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## Doc 5 Research Forum Abstracts

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# ACE Doctoral Forum

DocV  
National-Louis University  
April 13-15, 2007

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Friday, April 13, 2007

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12:00 p.m.    **Welcome**        **Thomas Heaney, Director ACE Doctoral Program**  
**Scipio A.J. Colin III, Chair, ACLE Department**

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12:30        **Jacqueline Callery**  
**Thomas Heaney, Ph.D., Primary Advisor**  
**Elizabeth Peterson, Ed. D.**  
**Rosemary Closson, Ph.D.**

## **The Critical Mind, Crossing the Bridge Toward Stronger Critical Thinking**

**This participatory action research study examined African-American learners' experiences in the classroom, as they became strong critical thinkers. The purpose of this study was to identify classroom strategies to encourage critical thinking dispositions and create a learning space that is motivating and safe. Findings revealed the participants movement through distinct stages, as they become stronger critical thinkers. Interactions between the learners and the individuals (e.g., faculty, peers and external environment) that affect their learning environment are integral to successful transition through the stages. Most conversations about teaching critical thinking are colorblind and general. This research allows student voices to inform how instructors who read this research can co-create knowledge in a classroom that respects and engages the African-American learner.**

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1:15        **Brian J. Hill and Anissa D. Jones**  
**Scipio A. J. Colin, III, Ed.D., Primary Advisor**  
**Elizabeth Peterson, Ed.D.**  
**Vanessa Sheared, Ed.D.**

## **Liberatory Transformation of Self to Selfethnic: An Africentric Racial Identity Development Model**

**Liberatory transformation of self to selfethnic: An Africentric racial identity development model represents an insightful analysis of the impact of Africentric knowledge on the racial identity development process of graduate students of the African Diaspora. One of the salient outcomes of their study is an Africentric identity development model that reflects the natural blend of African Centered philosophy, psychology and spirituality. The curricula inclusion of this processual knowledge will not only expand the Adult Education knowledge base regarding learning and development theory, but also serves as an excellent example of the value and utility of Africentric Research Methodology.**

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**2:00            Break**

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**2:15            Jo D. Kostka**  
Randee Laurence, Ed.D., Primary Advisor  
Elizabeth Peterson, Ed.D.  
Edward DeSimone, Ph.D.

**Impoverished Latino Women Survivors of Alcohol and/or Drug Addiction: Their Stories Told Through Their Lens**

This study presents the stories of five women of Latin American descent - survivors, who have overcome drug and alcohol addiction. They have emerged from the darkness of despair into hope for a brighter future. Themes that arose as playing key roles in recovery include: strong spiritual and/or religious conviction; family-centeredness, even despite abusive family environments; and education as a liberator. Also explored is if/how adult education facilitated recovery. I submit this study, grateful for the candor of these women as well as for their trust in me. Insights gained may arouse increased commitment to prevention and healing.

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**3:00            Jo Ann Jenkins**  
Scipio A. J. Colin III, Ed.D., Primary Advisor  
Elizabeth Peterson, Ed.D.  
Anna M. Hammond, Ed.D.

**And Still I Rise: An Africentric Analysis of the Culturally Grounded Coping Mechanisms of African American Female Administrators in Higher Education**

**This Africentric case study focused on examining the culturally grounded coping mechanisms utilized by African American females in adult higher educational administration. This study expands the dialogue regarding the role of racial cultural consciousness in combating the impact of institutional racism and sexism. The findings revealed that the participants utilized inherent culturally grounded coping mechanisms to not only endure but also to “Rise” despite the challenging workplace practices they faced daily. The study concluded that scholars, administrators and educators, must examine policy issues and concerns of African American females in all areas of our institutions of higher education.**

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**3:45            Break**

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**4:00            Maria A. Moore**  
**Thomas Heaney, Ph.D., Primary Advisor**  
**Elizabeth Peterson, Ed.D.**  
**Valerie Roberson, Ph.D.**

