

**Commission for International Adult Education (CIAE)  
American Association for Adult & Continuing Education  
International Pre-Conference 2009  
November 1-3, Renaissance Cleveland Hotel  
Cleveland, Ohio**

**The Abstracts of the Presentations**  
(In Alphabetical Order of the First Presenter)

**PAULO FREIRE'S CONSCIENTIZATION AND THE CHALLENGES OF 21<sup>ST</sup>  
CENTURY ADULT EDUCATION**

Mejai B. M. Avoseh, Ph. D. ([mavoseh@usd.edu](mailto:mavoseh@usd.edu))

**Abstract**

Paulo Freire's adult education ideas were woven around his literacy 'method' that is synonymous with conscientization. His ideas were aimed at empowering adult learners through the ability for critical thinking. He focused on critical thinking as a way of using education to rescue learners from decadent educational and political systems. This paper analyzes Freire's conscientization and argues that it is more appropriate for addressing most of the challenges that confront 21<sup>st</sup> century adult education and adult learners. The discussion in this paper uses 21<sup>st</sup> century synonymously with globalization.

**RESEARCH OF THE EFFECTS OF MANAGEMENT TRAINING IN ACTIVE  
AGING LEARNING RESOURCE CENTER IN TAIWAN: THE PERSPECTIVE  
OF THE TRANSFER OF TRAINING**

Hung-ting Chen ([yakulting@gmail.com](mailto:yakulting@gmail.com))

**Abstract**

During 2006, the Ministry of Education in Taiwan announced plans to establish 368 Active Aging Learning Resource Centers in Taiwan. This was to be accomplished in three years. By 2008, 104 Active Aging Learning Resource Centers had been built. In anticipation of building these centers that would contribute to the vision of "active aging" in Taiwan, the importance of developing a training program was recognized. The government authorized the Aging and Education Research Center (A.E.R.C) of National Chung Cheng University to hold a four-stage training program throughout Taiwan for center leaders, teachers, administrators, and volunteers. This study focused on understanding the transfer of training to these participants and possible factors that affect the transfer of training. The research was intended to determine if the trainees, after attending the four-stage training program, could transfer what they learned into their work in reality; moreover, to observe the relation between personality, training inputs, working environment and the transfer of training. Data collected from a questionnaire were analyzed with descriptive analyses and *Pearson* product-moment correlations. The study results found (a) The trainees are able to efficiently transfer the knowledge and skills they learned to the work area, (b) The personality of a trainee can affect the transfer of training, (c) The perception of training can affect transfer of training, (d) The working environment of the trainee profoundly affects the benefits of training transfer.

## **THE DEVELOPMENT OF LIFELONG EDUCATION AND A LEARNING SOCIETY: OPPORTUNITIES AND CHALLENGES OF KOREAN MIDDLE-AGED WOMEN**

Sung Ran Cho           ([scho@uwyo.edu](mailto:scho@uwyo.edu))  
Qi Sun, Ed.D.           ([qsun@uwyo.edu](mailto:qsun@uwyo.edu))

### **Abstract**

Today Koreans value education more than ever before, and Korean lifelong learning has been dramatically developing and expanding via formal, non-formal, and informal educational systems to meet people's learning needs. This paper describes the development of Korean lifelong education/learning. It particularly examines challenges and issues Korean middle-aged women encounter when continuing their higher education.

## **A CRITICAL REVIEW OF BARRIERS AND LIMITATIONS OF BASIC EDUCATION FOR WOMEN KENYA: THE ROLE OF ADULT EDUCATION**

Mary W. Gatua           ([mgatua@uwyo.edu](mailto:mgatua@uwyo.edu))  
Qi Sun, Ed. D.           ([qsun@uwyo.edu](mailto:qsun@uwyo.edu))

### **Abstract**

Educating Kenyan women is a powerful lever not only for their own empowerment, but also for the society. However, many factors embedded in the strong cultural values and patriarchal powers continue to hinder women's capacity, knowledge, and competency to achieve their personal growth and potential. These multi-layered challenges operate synergistically to limit women's access to education, intensify feelings of powerlessness, and further limit their participation in socioeconomic and political activities. From critical and feminist pedagogy perspectives, this paper examines barriers of and limited access to education of Kenyan women, and advocates the roles of adult education in empowering them. In addition, this paper will serve as a basis for adult educators and scholars to discuss and design effective adult education programs for women internationally, particularly for those women residing in the third world countries.

