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## PREFACE

Scholars in many fields are taking note of global, technological, and social changes leading to an increasing interdependency among nations. Future opportunities will transcend national boundaries and individuals will need to learn to think and work across cultures. The demand for adult education is increasing throughout the world, resulting in an increased need to share and develop knowledge about adult learning and education. To this end, the Cyril O. Houle Scholars in Adult and Continuing Education Program was initiated and funded by the W.K. Kellogg Foundation to foster the development of emerging scholars who will make a significant contribution to the field of adult education. The Department of Adult Education at the University of Georgia administers the Program and funds Scholars' research and/or demonstration projects and professional development activities. By identifying and nurturing a diverse cadre of scholars in adult education, the Program seeks to make an important investment in the future of the field.

This monograph is the result of the research of the third group selected for the Cyril O. Houle Scholars in Adult and Continuing Education Program. The research presented here represents a diverse range of interests within the field of adult education from popular education centered around communities to education focusing on action research and simulation games. The Houle Scholars come from three regions, representing countries from southern Africa, Latin America, and the United States.

### Overview of Contents

Mary Alfred explores how British Caribbean women navigate foreign cultures and bring in a view of the world shaped by indigenous knowledges and colonial structures and values. The study uses a heuristic phenomenological approach to examine the expectations of the participants as they become involved in the new culture. The research raises awareness to the experiences of immigrant students in adult higher education, gives voice to the women's experiences, and provides information that can be used to improve practice in education.

Gillian Attwood uses action research to study literacy and empowerment in the country of Lesotho. The research explores how a rural community in Lesotho engages with a Freirean approach to integrating literacy and development. Two major theoretical perspectives inform the study. The field of literacy guides the adult education component of the research and action research theory guides the practice component of the research process itself. The findings suggest that the project had positive impact on individual and community development. The project shows that if literacy practices are situated in a social context, and used consistently to achieve meaningful social action, a demand for literacy can be created with literacy activities gradually becoming 'normative' practices.

The research project conducted by Julián González Mina entitled "Simulation-Games as Educational Strategy for Social Harmony" addresses the issue of violence in Colombian daily life and offers a pedagogical strategy for education in social harmony and the possibility of repairing frayed social fabric within an atmosphere of conflict. These simulation games are best defined as social laboratories which reproduce situations and imaginary problems related to social harmony. Gaining the capacity to examine violence objectively, narratively and expressively is fundamental to achieving its reduction. Popular and adult education, due to its sensibility to the demands and characteristics of the learners can contribute to the task of enrichment, compensation and symbolic recognition of the excluded so as not to surrender to barbarianism and horror.

Talmadge Guy examines the experiences of learners in three urban, predominantly black ABE programs and the impact of race and culture on the educational experiences of black adults in these ABE classroom settings. Classroom observations, interviews, and constant comparative data analysis studies the role of race and culture in predominantly black ABE classrooms. The research found that ABE classrooms are a site of cultural and ethnic struggle and that race is an unacknowledged factor shaping students' experiences in ABE instructional settings. The study affirms that students enact particular hierarchies within the classroom based on cultural affiliation and ethnicity.

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The purpose of the study by Catherine Hansman was concerned with learning in and from mentoring relationships and how power relationships inherent in formal mentoring programs affect learning. Power issues affect mentoring relationships and these internal and external influences of protégés, mentors, and the contexts in which they live need to be understood and addressed. Interpretive case study methodology was used in this qualitative research project to study a student teacher mentoring program in an urban university. This research focuses on how learning occurs and how learners shape their learning experiences. This research project furthers the understanding of mentoring and the power relationships driving these programs.

Through engaging in critical pedagogy and action research, Peter Malvicini developed pedagogy for democratic social change in a seminary in the Philippines. The adult learners become participatory researchers to use this pedagogy for working in partnership with people in the community to solve concrete problems. Data sources include three separate Search Conferences, oral and written narratives of the stakeholders who participated in the action research process, and a composite dialog approach to qualitative data.

Barbara McDonald investigates the spirituality of highly committed environmentalists. The questions guiding this study are how is spirituality expressed by people who have learned to become committed to environmental action and what is the relationship of spirituality to the experiences of people as they learned to become committed to environmental action? As a concept spirituality is difficult to define and was found to signify a personal relationship with something other, whether that would be God, the environment, or an entity or power. Lifelong reflective learning is one of seven themes found from the constant comparative analysis.

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## Acknowledgements

Successful projects are almost always the result of a collaborative effort made by committed and talented people. This is especially true for the development and production of the third monograph of the Cyril O. Houle Scholars in Adult and Continuing Education Program, and we wish to extend our deepest appreciation to those individuals. To Juanita Johnson-Bailey, Sharan Merriam, Bernie Moore, and Karen Watkins, colleagues, whose wise counsel on all developmental and production phases kept us focused on excellence as the defining characteristic of this document. To Timothy Hixson, Research Assistant, whose outstanding translation skills and tireless spirit converted the results of the Latin American manuscripts into English, and who also administered the editorial and production process and who fulfilled our vision for a monograph that would reflect the level of excellence evident in the research of another group of Houle Scholars. And, most importantly, to the W. K. Kellogg Foundation and its Program Officer, Dr. Gail McClure, who not only supports our vision for the Houle Scholars Program and this monograph, but also have continuously reaffirmed their belief in the importance of adult education for the development of individuals, communities, and nations.

