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RELIGIOUS RITES AND CELEBRATIONS AS FRAMEWORKS FOR LIFELONG LEARNING IN TRADITIONAL AFRICA

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ABSTRACT: Religion in traditional Africa combined belief in the Supreme Being (God) with belief in many other gods who are ministers to God. Hence, African traditional religion (ATR) is thoroughly polytheistic. Religion was a nexus that connected the physical and the spiritual communities. In addition, it served as the framework for every aspect of life and living in a community. This paper uses literature and the author's existential experience to analyze the interconnectedness of ATR and lifelong learning in indigenous African education. While the presentation cannot claim to "challenge entrenched cultural views about knowing," it is an attempt to add a modest voice to the efforts at underlining a non-western perspective using religion as a framework.

A CONFUCIAN MODEL FOR SCHOLARLY DEVELOPMENT

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ABSTRACT: The cumulating literature stemming from the Carnegie Project on the Doctorate (Walker, Golde, Jones, Bueschel, & Hutchings, 2008) suggests that graduate students should move beyond performing the role of "good student" and transform into scholars and stewards of the profession. While language like "becoming stewards of the field/profession" is employed, clear models for developing scholarly identity and specific habits-of-mind are more difficult to identify. It seems easier to provide a definition of what is not "scholarly" than to explicitly define a model of desirable characteristics and behavior. While one could take the time to develop a model of what such a scholarly identity and disposition may look like, one may also look toward models and metaphors of scholarship and an educated mind that already exist. The authors' aim for this paper is to present three Confucian notions, illuminating the connections between advanced graduate studies as identity work and transformation and a model for the development of scholarly identity. A Confucian model (Sun, 2008, 2012) of Sage, Ren and Jun Zi are presented as an ideal model for scholarly identity development. Confucian philosophy sets forth ideal ways of being, valuing, and knowing that are highly developed in their own right and add a more holistic understanding to the conversation of scholarly identity development. The perennial wisdoms of Confucian perspectives offer a wealth of models for habits-of-mind and learning that can inform identity development of scholars.

THE USE OF THE LEARNING CONTRACT WITHIN A UNIVERSITY SETTING IN AN ITALIAN UNIVERSITY

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ABSTRACT: The study elaborates how the original learning contract of Malcolm Knowles may be used in an Italian University setting. We introduced it in a master's degree course of the Department of Philosophy, Sociology, Pedagogy and Applied Psychology of the University of Padua. We examined the implications of Malcolm Knowles's theory, we studied his model of

learning contract and then we tried to adjust it to the Italian system. This is the first attempt to apply the contract in academic courses in Italy. The analysis also shows the characteristics of the Italian academic system, of the master's degree and of the module in which the experimentation take place. The study was a real attempt to improve the tool and to adapt it to an Italian course that in this case was an integrated course conducted by three professors who made much effort to share the aims of their programs and to involve the students in the experimental phase. The results are very interesting and let us reflect on how to improve the contract and how to better involve the students. Last, but not least, the technology used has to be improved in order to become more user friendly, particularly in blended learning courses.

THE CROSS-CULTURAL READINESS EXPOSURE SCALE (CRES)

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ABSTRACT: The Cross-cultural Readiness Exposure Scale (CRES) was developed from a grounded theory of intercultural interactions. The initial items were generated from focus groups involving undergraduate and graduate students in the United States. The items were pilot tested on a convenience sample of graduate students, administrators of international education programs, and faculty members of postsecondary education institutions in Australia, Canada, Cape Verde, Chile, China, Columbia, England, France, Ghana, Haiti, Kenya, Mexico, Scotland, South Africa, South Korea, Spain, and the United States. The CRES had sufficient validity and reliability, and can be used to assess the effectiveness of intercultural interactions in study abroad programs or assignments in a foreign country.

INTERNATIONAL HISTORY AND PHILOSOPHY OF ANDRAGOGY: ABBREVIATED FOR 2012 WITH NEWER PERSPECTIVES AND INSIGHTS

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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.

