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Abstracts and Presenters (In Alphabetical Order)

ADULT EDUCATION AS A PANACEA TO THE MENACE OF UNEMPLOYMENT IN OYO STATE, NIGERIA

Samuel Adesola ADEYEMO, B.Ed, M.Ed.

ABSTRACT: The National Universities Commission (2004) reiterated the massive unemployment of Nigerian universities graduates in the Country. This problem is said to be traceable to the disequilibrium between labour market requirements and lack of essential employable skills by the graduates. A discourse on unemployment among youth in Oyo State of Nigeria is of no mean importance as the workforce largely depends on the efforts of the citizens within this age group. The paper has been able to show that as challenging as the problem of unemployment is, adult education as a discipline has what it takes to deal with it and its attendant issues. The paper further confirms that, participants of vocational training and other youth empowerment programmes which are off shoots of adult and non-formal education have been able to distinguish themselves from the many unemployed people of the State or wherever they are found.

PROVERBS AS FOUNDATIONS OF LIFELONG LEARNING IN INDIGENOUS AFRICAN EDUCATION

Mejai B.M. Avoseh, Ph.D.

ABSTRACT: Every society and culture has its ways of providing frameworks for the objectives of education and its impact in the community. Within the holistic lifelong learning education of traditional Africa, every aspect of a community's life and values provides the framework for the educational system with a strong emphasis on Orature. This paper focuses on one such source – proverbs – as an important foundation for indigenous African education, using the Ogu and Yoruba contexts of West Africa. Examples are drawn mainly from Yoruba proverbs to analyze their epistemological significance in indigenous African education. The concepts indigenous and traditional are used as synonyms in this paper.

THE CHALLENGES OF RAISING AN IDEAL AFRICAN FAMILY IN AMERICA

Mejai B. M. Avoseh, Ph. D.
Dr. Gbenga Fayomi
Dr. Abimbola Simeon-Fayomi

ABSTRACT: The family is the primary social unit in both traditional and contemporary Africa as is the case with most peoples of the world. The family was and indeed still is an integral institution in every African community and, because of the oral and applied nature of indigenous African education, the family was the most important institution in its process. Even in contemporary times, family values still play indispensable roles in informal education which provides the hidden curriculum for formal education in most African countries. In spite of the westernizing values of education in Africa, the presence of traditional African values still help parents and communities raise children within the dictates of the traditional African family system with support from the extended family and kinship. The African family in diaspora rarely has the opportunity of raising children within the dictates of the traditional African value system. This paper uses the existential experiences of the presenters to do initial analysis of the challenges of raising an African family in the United States (US) along the ideals of the traditional African family system. The presenters weave the presentation around a typical family in Southwest Nigeria and a typical Nigerian family in the US.

RE-THINKING FACULTY DEVELOPMENT IN HIGHER EDUCATION: LESSONS FROM THE DEVELOPING WORLD

John M. Dirkx, Ph.D.

ABSTRACT: The quality of teaching is considered to be a key factor in the learning outcomes students derive from their experiences in higher education. Increasingly, these learning outcomes are linked to workforce development needs. Within developing countries, substantial efforts are being directed to improve instructional quality because what students are learning in higher education is not matching what is needed by business and industry. This paper provides a reflective account of collaborations over more than four years with Vietnamese institutions of higher education to help them build instructional capacity. This work has revealed several tensions that illuminate key issues the Vietnamese face in seeking to institutionalize change in teaching practices. While the specific nature of these issues differs within similar attempts in the United States, the central tensions around which these issues revolve appear to be similar in both countries. These issues require more study to determine how we may design and implement faculty development initiatives that result in sustained, systematic and institutionalized change in teaching practices.

INTERCULTURAL AND CROSS-DISCIPLINARY PERSPECTIVES OF NON-TRADITIONAL ADULT U.S. STUDENTS ON GLOBALIZATION

Emmanuel Jean Francois, Ph.D.

