

**2014 INTERNATIONAL PRE-CONFERENCE
PRESENTATIONS**

Commission for International Adult Education (CIAE)

Presentation Titles, Abstracts, and E-Mail Addresses

Presenters: Sarah M. Alajlan, Obaidalah H. Aljohani & Claudette M. Peterson
Saudi Graduate Students' Perceptions of Synchronous Distance Education

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ABSTRACT: Saudi graduate students were surveyed for their interaction experiences with synchronous distance education at King Abdulaziz University in Jeddah, Saudi Arabia. These interactions were of four types: learner-content, learner-learner, learner-instructor, and learner-interface interaction. The aim of the study was to explore graduate students' perceptions about synchronous distance education based on students' gender, age, and marital status as well as the number of distance education courses that have been taken. The researchers used transactional distance theory as the theoretical framework to help them understand the distance education system. Using a survey method, a self-administered questionnaire was the primary instrument used to collect the data. Overall, the results of this study showed that the graduate students at King Abdulaziz University consider the experience successful. Although there were no statistically significant differences in graduate students' perceptions about synchronous distance-education, there were statistically significant differences based on the number of distance-education courses students had taken.

Presenter: Christos Anagiotos

Learning Ethno-National Identity on the Divided Island of Cyprus: Young Adults' Narratives About Their Early Education

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ABSTRACT: Cyprus is a divided country as a result of nationalist conflict. Greek-Cypriots and Turkish-Cypriots have lived apart from 1974 until 2003. This paper presents part of the findings from a larger qualitative research study that described how Greek-Cypriot and Turkish-Cypriot young adults (born between 1975 and 1988) learn their ethno-national identity. This paper examines how early education/schooling influenced learning of ethno-national self-identification in adulthood for these young adults. Data analysis shows that during adulthood half of the participants deviated from the ethno-national identity promoted in schools. Also none of the participants considered schooling as a major positive influence in their ethno-national self-identification.

Presenter: Mejai B.M. Avoseh

Botho: Botswana's Indigenous Power for Humanizing the "Vuvuzelas" of Globalization

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ABSTRACT: This presentation derives from the research component of the author's Fulbright award. The main objective of the research was to explore participation within its Tswana rendering of Botho. The study focused on Botho as an indigenous power and human framework. Globalization is related to the study because it has imposed cultural, economic, social, political, and other values across human interconnectedness in rapid successions. Many traditional societies especially in Africa have lost their indigenous backgrounds and frameworks. Botswana, however, still has a robust cultural and indigenous apparatus in place for combating the "Vuvuzelas" of globalization. This presentation argues for the need to balance the values of the "local" and the "global" as being imperative given the exigencies of globalization. Based on initial findings, this presentation argues that the ideas fashioned by Botho are the indispensable

elements that help Batswana¹ in their communities to deal with the questions of survival and existence. The presentation concludes by offering Botho as Botswana's priceless contribution to a global community that seems to "devour its inhabitants."

¹ A citizen of Botswana is known as Motswana. Batswana is its plural.

Presenters: Joellen E. Coryell & Oleksandra Sehin

Cosmopolitanism and Adult Education: A review of the research literature

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ABSTRACT: In this literature review, we sought to find out the ways in which the theory and pedagogical concepts of cosmopolitanism were employed across the adult education research literature. Twenty-four research articles and dissertations on cosmopolitanism and adult education were selected for the analysis. These studies were conducted in different geographical locations and in varied adult education settings. Our analysis process focused on three main questions: the contexts of the studies and for what purposes adult education researchers utilized cosmopolitanism tenets in their studies, the ways in which researchers defined and theorized cosmopolitanism in their studies, and the conclusions that researchers came to about cosmopolitanism and adult learning and professional development. Using constant-comparison and thematic analysis processes, our findings revealed that the contexts and purposes of the studies, as well as the use of cosmopolitanism as a conceptual or theoretical framework in adult education research varied greatly. The conclusions that these studies offered about cosmopolitanism and adult learning and professional development fall within two overarching categories: cosmopolitan development approaches across different educational settings, and the ways in which cosmopolitan orientations play out in practice. The review offers implications for practice and future research; namely, a continued inquiry into the various concepts and theoretical tenets of cosmopolitanism across adult educational contexts and cultures, examination of the continuum of local and global orientations and what the benefits and detriments to adult lives these orientations may have, and ways in which adult educator preparation programs might develop cosmopolitan sensitivities in their learners.