**Circle of Stars: Faculty Collaboration in the Glow of Broadcasting**

**While collaboration has been embraced in American workplaces and classrooms, teachers toil in isolation. Making meaning through community is grounded in social constructivism. Through collaborative inquiry, this study examined the impact on faculty through participation in a learning community of students, teachers, and broadcasters charged with creating curriculum and a town hall project within an urban community college district on the issue of stem cell research. A broadcast documentary was the study’s result. The participants call this experience exhilarating and memorable. It may serve as a model for others to use their media facilities for faculty and student collaborations.**

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**4:45            Wendy Yanow**  
**Elizabeth Peterson, Ed.D., Primary Advisor**  
**Scipio A. J. Colin, III, Ed.D.**  
**Stephen Brookfield, Ph.D.**  
**Mechthild Hart, Ph.D.**

**Autobiography as Counter-Narrative: An Empirical Study of How Race Enters and Structures the Stories of Our Lives**

**Educational programs designed to serve adult learners, serve them in part, by offering opportunities that celebrate and validate adults’ vast**

life experiences. The primary purpose of this study was to learn about how race enters and then structures the narratives of our learning experiences. Using Critical Race Theory (CRT) as a lens through which to examine learning autobiographies, and counter-storytelling as a method of CRT, this study offers a view of the world from the perspective of our students' racialized experiences.

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**5:30**            **Dinner**

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**6:30**            **Veronica Savarese Buckley**  
Ranee Lawrence, Ed.D., Primary Advisor  
Thomas Heaney, Ph.D.  
Mary Alice Wolf, Ed.D.

**Life Is A Banquet: Who Is Staying For Dessert And Why? A Study Of Women Aging Vibrantly**

The study of individuals who age vibrantly (i.e., maintain independence and zest for life well into eighth and ninth decades) may provide insight as to what contributes to rewarding, fulfilling and independent later life. The bulk of aging research has not been gender specific. This motivated me to conduct a study of women over 70, self-identified as aging vibrantly. The research findings revealed that possessing a passion motivated vibrant aging. Often, the passion was propelled by challenges, adaptability and in some cases, resulted in transformation. Additionally, each of the research participants was an inquisitive, lifelong learner.

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**7:15**            **Teri Talan**  
Thomas Heaney, Ph.D., Primary Advisor  
Ranee Lawrence, Ed.D.  
Stacie Goffin, Ed.D.

**Roots and Wings: Portrait of Leadership in an Early Childhood Learning Organization**

This is a case study of leadership in a community-based, early childhood program which is thriving in a time of extraordinary change within the external environment. Portraiture is used to collect, code, and analyze the data, as well as to create an accessible portrait revealing the essential "goodness" (effectiveness) of this exemplary early childhood program. Interviews, observations, document review, and participants' graphic representations all

contribute to an understanding of the leadership principles, tasks, and practices in this program. The findings reveal an early childhood learning organization that embraces change, promotes individual, team, and organizational learning, demonstrates a model of shared leadership, and is characterized by a culture of deep appreciation, caring, and support.

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Saturday, April 14, 2007

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8:30 a.m. Refreshments

8:45 Welcome Martha Casazza, Dean, College of Arts and Sciences

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9:00 Lynette Emmons  
Scipio A. J. Colin III, Ed.D., Primary Advisor  
Elizabeth Peterson, Ed.D.  
Marilyn Bizar, Ph.D.

**Critical Best Practice Pedagogy: Who uses it and how did that happen?**

This case study focused on three Chicago Public Schools and included six middle grade educators who were beginning to, or in the midst of, making a transition from the traditional model of teaching to using a Critical Best Practice Pedagogical Model of teaching. The research drew upon ideas related to critical pedagogy questioning not only the status quo, but also the correlation between classroom learning and relations to the broader community. The findings provides insight into the role that continuing and professional education, adult learning theories, best practices, critical reflection, perspective transformation along with lived experiences played into the educators making this paradigm shift.

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9:45 M. J. Dix  
Ranee Lawrence, Ed.D., Primary Advisor  
Thomas Heaney, Ph.D.  
Elizabeth Tisdell, Ed.D.

