

**2016 INTERNATIONAL PRE-CONFERENCE
PRESENTATIONS**

Commission for International Adult Education (CIAE)

Presentation Titles, Abstracts, and E-Mail Addresses

Presenter: Mousa S. Alfaifi

Self-Directed Learning Readiness among Undergraduate Students in Saudi Arabia

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ABSTRACT: This study aimed to determine the level of self-directed learning readiness (SDLR) among undergraduate students at Saudi Electronic University in Saudi Arabia. Also, investigated were potential relationships between the level of self-directed learning readiness and selected demographic variables such as gender and specific college within the university in this specific sample of undergraduate students in Saudi Arabia. This research utilized a quantitative design using descriptive and inferential statistics. Data were collected using the Self-directed Learning Readiness Scale (SDLRS), developed by Guglielmino (1977). Results for question one found that total SDLRS scores among undergraduate students at Saudi Electronic University on Riyadh campus ranged from 132 to 279 with a mean score of 213.60, a standard deviation of 25.26. The results of this study were: undergraduate students at Saudi Electronic University on Riyadh campus have an average level of SDLRS; there is no significant result between the level of SDLRS and the selected demographic variable of gender. Also, there is a statistically significant difference in the mean SDLRS regarding the independent variable of college. The result of Tukey post-hoc test indicated the existence of significant differences at the .05 level between the students in the Administration and Finance College who scored higher than students in the Sciences and Theoretical Studies College. Also, there was a significant difference between the students in the Computation and Information College who also scored higher than the students in the Sciences and Theoretical Studies College.

Presenter: Eva Angelova

Career Transitions and Professional Development of Immigrants in the United States

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ABSTRACT: This paper focuses on job transitions and professional development of immigrants in the United States. Using narrative as a method and exploring Bulgarian immigrants' personal experience stories, this report shares some of the findings from the author's dissertation. Upon coming to the United States, the Bulgarian immigrants experienced a different language and culture in their host country. In addition, the initial lack of recognition of their credentials forced many of them to take low-skilled jobs. However, they successfully adapted over time by improving their host language skills, continuing their education, and learning and fulfilling requirements in the local labor market so they could eventually obtain the more high-skilled jobs they desired. These Bulgarian immigrants took different career paths toward achieving their goals and aspirations. However, being highly motivated, hard-working, and persistent individuals, they not only persevered and survived, but they also said they felt successful doing their jobs in their new environment.

Presenter: Kiran Badwal

Preserving the Social Cohesiveness and Lifelong Learning Mission of Scotland's Public Libraries:

Evaluating the Scottish National Library Strategy through the Capabilities Approach

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ABSTRACT: The following paper is based on my master's degree thesis written as a graduate student at the University of Glasgow from 2014-2015 titled, "Preserving the Social Cohesiveness and Lifelong Educational Mission of Public Libraries in Times of Austerity: Assessing the Potential of the Scottish National Library Strategy through the Capabilities Approach." The purpose of my research is to understand how austerity policies have weakened and compromised the public library service in Scotland. In June 2015, the first Scottish national library strategy for public libraries was issued. Entitled, *Ambition & Opportunity: A Strategy for Public Libraries in Scotland 2015-2020*, was released as a policy response to ongoing austerity cuts in public services from the UK government. My research is a literature-based analysis of the new strategy using Martha Nussbaum's interpretation of the Capabilities Approach as a theoretical framework in which to examine and evaluate the policy's strategic aims and recommendations. In carrying out my research, I identified those central capabilities which I thought best corresponded to each of the strategic aims outlined in the Scottish national library strategy. Also, I used various examples of public library programs and initiatives (in Scotland and elsewhere) to help illustrate the links between the strategic aims and central capabilities. Throughout my analysis, I define public libraries as a vital community and social service that provides lifelong learning opportunities, social and community cohesion, adult and family literacy, and other innumerable benefits to the communities they serve.