ABSTRACT : The purpose of this study was to investigate the perceptions of non-traditional U.S. college students about globalization through an intercultural and interdisciplinary perspective. The study involved non-traditional American and international students at several U.S. colleges and universities, using interviews and focus group techniques. American and international students in the United States acknowledged some positive effects as well as their discontents about globalization. However, the meanings of the discontents about globalization differed based on the students' cultural backgrounds and field of study. American students saw the offshore outsourcing practices of U.S. businesses as a threat for the American economy and hegemony in the world. International students in U.S. perceived globalization as a transnational exploitation of working class in developing countries. Students in business related programs have different views of globalization in comparison to those in human and social sciences. This underscores the implication that discontents about globalization may not be properly understood exclusively in terms of industrialized versus developing countries, but also in the context of a transnational, intercultural, and cross-disciplinary frame.

CONTINUING PROFESSIONAL DEVELOPMENT FOR TEACHERS IN RURAL SIBERIA

Wendy Griswold, Ph.D.

ABSTRACT: This paper describes the professional development experiences of teachers in the Altai Republic, Russian Federation. Russia is a country in flux, transitioning from a totalitarian state into a democracy reflective of its unique ethnic composition, geographic context and history. The Russian educational system is currently undergoing computerization and teachers are learning to integrate educational technology into classroom practice. Educational technology is the use of computers, software, the Internet and multimedia in teaching and learning. Using the lens of transformative learning as described by Mezirow (1991) and King (2002), the potential for teachers to experience perspective transformation as a result of this process was analyzed. Findings indicated that the methods used to train teachers have a high likelihood of being facilitative of transformative learning. Teachers are beginning to think and act in new ways based on their experiences with educational technology. They are also collaborating in this learning process, which provides an important support mechanism for continued learning and growt

A 2011 INTERNATIONAL SHORTENED VERSION OF THE HISTORY AND PHILOSOPHY OF ANDRAGOGY

John A. Henschke, Ed. D.

ABSTRACT: This updated 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 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 400 documents have been discovered, but space limitations in this paper allowed the inclusion of only a fraction of that number. Each of 14 time periods is articulated with selected works.

TRANSITIONING LAW ENFORCEMENT TRAINING FROM TEACHER CENTERED TO LEARNER CENTERED: A CARIBBEAN CONTEXT

Yvonne Hunter-Johnson
Dr. Waynne B. James Ed.D.

ABSTRACT: This study focused on the learning preference of law enforcement officers in a Caribbean country as either pedagogical (teacher-centered) and/or andragogical (student-centered). Law enforcement personnel in a Caribbean police department were administered the Student Orientation Questionnaire (SOQ) developed by Christian (1982). One hundred and sixty- eight individuals completed the SOQ. Chi Square statistics were calculated on the variables of educational level and gender. The preferred learning orientation was primarily andragogical; those with higher education levels tended to have a higher andragogical orientation. There were no differences by gender. As a result of the findings a three-step approach is proposed to transition the training environment from one that is teacher centered to one that is learner centered.

ADULT EDUCATION PROGRAMS AND HIV/AIDS AWARENESS IN SUB-SAHARAN AFRICA

Alex Kumi–Yeboah
Waynne James, Ed.D.

ABSTRACT: HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome) epidemic has been a global health concern for the past two decades especially in the sub-Saharan Africa where the majority of the productive workforce populations are affected. Many educational programs have been implemented to create an awareness of the disease by the United Nations, various governments in Africa, and Non-Governmental Organizations (NGOs) with the effort to reduce the spread of HIV/AIDS (UNAIDS, 2009, 2010). However, there is little information about the role adult education has played in HIV/AIDS awareness in sub-Saharan Africa. This paper will address the impact of adult education programs that are being used to reduce the spread and heighten awareness of HIV/AIDS.

