Digital Technology: A Critical Juncture or Routine Development?

We live in an extraordinary period of digital technology change and innovation that demands attention from adult educators. If it is true that the need for adult education is highly correlated with the level of change and flux in society, then the societal importance of our field of study and practice should be secure. The press of digital technology innovation is being driven by several forces, mainly through start-up entrepreneurial companies (Thiel & Masters, 2014). The digital start-up company is tasked with the creation of a new digital product or service that never before existed in human history, that is, to go from zero (i.e., no such product or service in existence) to one (i.e., the first such product or service) (Thiel & Masters, 2014). These high-risk enterprises, when successful, can earn the collaborators amazing wealth. Consequently, they are largely responsible for the new digital tools and processes (e.g., Facebook, PayPal, Yammer, LinkedIn, Uber, YouTube, Yelp, Palantir, and others) (Thiel & Masters, 2014) that are being created at an astonishing rate and simultaneously accelerating the pace of social and economic change. In the realm of learning and education, we see the footprints of innovation and change via similar tools and technologies: online learning platforms, Massive Online Open Courses (MOOCs), Khan Academy, TED, History Today, and others. These start-up and more established companies and organizations have also contributed to the constant innovation of the technological hardware people use to connect to the Internet, that is, computers, webpages, cell phones, tablets, related apps, and others. These new and improved digital tools and processes contribute to what the Program for the International Assessment of Adult Competencies (PIAAC) called a “technology-rich environment” (OECD, 2013) in which 21st century adults must competently function.

As a major skill set, the ability of adults to function in a technology-rich environment was assessed in the latest Organization for Economic Cooperation and Development (OECD, 2013) survey. The survey provided a comparative assessment of the skills possessed by the entire adult populations of the world’s most economically proficient countries. As a product of the OECD’s PIAAC, it provides a rich source of data on adults’ proficiencies in literacy, numeracy, and problem solving in technology-rich environments. A key finding is that high skills proficiency in technology-rich environments is positively and independently associated with the probability of participating in the labor market and being employed and with higher wages. However, the level of access to digital technology and the skills to use these technologies are not equally distributed in societies. There is a stubborn digital divide in the access and use of digital technology that remains highly correlated to the socioeconomic status of families and individuals (van Dijk, 2012). Consequently, a major challenge for professors of adult education is not only to improve the access and use these technologies in our daily routines as scholars and educators but also to identify innovative ways to use our creative energies to employ technology in ways that close the

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Dr. Cheryl Polson, Kansas State University, and Dr. Larry Martin, University of Wisconsin-Milwaukee, will both be inducted into the International Adult and Continuing Education Hall of Fame in November during the AAACE conference and the 20th anniversary of the Hall of Fame.

For her scholarship of engagement and her “practice and modeling excellence in collaboration with communities and the university while addressing critical issues of mutual benefit,” Dr. Lorilee R. Sandmann was inducted into the Academy of Community Engagement Scholarship on September 30, 2015 at the Engagement Scholarship Consortium Conference, held this year at Penn State.

Juanita Johnson-Bailey, director of the Institute for Women’s Studies at the University of Georgia, has been named the 2015 recipient of the Eleanor Roosevelt Fund Award, an honor given by the American Association of University Women for outstanding contributions to equality and education for women and girls. Johnson-Bailey will receive the award, which includes a $5,000 honorarium, at the AAUW National Convention in June in San Diego. Established in 1989, the Eleanor Roosevelt Fund Award is given for a broad range of activities including classroom teaching, educational and research contributions, and legal and legislative work.

Grant Award

Dr. Esther Prins (PI), along with Co-PIs Dr. Carol Clymer and Dr. Blaire Willson Toso (Penn State), Sheri Foreman (Houston Center for Literacy), Mark Needle (Miami-Dade County Public Schools), and Becky Raymond (Chicago Citywide Literacy Coalition), received a $399,708 grant from the Institute of Education Science for their project, “Career Pathways Programming for Lower-Skilled Adults and Immigrants: A Comparative Analysis of Adult Education Providers in High-Need Cities.”

The PAACE Journal of Lifelong Learning is accepting manuscripts for refereed and theory-to-practice (nonrefereed) articles. Now in its 25th year, the journal is published annually by the Pennsylvania Association for Adult Continuing Education and is distributed to PAACE members and other subscribers.

