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Doc 3 Research Forum Abstracts

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Adult Education Doctoral Forum
April 11-13, 2003
Chicago Campus • 5th Floor Lecture Hall

In this forum, members of the 2003 ACE Doctoral Cohort (Doc3) 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 11

4:30	Reception
5:00	Welcome • Tom Heaney
5:30	**Cleyardis McDonald-Yilmaz** Racism in Adult and Continuing Education Graduate Programs: "Are You Running With Me?"
6:30	**Sherrill Weaver** Professionarity: The Social Construction of Knowledge by and for Adult Educators
7:30	**Bette Donoho** *The Whole World Gets Well:* Adults Learning from the Heart through Community Performance Theater
8:30 p.m.	Closing • Gabriele Strohschen

Saturday, Apr 12

8:30 a.m.	Welcome • Libby Tisdell
9:00	**Robert N. Guerrero** Toward An Indigenous Theory in the Wake of the Conquest Paradigm: Indian Ways of Knowing in the Political and Spiritual Domains
10:00	**Susan Shaver** Organizational Power & Politics: Systemic Influences on Corporate Trainers & Program Planning

11:00	**Beth Pfeiffer** Reaching Back, Moving Forward: Heuristic Inquiry into Adult Learning through Personal and Family History Exploration
11:45	Lunch Break
12:45 p.m.	Welcome Back • Scipio A.J. Colin III
1:00	**Susan Malekpour** Holistic Science: An Understanding of Science Education Encompassing Ethical and Social Issues
2:00	**Bryan Watkins** Negotiating the Labyrinth: Perceptions of Adult Degree Program Administrators Involved in Planning and Administering within Small Private Non Profit Higher Education Institutions (SPNPHEIs).
3:00	Break
3:25	**Valerie A. Clark Barnes and Sheila Donahue Stewart** African Ameripean Race Women and Adult Education
4:25	**Robert Benway** Perspective Transformation Following Job Loss in Mid-Career Workers: Toward a Critical Understanding of Reality Construction
5:25	**John Eager** Exploring the Creation of Democratic Learning Environments in On-Line Undergraduate and Graduate Programs for Adult Learners
6:25	Closing • Randee Lawrence

Sunday, April 13

8:45 a.m.	Welcome • Tom Heaney
9:00	**Lester Mae Jackson and Wendolyn Jackson-Cooley** A Critical Community Mentoring Sponsorship Model: A Neo-Millennium Approach for the Emancipation of Teenage Mothers.
10:00	**Kumi Watanuki** Excellent and Culturally Sensitive Teaching and Learning in Adult Higher Education

11:00	Break
11:20	**Kevin Olson** Bridge Over Troubled Water: Exploring Music's Role in Building Communities of Adult Learners
12:20	**Joe Miglio** Toward a Process of Mytho-Cognition: The Reflexive Engagement Method and Self Knowledge Construction
1:25	Closing • Dr. C.

Abstracts

Valerie A. Clark Barnes and Sheila Donahue Stewart
African Ameripean Race Women and Adult Education

Our research had many commonalities. Some of the similarities are: we did historical studies, we used the Africentric Research paradigm, we used the Nguzo Saba (Seven Principles) as our units of analysis, and we did research about African Ameripean women. The most significant commonality is that the women whose lives we described also had commonalities. Mary Church Terrell, Ida Wells Barnett, Fannie Barrier Williams, among others, made remarkable efforts to reduce the impact of racism and bring about social change. Literally and figuratively they were members of the same club.

Valerie A. Clark Barnes
Carrying her Burden in the Heat of the Day: An Africentric Analysis of the Sociohistorical Activism of Mary Eliza Church Terrell (1863-1954)

The purpose of this historical study was to expand the knowledge base of adult and continuing education by documenting the activities of members of the African Diaspora, specifically, Mary Church Terrell and to reclaim and create a heightened awareness about individuals, contributions and struggles that have made African Ameripean survival and progress possible. By employing the Africentric Paradigm, the study reveals the utilization of West African kinship practices articulated in Kawaida Philosophy that focused on group interest and cooperation rather than individualism and competition. A key finding reveals that Terrell and other African Ameripeans during this period did, in fact, recognize racism as a primary factor impacting their lives. With this challenge in the forefront of their liberatory struggle for their race, Terrell, and other women like her, used their intellectual brilliance, their spiritual insight, moral consciousness and faith; elements of the Nguzo Saba (Seven Principles), to work for the civil rights of African Ameripeans, <u>in spite</u> of the racial oppression they confronted.

