibadan. In the process, a brief of its emergence, its management and existing entities to allow for qualitative performance were examined. This is in a view to identifying quality assurance mechanism, its strength and those areas that deserve improvement. It was revealed that the centre has in place both academic and administrative structures that will enhance quality performance. After establishing those that add value, a further interaction with the institution revealed those areas that needed to be improved upon with a view to improving the quality of performance. The paper concludes with the recommendation that will add value to the activities of the centre.

Keywords: distance learning, quality assurance, University of Ibadan

POLITICS, LITERACY AND SUSTAINABLE DEMOCRATIC ETHOS IN NIGERIA: CHALLENGES AND OPPORTUNITIES

Kofo A. Aderogba PhD
Henry O. Majaro-Majesty PhD
A. E. Alabi

ABSTRACT: Even though there has been continuous democratic rule for about twenty years, there were no sustainable democratic ethos in Nigeria. The paper examined the literacy status of the electorates and the players vis-à-vis the democratic ethos; and made suggestions for literacy education that will engender sustainable democratic culture. The work is descriptive. Secondary and primary sources of data and information were used. Records of elections from Independent National Electoral Commission (INEC), Abuja, were perused. Newspaper cuttings were used. Sixty electorates responded to a questionnaire that contains 34 question items; and ten political stalwarts/chiefdoms were interviewed. 12 traditional rulers also responded to the same interview schedule. Content analyses, tables of percentiles and Likert Scales were used for data analysis and presentation. This paper presents the findings and makes recommendations. The findings established that there must be massive literacy education on democracy and democratic practices; Civics; and Citizenship Educations to all the stakeholders. The key stakeholders include politicians, electoral officers and umpires, security operatives and the electorates - to engender sustainable democratic ethos. It is recommended that politics and politicking should be made to be least lucrative at all levels of governance.

Keywords: citizenship, democratic culture, INEC, literacy, education, sustainable development,

THE SCHOOL LEADER AS AN INTERNATIONAL ENTREPRENEUR: CASE STUDY OF SANCTUM STARTUP COLLEGE

Mojoyin Akintola, M. Ed.
Bukola Adekanmi M. Sc.

ABSTRACT: The evidence available in literature indicates that in an effective school running, leadership is

important. The leadership style is particularly important for fulfilling the Mission of the school. The key dimension of a successful leader is seen by the ability to define the vision and values of the school. Redesigning the school system from the traditional methods to a more perfect one that defines what is expected in the 21st century requires a 21st century mindset. A school with a focus of raising innovative leaders as well as developing entrepreneurial skills in every child will be best achieved by a leader who subscribes to and understands entrepreneurship beyond borders. A unique entrepreneur as a school leader has the potential to unify activities in a real world to the various subjects being taught in the classroom. This work has been able to examine the main vision of a school leader as an international entrepreneur as well as outline the roles a school leader needs to play a successful school business. The paper mostly theorizes in literature. The paper uses Sanctum Startup College (SSC), Lagos, Nigeria as a case study. The paper is guided especially by the Mission of the College: “to provide academic, professional and entrepreneurial education to students at all levels” (SSC 2019)

Keywords: entrepreneur, holistic, international, leadership, Sanctum Startup

THE ROLE OF MARKET FORCES IN SHAPING PERCEPTIONS OF ADULT LEARNING AMONG CHINESE VISITING SCHOLARS

Sara Bano

Prof. John Dirkx, Ph.D.

ABSTRACT: Over the past decade, the number of Chinese students and scholars abroad and in the United States in particular, has more than doubled (Open Doors, 2015). While there have been numerous studies of the experiences of Chinese students abroad, this scholarship is largely dominated by neo-liberal perspectives (Knight, 2004, Li, 2005; Trice, 2001, Bavis & Lucas, & Ebersole, 1999). Using transformative learning theory (Mezirow, 1991, 2012), and interpretive methodology (Charmaz, 2006), this study challenges neo-liberal approaches to the framing of international educational experiences. We used a multi-case study method, including in-depth interviews (Josselson, 2013), a focus group, on-site observations, and analysis of reflection essays. Our findings suggest that the participants negotiated an emerging sense of self as a visiting scholar that a) reflects and retains Chinese traditional values and Confucian teachings, b) demonstrates the influence of and commitment to the neo-liberal context in which the exchange program is embedded, and c) expresses a growing awareness of their sense of agency and personal development. In contrast to stereotypical characterizations of Chinese students as dependent and other-directed (Zhao, 2008; Yan & Berliner, 2011; Huang, 2012; Yan, 2017), these visiting scholars gave voice to a sense of agency and personal development, challenging a neoliberal and adjustment paradigm of learning in intercultural contexts.