Presenters: Muhittin Cavusoglu, Williema White, Wayne B. James, Cihan Cobanoglu
Factors Associated with International Graduate Students' Academic Performance: A Comparative Analysis between the First Semester and the Subsequent Semester in the U.S.

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ABSTRACT: The purpose of this study was to identify differences that impact international graduate student performance in the first semester compared to the subsequent semesters. This study was a qualitative study focused on the factors associated with international graduate student academic performance between the first semester and their subsequent semesters in the U.S. For the purpose of this study, a 30-minute interview was conducted with international graduate students from the USF Tampa and Sarasota campuses. In total, 19 international graduate students were interviewed from a variety of ethnicities and from the College of Education and the College of Hospitality and Tourism Leadership. In their first semester, international graduate students were generally motivated to get a degree in the U.S., had passion to study in their academic field in the U.S., had to meet family expectations, and had government scholarship/graduate/teaching assistantship responsibilities. However, they often had problems with language, unfamiliar social environment/culture shock, homesickness, financial problems, and transportation in their first semester. The majority of international graduate students successfully dealt with the main problems (language, culture shock, and transportation); however, homesickness and financial issues were still major concerns for them. More financial support could bring more success to international graduate students. International graduate students who earned under \$20,000 reported a negative effect on their overall academic performance due to financial stressors.

Presenter: Valeriana Colon
International Student Participant in U.S. Post-Secondary English Language Programs
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ABSTRACT: Postsecondary English language education is a growing field in the United States. While there has been considerable research on international student mobility in higher education, there is limited research on the population's participation in U.S. English language programs (ELPs). This study examined literature in related fields to create a conceptual framework for international student enrollment in U.S. postsecondary ELPs. By drawing on literature from international student mobility, global English language acquisition, enrollment preferences of students, English language programs, and student success in English language program, the study applies existing theories to better understand postsecondary English language program participation and creates a foundation for future studies. This research could be used in a discussion of the implications for the field of English language instruction to map out directions for future studies. Educators can reflect on the form and function of postsecondary U.S.

English language programs.

Presenter: Arthur Thomas Conroy III

The Visual Language of Abstract Shapes in Crossing Borders

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ABSTRACT: This article describes a visual language comprised of abstract shapes that has been shown to be effective in communicating prior knowledge between and within members of a small team or group. The visual language includes a set of geometric shapes and rules that guide the construction of the abstract diagrams that are the external representation of the visual language. The underlying cognitive processes are framed within the context of the visual language making unconscious conceptualizations external and visible. The outcome of using the visual language and performing the diagramming technique is the creation of a mental model that can be shared when communicating ideas across cultural and international borders.

Presenters: Phyllis A. Cummins, Suzanne R. Kunkel

Training Programs for Older Adults in the U.S.: Country Comparisons Using PIAAC Data

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ABSTRACT: Historically, older and lower-skilled adults in the U.S. have participated in Adult Education and Training (AET) at lower rates than other groups, possibly because of perceived lack of return on investment due to the time required to recover training costs. Global, knowledge based economies have increased the importance of lifelong learning for all age groups. This paper reports results of a study that used data from the Program for the International Assessment of Adult Competencies (PIAAC) to examine the relationship in the U.S. between participation in AET programs and employment, labor force participation, and income, for adults aged 45 to 65. In addition, comparisons were made for outcomes of AET participation in the U.S. with those in Germany, Japan, Sweden, and the U.K. Consistent with U.S. outcomes, comparison countries had lower AET participation rates by the unemployed compared to the employed and there were wide variations in AET participation between the lowest income quintile and the highest income quintile. For all countries, there was a significant relationship between AET participation and income. There was also a significant relationship between AET participation and labor force participation.