Sheila Donahue Stewart
Liberatory Leaning: African Ameripean Women And Adult Education 1893-1930

The purpose of this historical research study was to examine the activities of the African Ameripean Club women from an Africentric perspective and to place those activities within the context of Adult Education. This study describes the activities of the African-Ameripean women's clubs in Chicago Illinois during the period from 1893-1930. My examination of these activities clarifies, explains and describes how the African worldview influenced the choices and goals of the club women and how and in what ways these led to Liberatory Learning.

The Nguzo Saba, or seven principles were pervasive in the works of the women considered in this study. The basis of their work was maintaining unity within the family and the race. (Umoja/unity). The genesis of the national organization and the subsequent activities of the club women was the need to name and define African Ameripean women as they truly were, not according to the racist stereotypes that were accepted by so many. (Kujichagulia/self-determination).

Even when there were differences in methods or ideas, they joined together to work for the good of the community (Ujima/collective work and responsibility). They depended on themselves and other members of the community to fund the projects and programs (Ujamaa/cooperative economics). The advent of the club movement was one of the many efforts to reclaim our humanity in the antebellum society (Nia/purpose). What was created by the African Ameripean women was something uniquely designed to ensure the survival of African Ameripean people(Kuumba/creativity). They acted in faith (Imani), because often they did not know how they were going to fund a program or if there would be participants. They also demonstrated faith in the value and rightness of the work they performed.

Robert Benway
Perspective Transformation Following Job Loss in Mid-Career Workers: Toward a Critical Understanding of Reality Construction

Why is it that some people manage to find new focus and satisfying career directions in their lives after experiencing job loss? What experiences do they have that allow them to successfully transform? How do they process these experiences? What is different about how these people think about themselves, their occupations, and their attitudes toward the corporations that employ them, once they return to work?

To answer these questions, I interviewed eight people in mid-career who went through involuntary job loss. During the interviews, I asked them how their job losses occurred, what reactions they experienced, and how their assumptions about themselves, their occupations, and corporate life changed. Their responses offer insights on how some people take control of their lives, transform their assumptions, use their support systems to construct new realities, feel liberated, and approach impacting social change from within themselves.

To analyze the results of these interviews, I worked within the paradigms of critical theory and constructivism, using transformative learning as a theoretic framework. In my presentation, I explain how constructivism provided a way of understanding how these people reconstructed their realities. I also explain how critical theory provided a way of understanding the critique and transformation of the social, political, cultural, economic, ethnic, and gender structures that constrained and exploited these people.

Bette A. Donoho
The Whole World Gets Well:
Adults Learning from the Heart through Community Performance Theater

Scrap Mettle SOUL is a non-profit theater ensemble located in Uptown / Edgewater, Chicago, an urban neighborhood reputed to be one of the most diverse in the U.S.A. Founded by Richard Owen Geer in 1996, the ensemble has performed original musical plays for their community on an annual basis. Professionals have adapted locally gathered, true stories, and weaved them together with original music, song, and movement. Directed and managed by professionals, the folks who volunteered to perform in the shows have been mostly non-professionals from the community. In addition there were children and teenagers included in this intergenerational project. I was one of about 75 adults who volunteered as performers for their Spring 2002 production, *The Whole World Gets Well.*

My purpose in this single case study of *The Whole World Gets Well* was to examine the community performance process, mainly from the perspective of the adult performers. Findings revealed insights into how folks created community through the medium of popular theater. In this non-formal setting folks described experiential and liberatory learning as they constructed narratives from their oral histories. Attributing their success to positive attitudes, democratic participation, and communication across differences, folks expressed strong feelings for the project.

 This study explored an example of "harmony in diversity" for adult educators, community artists, and others who can believe it is possible.

John Eager
Exploring the Creation of Democratic Learning Environments in On-Line Undergraduate and Graduate Programs for Adult Learners

This qualitative empirical study describes, examines, and interprets how learning experiences of adults exist within on-line undergraduate and graduate programs in a democratic pedagogy structure. The adult learners in the study come from five on-line university degree programs and learning experiences of both teachers and students are explored. Fourteen individuals were interviewed (six teachers and eight students) from different on-line degree programs.

The focus of the study explores the phenomena arising from the student-teacher experience, especially as they relate to adult learning experiences based in democratic pedagogy settings. The experiences were explored using hermeneutic phenomenology methodology. There were six major themes that emerged from the study, each with several sub themes. The major themes discussed in this critical engagement project are participatory learning; understanding of democracy; traditional VS on-line classrooms; student and teacher roles; shared lived experiences; and negotiated-shared authority.

