Conference Proceedings

Adult Higher Education Alliance

41st Annual Conference

Writing Our Way:

Giving Voice to Adult Learning

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Adult Higher Education Alliance (AHEA)

AHEA serves institutions and individuals who advocate for, support, and advance adults in programs of higher education. We achieve our goals by fostering the exchange of ideas, sharing effective pedagogical practices and current research that support the learning of adults, and providing professional development to our members. We desire to help institutions of higher education and individuals working in higher education develop and sustain learning environments and programs for adults.

Our purpose is to help institutions of higher education develop and sustain learning environments and programs suitable for adults.

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Message from the President

Thank you for your interest in the Proceedings of the 41st annual conference of the Adult and Higher Education Alliance. We met at the University of Central Florida and the Morgridge International Reading Center to explore this year's theme: "Writing Our Way: Giving Voice to Adult Learning."

Our time together allowed us to explore this theme as graduate students, faculty, administrators, and practitioners. Whether writing tweets or treatises, academic articles or class assignments, blog posts or books, or participating in the inevitable online discussion question, we give voice to the field of adult education one sentence at a time.

During the conference, we had the opportunity to hear about widely varying approaches to the best practices in writing and adult learning, to listen to a variety of ideas and findings based on literature and research, and to participate in one of several group discussions of issues important to your practice and our fields of inquiry. Through these proceedings, you can join this conversation!

Make plans to join us for next year's conference, which is held every year in March. Find more information at www.ahea.org

David San Filippo, AHEA President, 2016-2017

Note from the Editors

Dear Reader,

We are pleased to present to you the Proceedings of the 41st annual conference of the Adult and Higher Education Alliance (AHEA), held at the University of Central Florida in March 2017. We wish to extend special thanks to the AHEA Board of Directors, members, and contributors. Without your support, this publication would not be possible.

To the AHEA Board of Directors, thank you for your continuous efforts to support mission of AHEA through your outreach, service, and perseverance.

To the members of the Adult and Higher Education Alliance, you are the backbone of AHEA's growth and progression for networking and collaboration. Thank you for your membership and participation in our organization and at our conference each year.

To those who contributed papers for these Proceedings, thank you for contributing your research, theory, and practice to our collective knowledge. Through your work, collected in this document, we can strengthen our efforts to educate and serve adult learners in a variety of contexts. We appreciate your service to the larger community of professors, educators, and practitioners.

As AHEA continues to grow, we are always seeking new ways to contribute our shared endeavor of educating adults. Your feedback and ideas for expanding our impact matters; we look forward to hearing from you. Enjoy your read of the variety of engaging topics related to Adult and Higher Education.

Thank You,

Kemi, Bonnie, and Joann

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Transformative Learning Following Job Loss: A Dissertation Renewal

Robert Benway

Abstract

This study renews a doctoral dissertation written in 2003 on transformative learning following job loss. An abbreviated literature review compares corporate and worker circumstances from the original study to the present time. Findings show that corporations choose reductions in force due to pressure from investors instead of productivity, and worker victims of job loss typically have a much more difficult time re-entering the workforce now than previously.

Keywords: transformative learning, personal values, frames of reference, psychological contract, authentic leadership

Transformative Learning Following Job Loss-A Dissertation Renewal

In June of 2003, I finished my doctoral dissertation, titled *Perspective Transformation in Mid-Career Workers Following Job Loss*. The title told my story, since I was furloughed twice from two senior management positions, specifically, an Assistant Vice President position lost in 1991 and a Vice President of Operations position lost in 1996. I had a lot of time to think about the above circumstances, being six months out of work the first time and 14 months the second time. I will tell you about what I learned from the 2003 dissertation, but first I need to tell you that because it has been 14 years since I wrote it, I figured it was time to renew it to find out what changed.

A great deal changed, as it turns out, but some things remained the same. I will deal with what I learned the first time around, and then I will discuss what has changed and what has not changed. What I learned in 2003 when I wrote the dissertation depended a lot on the corporate, political, and global landscape. I did not know this at the time but discovered it when I began the renewal this year: the corporate, political, and global changes significantly changed impacted the career opportunities.