## **A PERSPECTIVE ON THE HISTORY AND PHILOSOPHY OF ANDRAGOGY: AN INTERNATIONAL SKETCH**

John A. Henschke, Ed. D. ([JHenschke@lindenwood.edu](mailto:JHenschke@lindenwood.edu))

### **Abstract**

This paper on the History and Philosophy of Andragogy 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 written down. Some of these documents, however, present aspects of the events and ideas which recount the years and contexts in which they appeared in published form. This will not be an exact history of the events and philosophy as they appear in chronological order. But, this will be presented in the general sequence of the years that the articles, books, commentaries, and any other publication forms were recorded or appeared in print and / or were published.

## **LIFE STORYTELLING AS A WAY TO EMPOWER OLDER ADULTS IN A RURAL AREA IN TAIWAN**

Ai-Tzu Li, Ph.D. ([irisli@ccu.edu.tw](mailto:irisli@ccu.edu.tw))  
Chia-Chi Tsai ([7138219@yahoo.com](mailto:7138219@yahoo.com))

### **Abstract**

Personal stories were obtained from seven Taiwanese elders, living in the country, through narrative inquiry. Narrations from these elders were analyzed to investigate how to examine the purpose of life and recollect the value of their lives through telling stories of themselves. Through observation and interviews, the present study resulted in the findings below.

1. The collective experience of story telling is a reconstruction of history;
2. Story telling as a process of self-confirmation and healing
3. Changes through story-telling
4. Art works and rhythmic body movements as an efficient way for elder education
5. Finding happiness through story-telling
6. Through story-telling in the *Living History Arts* these elders refreshed the society with the image of being the vitality and reservoir of communities, schools, and social cultures.

## **AN IRAQI AND AMERICAN DIALOGUE ON EXPANDING ADULT EDUCATION KNOWLEDGE**

Ghada S. Mahdi ([ghada.mahdi@usd.edu](mailto:ghada.mahdi@usd.edu))  
Larry K. Bright, Ph.D. ([lbright@usd.edu](mailto:lbright@usd.edu))

### **Abstract**

The potential is great for the US and Iraq to build appreciation for their common humanity, shared volition to seek a better life, and the cultural traditions of each; that is, if there is suspension of disbelief that the two cultures may not be easily bridged because of philosophical, religious, or social differences. Together, the writers believe that Western and Middle Eastern scholars of mutual respect can expand global adult education knowledge. This paper explores how stereotypes of people of the West and Middle East inhibit the bridging of cultures. The writers explore how contemporary adult education theories offer opportunities for the improvement of both cognitive and affective teaching and learning in cultures fraught with stress and conflict. Given the history of world conflict and wars, it is unlikely that any two adults today will not have some elementary information or fears of anyone who is different. Seeing that nations and cultures in the world become more and more interrelated, it is imperative for educated people to find constructive action to promote understanding of cultural conflicts and differences, as well as similarities.

## **TESTING ANDRAGOGY WITH ADULT LEARNERS INTERNATIONALLY IN THE USA, BRAZIL AND AUSTRIA**

Amy Narishkin, Ph. D. ([anarishkin@yahoo.com](mailto:anarishkin@yahoo.com))  
John A. Henschke, Ed. D. ([JHenschke@lindenwood.edu](mailto:JHenschke@lindenwood.edu))

### **Abstract**

University Faculty have occasionally been asked if they model the kind of teaching they ask of their teacher candidates and the adult educators with whom they work in the public arena and the marketplace. On the one hand autonomous individuals or self-directed learners resist learning conditions that are incongruent with their self-concept. However, on the other hand, autonomous individuals or self-directed learners flourish with learning conditions that help them realize their unique potential. Nonetheless, not all adult learners are self-directed. Depending on their knowledge and experience with the content, an adult learner can actually be in two stages of learning at one time. This has again been shown to be the case in the experiences of the authors in the USA, Brazil and Austria. This paper describes each of the authors' journey in continuing to realize how to reach and teach various learners based on where they are in their understanding.