EXPLORING CROSS-CULTURAL LEARNING STYLE DIFFERENCES OF AFRICAN AND AMERICAN ADULT LEARNERS

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ABSTRACT: The purpose of this paper is to explore cross-cultural learning style differences of African and American adult learners. One of the issues that needs to be addressed is how to deal with the variety of learning style preferences in a culturally diverse class, and more importantly, to systematically reconcile these differences when developing and delivering educational curricula (Cadman, 2000). It is evident that different cultural groups may have different learning styles and preferences indigenous to their particular culture. However, research on cross-cultural learning styles is limited on adult learners from Africa and United States (Anderson, 1988; Decker, 1983; Hilliard, 1989). This paper addresses cross-cultural learning style differences of African and American adult learners and suggests some educational implications.

AN EDUCATIONAL PREPARATORY PROGRAM FOR ACTIVE AGING: PRELIMINARY RESULTS BASED ON PROACTIVE COPING THEORY

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ABSTRACT: This study explored the process of improvement for proactive coping competencies for the elderly through an educational preparatory active aging learning program. We conducted an eight-week educational program with 33 retirees; furthermore, we applied pre- and post-test evaluations at the first and the eighth week to analyze participant scores for proactive coping competencies. We also distributed questionnaires to further understand participants' satisfaction and transformation through participating in this program. Three major points emerged from the study: first, participants' proactive coping competencies were improved after participating in this program; second, participants have indicated a high level of satisfaction in this program; third, the participants' understanding of the importance of retirement planning was significantly changed. Concisely, the study showed that by joining and participating in the educational program, the participants' perspectives of aging may be changed.

GLOBAL WORKFORCE COMPETENCIES AND THE IDENTIFICATION AND SELECTION OF CANDIDATES FOR EXPATRIATE ASSIGNMENTS

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ABSTRACT: This paper explores the literature on the process of defining and categorizing global workforce competencies and their importance in the identification and selection of candidates for international expatriate positions in multinational corporations. The first part of the paper builds upon the definition of global workforce competency created by Hunter (2004) and then details the commonalities that subsequent research identifies as important for success in an international assignment. The paper then identifies two common selection practices that have been used in recent attempts to identify and select the best candidates for international assignments and details best practices in the accomplishment of this goal. Methods of selection are discussed and a comprehensive approach for multinational corporations is identified in order to maintain long-term strategic success for expatriate succession in a globalized marketplace.

ADULT EDUCATION/LEARNING IN SOUTH AFRICA: PROMISES AND CHALLENGES

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ABSTRACT: The benefits of adult education world-wide have been documented. Good adult education programmes engage adult learners in developmentally appropriated practices that expose them to literacy, numeracy activities. Adult Education in South Africa is expected to address socio-economic, cultural, political and environmental and health problems that are besieging adults and their respective communities. Such a programme is deemed necessary because the overwhelming majority of adults from the previously disadvantaged population are currently expected to contribute to the economic development through their association with the production sectors of the economy. Whilst strides have been made in achieving socio political goals of adult education, South Africa has still not properly achieved economic development related goals of adult education programmes. This paper will therefore provide a qualitative analysis of progress made in the county in relation to adult education and/or adult learning from its perspectives as a movement, process and programme (a la Knowles) Within each of

these key areas, the paper interrogated the intentions, achievements as well as the challenges including the impact adult education has made to date in South Africa. Presented are the successes within formal structures as well as the informal processes that served as impetus to the realisation of the current democracy in South Africa.

CROSS-CULTURAL USE OF SURVEYS AND INSTRUMENTS IN INTERNATIONAL RESEARCH: LESSONS LEARNED FROM A STUDY IN TURKEY AND THE UNITED STATES

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ABSTRACT: Adult education researchers can now transcend geographical distance and collaborate across borders. While international research can be conducted using surveys or existing instruments, this feat requires cross-cultural validation to ensure both validity and reliability. This cross-cultural validation must address two aspects if written artifacts are to be used: language translation and cultural adaptation. The paper describes recommended protocols for language translation, including proper documentation of the process. The paper goes on to discuss emic and etic perspectives on cross-cultural use of survey and instruments. Finally, we briefly describe how the process was conducted for an unfunded research project that used an existing instrument to collect data in both Turkey and the United States. Our hope is to fulfill one of the goals of the Commission for International Adult Education (CIAE): that adult educators from AAACE and other countries will use the techniques to cooperate on projects of mutual interest and benefit to those we serve.

