

4-6-2001

## Doc 2 Research Forum Abstracts

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### Recommended Citation

Heaney, Tom, "Doc 2 Research Forum Abstracts" (2001). *Doctoral Research Forums*. Paper 4.  
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# Adult Education Doctoral Forum

April 6-8, 2001

Chicago Campus • Auditorium

In this forum, members of the 2001 ACE Doctoral Cohort will present their research for public review and discussion. These presentations are a formal component of the Critical Engagement Project—a sustained and critical inquiry.

Through their Critical Engagement Project doctoral students infuse their dissertation with a critical sense of self, their commitments, and their vision of both self and the world they seek to build through their inquiries.

Friday, Apr 6

4:30

Reception and Welcome

5:30

Carole J. Kabel

Bonding, Caring, Emotions Churning: The Affective Domain of Residential Learning

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Residential learning—until embarking on this adventure called a doctoral program, I had no idea what it was, what it meant, or how it would effect my life. A requirement for my doctoral program, which I began in June 1998, was attendance for two-weeks in the summer, at George Williams College in Williams Bay, Wisconsin.

We were called Cohort II, fifteen adult students thrown together sharing rooms, toilets, showers and computers. We ate together, slept together, studied and played together. We wrote papers, read books and articles, sang songs, listened, climbed ropes, danced, read each other's papers, and discussed. We questioned, we learned, we shared, we trusted, we laughed and cried together, we bonded. This residential learning experience, I believe, set the tone for the three years that would follow.

The purpose of my study was to discover the affective dimension a residential learning experience had on participants in a graduate program.

6:30

Mary Walsh

Building a Community of Great Returns: Older Adults' Learning through Reminiscence

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This qualitative research study was undertaken to gain an understanding of how older adults learn through reminiscence and what it means for elders to tell their life stories. The study was based in the interpretative paradigm using narrative inquiry through reminiscence. Erik Erikson's model of life span development, Robert Atchley's continuity theory and literature on experiential learning formed the theoretical framework for the research.

Three women, ranging in age from seventy-seven to eighty-four years, living independently in a senior housing complex, participated in the project. Through a series of in depth interviews, using semi-structured questions, the elders reflected on meaning and learning uncovered through the process.

Analysis of reminiscence uncovered themes through which the elders integrated their past experiences with the present, transformative learning through reflection, and discovered a deep understanding of self through the telling of their life story.

7:30	<p><b>Gary J. Cale</b>  <u>When Resistance Becomes Reproduction: A Critical Action Research Study</u>  The purpose of this critical action research study was to examine the ways that power relations manifested themselves amongst the teacher and students in a class that foregrounded race, class, gender and multicultural issues and that intentionally attempted to disrupt traditional hierarchical power relationships between teachers and students.</p>
8:30 p.m.	Closing
<b>Saturday, Apr 7</b>	
8:30 a.m.	Reception and Welcome
9:00	<p><b>Barbara A. Eichler</b>  M.A.K. and Jack - Filling the Crack: An Investigation of M.A.K. Halliday's Linguistic Theoretical Perspectives As Applied to Transformation Learning Theory</p> <hr/> <p>How is meaning made? How do we, as teachers, educators, adults, help other adults to learn, and make meaning? Jack Mezirow's Transformation Learning Theory is an adult theory of learning, based in communication theory, focused towards adults learning to understand their own meaning and constructs. I will show and explain how M.A.K.Halliday's linguistic theory adds many dimensions to learning and making-meaning and, of course, most centrally to transformative learning theory. How central is the role of language in our learning, seeing and concept-making—our meaning-making?</p>
10:00	<p><b>Julie Johnson</b>  What Aesop Already Knew: Conversations with People with Disabilities about Employment Satisfaction.</p> <hr/> <p>The field of adult education has left the issues confronting people with disabilities largely unaddressed. In my study, using Aesops Fables as metaphors to explain my findings, the participants I interviewed discuss overcoming stigma, Disability Rights legislation, workplace oppression, perseverance, accepting help and working together as these factors pertain to employment.</p>
11:00	<p><b>Conni Huber</b>  <u>Toward a More Culturally Relevant Pedagogy: An Action Research Study</u>  The purpose of this study was to implement and evaluate a model of teaching culturally relevant pedagogies to experienced K-12 teachers enrolled in a distance learning master's level course. Through the study I examined my own practices relative to helping other teachers move toward a culturally relevant approach to teaching.</p>
11:45	Lunch Break
12:45 p.m.	Welcome Back