This study goes to the very heart of on-line participation and teacher-student interaction that is being heralded by institutions of higher education as creating a more democratic learning environment. The researcher examined experiences, as students and teachers described them, through interviews. The study provides insight into how student teacher roles in on-line undergraduate and graduate programs may be reshaping critical pedagogy in the context of democratic values.

Robert N. Guerrero
Toward An Indigenous Theory in the Wake of the Conquest Paradigm: Indian Ways of Knowing in the Political and Spiritual Domains

The design of this study is to act as a starting place from which to illuminate an Indigenous theory. The purpose of this study is to examine how American Indian and Native spirituality and politics intersect and how an understanding of that intersection can be used to create agency for Indian people and social change for the dominant culture and adult education. The questions poised to participants examined conquest and genocide and how those historical events may have impacted American Indian and Native ways of knowing in areas of spirituality and politics. Part of this examination included identifying the characteristics and theoretical underpinnings that drove conquest as illuminated from viewpoint of the study's participants. The methodology of the study was designed to accomplish the purpose of the study through constructing meanings and understandings that were developed through the course of dialogue with study participants.

Lester Mae Jackson and Wendolyn Jackson-
A Critical Community Mentoring Sponsorship Model: A Neo-Millennium Approach for the Emancipation of Teenage Mothers.

This is a participatory action research project involving the researchers as participatory facilitators. We designed, developed, and implemented a mentorship program with and for teenage mothers, which changed their perspective from hopelessness to hope, both for themselves and for their children. This research explored the interaction of two groups of teenage mothers and community residents—one in Chicago and the other in Atlanta—over a period of six months. We found that by raising the critical consciousness of the community and developng supportive mentor/sponsors of teenaged mothers within the community, we enhanced the ability of teenage mothers to achieve a position of responsibility and dignity within their communities and equipped them with skills necessary to effect democratic social change.

Susan Malekpour
Holistic Science: An Understanding of Science Education Encompassing Ethical and Social Issues

In holistic science pedagogy, scientific knowledge is combined with subjective personal experiences and social issues. There is an interaction between students and scientific data when the student's context, relationships and lived experiences that play a role in the scientific recognition of the world were incorporated into the learning process. In this pedagogical model, the factual content was viewed from the context of social and ethical implications.

By empowering learners with this ability, science knowledge will no longer be exclusive to a select group. This process empowers the general population with the ability to understand scientific knowledge and therefore the ability to make informed decisions based on this knowledge.

The holistic approach to science pedagogy has enlightened and empowered our adult learners more effectively. Learners became more actively engaged in their own process of learning. To achieve this pedagogical model, teachers must be willing to listen and implement students' suggestions on improving the teaching/learning process. Teachers should be willing to make the effort in connecting with their students by structuring courses so the topics would be relevant to the students in relation to real world, social/ethical and political issues. Holistic science pedagogy strives for social change through the empowerment of adult learners with scientific knowledge and this research results have demonstrated that learners can better understand the decision making process and more easily relate their experiences and therefore their knowledge to social/political and ethical issues.

Joe Miglio
Toward a Process of Mytho-Cognition: The Reflexive Engagement Method and Self Knowledge Construction

Have you ever watched a movie and found yourself "identifying" with in ways that others are not? Is it possible to discover a truer sense of self by reviewing your "story" in the projection of illusion that movies provide? Is it possible by sitting in the dark to learn to stand enlightened?

This presentation will look at the creation and utility of a method of self knowledge re-construction and adult learning. It is called Reflexive Engagement Methodology (REM) and in particular a reflexive action concept called "infinity looping." Based on the interdisciplinary study of analytical psychology, mythology, and film studies, REM emerged as a methodology and unique opportunity to continually assess the three critical engagements that guide personal and professional identity.

During this presentation, the "story" of the REM creation process, as well as its methodology will be "told" as a heroic journey. Selected "scenes" from the REM creation and the film, "The Godfather," will be used to demonstrate impact of "looping into redefinition" and "mytho-cognitive" learning.

In many ways, this presentation is a case study—a myth about REM (and me).

Kevin Olson
Bridge Over Troubled Water:
Exploring Music's Role in Building Communities of Adult Learners

This research project explored the ways music can enhance social learning, community building, and cross-cultural empathy among adults. Discussion was framed around a study exploring the shared experiences of eight musicians involved in cultural education programs and the ways these programs serve as models for adult educators across disciplines can use music to foster community building and "engaged pedagogy" (hooks, 1994).