**I'm Not Losing My Faith; I'm Losing My Religion**

I'm Not Losing My Faith; I'm Losing My Religion is a collaborative study of the impact of feminist spirituality on Roman Catholic women's development. It included twenty-four hours of dialogue

among seven women in eight sessions over a nine month period from September 2005 to May 2006. Findings in four areas: power and hegemony in the Church; women's psychological, sexual, and spiritual development, feminist spirituality, and transformational learning; illuminate the value of collaborative research as an adult learning tool to construct knowledge, and an awareness of the power of feminist spirituality in furthering Roman Catholic women's faith development.

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**10:30**      **Break**

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**10:45**      **Melany Cueva**  
Ranee Lawrence, Ed.D., Primary Advisor  
Elizabeth Peterson, Ed.D.  
Gretchen T. Bersch, Ph.D.

**Readers' Theatre as Cancer Education: An Organic Inquiry in Alaska Awakening Possibilities in a Living Spiral of Understanding**

Organic Inquiry, as the qualitative research design method, provided for a richness of data to more fully appreciate how 24 diverse adult learners in Alaska described their experience with Readers' Theatre as cancer education both during a workshop and over time that allowed for reflection and contemplation. Readers' Theatre as a pathway for learning nurtured healing, renewal, affirmation, and shifts in knowledge, attitudes, and beliefs, which empowered action. Readers' Theatre created a respectful environment for adult learners from diverse backgrounds in Alaska to engage in meaningful conversations that awakened possibilities in a living spiral of understanding.

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**11:30**      **Diane Novak**  
Elizabeth Peterson, Ed.D., Primary Advisor  
Thomas Heaney, Ph.D.  
Richard B. Gilbert, Ph.D.

**The Gift of Governance: A Space to Ponder and Practice – How Might the Pieces Fit?**

In this doctoral program, Governance serves as a space for collective decision-making through democratic process for social change. By expanding the parameters of this venue, research scholars might better build valuable transferable competencies. Pondering and practicing the interdependencies of Peace, Social Justice, Democracy,

and Freedom through experiential exercises in a program-long workshop format may effectively add to the discourse on and active engagement of these values/issues. This study explores Governance for possibilities.

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**12:15**            **Lunch**

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**1:15**            **Carleen Shaffer**  
Tom Heaney, Ph.D., Primary Advisor  
Gabriele Strohschen, Ed.D.  
Costas Spirou, Ph.D.

**I See What You Mean**

This action research project focused upon the use of digital photography in online courses. Visual Literacy theory provided the theoretical framework. A 3-part seminar series was developed and delivered to faculty teaching online. The series provided the necessary technical and pedagogical skills for faculty to create, modify and utilize digital photographs in their blended and online courses. Results clearly indicated that the digital images helped to illustrate content; create a more sophisticated, friendlier, appealing learning environment for online students; and assisted in the enhancement of visual literacy skills.

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**2:00**            **Alba Pezzarossi**  
Gabriele Strohschen, Ed.D., Primary Advisor  
Scipio Colin III, Ed.D.  
Ricardo Estrada, Ed.D.

**ESL Programs and the Hispanic Adult Learner: The Learner's Needs Revealed.**

Does the present ESL curriculum really meet the needs of Hispanic adult learners? This case study focused on evaluating the effectiveness of a contextualized ESL curriculum that I developed and piloted as part of a Bridge Program for Health Careers. Twelve Hispanic students from the pilot class volunteered to be part of this study by sharing their past experiences in the ESL classes and evaluating the curriculum used in the pilot class. One of the salient findings of this research was the need for short term ESL programs that serve as bridges to careers and higher education as well as the realization of the important role that the teacher plays in the classroom. It is my hope that the results of this study will bring improvement to future

**ESL programs and curricula to enhance the progress of the Hispanic adult learner.**

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**2:45            Break**

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**3:00            Linda Sun**  
Thomas Heaney, Ph.D., Primary Advisor  
Scipio A. J. Colin III, Ed.D.  
Baiyin Yang, Ph.D.

