
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 fourth 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 psycho-pedagogical bases for learning, workplace learning, educational work of revolutionary organizations, instructional design practices, influence of educational relationships on learning, the role of culture in continuing professional education, to the impact of violence and adult education.. The Houle Scholars come from three regions, representing countries from southern Africa, Latin America, and the United States

Overview of Contents

Cecilia Amaluisa uses a qualitative approach to study the development of psycho-pedagogical bases for learning as a prerequisite for elevating the quality of the educational processes for youth and adults. The targeted participants did not attend or dropped out of school, and are currently pursuing certification to enter the formal labor market. The study uses both sociological and pedagogical frameworks as its theoretical foundation. Data were gathered through semi-structured participant self-evaluations, classroom observations, written documents, assessment of achievements versus goals, and in-depth interviews. Findings offer new insight into the impact of educational programs on learners' self-concept, intrinsic motivation, comprehension and oral expression.

Rita Ceballos explores the issue of daily violence in Santo Domingo's marginal neighborhoods from the perspective of the people residing in them. The study's participatory methodology, which uses workshops, focus groups, and interviews, makes possible an increased understanding of the pedagogical process of sensibility and consciousness in relation to the problems of violence among the participants. The study raises awareness of educator biases that may exist when designing learning environments.

Andrea D. Ellinger investigates informal workplace learning to determine how this learning is supported, encouraged and developed. This study uses a qualitative case study approach to explore the contextual factors that shape and facilitate informal learning within a learning-oriented organization. The theoretical framework for this study was based on Marsick and Watkins' model of informal and incidental learning in the workplace, and Cseh, Watkins & Marsick's reconceptualization. The findings reveal that the catalysts for informal learning are both internally and externally motivated.

The research project conducted by John D. Holst addresses the question of whether the political economic analysis of globalization in the educational work of revolutionary organizations can form the basis for a critical adult education practice. This descriptive comparative case study of one type of social movement (revolutionary working-class organizations), examines their perspectives on globalization and social change, and suggests that these organizations may be a possible alternative to critical adult education that goes beyond civil society building. This study challenges educators to look more closely at the whole area of the critical and revolutionary tradition of theory-building and educational work for its potential relevance to the field of adult education.

Rita Kizito examines the instructional design practices of four University of South Africa practitioners as they migrated from designing print to web-based forms of distance education. Using the Contextual Filters Model of course design as a theoretical framework, interviews were conducted to gain an understanding of the conceptual design strategies. Findings revealed that the practitioner's designs were influenced by: guided transformation, skills application, pedagogic activity and student directed influences. The data also support that there was no fundamental changes in the practitioners' underlying beliefs about learning or the disciplinary-related design decisions. However, there were changes at the task-oriented level.

Vivian W. Mott uses an ethnographic study to explore the role of culture in the continuing professional education (CPE) of two groups of Native American women, particularly in terms of the ways in which their culture influenced their knowledge production, reflection, work, and career development. Sixteen employed Lumbee and Cherokee women from the southeastern United States participated in focus groups, in-depth individual interviews, and observations. Findings focused on learning style differences, participants' expectations regarding their careers and continuing professional education, the development of career expertise, and the women's career development. The research raises awareness and appreciation of indigenous culture and how this culture relates to learning, continuing professional education, and support services.

Marsha Rossiter's research uses the possible selves construct to explore how educational relationships influence adult learning. Preliminary data was gathered from 110 undergraduate students using a possible selves questionnaire and 17 semi-structured interviews. The findings of this study contribute to the understanding of the dynamics of educational, helping relationships between learners and teachers, mentors or advisors. This research offers an alternative perspective on the adult learning process that attends and mediates transition and transformation offering a new construct, possible selves, into the discussion of adult education literature.