Presenters: Brittany Davis

The Power of Relationship Building in International Short-Term Field Study Experiences at the Graduate Level

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ABSTRACT: This paper derives from a case study of a 10-day cross-cultural field study experience held in Italy in which graduate students from master and doctoral levels in adult education participated. During group reflections, several students who participated in the course expressed the value of learning through personal connections made with students as well as the instructor. This relationship aspect of the short-term cross-cultural learning experience has only been briefly discussed in the literature. The research was framed by situated learning, and communities of practice (Lave & Wenger, 1991), with an emphasis on the relationships built in learning practice abroad. Student blogs were analyzed to provide evidence of the benefits of interpersonal relationships to deepen learning in adult study abroad. This research offers insights into the nature of relational learning during field study experiences, learning outcomes that resulted from these relationships, and ways to offer similar learning opportunities during international field study experiences in graduate education programs.

Presenters: Simeon Edosomwan, Claudette Peterson

A History of Oral and Written Storytelling in Nigeria

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ABSTRACT: Storytelling is a powerful process in adult education as a useful instructional approach in facilitating adult instruction and learning, especially during preliterate eras. What began as oral tradition has evolved to include written literature. A popular Eurocentric perspective in the early 19th century was that before the arrival of Europeans Africa was a savage continent devoid of culture. Once Nigerian authors began to produce novels and other written works, authors such as Chinua Achebe continued using storytelling to debunk this Eurocentric narrative. Achebe employed storytelling and proverbs to establish that the continent wasn't devoid of culture. This approach resonated with readers and reignited interest in the storytelling tradition. Achebe provided historical information using storytelling narratives to help readers learn about life and culture in prehistoric African societies before the invasion of Europeans. Storytelling in both the oral and written tradition can help adult learners understand the impact of colonialism in Nigeria.

Presenters: Mario Giampaolo, Antonella Pascali,

My Experience and Reflections after Working at the Center for Refugees of Conetta, Italy: Practice and Competencies Needed

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ABSTRACT: During the 2014 and the 2015 the Mediterranean Sea continued to be the theater of a huge migratory flow. Only in these two years, more than 320,000 persons, especially from Nigeria, Gambia, Senegal, Mali and Bangladesh, left their countries for a long travel with the hope of finding a place where they could live with dignity. Once they arrive on the Italian coasts of Sicily, Calabria, and Sardinia, immigrants are distributed throughout the different regions of Italy where they are hosted in centers for refugees' reception. In these centers they can stay until their request as political refugee is accepted. From November 2015 until April 2016, the first author worked in the refugee center of Conetta, a small village in the area of Venice in the north east of Italy. Established at the end of July 2016, the center is one of the biggest of the country and hosts more than 500 men hailing from the sub-Saharan countries of Africa, and the Asian countries of Afghanistan and Bangladesh. Starting from this experience the authors explain the different practices of the job as social worker in a reception center and identify the needed competences to carry out this work.

Presenter: Wendy Griswold

Sustainability Adult Education: Learning to Re-create the World

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ABSTRACT: No crisis is as great as the environmental predicament we face. Globally, humans everywhere now confront problems of extreme weather, waste disposal, pollution, overpopulation, massive forest depletion, access to clean water, the depletion of natural resources, the destruction of natural habitats, and changes in the chemistry of the world's oceans. These ecological changes warrant our attention as global adult educators. Worldwide, adults will need to develop new ways of living. They will need to develop ecological intelligence and forms of eco-literacy that will support them in forging new patterns of sustainable life. Sustainability adult education is learning that helps prepare us to re-create the world to address current and future challenges through the development of new solutions and new ways of being. Adult education has a significant role to play in these efforts. This article explores the contested concepts of sustainability and sustainability education through a continuum of perspectives related to the environment and education.

Presenter: John Henschke

Influential Perspectives from Recent Acquisitions Regarding Andragogy: A 2016 shortened version

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ABSTRACT: This 2016 updated capsule on a History and Philosophy of Andragogy includes 196 concepts and 268 names from a quasi-English translation of Dusan Savicevic's 2000 work on roots in the world-wide development of Andragogy from ancient times. Ten new items were discovered and added to the list. 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 600 documents have been discovered, but space limitations in this paper allowed the inclusion of only 150 – a fraction of the total number. Each of 16 eras is articulated with selected works and the recent discoveries are found mainly in the most recent era.