Backstory and Dissertation Findings

In 2003, most of the research participants I interviewed took control over their lives after they lost their jobs (Benway, 2004). They discovered they did not have to allow their employers to compromise their personal values. They reprioritized their frames of reference from company focus to personal focus. They processed these changes by questioning their assumptions. They learned to control their balance between work and personal time. They also learned to focus personal values with social concerns and actions.

By the time I wrote this dissertation, I had lost two jobs, one in 1991 and the other in 1996. In 1991, I was out of work six months and then landed a new position at a starting salary 13% higher than what I previously earned. In 1996 I was out of work 13.5 months and landed a lower position at a starting salary almost 30% lower. So I knew conditions would not be the same, but I did not anticipate how much different they became.

Corporate and Worker Changes Since 2003

I was so fixated on writing my dissertation it never occurred to me that the socioeconomic landscape could have changed so drastically. What I did not pick up at the time was that corporate, political, and geographic worlds would change in ways I could never have imagined. This brings me to the present, as I decided to renew my dissertation and find out what changes occurred in the corporate and worker environments.

There have been drastic changes in the corporate environment. Employer-employee relations have taken a transactional character at the expense of earlier psychological contracts (Betts, Healy, Mir, & Vicari, 2015). Reductions in force (RIFs) are no longer triggered by the need to increase productivity; rather, they are directed by senior executives in response to investor demands to increase return on investment (ROI). Note that ROI is the ratio of net income to capital deployed. Decreasing capital deployed by conducting RIFs is easier and faster than increasing net income as a means of increasing ROI.

Changes in the worker environment have been due mostly to the changes in the corporate environment. Workers have become wary of employer expectations since downsizing is now triggered by exigencies (demands) of the stock market, not falling changes in productivity (Betts et al., 2015). Survivors of downsizing experience diminished employee morale and lower levels of mental health (Anderson & Proulx, 2014). Victims of downsizing report higher job satisfaction, better quality of life and overall health than survivors. Displaced workers lost jobs and have small likelihood of being recalled. They possess skills no longer desired, so are different from unemployed workers. Retraining becomes a cost/benefit analysis to the worker.

Comparisons of Transformative Learning and Authentic Leadership

Transformative learning is an adult education learning theory that is well known in communities inside and outside education. So when I began reading Bill George's (2015) book *Authentic Leadership* in preparation for a business course I was about to teach, it took me a while to recognize the phenomena George described is very similar to perspective transformation as described by Jack Mezirow (1991). What follows is a synopsis of the similarities.

First, the disorienting dilemma Mezirow described is very similar to crucibles as described by George, both stimulating changes in thinking. Second, the Mezirow self-examination with feelings of guilt or shame is similar to George's losing your way. Next, the Mezirow critical assessment of assumptions, recognition that discontent and transformation are shared, exploration of options, planning a course of actions, acquisition of knowledge, and provisional trying of new roles are all similar to George's self-awareness. Finally, the Mezirow building of competence and confidence, and reintegration into a new life, are similar to George's comments on values.

For me, Mezirow described almost exactly the perspective transformation I experienced, and George put it in the context of business environments, thus allowing me to better understand myself and the environment in which I work, in healthcare, business, and higher education.

Future Trends and Influences

Future trends of corporations on reengineering and restructuring of the work forces continue perilous pathways, at least for employees. Mangaliso and Culhane (2009) pointed out that downsizing results in decreased employee morale among surviving employees, decreased productivity (because surviving employees must assume responsibilities formerly carried out by departed employees), and a resulting deficit of skills among surviving employees. Therefore, they suggested that future layoffs should be done in one round instead of multiple rounds. They also claimed:

> For reengineering to succeed in the long run, it must encompass a reevaluation of the entire organization and culture, including the hierarchical structure, the traditional positions within that structure, and the reassigning of individuals to match skills to requirements in the new order (p. 13).

If workers who have been affected by downsizing experienced perspective transformations, what changes have they made, and to what extent will those changes be lasting? Studies reviewed by Stein (2007) indicated that workers experience a feeling of helplessness, becoming victimized by actions that cannot be prevented, and loss of hope and spirit. Although these changes may or may not be lasting, there is evidence that meaning schemes such as changes in basic beliefs and assumptions can and do change (Courtenay, Merriam, Reeves, & Baumgartner, 2000). Displaced workers react to job loss and reemployment in different ways. Some get into new jobs right away, some hesitate, some are in denial, and some quit looking for work or retire. (Entz, 2010).

