

4-8-2011

Doc 7 Research Forum Abstracts

Tom Heaney

National-Louis University, THeaney@nl.edu

Follow this and additional works at: https://digitalcommons.nl.edu/ace_forum



Part of the [Other Education Commons](#)

Recommended Citation

Heaney, Tom, "Doc 7 Research Forum Abstracts" (2011). *Doctoral Research Forums*. 2.
https://digitalcommons.nl.edu/ace_forum/2

This Presentation is brought to you for free and open access by the Adult and Continuing Education at Digital Commons@NLU. It has been accepted for inclusion in Doctoral Research Forums by an authorized administrator of Digital Commons@NLU. For more information, please contact digitalcommons@nl.edu.

Doc 7 Research Forum

April 8–10, 2011

Adult and Continuing Education Doctoral Program
National Louis University



Friday, April 8, 2011

6:00 p.m. Welcoming Remarks

6:15

Iaroslava Babenchuk: *CreativityCheck: Conversations with Successful Arts Entrepreneurs—Informing Curricula Development for Arts Entrepreneurship Courses/Programs through Conversations with Successful Arts Entrepreneurs*

Committee: Dr. Laura Bauer, Primary Advisor: Dr. Randee Lipson Lawrence: Dr. Constantin Chiriac

Entrepreneurs are one of the most significant influences in contemporary world.

(<http://www.economist.com/node/13216087>)

Much research has been done on entrepreneurs, investigating entrepreneurial personality characteristics and external factors that help shape their businesses utilizing large sample sizes.

Few studies have researched entrepreneurship with a personalized focus on an individual, and even fewer focused on looking at entrepreneurs in particular industries.

The purpose of this study was to provide a comprehensive view of the lived experience of becoming a successful entrepreneur in the arts/creative industries to inform curricula development for arts entrepreneurship educational initiatives for artists in higher and adult education.

The following factors have been identified to significantly influence successful launch and progress of businesses owned by participants of this study:

1. Diverse and internalized motivations, leading towards self-employment
2. Rich and extensive educational backgrounds, with a focus on experiential learning and life-long learning
3. Basic management knowledge and skills at the time of start-up.

Additional insights were captured. Two ways in which arts entrepreneurs tend to build their business skills and knowledge were identified. One group of entrepreneurs claimed their success could have been more prominent if they have had an opportunity to study business disciplines in college. The other group claimed that college business courses would not have helped them, as they were not ready to consider entrepreneurship as a career path at that time. They learned from experience.

Childhood experiences turned to be an important factor in entrepreneur's decisions to start their businesses.

Based on those findings, future research is needed to explore the process of becoming an arts entrepreneur to better understand the reason behind those two tendencies of entrepreneurial behavior.

7:00 Break

7:15

Deborah Matos-Lowe: *Reconstructed Lives: An Autoethnographic Study of the Transformational Learning Experiences of Individuals with Acquired Brain Injuries in Adulthood*

Committee: Dr. Randee Lipson Lawrence, Primary Advisor: Dr. Laura Bauer; Dr. David A. Shostak

My critical engagement project is a narrative representation that employs auto ethnographical methodology. Its purpose is to illustrate the process of transformative learning experiences as it takes place in the lives of participants who have acquired a brain injury in adulthood. The autoethnography

process allows me, the researcher to show how the process of self knowing and belonging to a culture enables me to relate to those with an acquired brain injury. Belonging to this ethnography culture of individuals with acquired brain injury gives me firsthand knowledge of how to relate and then transform knowledge through various discourses of education for social and personal development. Reflexivity allows me the ability to apply theoretical knowledge that I have gained in my studies by utilizing critical reflection. Ethnographers utilize a research method that gives access to learning how to persons within their cultural group experience their world. As a member of the ethnography culture of brain injury, self understanding allows me to weave through the narrative stories of the participants as they relate to coping strategies and motivational factors that influence transformative learning through the psychological, cognitive and social processes. Participants share and examine their lived experiences, make meaning and reconstruct their lives through relearning education and the process of transformation. Additionally, the research seeks to discover the research participant's sense of meaning as they volunteer and give back to the community after the acquired brain injury. This research could be significant to adult educators as well as health care professions, health care providers, and employers and managers who are working with persons with Brain Injuries that occurred in adulthood.