ENGLISH ONLY? ENGLISH-ONLY POLICIES, MULTILINGUAL EDUCATION AND ITS RAMIFICATIONS ON GLOBAL WORKFORCE PRODUCTIVITY

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ABSTRACT: The intent of this article is to review international policies related to English-only language and implications for global workforce productivity. Many organizations globally employ an English-only policy; such a policy stipulates that organizations perform specific duties related to business-commerce, instruction, etc., specifically in the English language, despite the fact that many of these transactions are conducted in non-native English speaking countries. How do such policies regarding English language implementation impact business economic strategies? English-only speaking requirements were first implemented in the early 1900s, and one might ask in regard to these policies, what were the specific outcomes of their implementation? What were the ramifications of these policies on workforce productivity? Does language literacy increase workforce productivity? What have nations organized to implore and or enforce, if at all, the idea that adults should be learning second languages, and what are the implications of second language acquisition on workforce productivity? Workplace discrimination, vis-à-vis English-only speaking requirements, proves to be a nefarious practice by which productivity is compromised. Through proper multilingual education, the existence of English-only policies could be eradicated. Yet, one might wonder from an international perspective, if moving away from the English-only paradigm is even the goal or ultimate desire for international business and education.

REFLECTIONS ON A RESEARCH EXPERIENCE AT AN INTERNATIONAL TREASURE: THE ALEXANDER N. CHARTERS LIBRARY OF RESOURCES FOR EDUCATORS OF ADULTS

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ABSTRACT: Since 1949, Syracuse University has assembled historical documents, including manuscript, print, visual, and media materials, related to adult education. Today, Syracuse University Library-The Alexander N. Charters Library of Resources for Educators of Adults serves as an international treasury for the Adult and Continuing Education Collections, housed in the Department of Special Collections. The collection is one of the world's largest compilations of English-language materials in this field, truly an international treasure. This paper is a reflection on my research experience in the spring of 2012. I have included general and historical information on the collection, useful web links including grant information and internship opportunities. The discussion encompasses my research experience at the Alexander N. Charters Library of Resources for Educators of Adults, disclosing the purpose of my research trip, my findings, a few lessons learned, recommendations, and of course my overall reflections on the Alexander N. Charters Library of Resources for Educators of Adults.

BRIDGING ADULT EDUCATION BETWEEN EAST AND WEST: CRITICAL REFLECTION AND EXAMINATION OF WESTERN PERSPECTIVES ON EASTERN REALITY

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ABSTRACT: This paper, applying an international and comparative perspective, examines issues and challenges in learning between Eastern and Western adult education teaching and research endeavors. Questions and thoughts are scrutinized to help create a different mindset as alternatives for learning from the "Other" in the globalized world equally, accurately, and more effectively. First, it introduces a context followed by a brief review of relevant literature illuminating the obstacles and barriers for an equal exchange—that is an exchange through which the West might endeavor to listen to and learn from intelligent life beyond its own borders (Milligan, Stanfill, Widyanto, & Zhang, 2011). Second, it shares authors' personal narratives that illustrate lived issues and challenges that invite us to critically ponder. Finally, it concludes with suggestions that may facilitate further deliberations—philosophically, theoretically, and practically. The paper calls for a different mindset for effectively bridging educational understandings between East and West.

THE CHALLENGES AND PROSPECTS OF ADULT EDUCATION PROGRAMMES IN NIGERIAN UNIVERSITIES

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ABSTRACT: Universities globally fulfill three basic functions: Teaching, Research and Services. Through these functions, university lecturers have the scope to interact with larger communities and students. In many African countries, and Nigeria in particular, providers of Adult Education programmes include the following: communities, non-governmental organizations, government, trade unions and international organizations, all of whom have played major roles in providing programmes. The objectives of the study were to examine such Adult Education Programmes in Nigerian Universities. The study identified challenges and prospects of adult education programmes in Nigerian Universities for effective teaching and learning. The population consisted of one hundred (100) students and forty seven (47) lecturers, purposefully selected in five Nigerian Universities that offer Adult Education as degree programmes. The study was guided by two (2) research questions, namely: (a) What are the challenges facing adult

education programmes in the Nigerian Universities and (b) What are the prospects of adult education programmes in the Universities in Nigeria. A questionnaire was validated and used for data collection. Data collected were analyzed using mean scores and grand means. Based on the results, it was found, among other things, that adult education programmes in Nigerian Universities do not have enough qualified lecturers and that adult education being under other departments is a great challenge. Based on the findings, it was recommended among other things, that the various Universities' management should employ qualified lecturers in adult education for effective teaching and learning and adult education should be made departments in the various Universities that are running adult education programmes.