Primary research data were compiled based on common themes found in interviews and observations of a group of eight musicians (2 Latino, 1 Native American, 2 African-American, and 3 White), each of whom are active in cultural education programs in their communities. There were three criteria for sample selection: (1) each participant was a musician actively involved in either professional or informal community performance, (2) each participant recognized music's educational potential in her/his individual life work, and (3) each participant was involved in some way with community development or cross-cultural outreach through music. Research findings were grouped into the following four categories that emerged from observation of and interaction with research participants: Exploring Musical Ways of Knowing, Preserving Cultural Continuity Within Communities, Building Cross-cultural Empathy Through Music, and Promoting Collective Consciousness and Social Action Through Music.

Discussion of these findings will include musicians' ideas of the ways music can be used as a catalyst for learning across disciplines. Music's power is that it stretches across fields of knowledge, across communities, across cultures, and therefore touches all adults in different, deeply personal ways. If we believe that music, as any other language, shapes the ways we make meaning from the world, then music becomes much more than mere entertainment; it can be a tool to mediate experience, and this musical experience can then become a shared social connection. Musical experience can give meanings to places, times, and other structures that cannot be experienced through other forms of transmission. My hope is that the shared experiences of the musicians in this study will ignite a dialogue in the field of adult education concerning music's role in community development and cross-cultural empathy.

Beth Pfeiffer
Reaching Back, Moving Forward:
Heuristic Inquiry into Adult Learning through Personal and Family History Exploration

The purpose of this heuristic research study was to understand and explain the experience of adults (including this researcher) exploring and reconnecting with their family history. Nine adult learners and four "teachers" of family history participated in semi-structured, in depth interviews while seven adult learners

and six "teachers" participated in focus groups. Pierre Dominice's life history/ educational biography, John Dirkx's four lens approach to transformation and literature on identity development as well as literature on non-formal learning formed the theoretical framework for the study.

How adults undergo and are affected by such non-formal and self-directed learning efforts (i.e. motivations, meaning making, identity and impacts/ transformations) as well as how the knowledge is shared (i.e. with family or other adult learners undergoing similar pursuits) was of significance.

Susan Shaver
Organizational Power & Politics: Systemic Influences on Corporate Trainers & Program Planning

Organizational power and politics influence corporate training in ways not often discussed. The purpose of this study was to explore the effects of organizational power and politics on program planning and how planning, with its inherent power and politics (Cervero & Wilson, 1994) influences the daily practices of corporate trainers.

This study was informed by the literature of systems theory and constructivism. Using Von Bertalanffy's (1968) general systems theory, in which the whole of a system is considered greater than the sum of its parts, Senge's (1991) systems view that interrelationships within organizational structures, not events, underlie complex situations and Guba & Lincoln's (1985) constructivist theory, I explored ways in which trainers construct, and modify knowledge and experiences as they plan training programs.

My mission was to examine how multiple influences, which are at the heart of systems thinking and include areas such as internal and external environmental factors and corporate culture, cause trainers to understand, take action and manage day-to-day training practices.

A single case study design provided intense description and analysis of a specific group of trainers from a Canadian manufacturing company. Nine trainers and eight members of the senior management team were direct sources of the data I gathered in focus groups, semi-structured interviews and document reviews of company materials.

A few of the conclusions that emerged from the findings include: 1) multiple influences affecting program planning are not limited to companies practicing Senge's (1990) systems thinking approach to business, 2) management and staff share an understanding that "training" is primarily a process of facilitation while ignoring additional elements of program planning (needs assessment, learning outcomes, program design, instructional techniques and evaluation), 3) perceptions of management and trainers vary on the role of trainers, leading trainers to question how training aligns with strategic goals and 5) although rapid company growth, corporate culture and organizational systems present

traditional challenges to training, power and political factors are less obvious, influencing program planning and trainers in ways not often discussed.

This study informs Adult Education, Organizational Development and Human Resources Development as it explores program planning from the perspectives of trainers rather than learners. It informs trainers of how practice fits into a broader organizational context in which power and political influences affect their organizations, program planning and themselves.