8:00

Roslind Blasingame-Buford: *The Blueprint: Strategies for BUILDing a Culture of Excellence: Appreciative Inquiry as a Catalyst for Organizational Collaboration, Learning, and Transformation*

Committee: Dr. Thomas Heaney, Primary Advisor; Dr. Randee Lipson Lawrence; Dr. Rise' Jones

There is a gap in leadership and organizational development literature regarding application and impact of Learning Organization Theory, Appreciative Inquiry, and Collaborative Leadership in the non-profit/social sector. The purpose of this Critical Engagement Project (CEP) was to work with a nonprofit organization, BUILD, Inc., to determine the impact of Appreciative Inquiry and Collaborative Leadership on Organizational Culture Transformation, through building a Learning Organization that fosters "A Culture of Excellence." This qualitative study was implemented over a ten-month period using Appreciative Action Research (combination of Appreciative Inquiry and Action Research) as a methodology to: collectively reflect and chart historical data (Discovery); collaboratively generate/identify new ideas (Dream); develop and implement uniform strategies (Design); and observe progress and evaluate impact (Destiny). The theoretical framework used was Learning Organization as developed through the work of Peter Senge.

This integrated approach created a positive and holistic organizational development model, which promoted a collaborative work environment, guided organizational learning and transformation, and developed an infrastructure for excellence. Literature was reviewed and applied as various ideas were transitioned from theory to practice. Action cycles included: an Appreciative Inquiry Summit; Written Reflections; Leadership Team Survey and Teambuilding; Agency-wide Strategic Planning; and Appreciative Inquiry Interviews. Forty staff members engaged fully in the study as Collaborative Leadership was implemented throughout the agency and consistently modeled by the Leadership Team. Various systems and strategies evolved that have been sustained as part of the organization's culture.

The study concluded that collaborative leadership is essential to leveraging organizational buy-in needed to foster a Learning Organization and to transform the agency's culture. It also revealed the need for the key positional leader to embrace and uphold all identified and agreed upon strategies as he/she works diligently to "be the change" he/she sees in his/her organization!

8:45

Closing Remarks

Saturday, April 9, 2011

8:30 a.m. Refreshments

9:00 Opening Remarks

9:15

Luisa Illa Hernandez: *Si Se Puede: Success Stories of Latino Immigrants in Adult Basic Education—A Narrative Inquiry*

Committee: Dr. Thomas Heanney, Primary Advisor; Dr. Scipio Colin III; Dr. Yolanda Nieves

The researcher uses narrative inquiry to provide silent Latino immigrants with a platform to tell their stories and the role adult basic education played to their overall success. The research is conducted during Arizona's war to rid the State of all illegal immigrants by implementing legislation aimed primarily at Latinos immigrating from south of the border. The researcher presents the stories of five successful Latinas, from Tucson, Arizona, who credit adult education with much of their abilities to adapt and succeed in the US. The analysis of their stories tells that success can't always be measured by a standardized assessment, and adult education is more than a place to learn English. All five Latinas participated in adult education prior to the passing of Proposition 300, which eliminated total access to adult education and the opportunity to learn English for all undocumented immigrants. Using Critical Race Theory (CRT) and Latino Critical Race Theory (LatCrit), the researcher looks at how denying immigrants, regardless of their status, access to education is not only a violation of human rights, but a government's method for creating a marginalized and oppressed society.

10:00 Break

10:15

Matthew P. McCrickard: *Listening to the Community: An Appreciative Case Study of Service-Learning Initiatives within a Higher Education Institution*

Committee: Dr. Thomas Heaney, Primary Advisor; Dr. Randee Lipson Lawrence; Dr. LuAnnette Butler

Service-learning has become a prevalent topic of discussion on college and university campuses across the United States. Students engage in internships, service activities, and mission trips to far-away places as well as neighborhoods down the street in order to gain experience and apply what they are learning in a realistic setting. The purpose of this study was to identify ways a higher education institution listens to the voice of the community in which it resides throughout its implementation of service-learning initiatives. The concept of power, as described by Lukes (2005), provided the primary theoretical framework for this case study informed by Appreciative Inquiry. Data were collected through interviews with community partners who had collaborated with the university in service-learning activities, as well as university students, faculty, and members of the senior leadership team. Additional data were collected through observations and review of institutional artifacts. The findings of this study indicated that service is an integral part of the curricular and co-curricular offerings of the institution examined. Using the major classifications of discover, dream, design, and destiny found in Appreciative Inquiry, the overarching themes which emerged from the study included issues of building trust, ameliorating misunderstandings, fulfilling both community and institutional missions, and recognizing that service is a part of a democratic society. Examining community voice in service-learning relationships is important because power and influence exerted by members of the academy could thwart the citizens they

purport to serve. The findings of this study illustrated examples of positive town-gown relationships whereby institutional constituents and community partners created collaborative experiential learning which fostered benefits on multiple levels. Issues such as sustainability, applying research to practice, honoring individual and collective strengths, and adaptability to democratic social change were described as tenets of effective service-learning as well as suggested as the ideals adult educators should seek to incorporate into their daily practice.