**Cultural Differences and The Development of the IPMA\_HR Competency Model in China During its Economic Transitional Period.**

**The purpose of this study was to explore cultural differences and the development and implementation in China of a human resources competency model, the IPAM-HR competency certification training program. This study analyzed the dynamics of the Chinese understanding of competency and their encounter with the IPMA-HR competency model. Findings indicated that cultural differences exist between China and America but those differences in culture do not affect the development of the IPMA-HR competency program, nor do they hinder Chinese HR professionals' learning of the IPMA-HR competency model and its training content. The high acceptance rate of the competency concept and the IPMA-HR competency model by Chinese HR professionals indicates the program has been accepted in China.**

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**3:45            Mary Bielski**  
Elizabeth Peterson, Ed.D., Primary Advisor  
Thomas Heaney, Ph.D.  
Terry Fencl, Ph.D.

**Critical Thinking: What it is, How we teach it, How we measure it, and How we foster it.**

**Critical thinking was recently included as an educational outcome by the National League for Nursing for graduates of Associate Degree Nursing programs. The case study focused on evaluation of the effectiveness of a critical thinking pedagogy first included in the nursing curriculum two years ago. Individual student interviews, focus groups and observations of students in the clinical area were included in the design. Responses and observations revealed student perceptions, understanding and application of critical thinking at the**

bedside. Content awareness, communication skills, including skill in asking questions and leading discussions, the development of trust between student and faculty, as well as modeling behaviors emerged as the primary dynamics valuable in teaching students to critically think.

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4:30            Break

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4:45            **Mohammed Aslum Essack**  
Scipio A. J. Colin III, Ed.D., Primary Advisor  
Thomas Heaney, Ph.D.  
Stephen Brookfield, Ed.D.

**Liberatory Education: The South African Liberation Struggle (SALS) 1912 - 1990**

This study approaches Liberatory Education from the standpoint of five monumental “Struggle” texts pertinent to the development of Adult Learning within the context of the South African Liberation Struggle. These are critically examined and transformed into new sites of Struggle. The study is further intended to contribute toward the discourse that critically engages and problematizes Euroamerican educative and theoretical models while fully embracing and not romanticizing the Africentric Paradigm. Adding utility to the study is the possibility that it provides a template for an interactive and participatory resource where activists, scholars and the general populous can converge into a dialogue highlighting the role of ordinary citizens in the formulation and conception of their own history and how this historicity has informed the development and trajectory of this Liberation Struggle. Thus Liberatory Education, as is presented here, is an interpretative frame for a people’s alternative to the hegemonic *militarization* and regimentation embedded in western-style education.

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5:30            **Soni Simpson**  
Ranee Lawrence, Ed.D primary advisor  
Elizabeth Peterson, Ed. D  
Edmund O’ Sullivan, Ed. D

**Dancing All of Life While Discovering SELF in the Arts: The Role of Imagination and Creativity in Transformative Learning**

This multi-modal narrative and arts-based analysis documents the stories of how creative expression played a role in transformative

learning among seven adults. Creative expression complements the cognitive process by enhancing interpretation of the unconscious and increasing imagination of alternatives when one discovers old habitual modes of interpretation are no longer effective. Findings regarding “regular adults” reaching new meaning platforms via creative expression emerged as well as themes regarding self-concept and learning through mentors, influencers and adult education. Although they didn’t necessarily recognize this, these respondents were found to be “experienced transformers” and “Renaissancers”. In conjunction with their most recent self defined disorienting dilemma, these “life-thrivers” found voice and fearlessness through creative expression. A lotus-layered triangulation model and a new transformative learning model were developed through this research. The study informs program and curriculum developers as well as grant foundations about the potential for creative expression in adult education programs for individual and societal transformation.

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Sunday, April 15, 2007

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9:00 a.m. Refreshments

9:15 Welcome George Litman, Deputy Provost

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9:30 T. Michael McAtee  
Elizabeth Peterson, Ed.D., Primary Advisor  
Ranee Lawrence, Ed.D.  
Keith Smith, Ph.D.

**Not Just Business As Usual: Transformational Learning in the Formal Classroom of Business Education.**

The discovery of true *Andragogy in Action* (Knowles, 1984) is at once exciting, frightening, disorienting, and finally revealing to the adult learner. Through the development of educational auto-biographies and personal interviews, participants in this study have sought to connect the very personal meaning of the construction of knowledge with the process of formal education. For most of these adults there has been an awakening, an enhanced awareness of the world in which they live, and a transformational learning experience that has fostered a commitment to life-long learning. Future study will benefit the field of Adult Education through enhancement of its curriculum, to further encourage and stimulate the transformational learning experience in an even greater number of adult learners.