Presenters: Monica Fedeli, Daniela Frison & Joellen Coryell

First Step of Italian National Research on Teaching and Learning Methods in Higher Education

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ABSTRACT: Described is the first phase (8 months) of an Italian research unit who took part in a more extensive three year project that endeavored to design innovative programs for higher education, to promote personalized learning, to build on job competencies, to value talents, to create new work-opportunities, and to provide positive strategies in higher education to support young adults during their employment emergency as a response to socio-economic crisis and as a citizenship action. A consortium of universities and researchers, called Emp & Co was created that involves six Italian Universities (Padova, Firenze, Siena, Napoli, Molise, Roma Sapienza) with Dr. Monica Fedeli (University of Padova) as the Principal Investigator. Fedeli's research group is focusing on the innovation of teaching and learning methods and promotion of personalized programs in order to modernize university didactics, to encourage the university-business dialogue, and to promote employability. In the first phase of the project, a literature review was conducted and an analysis of student evaluation questionnaires from 8 Italian, 2 American, 5 European, 1 Canadian, and 1 African University was completed to compare and learn from the different ways in which courses are evaluated by students in the different academic contexts. The goal at the end of the first year is the creation of a questionnaire template focused on teaching and learning methods, so that we may gain a better understanding of student perspectives in our country. Additionally, we hope to

implement strategies that will improve university didactics as requested by all European Union declarations.

Presenter: Emmanuel Jean Francois

Perceptions of Campus Climate and Intercultural Communication Strategies of Integration by International Students in The United States

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ABSTRACT: This study aimed to explore the perceptions of campus climate by international students and analyze intercultural communication strategies that they use to socially and academically integrate their campuses. The sample consisted of international students who have at least completed two years of their college education. Individual interviews and focus group were used to collect the data. A combination of content analysis and constant comparison method were used to analyze the data. The study revealed that self-determination has influenced the intercultural strategies of integration used by international students on a U.S. university campus. The study includes recommendations for student services personnel to help international students' social and academic integration beyond the first two years in college.

Presenters: Daniela Frison & Anna Serbati

The University-Business Cooperation in the European Context: An Italian Experience With Master Degree Students, Managers, and Instructors

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ABSTRACT: In the European context the present *Europe 2020 Strategy* has still been urging the European Union Countries to strengthen *University-Business Cooperation* and the so called *Knowledge Triangle*, which considers Education, Research and Business/Innovation strongly linked together. The documents produced by the European Commission about it, highlight the evidence of the relation between Research and Innovation but also the great cultural gap existing between Education, on one side, and Research and Innovation on the other side (Commission of the European Communities, 2011). This contribution presents a University-Business Cooperation experience placed at Padova University: PARIMUN Project (Active Partnership of Research between University and Business), which supports experiences of dialogue between humanities and, particularly, educational fields and business organizations. The paper explains the steps of research and the results of the interviews that have been made by tutors working for companies and instructors involved in 18 projects of intervention-research managed by graduating master's degree students.

Presenters: Mario Giampaolo, Ettore Felisatti & Cristina Mazzucco

The Learning Contract as Core Element of the Personalized Learning Plan: From Theory to Practice

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ABSTRACT: The learning contract is an instrument that helps faculty members in adapting the topics of their courses to the needs and interests of students. There are several formats of this instrument and the fields in which it is used can vary, but its distinguishing feature is the negotiation between faculty members and students. Since 2012 we have been engaging in the use of the learning contracts with students of six different courses in two Master's degree programs at the University of Padua. These programs aim to educate professionals in educational services like principals, social workers, counselors, coaches or trainers. At the end of each course we collected, coded and interpreted students' opinions, in an attempt to identify if the benefits and limitations presented in the literature could be confirmed by the practice of the

learning contracts that we conducted in the courses at the University of Padua. The students' opinions show affinity with the literature in some dimensions as, for example, the discomfort of the students who are facing unknown situations in a formal learning context. The benefits and limitations that students reported allowed the development of a model that could support other faculty members in using the learning contracts for the purpose of personalizing the topics of the course.