THE PERCEIVED IMPACT OF WOMEN FOR WOMEN INTERNATIONAL (WFWI) NON- FORMAL LEARNING PROGRAMMES FOR RURAL WOMEN IN NIGERIA

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ABSTRACT: Women for Women International (WFWI) is a non-governmental organization (NGO), set up to enhance educational empowerment rights, skill acquisition, economic status, healthful living, level of participation in decision making and social networking status of Nigerian rural women. To achieve these objectives, they set up a programme called Renewing Women's Life Skills (ReneWLs). Nigerian women are an indispensable part of international and national development, yet they suffer discrimination, abuse, hardships, marginalization and neglect because they are females in a male dominated society. The study investigated the extent to which participants perceived that the program impacted their (a) economic status, (b) healthful living conditions, (c) power in decision making, (d) social networking, (e) skill acquisition. Survey research design employing purposeful sampling was used to select sixty (60) respondents from two states in Nigeria where WFWI is operating. Questionnaires were used for data collection; data were analyzed using mean scores and grand means. Findings revealed that WFWI ReneWLs' educational learning programmes were perceived by rural women to have great impact regarding their health issues, economics status, social networking and on their right to decision making. However, the issue of skill acquisition was not spelt out because they were not engaged in skill acquisition learning programmes. The following recommendations were made, among others: The Nigerian and international government should assist WFWI and other NGOs in building skill acquisition centres in rural areas and more education should be given to women on the afore-mentioned sub-heads (a-e) and executing national awareness programmes.

RELATIVE IMPORTANCE OF AFFECTIVE COMPONENTS PERCEIVED FROM A CROSS-CULTURAL PERSPECTIVE

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ABSTRACT: Global competencies, with the slight differences in terminology by researchers have been frequently investigated, primarily from an American-biased perspective (Bennett, 1993; Boix-Mansilla, 2011; Carano, 2010; Chen & Starosta, 2000; Deardorff, 2004; Hett, 1993; Hunter, 2004; Merriam et al., 2007; Olson & Kroeger, 2001; Winn, 2004). Little or no defining research currently exists that identifies requisite universally agreed upon global competencies, nor sheds light about the role that affective components play in determining which components are perceived to be of relative importance from a cross-cultural perspective. For at least the past decade, the literature is replete with references to the concept of affective components. The extent to which individuals from different GeoCultural Regions identify affective components of relative importance in today's global society is discussed. GeoCultural Regions are identified for comparisons of responses, which entail the development of a process for placing individuals within a primary GeoCultural Region. A questionnaire was administered to expert

panel members in the eight GeoCultural regions to elicit responses to perceived relative importance of affective components from a cross-cultural perspective.

IDENTIFYING INTERCULTURAL SENSITIVITY COMPETENCIES THROUGH FOCUS GROUP RESEARCH

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ABSTRACT: The competencies which comprise intercultural sensitivity have been studied by many researchers. This study strove to ascertain what skills make up intercultural sensitivity by conducting focus groups with international students. From this research the Expanding Worldview Model of Intercultural Sensitivity was developed and explained. This theory was derived from accounts of observed behaviors and perceptions of individuals from other cultures and what they felt were the most important factors indicating intercultural sensitivity of US American visitors to their country-of-origin. Comparisons to Bennett's Developmental Model of Intercultural Sensitivity (1993) and King and Baxter Magolda's Developmental Model of Intercultural Maturity (2005) were also included.

MEASURING INTERCULTURAL SENSITIVITY AT THE ARMY MEDICAL DEPARTMENT CENTER AND SCHOOL: THE IRB PROCESS--CHALLENGES AND LESSONS LEARNED

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ABSTRACT: Intercultural sensitivity, or cultural awareness competence, is a topic that is at the forefront of many fields, including military operations in the Global War on Terrorism. Intercultural sensitivity has an impact on negotiations, mediations, infrastructure of countries, as well as monetary issues in the global market of today. The US Army, in order to address this issue, has established the Culture Center at Ft Huachuca, AZ. In this article, the study of cross-cultural or intercultural sensitivity and competence is discussed and a future study of these areas is outlined. Included also is a brief description of the Intercultural Sensitivity Scale (ISS) created by Chen and Starosta (2000) and its use in this future research.