There are also political influences at play. Frank (2016) argued the New Deal attention paid to the working class gradually eroded and transitioned to the professional class, which then further eroded as money and power shifted to the upper class in the form of

income increases, tax cuts, legislative changes, and judicial rulings such as Citizens United.

Implications for Adult Education and Writing

I knew the landscape of business would change when I first wrote my dissertation in 2003, but the landscape transformed the entire context of my dissertation. The consequences 25 years ago were that victims of job loss spent three to six months out of work and then became re-employed at or higher than their former salaries. Those conditions deteriorated, as discussed above, such that some occupations, especially those of offshored employees, do not even exist now, thus forcing victims to transition into new occupations that may require retraining. Such retraining may not be realistic or within reach. So, the assumptions I used to write my 2003 dissertation simply no longer exist, and consequences to adult education must be approached in fluid terms.

A second implication for adult education considers the attention devoted to the corporate viewpoint in the literature, with relatively little consideration of worker dilemmas. This imbalance extends to business classrooms, where "a significant portion of the current round of critique of business schools stems from their inability to advocate social responsibility, and to ensure that corporations earn their putative role as servants of society and allocators of social product" (Betts et al., 2015, p. 25). Business schools must summon the courage to balance multiple viewpoints in order to fairly represent the positions of corporations, the upper class, professional class, and working class. An example of how to do this is to organize a class activity in which students are divided into small groups, mimicking work groups in a company (McAteer, 2010). Then, the instructor, representing management, fires one or two of the students, assigns them to different groups, and then resets the assignment. The intension is to simulate a reduction in force in the company with reassignment of workers to other groups, and then have students examine the experience from the workers' viewpoint.

This paper has implications for writers. "There is no greater agony than bearing an untold story inside you," wrote Maya Angelou. Maybe that is the source of intestinal fortitude I discovered in writing this paper. For years I thought of revisiting my dissertation but put it off because I was not able to find a vehicle or excuse to take on the project. Over time my curiosity got the better of me, and then the Adult Higher Education Alliance (AHEA) announced a call for papers related to the AHEA 2017 Annual Conference on the subject of writing. I realized this presented an opportune time to revisit the original project, at least in literature review. But because I volunteer at a career center and regularly see displaced professional and working class people, I have observed and worked with victims whose stories are similar to the ones written about and documented above. This recent examination of the original subject does not have

the rigor of the original work, but enough to help me recognize that research and writing captures a moment in time.

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Robert Benway has served as a full time Assistant Professor at National Louis University since 1998. He has also served 6 years as an Associate Dean for the College of Management and Business, from 2008 to 2014. After working on the merger of the Colleges of Arts, Sciences, Management and Business, he returned to his first love, teaching. During his career, he has published book chapters, papers, and newsletters on topics in health care leadership, business communication, business leadership, management, and human resources. He has presented at national conferences, and maintains professional memberships in health administration, business management, and adult education. He spent the first half of his career working in health care as a clinical staff, supervisor, manager, director, and senior level positions over 20 years. He holds a Ed.D in adult education, MBA in management, and a BS degree in biology.

Preserving the Voices of Adult Educators

Len A. Bogner & Brett P. King

Abstract

The Adult Education Interview Series (AEIS) started at the University of Central Oklahoma (UCO) and was inspired by the use of TED talks and other similar videos in online and distance education courses. It is a collaboration between the Adult Education and Safety Science Department and the Center for eLearning and Connected Environments at UCO. The intent of the AEIS is twofold: to preserve the history and stories of adult educators and to analyze the interviews to determine common or contradictory themes that provide insight into perspectives of professionals in the field. By understanding the perspectives of the field, we can better ascertain where the field was, is and where it might be going. The AEIS is to be an open resource that can be accessed by any member of AHEA for their Adult Education courses.

Preserving the Voices of Adult Educators

"Writing Our Way: Giving Voice to Adult Learning" was the theme of the 41st annual AHEA conference at the University of Central Florida in Orlando, FL. The Adult Education Interview Series (AEIS) is an example of recording, rather than writing, the voices of adult learning. The Adult Education and Safety Science (AESS) Department and the Center for eLearning and Connected Environments (CeCE) at the University of Central Oklahoma (UCO) have combined to create an Adult Education Interview Series (AEIS).