Presenter: Yvonne Hunter-Johnson

Against All Odds: Social and Cultural Influence on Nontraditional International learners Pursuing Higher Education in the United States

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ABSTRACT: The decision to migrate to a foreign country with an unfamiliar educational system to pursue higher education as a nontraditional adult learner is a decision that is not taken frivolously. Despite the motivation and excitement coupled with such a journey, there are numerous unforeseen accompanying challenges from a socio-cultural perspective that can influence this experience and hence have a rippling impact on the learning process. This qualitative study explored the experiences of seven nontraditional international students that travelled to the United States to pursue higher education. Data were collected through structured interviews using convenience sampling. The study revealed that the major challenges experienced by international students from a socio-cultural perspective were a) Language and communication barriers, b) Acceptance and assimilation to social-cultural differences, c) Racial identity and associated stereotypes, and d) Networking (making friends). With regards to socio-cultural influences that impacted the learning process, the following themes emerged: a) Language barriers, b) Difference in the learning environment, and c) Support from faculty and classmates. The study contributes greatly to the field of adult education and adult learning from an international perspective.

Presenters: Yvonne Hunter-Johnson., Norrisa Newton

Studying Abroad Has Transformed Me: Exploring the Learning Experiences of Bahamian Students Studying Abroad

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ABSTRACT: Within recent years, there has been a trend of students (traditional and nontraditional) travelling abroad, more particularly to the United States, with the view of pursuing higher education at both the graduate and undergraduate level. Among the most popular influential factors to obtain higher education internationally are government and private scholarships, international exposure and experience, professional development, and a quality of education that could not have been obtained locally. Despite the accelerant that ignited the desire for travel, most students are not prepared for the vast social and cultural difference in the educational system. However international students are resilient, adapt and are successful and often result in them transforming as individuals. This qualitative study examined the effects of U.S. based education on Bahamian students, from the perspective of transformational learning theory. Emphasis was placed on the extent to which these students' international learning experiences transformed them into scholars of positive social change within their respective fields of study. Data were collected utilizing semi structured interviews of 10 Bahamian students. All of the participants were born in The Bahamas, but traveled to the United States to pursue higher education as a nontraditional adult learner. The study results provide a foundational platform for current and future Bahamian adult learners pursuing higher education in the United States.

Presenters: Jie Ke, Rui Kang, Di Liu

Design Professional Learning Community through Understanding the Beliefs of Learning

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ABSTRACT: This study was designed to initiate the process of building professional development learning communities for pre-service math teachers through revealing those teachers' conceptions/beliefs of students' learning and their own learning in China. It examines Chinese pre-service math teachers' conceptions of student learning and their related pedagogical beliefs with respect to the following four aspects: self-regulation, construction of knowledge, the social nature of learning, and a dynamic view of ability. A total of 129 middle-school and secondary pre-service math teachers from China participated in this study. The results indicated that the Chinese pre-service teachers' conceptions of student learning and their pedagogical beliefs are constructive, process-oriented, and progressive. In addition, the traditional Chinese socio-cultural values still have an impact on the pre-service teachers' conceptions of student learning. Implications and recommendations for designing meaningful and effective teacher professional development programs that not only incorporate teachers' beliefs of student learning but also are aligned with Chinese mathematics education reform are also discussed.

Presenter: Cameron Kiosoglous
Olympic Sport Coaching Education: An international perspective
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ABSTRACT: The profession of high performance sports coaching is a complex process focused on performance improvement with the goal of producing international sporting success. Rising demand for top-level coaches has been matched with the increasing amount of resources allocated to producing world-class performances. This includes creating and sustaining a culture of learning and competition. For a foreign coach, the culture of an adopted country can differ dramatically from that in their homeland. This discussion explores the challenges and opportunities an expatriate coach may experience in an effort to succeed in an adopted nation at the highest level of competition.