The journal publishes articles in adult, continuing, community, and distance education. Manuscripts that are practitioner oriented but reflect a solid research/theory base are desired. For more information and the editorial guidelines, see our website at www.iup.edu/ace. Manuscripts and subscription requests can be sent to Gary Dean at gjdean@iup.edu.
Recognition of Deceased Colleagues

**Donna Chovanec** of the University of Alberta passed away on March 4, 2015 at the age of 58 after a long and courageous battle with cancer. Donna was born and studied in Edmonton, Alberta. She received her master of education degree in 1994 and completed her PhD in 2004. Her research focused on education and learning for social change. She belonged to, and supported, many related organizations. She served as board chair of the Learning Centre Literacy Association and is a cofounder of the Centre for Community Organizing and Popular Education.

Retirement

After 42 years in higher education, **Lorilee R. Sandmann** retired from the University of Georgia, as professor of Adult Education, Learning and Organization Development. She is continuing as editor of the *Journal of Higher Education Outreach and Engagement*.

Position Announcements

**Craig A. Campbell, EdD**, started this fall as the Adult Education and Higher Education Leadership Graduate Programs Coordinator at Oregon State University. The university has a hybrid master’s cohort in adult education and a hybrid doctoral cohort in community college leadership. Prior to arriving at OSU, Dr. Campbell was an assistant professor first at SUNY Buffalo State and then at the University of Saskatchewan, both in adult education graduate programs. Craig received his doctorate in 2010 from Northern Illinois University, studying under Phyllis Cunningham and Jorge Jeria. He very much looks forward to new adventures in Oregon! Any questions about the OSU programs or otherwise can be directed to him at Craig.Campbell@oregonstate.edu

**Michelle Glowacki-Dudka** has been appointed to be the Director of the EdD in Adult, Higher, and Community Education at Ball State University. She is looking forward to working directly with the students again as they enter the program.

**Wendy Griswold** has joined the Department of Leadership, Higher and Adult Education Program at the University of Memphis. She is teaching global and comparative issues and community education. Her research area is sustainability education.

**Lilian H. Hill** was promoted to professor and has been appointed cochair of Educational Research and Administration at the University of Southern Mississippi.
Position Openings

Assistant Professor of Adult Education and Human Resource Development

Texas A&M University’s Department of Educational Administration and Human Resource Development (EAHR), in the College of Education and Human Development, seeks to hire an Assistant Professor of Adult Education and Human Resource Development, tenure track. This individual will assume the duties typically expected of an Assistant Professor on tenure track at a Research-Extensive, Tier I university.

The department has adopted three primary commitments that drive all of our work:

- We, the faculty of EAHR, are committed to creating a department climate that is characterized by collaboration, collegiality, trust, safety, celebration, fun, and the valuing of differences of many kinds.
- We, the faculty of EAHR, are committed to creating a department that is characterized by rigor in all of its processes, such as teaching and research, and by high quality in all of its outcomes, such as its graduates.
- We, the faculty of EAHR, are committed to demonstrating that equity, diversity, and social justice are embedded in all we do, especially in terms of our own community, the rigor of our processes, and the quality of our outcomes, and we are committed to increasing equity, diversity, and social justice through private and public education, policy communities, private and public organizations, and all areas of society in general.

Qualifications

Applicants for this position should have earned a PhD or EdD in adult education and/or human resource development or a closely related field by the time of employment. Preference will be given to candidates with preparation in adult education and human resource development, with one or more research agendas underway as evidenced through publication. Applicants should show evidence of peer-reviewed publications, potential to sustain research and publication activity, have experience or strong interest in teaching and mentoring students, and have a strong commitment to scholarly collaboration with faculty within the department, college and university. Preferred candidates should also have a record of obtaining extramural funding and/or research that supports academic achievement and organizational improvements as related to adult education and human resource development.

Responsibilities

Professional duties will include teaching primarily courses in adult education and human resource development, advising graduate students, supervising dissertation research, and maintaining a strong extramural funding activities to support research and graduate students.

Appointment

This is a 9-month appointment. The anticipated start date is Fall 2016. Salary is competitive and commensurate with qualifications.