The AEIS at UCO was inspired by the use of TED talks (www.ted.com) and other similar videos in online and distance education courses. It was noticed that there are not many videos available on the topic of adult education, and thus the project was formed. The idea of AEIS is to record the current thoughts of adult educators throughout the nation and the world and to archive them so they can be used by adult educators in adult education courses now and in the future.

Adult education is a broad field of study. The problem addressed by AEIS is that college students are not familiar with the history, breadth, and relevancy of adult education. There is also a lack of autobiographical information about educators in the field. This is in part due to the vastness of the discipline and a lack of a cohesive story. In the AEIS, adult educators are asked a series of questions about their origin story with adult education, why the field is important, what makes it unique, and the future direction of the discipline. These are perspectives that are not easily found in textbooks.

Purpose of the Project

The purpose of AEIS is to capture the knowledge and experiences of prominent educators who are, and who have been, a part of the adult education field. It also seeks to enhance teaching and learning by providing video content, which helps learners contextualize the field of adult education. The AEIS is to be an open resource that can be accessed by any member of AHEA for their adult education courses. The project/research began at the Research to Practice (R2P) Conference in Norman, OK in 2015 and continues today.

Relevant Literature

Dr. Gretchen Bersch produces a similar project to the AEIS entitled *Conversations on Lifelong Learning: A Series of Conversations*. She solicited interviews with leaders in the field of adult and continuing education. They shared thoughts about their career, philosophies and theories, previous work, and the future. The purpose of her project is to create video interviews with scholars in the field. Dr. Bersch has interviewed more than 50 scholars. She never published any research about the interviews. The entire collection of interviews is available to check out at many public universities as well as sold online through Gretchen's website (Bersch, 2015).

Keith Armstrong (2007) wrote and edited a biographical book entitled *North American Adult Educators* about adult educators. It contains 50 autobiographies of well-known adult educators largely from the United States and Canada. The autobiographies mostly focus on how the educators got started in the field. The book provides an excellent source for historical purposes and adds context for researchers in the field.

Gretchen Bersch, along with Susan Imel, published a book entitled *No Small Lives: Handbook of North American Early Women Adult Educators*, which focused on the biographical information for women in the field of education in the middle of the 20th century. This book contains the stories of 26 North American women working in the field of adult education between 1925 and 1950. This work is important not only for historical purposes, but the contributions of women in the field had been largely left out prior to this book (Imel & Bersch, 2015).

Methodology

The methodology for the AEIS is fairly simple. In the interviews, the interviewers ask the interviewees a series of questions. There is a prepared list with 11 potential questions

that the interviewer reviews with the interviewee before the recording starts. The interviewee selects the questions they would like to be asked and highlights any additional topics they may want to talk about. Before the recording starts, interviewees are asked to sign a release form. The interviewees are allowed to review the video and make any changes before it is posted to the website.

Participants

The sample of participants was determined by a few different factors. Since interviews were conducted at conferences, the sample size was limited to those in attendance. Also, the interviewees were perceived as influential in the field of adult education. Additionally, the sample was affected by the interviewees' schedules and willingness to participate. Included in this study are 22 interviews within the adult education community. They consist of professors, researchers, administrators, and emeriti. They were from various locations throughout the United States and Europe.

Research

The intent of this study is to contribute to the existing body of knowledge regarding professors in adult education. The focus of this study is to bring to light the knowledge and experience of adult educators, in an effort to provide clarity within the field. This study has two implications within the field of adult education. First, by collecting and archiving the interviews, the history of the field is preserved; it is a free resource for anyone to use within the classroom or to view on their own time. Second, analyzing the interviews to determine common or contradictory themes will provide insight into perspectives of professionals in the field. By understanding the perspectives of the field, we can better ascertain where the field was, is, and where it might be going.

Recommended Books for Adult Educators

The first dive into the recorded data was to examine what books were most mentioned in the interviews as either making an impact or being recommended. The answers to the questions "What books would you recommend?" and "What contributions have made the most impact in the field of adult education?" were examined for qualitative themes. The findings from this data mining were presented at the 41st annual AHEA conference in 2017.