Keywords: Chinese visiting scholars, international exchange programs, globalization, market forces

VISUALIZING THINKING: DEVELOPING A CRITICAL SELF THROUGH CONNECTION MAPPING

Jennifer Barker, Ph.D.

Wendy Griswold, Ph.D.

ABSTRACT: A connection map is a visual note that combines writing and graphics in an organized structure to convey meaning. When supported by reflective process, the meaning extends beyond the physical description to make connections, which serve learners in developing a critical stance towards their work. This paper describes the use of connection maps in a graduate architecture course to help learners understand their beliefs about contemporary global views in architecture, and simultaneously, to understand their fit within the profession as they clarify their research interests. Delineating the process of the coursework through an adult education lens offers the potential to see connection maps as a successful tool for visualizing thinking. This can be very meaningful for professional education like architecture, as it assists in making sense and meaning out of newly learned material, advancing the meaning of previous learning, to affectively transform learning for personal and professional growth. This has applicability across disciplines and across contexts; perhaps this is even more applicable in international or

global contexts, where graphics may be able to convey more information than words alone.

ENGLISH LANGUAGE PROGRAMS ENROLLMENT IN UNCERTAIN TIMES

Valeriana Colón, Ph.D.

ABSTRACT: International student enrollment in U.S. postsecondary English language programs comprises approximately 1% of higher education enrollment yet contributes billions of dollars to the U.S. economy. The current political climate makes the growth of these programs uncertain. The purpose of the study was to apply existing theories and data analysis to understand postsecondary English language program participation in the current context and create a foundation for future studies. The researcher investigated the relationship between U.S. English language program participation with U.S. higher education enrollment and participation by country of origin. Data from 2004-2018 were collected from the Student and Exchange Visitor Information System and the Institute of International Education's Open Doors Report and analyzed using quantitative methods. The results of this exploration were used in a theoretical discussion relating the findings to industry reports and additional literature.

Keywords: international student mobility, ESL, English language programs, enrollment, globalization, politics

DESIRABLE ENVIRONMENTAL SUSTAINABILITY EDUCATION PROGRAMMES FOR OIL AND GAS INDUSTRIAL WORKERS IN RIVERS STATE: A FOLLOW UP TO AN EVALUATIVE STUDY IN NIGERIA

Caroline Lewechi Eheazu, Ph.D.

ABSTRACT: In 2016, the author of this paper published the result of her study titled, "Evaluation of Environmental Sustainability Education Provisions for Effective Management of Wastes in Oil and Gas based Industries in Rivers State of Nigeria". Twenty-five (25) of the existing oil and gas industries in Rivers State were selected for the study. Required data were obtained from the twenty-five (25) superintending Environmental Officers and seven hundred and seventy-six (776) base (in-plant) workers through a questionnaire. Following results from statistical analysis of the research questions and hypotheses that guided the study, it was established that the oil and gas industries involved in the study had inadequate provisions (with special reference to programmes and delivery methods/techniques) for the environmental sustainability education of their workers. The purpose of this follow up paper is to articulate and discuss requisite career and lifelong Environmental Sustainability Education Programmes for the oil and gas industrial workers in Rivers State. This articulation and discussion are based on the findings and recommendations of the Evaluative Study. They are also informed by the dictates of Nigeria's National Policy on the Environment and Federal Government's Guidelines and Standards for Environmental Pollution Control in Nigeria.

Keywords: environmental sustainability education, Nigeria, oil and gas industrial workers, Rivers State.