11:00

Gilo Kwesi Logan: *Black Prism: The Logan UHURU Model of "Self to Selfethnic" Liberatory Transformation - Expanding the Parameters through Cultural Immersion*

Committee: Dr. Scipio A.J. Colin III, Primary Advisor; Dr. Thomas Heaney; Dr. Wendy Yanow

In the field of adult education racial identity development/racial formation relative to members of the African Diaspora is not adequately reflected in the knowledge base of the field regarding adult development and learning theory in terms of curricula or the content, activities or goals of "community based" programming.

The purposes of this qualitative case study were to articulate how white racist cultural imperialism and intellectual racism serve as "triggers" for African American Males to search for culturally grounded ways of knowing and being; to describe the importance and function of culturally grounded immersion relative to that of peoples of color in regards to the development and maintenance of a positive selfethnic image; to identify and analyze the affective, cognitive and behavioral elements of a "Self to Selfethnic" Liberatory Transformative Process by expanding the conceptual parameters of the Jones and Hill (2008) "Self to Selfethnic" Liberatory Development Process.

The salient objectives of this study were to: expand the adult education knowledge base in the areas of Adult Education Learning and Development Theory and "culturally grounded" community based programming; to add to the field of Black Psychology regarding African American Identity Development; to expand the parameters of the Jones and Hill (2008) "Self to Selfethnic" Liberatory Development Process; and to provide educators with a racial identity transformative model which reflects a much needed paradigm shift from a negative Eurocentric view of the "self" to an African Centered view of the "selfethnic" resulting in the development of an Africentric Selfethnic Identity (Colin, 1989).

The research questions that guided this study were: (1) In what ways did the socio-cultural impact factors of white racist cultural imperialism and intellectual racism "trigger" the search for indigenous (culturally grounded) ways of knowing and being?, (2) What were the essential elements of this cultural immersion experience that facilitated a "Self to Selfethnic" Identity Development Process? and (3) What positive affective, cognitive and behavioral changes occurred resulting in the development of a positive Selfethnic Image?

The theories and concepts that informed this study and were used as units of analysis were drawn from the Africentric Intellectual Paradigm (Selfethnic, Selfethnic Reflectors, Selfethnic Image, Agency and Liberatory Transformation); Critical Race Theory (Hegemony and Marginalization) and Black Identity Development Theory (Racial Identity Formation.). Additionally, DuBois' (1903) discussion regarding the impact of the Dilemma of the Double Consciousness and Woodson's *Mis-Education of the Negro* (1933) in his critique of the negative impact of Eurocentric education on the development of a positive selfethnic image for African Americans was invaluable.

The data was obtained through opened ended interviews and the data analysis resulted in four major findings: (1) that White racist cultural imperialism and intellectual racism have a devastating impact on

how and in what ways African Americans view themselves and how the negative image frames their attitudes and subsequent behaviors; (2) that the influence of Selfethnic Reflectors and Selfethnic Knowledge/Culturally Grounded ways of knowing reshape perspectives, both internal and external (Colin, 1989); (3) that the culturally grounded knowledge base of indigenous peoples of color has a positive impact on Selfethnic Identity Development (Colin, 1989) resulting in liberatory transformation (Jones and Hill, 2008); (4) that this type of culturally grounded immersion reflects a racial identity development process resulting in positive affective, cognitive and behavioral changes as reflected in the Logan *UHURU Africentric Racial Identity Development Model*.

The study concludes with recommendations for future research and the implications of these findings for the field of adult education, K-12 general education, and African American “community based” program development.

11:45

Lunch

1:00 p.m.