Answers to "What books would you recommend?" were very straightforward; however, authors and books were also mentioned in the "What contributions have made the most impact in the field of adult education?" question. Please keep in mind that not all

interviewees were given both questions but rather, depending on the pre-interview discussion, may have been asked only one of the two questions.

The books are roughly divided into three categories: the classics, the contemporaries, and the personal favorites. Even some of the interviewees suggested these categories. The classics will be defined as books written before the early 1980s that have only one edition but may have been reprinted. The contemporaries will be defined as books after published after the early 1980s that have been updated and have several versions or editions. The personal favorites are those books that may not directly relate to adult education or are little known in the field. In an interesting side note, most of the classics were mentioned by the Hall of Fame generation of adult educators. The contemporaries were referenced by those in early- to mid-career.

Let us start with the classics. The most mentioned book in this category was *The Modern Practice of Adult Education* (1970) written by Malcolm Knowles. I do not think this should come as any surprise and should be a staple on your bookshelf. The next most mentioned book was *The Adult's Learning Project* (1971) by Allen Tough. This book was mention as both a wonderful read as well as an important contribution to the field. Next was *The Meaning of Adult Education* (1926) by Eduard Lindeman, noted by several as the classic that started the American adult education movement.

Also noted as a classic book is *The Inquiring Mind* (1963) by Cy Houle, which was noted as a game changer in the field, making adult education more of a discipline rather than a theory. *Literature of Adult Education* (1992) by Houle was also noted as the first attempt to bring all the writings on adult education together in one publication. Other cited books written by Malcolm Knowles included *Self-Directed Learning* (1975), noted as a quick and practical read, and *The Adult Learner* (1990), specifically Edition 4 because that was the last edition that Malcolm Knowles was noted as the sole author.

In the contemporaries' category, *Learning in Adulthood* (2007) by Merriam, Caffarella, and Baumgartner was far and away the most mentioned text in this category. In fact, two interviewees called it "the bible" of adult education. *Mastering the Teaching of Adults* (1991) by Jerry Apps and *Exploring Spirituality and Culture* (2003) by Elizabeth Tisdell were both mentioned multiple times. After these books, there was no other clear consensus, but there were some authors who were mentioned several times, including Steven Brookfield and Raymond Wlodkowski.

Several of Steven Brookfield's books were mentioned including *The Skillful Teacher* (1990) twice and *The Power of Critical Theory* (2005) and *Engaging Imagination* (2014) each once. The same was true for Raymond Wlodkowski with *Enhancing Adult*

Motivation to Learn (1985) three times, and *Diversity and Motivation* (1995) being mentioned once.

Other contemporary books that were noted included: *Self-Direction in Adult Learning* (1991) by Hiemstra and Brockett, *Individualizing Instruction* (1990) by Hiemstra and Sisco, *Handbook for Transformative Learning* (2012) by Taylor and Cranton, *Adult Learning Research and Practice* (1983) by Huey Long, *Early Innovators in Adult Education* by Huey Long, *Philosophical Foundations of Adult Education* (1991) by Elias and Merriam, and *Adult Education and Adult Needs* (1956) by Havighurst and Orr.

Finally, we come to the personal recommendations. There were no books that were mentioned multiple times, but the themes that did develop in this category were by discipline. The discipline of the interviewee determined their personal suggestion. The largest discipline mentioned was "social justice."

Specific books mentioned in the personal category included *Education for Social Change* by Myles Horton, *Teaching to Transgress* (1994) by bell hooks, *Pedagogy of the Oppressed* (1968) by Paulo Freire, *Case Studies for the New Professor* (2014) by Thomas D. Cox, *Walden* (1854) by H. D. Thoreau, *Narrative Learning in Adulthood* (2008) by Clark and Rossiter*, How we Learn* (1999) by Knud Illeris, *Leading in Black and White* by Livers and Caver, *Volunteers for Learning* (1965) by John Stone, *Aging Well* (2002) by George Vaillant, *Power Dynamics in Teaching and Learning Practices* (2006) by Johnson-Bailey and Cervero, and *Narrative Learning in Adulthood* (2008) by Carolyn Clark and Marsha Rossiter.