ANDRAGOGY: A LABELED CONCEPT, BACKGROUND AND FUTURE

John A. Henschke

ABSTRACT: Andragogy, a labeled concept, has been present for 186 years, coined in 1833 by Germany's Alexander Kapp in 1833. Dusan Savicevic of Belgrade, Serbia, claimed Czech Republic's Comenius in the 1700s as the father of andragogy, with its roots into ancient biblical times. Eduard C. Lindeman brought andragogy to the USA in 1926, with Malcolm S. Knowles fostering its popular growth in USA adult education beginning in 1968. In

2019 Marcie Boucouvalas and John A. Henschke edited and published a 367 page update of Malcolm's 211 page 1989 "The making of an adult educator: An autobiographical journey." In the recent half-century since 1968, andragogy has been subject to the 'ups-and-downs' of controversy within adult education. Some have contributed to its substantive advancement and others continue to desire and work for its demise. Henschke has: identified six major themes on andragogy around the globe; articulated 17 historical eras of its existence; developed an andragogical Modified Instructional Perspectives Inventory (MIPI), with its being validated for reliability three times and used in 30 completed doctoral dissertations within five universities. An overview will be presented in the session with seeking to involve participants in addressing the question: What is andragogy's future?

GOLDEN, GENDERED AND KNOTTY: EARLY AND MID-CAREER PERSONS' LEARNING THROUGH THE NEW MEDIA IN SOUTHWESTERN NIGERIA

Mejiuni, O, Ph.D.
Oyedeji, O.T.

ABSTRACT: Through a multi-case study that was conducted from the interpretive and critical paradigms, the authors sought to map and understand 22 female and male millennial professionals' critical engagement with and learning through the new media in Southwest Nigeria. The results show that all the millennials engaged the new media for informal virtual continuing professional development (VCPD) and their learning was, in the main, more deliberate than incidental. Adults' deliberate learning were usually associated with seeking knowledge from authorities in their fields, online. In addition to engaging the new media for VCPD, women engaged the new media: to meet their practical gender needs; for self-care; and for their strategic gender interests. When compared with women, men were reluctant to acknowledge that they learn unconsciously on the new media, but they asserted their roles as informal facilitators of learning on the new media. Whereas this paper documents golden opportunities the new media presents for learning to improve professional competencies and for advancing human rights and social justice, the capacity of some new media users to deploy the new media as instruments for violating the rights of others, especially vulnerable people is unsettling. Authors suggest that adult educators and human resource development practitioners need to develop assessment tools for recognizing/reckoning informal VCPD in workplaces. They then posited that adult education provisioning alone will not remedy the issues raised about violation of rights, because the issues also beckon philosophical and legal attention.

Keyconcepts: gender, informal learning informal teaching, millennials, Nigeria, the new media, power

EXPLORING CHINESE UNIVERSITY STUDENTS' PERSPECTIVE ON EMPLOYABILITY

Yuanlu Niu, Ph.D.
Xu Xu, Ph.D.
Yvonne Hunter-Johnson, Ph.D.
Lei Xie, Ph.D.

ABSTRACT: The purposes of this paper are threefold: 1) to explore the self-perceived employability among university students in China, 2) to investigate the relationship between self-perceived employability and other demographic variables, 3) to examine the validity of the self-perceived employability scale in the Chinese context and population. The demographic variables include age, gender, university reputation, and program level (undergraduate or graduate). The study utilized Rothwell et al.'s (2008) self-perceived employability instrument, including 16 self-perceived employability items, six ambition items, and eight university commitment items. An online survey was conducted among students (N=306) at three universities in China. A principal components analysis (PCA) and ordinary least squares regression were applied to data analysis. The findings of the study will be

used to the future study which will conduct confirmatory factor analysis and structural equation modeling (SEM) methods in the same population. In the addition, the findings will help higher education institutions and HRD professionals understand Chinese university students' employability so that they could provide consulting service to help students make their career plan and offer more opportunities of the internship and transition training, which could increase the university students' employability.

Keywords: Self-perceived employability, ambition, university commitment, university students, China

PROBLEM SOLVING IN TECHNOLOGY-RICH ENVIRONMENTS, ADULT EDUCATION AND TRAINING, AND INCOME: AN INTERNATIONAL COMPARISON USING PIAAC DATA

Candidus C. Nwakasi, MSPH
Phyllis A. Cummins, Ph.D.
Nader Mehri, MA
Jing Zhang, Ph.D.
Takashi Yamashita, Ph.D.