Applicants should address their qualifications directly in a letter to the search committee explaining how their experiences demonstrate one or more of the commitments of the department. In addition, the application packet should include a current curriculum vita, a list of three references, and a statement of their research area of interest in adult education and human resource development. The search committee will begin the review of applications November 16, 2015. The search will remain open until the position is filled. Letters of application should be addressed to Dr. Khalil Dirani, Chair of the Search Committee, and sent to Marie Shelsir, Department of Educational Administration and Human Resource Development, 511 Harrington Tower, 4226 TAMU, Texas A&M University, College Station, TX 77843-4226. Completed applications and curriculum vitae may be sent electronically as a PDF file to shelfer@tamu.edu.

Texas A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, veteran’s status, or any other legally protected status of employment.
Position Openings

Part-Time Research Scientist (Reg.-Nr. 169/2015)

Friedrich-Schiller-University Jena Faculty for Social and Behavioral Sciences Department of Adult Education offers a 50% research scientist position beginning April 1, 2016 or later.

Qualification Requirements

- Very successfully finished studies in educational sciences or another discipline linked to adult/further education sciences
- Highly graded master’s thesis in educational sciences or another discipline linked to adult/further education sciences
- Profound knowledge in empirical survey and analysis methods
- Very good language skills in German and English
- Analytical skills

Major Tasks

- Supporting the professor in research and teaching (2 course hours)
- Realization of your doctoral thesis
- Participation in the department´s projects, administrative work
- Collaboration on the EU-funded project “Transforming European Women’s Entrepreneurship: The Education and Training for Success Programme”
- Foreign placements for research purposes

The position is a temporary employment for 3 years; follow-up appointments are not excluded. Remuneration will be based on the framework collective agreement for Federal States (TV-L) according to the personal conditions in salary group E13. Handicapped persons with equal aptitude, competence and qualification will be given preference.

Deadline: November 30, 2015. Please send your complete application documents (CV, certificates, and a digital version of your master’s thesis) and a one-page abstract of your planned doctoral thesis via e-mail to:

Prof. Dr. Käthe Schneider
Department of Adult Education
Institute for Bildung and Culture
Friedrich-Schiller-University Jena
k.schneider@uni-jena.de

Part-Time Research Scientist (Reg.-Nr. 135/2015)

Friedrich-Schiller-University Jena Faculty for Social and Behavioral Sciences Department of Adult Education offers a 50% research scientist position beginning April 1, 2016 or later.

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The “Next” Adult Learning Principle in Andragogy

by Len A. Bogner, EdD, and Bucky J. Dodd, PhD

As lifelong learners we realize that the only constant in life is change; until we know all there is to be known, we will keep striving to understand. This principle of discovery is as true in the field of adult education as in any science or humanities.

As adult educators, we understand the education environment for formalized learning has evolved and continues to evolve, and we are the innovators who embrace the transformation to make learning flexible for our nontraditional students. We have moved from offering courses at a set time and place to anytime, anywhere, any pace formats. The focus of learning has changed from the teacher being the center of knowledge to a facilitator–learner relationship. It is more than technology that is forcing the evolution. It is a diverse set of change drivers that are shaping the education and learning ecosystem for adults.

This dynamic environment of change creates the need for a new principle to also address not only the conditions specific to the adult learner that define learning for adults but also how the adult learner engages and connects with the environments and the contexts in which learning occurs. This extends the uses and applications of the six principles to include the way learners interact with the learning environments and spaces around them. This extension also addresses key opportunities in the study of adult learning by representing a set of holistic principles that reflect the conditions and influences of today’s learners.

Building on the work of Malcolm Knowles, in his book The Adult Learner, we at the University of Central Oklahoma (UCO) would like to propose, the “Next” principle of adult learning. Simply stated we have collected and analyzed empirical evidence that suggest that “adults seek flexible learning spaces and opportunities that meet their learning and life needs.” We came to this proposal through the combined work of the Center for eLearning and Customized Education (CeCE) and the Adult Education and Safety Science (AESS) department at UCO.

UCO’s Dr. Bucky Dodd (CeCE) and Dr. Len Bogner (AESS) will be proposing this evolutionary idea was well as other thoughts on revolutionary changes for adult education professionals at the CPAE plenary session on November 19. Come join us for the conversation.

We are expecting an especially exciting and productive symposium in 2016, in celebration of our 30th consecutive year. Be a part of it!