Kumiko Watanuki
Excellent and Culturally Sensitive Teaching and Learning in Adult Higher Education

This is a single case study research conducted at a Midwest Urban Doctoral University where I teach as visiting faculty (adjunct). The purpose of this study was twofold: first, to identify the characteristics of an effective instructor in a culturally diverse learning environment, and second, to determine how and in what ways these characteristics impact on the quality of the teaching and learning process. The framework within which the research was organized drew upon ideas related to the processes of experiential learning and the challenges of multiculturalism in the adult higher education context. The research questions guiding this study are: (1) what are the attitudes, skills and behavior of an effective instructor in a culturally diverse learning environment? And (2) how and in what ways these elements impact or influence the quality of the teaching and learning process? Participants in the study were full- and part-time faculty, and BA and MA degree-seeking students. For data collection methods, I chose the qualitative method for interviews with faculty and focus group, and the survey using the Likert Scale with a simple frequency collection method.

Bryan J. Watkins
Negotiating the Labyrinth: Perceptions of Adult Degree Program Administrators Involved in Planning and Administering within Small Private Non Profit Higher Education Institutions (SPNPHEIs).

The realm of program planning continues to struggle with the task of identifying a consistently reliable process for addressing the use of power and interest in the planning. The purpose of this qualitative study which was interpretive in nature and utilized a constructivist approach, was to understand how adult degree program administrators negotiate power and interest while in the process of planning and administering adult degree programs in Small Private Non Profit Higher Education Institutions (SPNPHEIs).

The study entailed the utilization of a theoretical framework, which was developed by Cervero and Wilson (1994) and employed as a frame for this study. The predominant means of data collection for this study involved surveys and

individual interviews. Additionally, field notes were used to provide supplemental data. All data was then analyzed to determine emerging themes.

This study found that there were two major themes and six sub-themes. The first major theme was personal and professional characteristics of adult degree planners. The three supporting sub-themes were: necessary skills, motivating forces, and existing with internal oppression. The second major theme was, understanding planning within the institutional labyrinth. And the three supporting sub-themes were: negotiating power, living within expectations, and negotiating interests, "bridges of interests".

This study attempts to provide additional insight into how adult degree program administrators utilize power and interest from the perspective of one who lives it.

Sherrill Weaver
Professionarity: The Social Construction of Knowledge by and for Adult Educators

How do we know what we know as a group? How does articulating and sharing what we do, think, feel, and believe as adult educators shape our understandings of what adult education is and how do those understandings become our "knowledge?"

To try to answer these questions, I have interviewed adult educators who have written chapters for and/or edited issues of a quarterly publication, New Directions in Adult and Continuing Education. In these interviews I've asked the authors and editors about their experiences with each other during the process of developing the content for one of the four issues in one year of this publication. Their responses offer insights into how they, as professors in the discipline of adult education, see themselves constructing knowledge for those engaged in the practice of adult education.

In analyzing these interviews I've used Helen Longino's model of the social construction of knowledge as my conceptual framework because it enables me to see the ways in which the interactions of authors and editors form the key social relationships through which individual understandings become group knowledge. In my presentation I will discuss how, through these relationships, adult educators construct from the discipline a profession and from the profession a discipline in an interactive, socially bounded process that I call "professionarity."

Cleyardis McDonald-Yilmaz
Racism in Adult and Continuing Education Graduate Programs: "Are You Running With Me?"

The purpose of the research study was to determine how and in what ways students of African descent experienced individual, institutional, and intellectual racism in adult and continuing education graduate programs and what "culturally grounded coping mechanism" (Colin, 1989) they utilized to deal with and to

overcome racism. It was significant in that the following was designed: a prescription for African Diaspora ACE graduate students to utilize to survive encounters with racism.

Recommendations were made to institutions of higher learning, ACE administrators and the professorate as to what roles they can play to help combat racism. The Africentric Paradigm guided this qualitative research project. According to Akbar (1991), conducting research about members of African descent without considering their culture, history, spirituality, traditions and values that stem from Africa implies that these attributes are of no importance when collecting and analyzing data on and about members of the African Diaspora. This was a qualitative interpretive analytical study using the Kawaida Theory (Karenga, 1980) and in particular, the Nguzo Saba as the interpretive framework and units of analysis.

The Africentric Paradigm was used to guide this study. Colin and Guy (1998), Asante (1998), and Outlaw (1996) stressed the importance of using a paradigm that is conceptually, and philosophically appropriate for members of African descent and considered the worldview that ties to the African continent. It reflected the group membership of the participants and the researcher who are of African descent. It was informed by the works of Asante (1998) and Kambon (1996).

Through a series of in depth interviews, using semi-structured questions, four women reflected on lived experiences with encounters of racism in their ACE graduate programs. Analysis of their lived experiences formed the findings to the study.