ABSTRACT: The high dependence on technology for economic activities in developed countries stresses the importance of lifelong learning in order to equip adult workers with the skills required to perform work related tasks, and also increase labor force participation. We use data from the 2012/2014 Program for the International Assessment of Adult Competencies (PIAAC) to examine relationships among problem solving skills in technology-rich environments (PSTRE), participation in adult education and training (AET), and income in Australia, Finland, Japan (high PSTRE scoring countries), Chile, Greece (low PSTRE scoring countries), Ireland, Estonia, and the United States (similarly scoring countries). Although PIAAC measured literacy, numeracy, and PSTRE skills, our research focus is on PSTRE because of its emphasis on problem-solving skills and critical thinking. These skills are undoubtedly important in any global economy currently experiencing rapid technological transformation. In four of five age groups, Japan had the highest PSTRE scores. With the exception of Greece, PIAAC respondents in the oldest age group had lower PSTRE scores than younger age groups. Men had higher PSTRE scores than women in all countries except Australia and Greece. Overall, those with higher PSTRE scores were more likely to participate in AET but there were variations by age, income, and education categories. Greater PSTRE scores were associated with higher hourly wages in the U.S. Australia and Estonia whereas no significant association was observed in other countries. With limited availability of data, females benefited financially from higher PSTRE scores more than males in the U.S., Finland, Ireland and Japan.

Keywords: PIAAC, problem solving skills, adult education and training

ADULT EDUCATION FOR ECONOMIC EMPOWERMENT AND HUMAN RIGHTS IN ABIA STATE, NIGERIA.

Ogechi Roseline Obiozor

ABSTRACT: This study examined Adult Education for economic empowerment and human rights in Abia State, Nigeria. Economic empowerment and human rights have been global issues for decades. In Nigeria, there are about 10 million unemployed youths, while the non-literate and unskilled workforce are the worst hit because their incompetent skills and knowledge cannot get them meaningful employment for decent livelihood. Observably, violation of human rights has manifested in unnecessary killings, oppressions, destruction of properties etc. Two research questions guided the study. Descriptive survey design was used for the study. Population of the study was 217 adult facilitators of which 150 were selected

through purposive sampling technique. Structured questionnaire titled “Adult Education for Economic Empowerment and Human Rights” was used to collect data. The instrument was face validated by three experts. Mean was used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed among others that Adult Education is an instrument of social empowerment which has the capacity to transform the society in significant ways. Among the recommendations made were the need for a reorientation, re-evaluation of education curriculum to include skills and values of economic empowerment and human rights.

Keywords: adult education, economic empowerment, human rights

THE UBUNTU NARRATIVE IN ENHANCING SOCIAL JUSTICE ADULT EDUCATION IN SUB-SAHARAN AFRICA

Akpovire Oduaran, Ph. D
Mejai B. M. Avoseh, Ph. D

ABSTRACT: *Ubuntu* is very elastic in its definitions and virtues. However, scholars of the concept all agree that it is an African lens of viewing the world. They all agree that it is African Humanism. Ubuntu has been expressed as a way of life, a culture, and a philosophy. Ethnographic investigations of the Ubuntu philosophy seems to have been more positively skewed in favor of general education and, sometimes, community engagements, than adult education for social change in Sub-Saharan Africa. Africans in many African nations are yet grappling with human rights abuse, poverty, neglect, inequality, xenophobia, hate, and harassment, insecurity, among other vices. Hence, it is proposed that critically exploring the propensities and possibilities availed by the ethnical, metaphysical and epistemological attributes of the Ubuntu philosophy should be worthy of our scholarly attention. Thus, this paper attempts a philosophical analysis of how the Ubuntu philosophy can be built into the social justice adult education curriculum used in the sub-continent. It is hoped that this strengthens research in this area and contribute positively to the emerging pool of knowledge and practices relevant for advancing the lives of Africans and those who live in Africa.

EDUCATION DURING SOCIAL UNREST: TECHNOLOGY AS THE HIDDEN CONNECTOR

Luis Eduardo Orozco

ABSTRACT: Civic unrest regions are those affected by social disturbances such as insurgency, riots, armed conflict, and similar forms of war (Ahmad, 2018). Civic unrest events might have the effect of limiting the free circulation of people within the area where they are localized. The speed and flexibility of publications on social media have made possible the spreading of information across specific areas and users. Therefore, during civil unrest events social media could be an enabler for educational institutions. In this paper we examine the role of social media during the civil unrest occurred in Nicaragua. Specifically, we focus on how the members of the educational department Y (Pseudonym) at University X (Pseudonym) kept their student connected allowing them to continue their education. Findings of this study show that, in facing the lack of a standard learning management platform, the university instructors were using their personal social media accounts to manage instructional and learning activities supporting their student’s learning during the social unrest period.