## **THE TRAINING OF ADULT EDUCATION SPECIALISTS IN POLAND**

Krystyna Pleskot - Makulska, Ph.D. [kmakulska@yahoo.com](mailto:kmakulska@yahoo.com)

### **Abstract**

Volunteers and professionals have been working on adult education in Poland for many years. Thanks to them, millions of people have raised their level of education and their life opportunities. Recently, interest in adult education went up in Poland. Therefore, there is a stronger need to educate professionals necessary for the realization of goals and tasks set for the adult education sector. Various upper education institutions have been doing this for many years. Particularly in recent times steps are being taken to strengthen the position of andragogues in the job market in Poland. The presentation is centered around the system for their training in that country, with focus on education undertaken as part of the andragogical specialization at the Faculty of Education at the University of Warsaw. This analysis is mostly concerned with issues such as the position of adult education specialists in the job market in Poland and the factors that shape it; historical traditions and contemporary programs of training of adult educators in Poland.

## **RESEARCH OF EDUCATIONAL INSTRUCTIONAL DESIGN STRATEGY IN BENCHMARK ACTIVE AGING LEARNING RESOURCE CENTER IN TAIWAN**

Chia-Chi Tsai           ([s7138219@mail2000.com](mailto:s7138219@mail2000.com))  
Hui-Chuan Wei       ([aduhcw@ccu.edu.tw](mailto:aduhcw@ccu.edu.tw))  
Ai-Tzu Li, Ph.D.       ([irisli@ccu.edu.tw](mailto:irisli@ccu.edu.tw))

### **Abstract**

Due to a sharp rise in the aging population, Taiwan has become an aging society. Thus, during November 2006 the Ministry of Education (MOE) declared the "White Paper on Elder Educational Policy," emphasizing lifelong learning: being healthy and carefree, having independence and dignity, including participation in society. Under this policy, the MOE decided to establish 368 Active Aging Learning Resource Centers within 3 years to provide various learning programs to elders. The present study analyzes the course design of elder education in Taiwan according to courses offered in Active Aging Learning Resource Centers in Taiwan. Courses offered in 10 outstanding Active Aging Learning Resource Centers and suggestions from supervisors and directors were collected as data for document analysis. Percentages of courses in various topics are also reported. Generally speaking, the courses focused on health care and crafts. Regional characteristics were also taken into consideration in course design. Finally, concluding remarks and suggestions on course design are proposed to institutions of elder education.

# **A FACTOR ANALYSIS STUDY ON THE MISSIONS OF TAIWANESE COMMUNITY COLLEGES**

Wei-ni Wang, Ph.D. ([weiniwang@ccu.edu.tw](mailto:weiniwang@ccu.edu.tw))

Hwei-Jen Chan

Cheng-Yi Cheng

Chen-Chi Kao

## **Abstract**

There is a certain degree of assumption that a mission statement reveals the utmost vision of an organization in terms of what it seeks to become and who it wants to serve. To examine the general public's identification of the stated missions of the Taiwanese community colleges, a national survey was conducted to assess people's knowledge of institutional missions of these colleges. Four hundred twenty-one effective responses were received, and data were analyzed mainly by exploratory factor analytic methods. Six factors were extracted, indicating that perspectives regarding missions of community colleges in Taiwan might greatly divergent. The Pearson Product-Moment correlation coefficient was used to investigate the relationships between missions identified and socio-demographic characteristics. The data showed that age, income, knowledge of community colleges, and enrollment experiences possessed significant degrees of association with the factors extracted. More research with different methods was encouraged to further study adult education.