NOT SO UNIVERSAL: EAST ASIAN DOCTORAL STUDENTS' PERSPECTIVES ON CRITICAL REFLECTION AT U.S. UNIVERSITIES

Hyun Jung Lee

ABSTRACT: Globalization is an emerging trend in the field of education as more and more international students come to America to pursue their education. This paper seeks to understand how Confucius-influenced East Asian international students learn to adapt to and participate in the countervailing Western pedagogy that fosters independent critical thinking and reflection and how these Asian students reconcile these seeming polarities as they engage in their doctoral studies at U.S. universities. The paper outlines a contextual background of East Asian international students, a central concept of Confucius philosophy and education tradition, a theoretical background of critical reflection, perspectives of the researcher, challenges for East Asian international students' learning in the U.S. universities, and a direction for future research.

GIRLS FOLLOW ME! ISSUES AND CHALLENGES OF NON-FORMAL MENTORING OF FEMALE ACADEMICS IN A NIGERIAN UNIVERSITY

Simeon-Fayomi Bolanle Clara
Fayomi Abimbola Olugbenga

ABSTRACT: The Ivory towers were initially not conceived as women's spaces. But women have now been known to take leadership positions there both professionally and socially. Problems of senior women academics' involvement in informal mentoring of younger female academics posited several issues and challenges. This discussion is important for the continuity of academic excellence in Nigerian Universities. Senior women academics in Nigerian Universities are retiring and a vacuum is being created at the level of erudite research and teaching due to issues surrounding mentoring and "passing on of baton." Those spaces will be reclaimed by males if these problems are not addressed. Using semi-structured interview guides and secondary data sources, the paper examines problems of senior women academics' involvement in the informal mentoring of younger female academics which has posit several issues and challenges. The paper highlighted the factors involved in non-formal mentoring, the dilemmas of senior and younger female academics in Nigerian University, the politics and power plays having effects on mentoring and how the resulting problems can be resolved.

AN ANALYSIS OF THE LITERACY COMPETENCE AND HIGHEST SCHOOLING OF MINE WORKERS IN SOUTH AFRICA

Antonie Christoffel Smit
Andile Mji

ABSTRACT: The purpose of this study was to analyse the literacy competence and highest schooling of mine workers in South Africa. There were 873 participants of three mines and the data were collected by utilising a standardised academic achievement test to determine the participants' literacy competence. The achievement test included a questionnaire which collected biographical information regarding the participants' age, gender and highest schooling. The literacy assessment results revealed that 98% of the mine workers are functionally illiterate although the data from their highest schooling indicated that only 45% are illiterate. The data will be used to place the mine workers in a programme to improve their literacy skills.

USES FOR INSTRUMENTS DESIGNED TO MEASURE INTERCULTURAL SENSITIVITY COMPETENCIES: A COMPARATIVE VIEW

Melanie L. Wicinski, M.Ed.

ABSTRACT: The complexity of defining and measuring intercultural sensitivity competence is discussed. Five instruments including: the Worldmindedness Scale, the Intercultural Sensitivity Inventory (ICSI), the Global-mindedness Scale, the Intercultural Sensitivity Scale (ISS), and the Intercultural Development Instrument (IDI) are evaluated on their theoretical framework, and limitations. Uses for the instruments based on their scoring methods and implications for further research are also discussed. Increasingly, individuals are being called upon to interact with those who come from a different culture than the one in which they were raised. According to The Association of Americans Resident Overseas (AARO) (2001), it is estimated that over 5.08 million US citizens reside in over 160 countries (excluding military and government). According the United States Department of State, Bureau of Consular Affairs (2001), over 6.4 million immigrant and non-immigrant visas were issued to visitors to come to the United States between the years of 1992-2010. While these statistics only provide specific information regarding relationships to the residents of and visitors to the United States, it does reflect a trend of social integration around the world and a need to understand what intercultural sensitivity means; what aspects make up an interculturally sensitive individual; how this skill can be developed, trained and measured; and the implications on further research.