Barbara J. Scheidt: *Using Participatory Action Research to Explore the Financial Literacy Needs of those Nearing Retirement*

Committee: Dr. Thomas Heaney, Primary Advisor: Dr. Laura Bauer; Dr. Paul O'Neill

The purpose of “Using Participatory Action Research to Explore the Financial Literacy Needs of those Nearing Retirement” was to explore the financial literacy needs of persons age 50 and above. Financial literacy can be defined as “one’s knowledge of facts, concepts, principles, and technological tools that are fundamental to being smart about money.” (Garman and Gappinger, 2008) If individuals nearing retirement have a sense of not saving sufficiently to retire on their own timing or to support the lifestyle desired in retirement, what are elements of a financial literacy program (workshop or series of workshops) that might help them positively change their financial situations between now and retirement?

The methodology used was participatory action research. Five one-on-one interviews yielded information which contributed to the development of a workshop. A total of twelve individuals attended one of two workshops. All were aged 50+, white, middle-class, and had at least a college education.

The workshop was seen as a good beginning in becoming financially literate related to retirement planning; people left the workshop enthusiastic about taking control of their retirement planning. A series of workshops is needed as other topics of interest were identified. More hands-on involvement is desired by participants; other learning styles need to be addressed as this workshop focused on accessing online resources. No one specifically mentioned their relationships with their financial professionals; but participants commented that becoming more active in that relationship and more knowledgeable in the exchange of information would result in changes in how they interacted with financial professionals. With needed training and support, individuals can and will take a more active role in their relationships with financial professionals, thus “shaking up” the relationship and power dynamics. As a result, individuals will rely less on financial professionals.

Different ethnic groups, age groups, and socioeconomic groups have different needs to be explored. Different approaches with different content and delivery methods and sensitivity to different learning styles are needed. The longer term impact of financial literacy programs needs to be addressed as short-term enthusiasm may or may not translate to concrete changes in actual behavior.

1:45

Frederick 'Rick' Patterson: *Now I Can Dream: Adult Black Males and the Mentors That Saved Them*

Committee: Dr. Randee Lipson Lawrence, Primary Advisor; Dr. Scipio A. J. Colin, III; Dr. Nancy Cooley

Black men are number one in incarceration rates – percentage wise (Bureau of Justice Statistics, 2008), not good; number one in high school drop out rates – percentage wise (National Center for Education Statistics, 2010), not good; number one in HIV transmission (Centers for Disease Control and Prevention, 2010), not good; number one in unemployment rates - percentage wise, not good (Bureau of Labor Statistics, 2010)...What happened to these men, what happened to their “Dreams.” I addressed this dilemma by looking at the role that mentoring plays between adult black males. In this narrative inquiry based qualitative study, I used the theoretical framework of Black Identity Development (BID) Theory and Critical Race Theory to explore the mentoring-protégé relationships between adult black males as seen from the view of the protégé. The questions that guided the research are 1) How do men who have had adult Black male mentors view their opportunities for success? 2) What is the nature of the relationship between mentor and protégé? 3) How does the adult Black male mentor impact the self-image of the protégé? The results yielded themes relating to father figures, strong values, race and ethnicity, and mentor characteristics. These results indicated that among the men represented in the study, having a dedicated mentor appears to have helped them become more than a statistic in the aforementioned data, the mentor helped them to “Dream.”

2:30

Break

2:45

R. Bruce Dodge: *Transformative Learning and Workplace Safety: A Case Study*

Committee: Dr. Thomas Heaney, Primary Advisor; Dr. Randee Lipson Lawrence; Dr. Brad McRae; Dr. Ellen McMahon

Workplace injuries and illness and the associated costs are a problem of epidemic proportion adversely impacting workers and employers. While workplace safety systems appear to offer the potential for effectively reducing workplace injury and illness, rates of injury in many jurisdictions remain unacceptably high. The purpose of this study was to understand the process of leaders’ apparent perspective transformation associated with a record of high injury rates to making safety a corporate priority, how that impacts the organization, and how that experience might inform others. Using the lens of transformative learning this case study, informed by ethnography, examined the experience of a long term seniors’ living facility which had dramatically reduced injury rates and costs. Interviews were conducted with influential managers at the facility and corporate level plus one non-management person. Document review, observation and artefacts provided additional data. Findings indicated that organizations with high injury rates have the potential to change their safety perspective and that perceived realities, or frames of reference serve to direct actions taken by leaders. Disorienting dilemmas, discourse and critical reflection were seen as contributing to changes in leaders’ frames of reference leading to action to create a safer workplace. Compassion, commitment and respect for employees by leaders were seen as underpinning the change, while engagement of workers was seen as an important part of effecting a culture change within the workplace. Leadership commitment was seen as critical to effecting the change in safety priority and the workplace culture relative to safety. Transformative learning was seen both as a way of understanding the change within the case study, and potentially as a means of effecting change in leaders’ frames of reference more broadly.