- 1:00 **Kenneth Smith**  
Welfare Reform in Chicago: An African American Woman's Struggle  
Toward Independence, 1973 to 2001

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The purpose of this research was to have an African American woman describe and explain what her life was like when she received welfare in Chicago intermittently from 1973 until 1998 . She also provided insight about her experiences since leaving welfare altogether for professional employment from November of 1998 to the present.
- 2:00 **Judy Jozaitis**  
Basic Programs... Complex Issues: Current Practices and Working Conditions  
within Community College State Funded ABE/GED/ESL Programs and their  
Effects on Instructors and Program Quality

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This study was sparked by my observation as an ESL instructor and coordinator that ABE/GED/ESL programs are troubled. Through an interpretative study, I sought to identify current practices and working conditions impacting instructors and programs. I looked to directors and instructors as primary sources, while recognizing that programming is also impacted by other stakeholder groups. Some initial assumptions proved to be erroneous; others were confirmed by the data. The most significant findings, however, were how complex the issues are and that solutions are potentially problematic as well.
- 3:05 **Carol Lyon**  
Cultural Mentors: Exploring the Role of Relationships in the Adaptation and  
Transformation of Women Educators Who Go Overseas to Work

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The overseas experiences of thirteen American women educators in adult and higher education were characterized by four chronological stages: departure, first three months, after three months, and re-entry. Four stages of relationships emerged to coincide with the chronological contexts. The line between personal and professional relationships was often blurred.
- 4:05 **Marji Thompson & Marilyn Kolbusz**  
ACCESSing Team Learning in Adult Higher Education Cohorts and/or  
Cross-functional Organizational Teams

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How do adults construct knowledge together in higher education cohorts and/or cross-functional organizational teams? We interviewed twenty-eight working adults who are members of cross-functional organizational teams; fourteen are also in higher education cohorts. Through our data analysis, we identified six relational core competencies of team learning. Our study provides a deeper understanding of how adult educators in higher education and business can create synergistic learning teams.
- 5:15 **Closing**

Sunday, April 8  
8:45 a.m.

Reception and Welcome

9:00

**Angela D. Henderson**

An Africentric Analysis of the Impact of Racism on Learning and Performance

The purpose of this qualitative study was to examine the impact of racism on learning and performance and to acquire an understanding of the role of culturally grounded coping mechanisms in the creation of a process to minimize the impact of racism. In-depth interviews and focus groups were conducted with African American participants from a variety of corporate work settings. The preliminary findings suggested that racism permeated every aspect of the participants' lives. Results also indicated that effective coping strategies were developed over time as a result of increased awareness and acceptance of the existence of racism in the workplace. In terms of the impact of racism on learning and performance, the results suggested that the initial impact of racism resulted in a 'proving orientation' in which participants primary focus and energy in the workplace was centered on 'proving' themselves.

10:00

**Betty Wallace**

I'm the Chairperson, Not the Secretary, Thank you! A Study of the Experiences of Female Department Heads in Higher Education

The study's purpose is to understand how female department chairpersons view their experiences, how they negotiate institutional processes to better serve their students and faculty, and what barriers and rewards they have found in being female department heads within the culture of Higher Education.

11:00

**Jane West Walsh & Nadira K. Charaniya**

Adult Learning in the Context of the Interreligious Dialogue Process: A Collaborative Research Study Involving Christians, Jews and Muslims

Presentation of key findings of a collaborative, qualitative research study where the purpose was to explore the nature of the learning that occurs in the interreligious dialogue process. Participants in the study were 20 Christian, Jewish and Muslim adults, who have participated in interreligious dialogue, for a period of at least a year.

12:15

Closing