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**10:15**      **Charlene Blockinger**  
Ranee Lawrence, Ed.D., Primary Advisor  
Thomas Heaney, Ph.D.  
Barbara Kappler, Ph.D.

**On closer scrutiny: Workplace educators explore the meaning of intercultural competence. A phenomenological examination.**

**By way of phenomenological method, this study examines the essential nature of the term *intercultural competence*. The 17 workplace educators who were participants in the study (consultants, corporate coaches, HR professionals, professional development managers, trainers, and recruiters) identified and examined the elements of intercultural competence as they perceive it and experience it. I believe asking the question, what constitutes intercultural competence? was the place to begin exploring the quality, character, and relevance of intercultural workplace education. Participants provided insight into the realities of managing/educating around cultural difference within contemporary, multinational organizations. The study offers a glimpse into the “on-your-feet” intercultural issues and challenges that play out in practice—what it means to be developing/recognizing/practicing intercultural competence as a workplace educator.**

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**11:00**      **Break**

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**1:15**      **Carolyn Davis**  
Thomas Heaney, Ph.D., Primary Advisor  
Elizabeth Peterson, Ed.D.  
Mary Ann Kahl, Ed.D

**Exploring the Evolution of Consciousness: Adult Development through the lens of Integral Theory**

**Integral Theory recognizes adult development as a paradox—a predictable evolutionary force of nature *and* just a possibility, until fulfilled through intentional participation. The Integral view honors the rich, complex diversity of the world with a deeply felt sense that each and every one are intrinsic to the whole of life—different in expression, equal in value and intimately connected. This Narrative Inquiry study explores life stories investigating how and why adults develop through sequential stages of perspective growth from egocentric to socio-centric to world-centric to integral—within four**

domains of being: individual exterior and interior and collective exterior and interior.

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12:00

**Mansur G. Abdullah**

Scipio A. J. Colin, III, Ed.D., Primary Advisor

Thomas Heaney, Ph.D.

**Al-Islam, Adult Education, and Community Development in the African American Muslim Community, The Journey Home: An Historical Inquiry.**

This historical inquiry into the Adult Educational role of Al-Islam in culturally grounded community development in the African American Muslim Community represents an effort to gain insight and understanding of the influence and impact of Islam in a segment of the African American community as it has struggled to establish its community life in the United States. This study examines the concepts and teachings of Islam and the adult educational application of these teachings in three historical organizations (or leaderships) – The Moorish Science Temple of America under Noble Drew Ali, The Nation of Islam under the Honorable Elijah Muhammad, and the Muslim community associated with the leadership of Imam W. Deen Mohammed. Research findings revealed concepts and teaching efforts to address racism, ethnic group member, religious group membership, culturally grounded ethnic community development, and the importance of critical thinking and reflection. Implications for the field of Adult Education appear to lead to an expansion of the knowledge base concerning Al-Islam as a constructive and evolutionary educational influence, and an increased insight into the historical educational role of Islam in community development among African Americans in the United States.

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12:45

Lunch

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12:45

**Cynthia Butler**

Elizabeth Peterson, Ed. D., Primary Advisor

Gabriele Strohschen, Ed. D.

Shelia Vinson, Ed. D.

**Living in a Hearing World: An African American, Hard of Hearing, Female's Struggles in the Postsecondary Mainstream**

This was a single case study focused on the lived experiences of an African American hard of hearing female. The purpose of this study was to accomplish three (3) things. First, this study gives voice to this African American, hard of hearing female as she tells the story about her lived experiences in three (3) different Chicagoland area postsecondary mainstream institutions. Second, this study examined and analyzed the experiences that Ann had by using constructivism as an analytical frame to construct knowledge and foster awareness. Finally, this study speaks to the role of the educator in the postsecondary mainstream when there are Deaf and hard of hearing students in the classroom. It speaks to what they should know and what they should do to assist the Deaf and hard of hearing learner.

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**2:30**

**Closing**

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