There were also some general mentions of authors, journals, and websites that we believe are important to mention. They include New Directions for Adult and Continuing Education (journal), AHEA Book Series (publishing your conference presentation), articles by Edward W. Taylor on transformative learning, books by Leona English, writings from Phyllis Cunningham on culture and race, writings from Juanita Johnson-Bailey, Jerome Bruner's research in adult education, Peter Lang's series 37 on Dusan Savicevic, and trace.tennessee.edu.

One more category to add for general understanding is contributions to the field. Although specific books were not always mentioned for this question, there were some interesting comments that came from this discussion. Many interviewees mentioned the work of Jack Mezirow and Patricia Cranton on transformative learning. In fact, transformative learning was the most mentioned contribution to the field. Other contributions mentioned included experiential learning, neuroscience and learning,

residential learning, self-directed learning, andragogy, the Adult Performance Level (APL) study, and Benjamin Franklin and the informed citizen.

As a quick recap, the following are the books that were mentioned multiple times in the interviews, ones that should be on your bookshelf:

- *The Meaning of Adult Education* by Eduard Lindeman
- *Modern Practice in Adult Education* by Malcolm Knowles
- *Self-Directed Learning* by Malcolm Knowles
- *The Adult's Learning Project* by Allen Tough
- *The Inquiring Mind* by Cy Houle
- *Learning in Adulthood* by Merriam, Caffarella, and Baumgartner
- *Exploring Spirituality & Culture in Adult & Higher Education* by Elizabeth Tisdell
- *Enhancing Adult Motivation to Learn* by Raymond Wlodkowski
- *The Skillful Teacher* by Steven Brookfield
- *Mastering the Teaching of Adults* by Jerry Apps

A Call to Action

As adult educators, we understand the important part that experience plays in our journey through lifelong learning. The authors would like you to consider sharing your thoughts, ideas, and experiences with AEIS, or just take the time to record your beliefs and wisdom. We understand that all learning is transformational. Please consider sharing your stories of transformation with the next generation.

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Brett King received his B.A. in Museum Studies and is currently pursuing a M.Ed. in Adult Education from the University of Central Oklahoma (UCO). He currently serves as an Instructional Designer for the Center for eLearning and Connected Environments at UCO. He has experience in student engagement issues and online assessment tools.

Teaching Learning Concepts to Graduate Students through Writing

Patricia G. Coberly-Holt & S. Taylor Walton

Abstract

Over a period of four years, the instructor of History and Theory of Adult Education monitored and recorded graduate students' reactions to the experiences of learning through writing assignments that incorporate diverse methods associated with stringent pedagogical and andragogical methods. After experiencing the two divergent teaching styles and completing the writing assignments paired with each, adult learners discussed and determined the efficacy of the two different approaches, and their reactions to the divergent styles.

Keywords: Andragogy; pedagogy; adult learners; learning through writing; graduate students; adult education

Review of the Literature

Currently, the demographics of college students are shifting away from young, generally privileged, white men to a more diverse group of adult learners. Caruth (2014) discussed the increase of students in colleges nationwide who are 25 years of age or older and explored her concern that institutions of higher education are relying too heavily on traditional pedagogical strategies that may not adequately address the needs of diverse student populations. Through her research, Caruth found that "almost half of today's overall college student body are adult learners, but many facets of higher education are not designed with adult learners in mind" (p. 22). There has been little change over the last 20 years in age distribution of graduate students, but between 1987 and 2007, the number of graduate students over the age of 40 and above increased by 87% (Bell, 2009).

In response to the increased presence of nontraditional students on college campuses, institutions must adjust to accommodate the changing instructional needs of their students. Although pedagogical strategies have been sufficient in teaching traditional college students, this approach does not appear to engage adult students as effectively as andragogy, the method of teaching developed by Malcolm Knowles in the 1970s (Chan, 2010, p. 25). Chan adopts Knowles' definition of andragogy and describes it andragogy as "the art and science of helping adult learn, in contrast to pedagogy as the art and science of teaching children" (p. 27).