Keywords: adult learning, personalized learning, personalized learning plan, self-directed learning, learning contract, formal context

Presenters: Michelle Glowacki-Dudka & Fergal Finnegan

Collaboration and Adventures Across the Atlantic: Learning From an International Faculty Exchanges Between BSU (USA) and NUI-Maynooth (Ireland)

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ABSTRACT: Adult educators work on a local level to solve global issues. To do this effectively we need to be able to move across national and cultural boundaries to identify what we share in common, what is specific, and what we take for granted in our local contexts. Then we can identify what is generative about our differences. During the summer of 2014, faculty from NUI-Maynooth came as "visiting scholars" to "play" with adult educators in Indiana, Tennessee, and Pennsylvania. This experience involved, amongst other things, a workshop on authentic leadership, set at Highlander Research and Education Center, spending a week on the university campus in Indiana, and then participating in the AERC. This session and paper will reflect on these adventures, what we learned from each other and explore how it changed our understanding of adult education practice within and across international boundaries. We hope to continue to learn from each other and build on this experience in the future.

Presenter: John A. Henschke

Recent Critical Discoveries Included in Global Andragogical Perspectives

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ABSTRACT: This 2014 updated History and Philosophy of Andragogy includes 10 new documents [out of the 35 new ones discovered during 2014] on andragogy. It is mainly limited [with a few exceptions] to a chronological history and the accompanying philosophy of andragogy, in line with when the English language documents were published and personal descriptions of events were recorded. Some of these documents, however, present aspects of the events and ideas which recount the years and contexts prior to the time in which they appeared in published form. To date, nearly 450 documents have been discovered, but space limitations in this paper allowed the inclusion of only a fraction of that number. Each of 15 eras is articulated with selected works and the important new developments are found mostly in the most recent era.

Presenter: Yvonne Hunter-Johnson

Pre-Service Teachers as Adult Learners: Applying Principles of Adult Learning to Teaching Practicum in the Bahamas

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ABSTRACT: The teaching profession unlike most profession is one that requires teachers to be proficient in content knowledge and process knowledge. To this end, much emphasis within teacher education programs is placed on amalgamating content and process, which is reflected in a teaching practicum. This qualitative study, examined pre-service teachers' perceptions of their teaching practice in the Bahamas, while outlining major concerns and challenges. Further, it is discussed how principles of adult learning can

be effectively applied to the teaching practicum with the view of enhancing the practicum experience. The study revealed that the participants (n=18) held a negative perception of their teaching practicum. Major concerns and challenges expressed by pre-service teachers are discussed. This paper contributes to the field of teacher education and adult education.

Presenter: Kathleen P. King

Understanding the Role of Guan Xi, Gender Roles and History Among Academic Women Higher Education Leaders in the People's Republic Of China

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ABSTRACT: From leadership in higher education to transformative learning, gender issues, and cultural literacy, this research vividly illustrates the complex experiences of women academic leaders in the People's Republic of China (PRC). The study specifically explores the leadership journeys of 13 women higher education leaders in two areas of the country: mainland China and Hong Kong. Using exploratory qualitative research, interviews were conducted at several universities in the PRC. Due to the unique political and cultural histories of the country, this study revealed intra-national differences and complexities across social roles, cultural definitions, and political dimensions. Furthermore, multiple data sources were used to explain the importance of cultural practices such as guan xi, gender roles and expectations in these diverse contexts. The bifurcated political and cultural histories of the PRC are the context of complex similarities and differences in gender social norms and roles, career paths, transformative learning experiences, and definitions of networking. Readers will discover insights and recommendations in this unique women's leadership study.