Ronald M. Cervero and Bradley C. Courtenay  
Athens, GA  
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## The Scholars

**Mary V. Alfred** is an assistant professor of Adult and Continuing Education with the Department of Administrative Leadership at the University of Wisconsin-Milwaukee. She earned a B.S. in Occupational Education and an M.S. in Counseling Psychology from the University of Central Texas-Killeen as well as a Ph.D. in Educational Administration from the University of Texas at Austin. Her research focuses on learning and development among women of the African Diaspora. Dr. Alfred has served on the steering committee of the Adult Education Research Conference and is on the executive board of the Commission of Professors of Adult Education. She is a member of the editorial board of *Adult Education Quarterly* and *Adult Learning* and a reviewer for the *Canadian Journal for the Study of Adult Education*.

**Gillian Attwood** is a lecturer in the School of Education at the University of the Witwatersrand in South Africa. She received her B.A and Honours degree in African Studies from the University of Cape Town, and her Masters degree in Adult Education from the University of the Witwatersrand. She is currently working on her PhD degree through the same university. Her research interests include rural community education and development issues, with a particular focus on the relationship between literacy, development and empowerment. She has published in South African and international journals.

**Julián González Mina** is a professor in the School of Social Communication at the University of the Valley in Cali, Colombia, professor in the master's program of Popular Education and Community Development and also in Communication and Cultural Design in the University of the Valley. He has received a bachelor's degree in Social Communication and Journalism from the University of the Valley and a master's degree in Social Communication Research and Teaching from the Institute of Arts and Science (ARCIS) in Chile. Popular education and community development are among his research interests, which also includes reflections about the relationships between dynamic autobiographies/biographies and social transformations. Currently, his research has to do with the design of strategies for living with the technology of screens such as social use of television, the mediation by adults of video games and computers among children.

**Talmadge C. Guy** is associate professor of adult education at the University of Georgia. His areas of research and teaching include multicultural adult education, African American adult education, and historical studies in adult education. He completed his doctorate in adult education at Northern Illinois University in 1993. He was a co-founder of the African American Adult Education Research Pre-conference. He has been active in professional associations and is currently co-chair of the Theory and Research SIG of the Commission of Professors of Adult Education. He has traveled internationally having performed consultations with adult educators in the United Kingdom as well as Southern Africa. He was a participant in the International Council on Adult Education in Jamaica. Dr. Guy's publications have focused on culturally relevant adult education, multicultural change, and African American adult education

**Catherine A. Hansman** is an associate professor of adult education and program coordinator of the Adult Learning and Development master degree program at Cleveland State University. She also directs doctoral students in the Leadership and Lifelong Learning Track in the Ph.D. in Urban Education at CSU. She earned a Bachelor of Music degree from the University of Cincinnati College-Conservatory of Music, a Master of Science in Secondary Education from Indiana University, and a Doctor of Education in Adult and Community Education from Ball State University. Her research interests include mentoring programs, situated cognition, all aspects of adult learning and development, and critical theory. She co-edited *Understanding and Negotiating the Political Landscape of Adult Education*. She has contributed chapters to several books and articles to various scholarly journals, and she is on the editorial board of *Adult Education Quarterly* and *Perspectives: the New York Journal of Adult Learning*.

**Peter G. Malvicini** is a Research Associate with Cornell International Institute for Food, Agriculture, and Development at Cornell University. He holds a Ph.D. in adult education (Cornell) with concentrations in international agriculture & rural development and program evaluation & planning. He received an M.A. from Wheaton College Graduate School and a B.A. in literature from Northeastern College. Over the past twelve

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years, he has had extensive experience as a facilitator and trainer in development work. His current research studies the institutional effects of more participatory pedagogy on development studies programs. A Fulbright Scholar (1995-1996), Malvicini has also taught in the graduate course in community and rural development at Cornell and is former coordinator of the Cornell Participatory Action Research Network. He is currently based in Manila, Philippines where he has a concurrent appointment at the School of Management of the Ateneo de Manila University where he teaches courses on leading and managing change.

**Barbara McDonald** is a Social Scientist with the USDA Forest Service, specializing in conservation education. Her responsibilities include managing a national conservation education program conducted in five U.S. cities, producing a science education journal for middle school students ([www.naturalinquirer.usda.gov](http://www.naturalinquirer.usda.gov)), and conducting educational research and evaluation in conservation education. Barbara holds a Ph.D. in Adult Education from the University of Georgia, a M.S. from North Carolina State University, and a B.S. from Virginia Polytechnic Institute and State University. She serves on the Board of Directors of the Environmental Education Alliance of Georgia and is a consulting editor on the *Journal of Environmental Education*. Barbara's research interests are in transformational learning, diet and lifestyle choices, environmental spirituality, and environmental learning.