Presenters: Arthur McCrory, Wayne B. James
An Examination of Global Leadership Competencies in Selected Adult Education Graduate Programs
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ABSTRACT: Researchers in the field of global leadership have reported a lack of qualified leadership candidates who are able to perform from a global perspective. Adult education graduate programs represent a unique pool of aspirants to help fill this gap. In 2014, the Commission of Professors of Adult Education (CPAE) published updated Standards for Graduate Programs in Adult Education, which included two standards addressing globalization and leadership. This study explored the context of competencies, identified by Bird's (2013) nested framework of global leadership competencies, in seven selected adult education graduate programs in the United States and Western Europe. This paper addressed which competencies were addressed in the selected adult education graduate programs and which ones were perceived to be most and less important from the perspective of the faculty participants. Findings indicated the competencies of (a) valuing people, (b) inquisitiveness, (c) leading change, and (d) vision and strategic thinking emerged as most important among the participants across all seven cases, as well as within the two geographical locations.

Presenter: Linda Morris
Adult Development: A Global Imperative
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ABSTRACT: As individuals and adult educators we consistently face an array of what seem to be increasingly complex challenges. These run the gamut from battling poverty and illness with their deleterious and deadly effects, to acquiring literacy and workplace competencies and to building expertise in communication, collaboration and innovation. And we live in a time of rapidly shifting technology,

social and political unrest, and burgeoning environmental threats. How are we to grow, thrive and lead? One option is to consider what we can learn and apply from adult development theories and practices for our own and others' intentional development -- and then to deliberately act to foster adult development in individuals and within organizations and communities. There are, of course, many views of what constitutes adult development and how it occurs. In this paper, written to initiate dialogue and discussion, I focus on the perspective that development in adulthood represents a set of substantive qualitative changes that we may undergo moving from dependency to interdependency, from being shaped to a great degree by our environment, to constructing and co-creating thoughts and views. Theories, e.g., by Boydell, Cook-Greuter and Kegan, are related to concepts of individual, workforce and community development, and intentional/deliberate adult development practices in universities and the workplace are described.

Presenter: Roger K. Morris
Henry Carmichael [1796 to 1862]: Australia's Pioneer Adult Educator
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ABSTRACT: This paper outlines the important role that Henry Carmichael played in the foundation of adult education in Australia. He was the driving force in the foundation and early success of the Sydney Mechanics' School of Arts. He also played a very significant role in the establishment of public schooling. His wide interest in educational thought is also canvassed. Finally, his considerable achievements as a government surveyor and as a pioneer of the wine industry are considered.

Presenter: Eunkyung Na
Are College Instructors Biased toward Latino-Accented English Speakers?
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ABSTRACT: The purpose of this study was to examine the implicit attitudes of college-level instructors toward Latino-accented English and the effects of gender, teaching experience, home language, race/ethnicity, and rank on those attitudes. The auditory Implicit Association Test (IAT) was used to measure the implicit accent preferences. Participants ($N = 93$) included college instructors at an urban university in Florida. In this study, instructors were defined as full-time and part-time faculty members and paid graduate assistants. Statistical analysis results suggested college instructors in this study exhibited some bias towards speakers of Latino-accented English. Gender, teaching experience, home language, race/ethnicity, and rank had no effect on implicit preference scores. Faculty, administrators, and students could use this study as a topic of discussion in faculty development, teaching assistant training, student services, diversity training, and hiring practices in higher education institutions. The discussions might help awareness of hidden-yet-present accent bias and prevent potential prejudice toward Latino-accented English speakers. Recommendations for further research were also provided.