Presenters: Allyson Krupar

How Does 'Good Learning' Happen in Emergency Settings? Towards Theory in Practice

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This article explores one case study of education programming for refugees in Dadaab, Kenya to identify and expound on ideas of "good learning" in practice and theory. Despite extensive program reporting, there is a dearth of academic literature on the theoretical underpinnings of educational programming in emergency settings, and even less on programming addressing youth and adults who are over traditional school ages. Without theoretical understanding, program implementers and developers working in education in emergency (EiE) settings are unable to reflectively position their work in the larger scope of "good learning" or pedagogy that supports learners' success and wellbeing. This paper develops the concept of "good learning" in EiE by applying adult learning theories to one program designed and implemented by Refugee Education Trust (RET) an international NGO working on educational programming for refugees and displaced people. Particularly, this research explores educational programming for young adults supported by RET to develop and expand the literature on adult learning theories in EiE, emphasizing how programming might, and might not, support "good learning" in one case study of refugee education programming.

Presenters: Arthur Ray McCrory & Wayne B. James

An Appreciative Inquiry (AI) Approach to the Creation of a Global Leadership Competency Development Interview Protocol for Adult Education Graduate Programs

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ABSTRACT: Appreciative Inquiry (AI) is an action research framework that has found particular traction within organizational settings and is discussed here for its potential use to explore the phenomenon of global leadership competency development in adult education graduate programs. AI practitioners ask

affirming questions and encourage participants to focus on the paradigm of what works best within an organization, rather than the traditional problem-solving paradigm. This paper provides an overview of AI and its unique approach to the development of a qualitative interview protocol for an ongoing research project and multi-case study dissertation. A step-by-step four-panel method for the development of an interview protocol to explore global leadership competency development within adult education graduate programs in Europe and the United States is described, utilizing the conceptual framework of AI and Bird and Osland's (2004) pyramid model of global leadership competency development as the phenomenon under inquiry.

Presenter: Dama Mosweunyane & Mejai Avoseh

Knowledge, Attitudes, and Behaviour Towards HIV/AIDS Among the Basarwa of Botswana: Exploring Indigenous Education Options

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ABSTRACT: This paper is generated from the findings of a study conducted amongst the Basarwa (San), in the Ghanzi District of Botswana in 2005. The study was conducted to find out if Basarwa were knowledgeable about HIV/AIDS, whether there are any behavior traits and attitudinal manifestations that can be attributed to their accrual of information about HIV/AIDS. The study, conducted in the whole district, employed a qualitative paradigm, which allowed for the use of interviews, observations and perusal of documents as a triangulation measure. The respondents were identified through purposive sampling, which allowed for the selection to be accommodative; as all segments of the population were selected making the sample as representative as possible. The findings did reveal that Basarwa did not have enough knowledge about the scourge, which placed their lives in jeopardy because they did not change their risky behavior. Moreover, it appears that due to their low socio-economic status, the government and NGOs paid less regard to their lives and did not put in place HIV/AIDS provisions that catered to them in their own language. The study also revealed that Basarwa culture was not taken into consideration when providing information to Basarwa on HIV/AIDS, which undermined efforts to utilize their unique indigenous knowledge. The paper presents an argument that the Basarwa do have a unique culture that cannot be ignored if any program is to be successful hence the need for them to be catered for through the use of the indigenous education options.

Presenters: Eunkyung Na & Wayne B. James

Benkyoukai (Study Forum) in Japan: Group Self-Directed Adult Learning

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ABSTRACT: Benkyoukai (study forum or study group) is a style of group self-directed non-formal adult learning popular in Japan. A group of people with a similar interest in a certain topic form a group, meet regularly, and study the topic together. Both organizers and learners put long-term effort into benkyoukai for the pure joy of learning and enriching their lives with no thought of monetary payback, success or fame. This paper will illuminate some insights into this popular form of adult learning using three examples: Okinawan Women's History Benkyoukai, PHP (Personal Home Page) Benkyoukai, and Skill-up Morning Benkyoukai. The topics, memberships, activities, motivation, achievements, and difficulties will be examined. One example, the study forum of Okinawan Women's History, a 20-year old benkyoukai, will be discussed in greater detail as one of the authors directly participated in it for a year while in Naha City, Okinawa. This type of adult learning practice is not well known or documented outside of Japan, and has not been the subject of any identified academic studies in the Western education literature.