Keywords: online education, social unrest, learning managing system, social media.

SIX IMPOSSIBLE THINGS BEFORE BREAKFAST: HOPE, LEVERAGE POINTS, AND LEARNING CITIES UPDATES

Annalisa L. Raymer, Ph.D.

ABSTRACT: This review and field report provides an update on recent developments in the learning cities movement including emerging initiatives. Not intended as a comprehensive inventory, the account presents a half-dozen advancements with which the author is most familiar. Preceding the update, a conceptual review essay grounds the discussion of the movement's focus on the UN Sustainable Development Goals 2030 by articulating relationships and interconnectivity among hope, leverage points (in systems), lifelong learning and learning localities.

Keywords: learning cities, learning localities, UN Sustainable Development Goals 2030, SDGs, hope, critical hope, leverage points, complex systems, lifelong learning

IRANIAN WOMEN ADULT EDUCATION 1906-1933: A HISTORICAL PERSPECTIVE

Parandoosh Sadeghinia, Ph.D.

ABSTRACT: In this paper the domestic and international activities of pioneer women in adult education movement in Iran (1922-1933) called "Anjomane- Nesvane- Vatankhah", "Patriotic Women Organization (PWO)" is introduced. In addition to the vision, mission, goals, and achievements of this organization, their activities and their contribution to the field of adult education in Iran and Middle East also studied. This paper explores the importance of the role of women in major political movements in Iran which is a crucial part of development in the field of adult education in this country. Moreover, in this piece the significant role of community in social movements in Iran is identified. Through the introductory part, a brief history of the Constitutional Revolution and the role of women in this revolution and women's achievements in the field of education in Iran (1906-1922) are discussed. The last section of this paper is given to the factors and reasons which are caused the end of this Patriotic Women Organization.

ADULT LEARNERS' TRANSITIONING FROM ADULT SECONDARY TO GENERAL AND PROFESSIONAL COLLEGE: A QUÉBEC STUDY

Marie Thériault, PhD
Isabelle Marchand
Nicolas Marzarte-Fricot
Sepideh Kamalzare
Lucie Bartosova

ABSTRACT: Academic success and perseverance pose critical challenges for adult learners in Quebec's adult general education system (*formation générale des adultes*, or FGA), where they can pursue a secondary education degree as per the 2002 Policy on adult and continuing education. The complex academic background of these students makes for diversified needs, both in terms of teaching and learning. In 2015, over 15% of the individuals who secured a secondary degree in Quebec came from the FGA [MEES-2016]. As the transition of adults from secondary education to college remains a rather rare and little-known occurrence, we have documented it in a recent research that examines the science of education from an ethnographic perspective (National Research Council Canada, 2016-2019), and more specifically from a psychological, pedagogical, and sociological (Long, 1989) angle. The co-constructive methodology

we chose favors an ethnopedagogic approach that stays close to the reality of adult education. Throughout this research, which revolves around a Montréal adult education center, researchers focused on informants from the teaching side, but also on student informants who shared their life and academic experiences. Results presented here are mainly based on the stories of these adult learners as they transition from secondary education to college. The right to education throughout life is another important andragogic consideration that will be part of our presentation.

ADULT EDUCATION AND THE EDUCATION OF CHILDREN IN CIRCUMSTANCES OF ECONOMIC DEPRESSION AND POVERTY IN NIGERIA

Nneka A. Umezulike, Ph. D

ABSTRACT: Adult education by its nature is recognized as one of the most powerful instrument in the development and sustenance of the human society. No doubt qualitative and quantitative education for all is highly desirable for the people and the community seem not to be attainable in the circumstances of economic depression and poverty. This paper analyses the typologies of adult education and the place of adult education in educating children in circumstances of economic depression and poverty in Nigeria and other developing countries. Recommendations were proffered on how to provide qualitative and quantitative education relevant to the needs of the society in circumstances of economic depression and poverty in Nigeria as well as other developing countries. Furthermore, it was recommended among others that adult education should be seen as desideratum in educating children in circumstances of economic depression and poverty in Nigeria and other developing countries.
Keywords: adult education, educating children, economic depression, poverty.