Presenter: Annalisa L. Raymer
Experimenting with Theory of Change for Interculturality and Mutual Learning in Adult Education
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ABSTRACT: With a goal of creating conditions wherein college students of adult learning paired with international adult learners form mutual partnerships for educational mentoring, where to begin? How to take into account the contextual factors and priorities of multiple stakeholders in creating academic courses and learning-focused partnerships while staying focused on a core aspiration: that of fostering meaningful relationships across differences of age, class, country of origin, educational attainment, first language and life course position? Theory of change (ToC), a process from the field of evaluation, is a means of mapping out pathways from initial conditions toward desired outcomes. Theory of Change is a powerful heuristic for acknowledging significant aspects of context, bigger picture perspectives, and stakeholder interests. I find particular value and relevancy of ToC as a planning tool for curriculum design, especially in the complex conditions of community-engaged courses. Importantly, mapping a change theory serves as a way to involve stakeholders, creating in this case, a wide-ranging constituency

including culture communities, union leaders, campus service workers, academic leaders, administrators, and undergraduate students. With Theory of Change, curriculum design and program development progresses with a clear-eyed embrace of actual circumstances. When informed by such pragmatics, the act of planning toward an aspirational vision gains "robust hopefulness." An actionable characteristic, *robust hopefulness* is handy when returning to a campus years after the demise of its Education Department and setting about to re-establish and make relevant the field of adult education.

Presenters: Concetta Tino, Monica Fedeli

The Key-role of Teachers within the Italian School-Work Alternation Programs

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ABSTRACT: The EU through the flagship initiative "Youth on the move" promoted by *Europe 2020 Strategy* (European Commission 2010), invites State Members to improve educational outcomes, at every level of education using an integrated approach, as a way to connect formal and informal learning, theory and practice, because only within the experience, can a theory find its vital and verifiable meaning (Dewey, 1916). The aim is not only to offer students opportunities to develop key competences, but also to reduce drop out. The Italian practice of School-Work Alternation (SWA) in secondary schools is a response to the European recommendation and part of Work-Related programs, whose aim is to integrate formal and informal approaches in order to develop students' soft skills, professional competences, and to allow them to live vocational guidance. This contribution presents the key-role of teachers as being responsible for the realization of SWA programs. The paper is part of a wider research effort and discusses the results of 14 interviews aimed at 7 teacher-tutors and 7 teacher-coordinators, in 7 different secondary school, (VET and general education), located in five Northern Italian regions.

Presenter: Susan M. Yelich Biniecki

An Analysis of Europe within Adult Education Literature

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ABSTRACT: This literature review analyzes how Europe is situated within adult education literature from 2005 to present. Europe as a place and an idea influences and is influenced by adult education as well as historical and current events. The conceptualization of Europe within the dynamic field of international adult education is a necessary realm of investigation in order to gauge trends in scholarly work to inform future inquiry. The literature related to adult education and Europe was analyzed to identify main themes and subthemes. Main themes include Europe situated as a space, a standard, and a voice. These themes lead to a discussion of the ideal vs. dominance, insider vs. outsider, and third space. The literature connotes specific centering with regard to context and geography suggesting a need to further explore lived experiences and worldviews, which may be less known or marginalized at the intersection of Europe and adult education.

Presenters: Jill Zarestky, Leslie E. Ruyle

Participatory Community Education to Mitigate Human-Elephant Conflict in Botswana

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ABSTRACT: In northern Botswana, conflict between subsistence farmers and elephants can result in destroyed agricultural crops and death for both species. In June of 2016, students and faculty mentors from four universities traveled to the Okavango Delta region of Botswana to participate in a community education project designed to develop locally relevant solutions to mitigate human-elephant conflict. Local farmers and community members partnered with university students to design solutions and build prototypes of those solutions. In this paper, we present findings pertaining to the university students' experiences, perceptions, and learning during and as a result of the workshop, including ways in which expectations and the actual experience were aligned and the experience of partnering university students with members of the local community. Findings indicate that future, similar projects should work to ensure an appropriate balance of instruction attention between the local and student participants. Successes include open dialogue and collaboration among all workshop attendees, application of

university coursework to address issues of problem solving, design, working with diverse groups, and co-creation of prototypes of simple machines, tools, and devices ready for use and testing by local farmers.