3:30

Cynthia Vessel: *Filling the Gaps: A Bridge Over Troubled Waters, the Role of the African-American Church in Gap Education*

Committee: Dr. Scipio A. J. Colin, III, Primary Advisor; Dr. Thomas Heaney; Dr. Pamela Walker

This qualitative Africentric research study uses principles of the Nguzo Saba to analyze data provided by the leaders of a particular African American church that provides educational services to students who have high school diplomas but lack the skills for college level work. Identified in this study as “gap education”, this atrocity is prevalent among many African American students and the impact is felt affectively, as well as, financially. However, the adult educators within the walls of this faith based institution provide educational support that relieves some of these burdens. The rationale for selecting the church as the focal point of the study is grounded in the historical activities of the African American church. This institution has consistently ministered to the spiritual, social, educational and financial needs of its community when other institutions and organizations have failed and neglected to provide social justice. Members of the adult education field can benefit from this research in order to assist community and faith based organizations when planning curricula and programs in their work to collaborate and partners with those organizations and members of the African diaspora who are servicing needs from within the community.

4:15 Closing Remarks

Sunday, April 10, 2011

9:00 a.m. Opening Remarks

9:15

Kathy Bonnar: *Integrity Versus Despair: A Phenomenological Study of the Meaning of Work for Older Adults Through Erik Erikson’s Eighth Stage of Development*

Committee: Dr. Randee Lipson Lawrence, Primary Advisor; Dr. Laura Bauer; Dr. Mary Alice Wolf

This descriptive study explored the phenomenon of the meaning of work as experienced by older adult workers. It was concerned with three primary questions: First, how do adults who remain in the workforce beyond the age of 70 make meaning from their work experience? Second, how does remaining in the workforce impact Erik Erikson’s eighth stage of development (integrity versus despair). Third, how does the lived experiences of workers over the age of 70 affect attitudes, beliefs, and events shaping the ageing workforce? Through the detailed descriptions of thirteen older adult workers gathered through in-depth face-to-face interviews and my analysis of the data, I explicated the structure (the relationship among the most invariant constituents of the phenomenon) and meanings (implications) of those lived experiences. Though the participants work differed, the interview data revealed similarities in the meaning of work. Their meaning of work included loving their chosen work, belief and participation in life-long learning, taking advantage of opportunities, challenges and changes, social interaction, and self-esteem. In reference to Erik Erikson’s eighth stage of development, those interviewed not only exhibited integrity in their lives, but also showed definite traits found in Erikson’s seventh stage of development, generativity, where they were still producing and creating in their work endeavors.

10:00 Break

10:15

Mark Collins: *The Power to Deliver: Can the Methods Used to Train Corporate University Trainers to Deliver Curriculum in a Classroom Setting Inform the Teaching Practice of College Professors?*

Committee: Dr. Laura Bauer, Primary Advisor; Dr. Thomas Heaney; Dr. Glenda Gallisath

This qualitative research investigates the process of training trainers in a corporate university to be able to deliver curriculum. In the corporate university the trainers are selected from the operations staff of the company. In order for them to become accomplished trainers, they undergo a lengthy and intense process of development. During this experience they encounter both cognitive impactors (events which impact their development from intellectual and skill aspects) and affective stages (emotional states of being triggered by the cognitive impactors). Through their development time at the corporate university they learn to become selfless facilitators of learning who can influence their students and are revered within the corporation that employs them. They take on the power to deliver; learning how to train and teach using “good delivery.”

The transformation of the corporate trainers from training novices to facilitators of learning inspired this autoethnographic study. The author is both a corporate trainer and a college teacher and saw the difference in approach to developing delivery skills for the classroom between the two contexts. While the corporate university highlighted in this study is very intent on training its trainers, many colleges have taken a different approach to preparing the professoriate to deliver curriculum well. The research shows that college professors are often not trained in classroom delivery but are expected to deliver curriculum well by virtue of their credentials and education. So the question that became apparent to the author was, “Can the corporate university training process or portions of it, be useful in teaching college professors how to use good delivery in university classrooms?”

The resultant study seeks to answer that question by defining good delivery, delineating the corporate university training process and evaluating which aspects of that process can inform the practice of college professors as deliverers of curriculum.

11:00

Closing Remarks