Register at sdgglobal.com. On the website you will find:

• The symposium registration link
• Hotel reservation links for the Cocoa Beach Marriott and the Hampton Inn (next door).
• All issues of the International Journal of Self-Directed Learning for your free access as you conduct research to prepare your proposal.
• A link to the application for student scholarships to cover registration costs.

Special Events

• In the shadow of the gantries, NASA representatives will feature the self-directed learning of scientists who laid the foundation for space exploration and those who brought the dream to reality, accompanied by incredible footage from Canaveral launches, the Hubble, and other awe-inspiring shots.
• There will be a special salute to Huey Long, who founded the symposium in 1986.
• Meet the Authors rotating roundtables will give you the opportunity of small-group conversations with the First Presenters and MKA winners.
• Best Practices Roundtables by area and level will allow you to learn of some of the most recent developments in SDL that are most closely aligned with your interests.
• As usual, the Silent Auction will not only offer fun and excitement but will raise also funds for 2017 student scholarships.

Time Capsule

You are invited to bring a meaningful item to place in a time capsule that we plan to open at the 40th Symposium. In a general session or at the dinner, we will accept the items and give you a chance to say a few words about your contribution. Don’t miss all the learning, all the great colleagues, and all the fun!!!

Lucy Guglielmino and Naomi Boyer, Symposium Cochairs

The 64th AAACE Annual Conference, November 17–20, Renaissance Oklahoma City Convention Center Hotel, Oklahoma City, Oklahoma

It’s Not Too Late: AAACE is hosting the 64th Annual Conference, November 17–20, 2015, in Oklahoma City, Oklahoma. Visit the website (aaace.org) to register or for more information.

Save the Date: AAACE 2016

AAACE will host its 65th Annual Conference in Albuquerque, New Mexico, November 8–11, 2016, at the Hyatt Regency Albuquerque.

57th Annual Adult Education Research Conference, Hosted by University of North Carolina at Charlotte, North Carolina A&T State University, and Troy University, Charlotte, North Carolina, June 2–5, 2016

Registration is now open. For more information, visit http://newprairiepress.org/aerc/
Articles


Book Chapters


Books


Greetings from the Chair—continued from p. 1

digital divide between the technology resource rich and the technology resource poor. I look forward to continuing this conversation at the CPAE conference in November.

References


Larry Martin, Ph.D., CPAE Chair, 2014–2016
Professor and Chair
Department of Administrative Leadership
University of Wisconsin-Milwaukee
E-mail: lmartin@uwm.edu

Open Positions on the CPAE Executive Committee

It is time to identify colleagues for the CPAE Executive Committee positions to be elected at this year’s CPAE conference, held in conjunction with the AAACE Conference in Oklahoma City, OK, November 19–20. The CPAE Conference will begin in the afternoon on Thursday, November 19, 2015, with CPAE sessions continuing on Friday. The business meeting is held from 6pm–8pm on Thursday, November 19. These are excellent opportunities to serve the profession and provide leadership at the national level. The positions available and a brief description of responsibilities are listed here. Nominations may be made in advance to Liz Roumell at Elizabeth.roumell@ndsu.edu or from the floor during the business meeting. The CPAE bylaws with descriptions for these positions are available at the CPAE Commission’s link at https://cpae.memberclicks.net/by-laws.

CPAE needs to select a new chair-elect who will become the chair and AAACE commissioner in 2016. The duties of this position are to train to fill the duties of the chair and AAACE commissioner. Those duties are to call meetings of both the commission and the executive committee and to be the presiding officer at those meetings. The chair also represents the commission on the AAACE Board of Directors.

The duties of the secretary-treasurer are to keep the minutes of the commission and the executive committee, carry on general correspondence in behalf of the commission, keep a current list of the membership, send notices of all meetings, and be responsible for commission funds. The secretary-treasurer will also be responsible for submitting appropriate bills to AAACE for payment.

Two members-at-large are needed each year. This year’s newly elected members-at-large will serve a 2-year term from November 2015 through November 2016. In all, there are four members-at-large on the executive committee. Two of the members-at-large focus primarily on developing the annual CPAE Conference in collaboration with the SIG chairs, and the other two produce the fall and spring editions of the CPAE newsletter.