Presenters: Ekundayo Opeyemi Oyewunmi, Bolanle Clara Simeon-Fayomi & Adebakin Azeez Babatunde

The Psychology and Dynamics of Informal Mentoring Method and Administration Among Lecturers in a Nigerian University

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ABSTRACT: Informal mentoring over time has become a successful link of transmission of instructions, information, educational and learning opportunities. As a form of human relationships, it should create personal development in both the mentee and the mentor. In the didactic situation in a University where schedules are on and performance is determined by the ability to rein in the schedules successfully, the situation sometimes develops into non-participation and non-involvement rapport and disconnection within the circle of the lecturers. This study inquired into how informal mentoring can redefine the competency and morale of a peer or subordinate colleague in the academic world of a University community, the psychology of mentoring itself and the willingness for participation on the side of both the mentees and mentors and how this informal learning system can be administered successfully

Presenter: Amy Rell

Beyond The Borders: An International Dual Language Program Case Study

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ABSTRACT: Dual Language as a model for acquisition of a second language and enhancement of the first language is seen as a successful practice in the secondary arena (Thomas Collier, 2012). However, there is little to no research that examines dual language programming at the post-secondary level. This paper will examine just such a program from design to inception to completion including successes, challenges and lessons learned. Since 2011, Regis University in Denver, Colorado has offered undergraduate and graduate programming in a bilingual environment on a unique campus that has drawn adult learners from a myriad of Spanish speaking countries. The international flavor of the campus and program will be analyzed in an effort to highlight not only the methodology of dual language, but also as a case study of serving underrepresented students and diversifying campus culture.

Presenter: Daniela Rothe

Learning and Biography in Adult Education in Austria and German: Established Concepts, Changes in Practice and Research Questions in the Context of Lifelong Learning

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ABSTRACT: In adult education, it is widely agreed that biographical experiences are relevant in learning processes. Over the past fifteen years, Lifelong Learning Policies established by the European Union have increased attention for the biographical dimension of learning. Yet we still know very little about how biographical experiences are addressed and articulated in learning situations. So far, biographical approaches in research have mainly been used to gain knowledge about biographical patterns of learning and participation in adult education throughout life. The paper first starts with a very brief outline of some central features of European politics in connection with lifelong learning as a relevant context for adult education research and practice on a national level. Afterwards I introduce some central elements of a biographical approach to adult learning as discussed in adult education research and practice. The paper is based on a research project on how biographical experiences and autobiographical narratives are used in various adult-education settings. The research strategy developed uses methods of narrative inquiry and ethnography. An example is used to explore the process that takes place after biographical storytelling, and to analyse the insights and contradictions produced in this process. I close by examining the relationship between the biographic approach in education and the policy of life-long learning.

Presenter: Astrid Seltrecht

Occupational Biographical Decisions of U.S. Nursing Professionals for Doing a Ph.D. – Consequences for the Education in Nursing Science In Germany

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ABSTRACT: In Germany, nursing science has been developing since the early 1990s. Since then it is possible for nursing professionals (partly with, partly without prior 3-year vocational training) to do a bachelor's or master's degree in nursing science at universities of applied sciences. However, to do a Ph.D. they need to change to a university as in Germany only universities hold the right to award doctorates. But German universities have almost no faculties for nursing science so that the doctorate "unavoidably" needs to be done at the faculties for educational science, sociology or psychology, and usually students will achieve the title Doctor of Philosophy. With nursing professionals in the U.S., the situation is completely different: Their occupational biographies show that they have deliberately decided to do their Ph.D in adult education and not in nursing science. In this paper, as a first step the situation regarding the education system in Germany and the U.S. will be compared. Then the results of the analysis of the occupational biographical decisions will be presented. The concluding discussion will deal with the question: What does the result of the analysis mean for the German education system, respectively, nursing science in Germany.

Presenters: Anna Serbati, Ettore Felisatti & Cristina Mazzucco

Teacher Professional Development and Academic Educational Innovation: New Learning Strategies to Improve Teaching Practices at the University of Padova

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ABSTRACT: This paper presents PRODID (PReparazione alla prOfessionalità Docente e Innovazione Didattica), a two-year research project started by University of Padova, which aims at developing strategies to support academic teachers to enhance their teaching and learning competences. According to the literature and previous researches on teacher conceptions of teaching (Gow & Kember, 1993; Kember, 1998; Samuelowicz & Bain, 200; Trigwell et al., 1994), PRODID will reach the goal through a mix-methods preliminary local analysis of teachers' practices, beliefs and needs as well as of students' opinion of teaching activities. In the second phase, the project will deliver training sessions for the professional development of new teachers to enhance their pedagogical competences as well as training for a pool of senior university experts (Learning Teaching Designers) with a role of mentoring, coaching and scaffolding in designing and implementing courses. Training effects will be measured during the whole implementation (Light & Calkins, 2008; Postareff et al., 2007). The final aim of the project, pioneer in the Italian context, is to build an academic Teaching and Learning Centre. The Research Group will develop project activities through four specific research units, with a multidisciplinary approach, and continuous supervision by an external Scientific Committee of experts: methodologies for teaching and learning, teaching innovation and technologies, evaluation and evaluative research in education, organizational models for teaching quality.

Presenters: Bolanle Clara Simeon-Fayomi & Monica Fedeli

Across My Bridge: The Experienced Perceptions of Two Female Adults of the European and African Cultures in a Didactic Situation

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ABSTRACT: Friendship and bonds are forming over continents, regions, language, color and culture. So also are enemies and separations. All these are formed on the perceptions of the other person or people. These perceptions most often are transmitted by the interpretation of the other person's language and its semantics, background, the cultural life of the adults including their marriage styles, their family ties, their parenting and self perception of the people involved in the relationship. This study examines these dynamics in the relationship of two professors from two different cultures, backgrounds, the bonding

influences and the learning or re-learning opportunities that have occurred in the relationship experiences and especially takes cognizance of the learning, educational, instructive, informative, and teaching and learning experiences. Their scientific research area, didactic and teaching and learning methods, creates the basis for this fruitful cooperation and friendship.

Presenter: LaNette W. Thompson

Teaching Nonliterate Adults: Insights from Illeris's Learning Theory

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ABSTRACT: Traditionally, adult education programs either assume literacy or consider literacy to be a necessary component of basic education. With nonliterate adults making up over 16% of the world's population, this group is effectively excluded from education programs globally unless they first become literate. Knud Illeris's comprehensive learning theory recognizes three dimensions of learning: content, incentive, and interaction. These three dimensions, set in a social context, intertwine to facilitate learning. Though literacy is always a goal, none of the dimensions he lists requires literacy before learning can occur. In this paper, I briefly discuss the world of orality and the literacy/orality dichotomy. Using Illeris's learning theory as the theoretical foundation, I challenge literate teachers to adjust their teaching methods to engage nonliterate adults using methodologies that have already proven effective in the nonliterate world.

Presenter: Séamus Ó Tuama

Recognition, Respect, Dignity, and Capital Accumulation: Putting the Adult Learner into the Centre of Things

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ABSTRACT: This paper offers a critical analysis of labor force activation and proposes a more progressive reflexive activation model, which puts the educational, social and economic needs of the individual and the wider community at the centre. The discussion is contextualized against European wide metrics on educational attainment and participation, which show that Ireland lags behind best performing countries and is well short of the European targets set for 2020. It is also discussed in the context of the severe economic crisis that hit Ireland in 2008, which resulted in a rapid escalation in unemployment and emigration. It addresses the need for Ireland and the rest of Europe to respond to changes in working-life cycles, frequently described as flexicurity, in which individuals enter and leave both work and education several times in their lives. The model of reflexive activation proposed draws on two related theoretical areas: Schuller's three capitals (identity, social and human capital) and on theories of respect, recognition and dignity.