When instructors use andragogy, Knowles argues, they can better engage adult students by adding a level of practicality and immediate relevance that is not present in pedagogy

(Chan, 2010). Andragogical strategies facilitate learning experiences that better resemble the world outside the classroom. In most environments outside of academic settings, individuals will collaborate, propose new ideas, and solve problems. Outside of academia, people rarely, if ever, learn or work through textbook quizzes, abstract lectures, and graded worksheets. When adults come to higher education and graduate classrooms, they are usually motivated by the potential for advancement in their field, or they are transitioning to a new career. Due to the specific goals aligned with graduate school, students should be given the opportunity to learn applicable strategies, not just the content. According to Knowles, "instructors who use andragogy appropriately are not dispensers of the information they believe to be valuable, but instead are facilitators who provide guidance while their students determine what they need to know" (Caruth, 2014, p. 23). While pedagogy relies on extrinsic motivation and scaffolding for younger learners, andragogy makes use of intrinsic motivation and the wealth of life experience that adult learners bring into the classroom.

Scholars familiar with andragogy understand that it is based on six assumptions: self-concept, internal motivation, role of experience in learning, readiness to learn, a need to know, and orientation to learning (Chan, 2010, p. 25). The ideas of self-concept and internal motivation suggest that adult learners who will benefit from andragogy are autonomous, self-directed, and independent, and they are more motivated by internal rather than external factors. Baskas (2011) maintained that intrinsic motivation "allows adult learners to process reading material more deeply, achieve higher grades, and show more persistence" than extrinsically motivated students (p. 3).Baskas also explored the necessity of a safe, comfortable learning environment in which adult students can make mistakes and then correct them using their education and past experience. Andragogy also relies on the assumption that adult learners have past experiences they can draw from and build on through their learning. However, a valuable life experiences that adult learners bring to the classroom are occasionally accompanied by harmful biases, and the reflective learning that is encouraged by andragogy allows them to reassess those biases and move toward new, more accurate understandings of the world around them (Baskas, 2011).

In addition to drawing upon personal experience, adult learners need to know the value of class content and how it applies to their lives. When adults are engaged in content they find relevant, they are willing to learn what they believe they need to know. Chan (2010) argued that, because adults are looking to learn for immediate application, their learning is task-oriented and life-focused. Students must be motivated in order to evolve their roles as learners from the familiar demands of pedagogy to the more active learning techniques they will use in andragogy; otherwise, they will not be able to receive the potential benefits of the method.

Though andragogy is a more relevant and effective method to teach enduring concepts to adult learners, almost all students will initially approach the method with trepidation. Levine (2002) described such apprehension occurring when he used andragogical strategies to teach a graduate level course in which students were to learn about group work and collaboration through practical experience and reflection. Levine began the class as students expected, with a short presentation about the course and his expectations. Then he explained that the students would work collaboratively to create their own group projects. The students had never been given such freedom in a classroom and were anxious about how to proceed because they were all more familiar with pedagogical strategies that would have called for the teacher to create their rubrics and give more direction for the project in general (Levine, 2002).

As the students became more accustomed to the idea of more active learning roles, they began to proceed by rejecting their instructor's suggestions in favor of doing something less theory oriented and more practical because that is what they valued. Being able to tailor their learning to what they find relevant allows students to remove themselves from their professor's academic biases (Levine, 2002). Levine's use of andragogy required his students to think beyond simply what they were learning in class and, instead, emphasized critical reflection upon the academic choices they made, which reinforced the strategies they learned and equipped them with the tools to succeed in the workforce better than if they learned abstractly what to do.

Method

Participants

This study uses data collected from 98 graduate students between 2013 and 2016 enrolled in a required master's level adult education course, History and Theory of Adult Education. The coastal southeastern state university offers this required program course annually in fall semesters. Students could join the program during any time of year, making it possible for participants to be in the beginning of the program, somewhere in the middle, or completing their final semester of classes. This course introduces adult teaching models. Although it is possible that a student had participated in an activity or class utilizing andragogical principles, the underlying concepts had not been shared.

Procedure

To determine the efficacy of writing as a learning tool and compare pedagogical to andragogical teaching styles, a course was constructed to explore the different

experiences of research paper writing, first through pedagogy and then through andragogy. The course for adult education graduate students first called for a paper written through pedagogical, teacher-based principals. The instructor provided students with strict requirements for writing this first paper, including the topic, number and types of references to be used, the order of major content subtopics to be included, formatting, and narrow page requirements. This essay was a research paper about andragogy that used pedagogical teaching strategies to expose students to the idea of andragogy. The instructor-given guidelines were as follows:

> Your paper should be formatted in the style of APA 6th Edition, with a minimum of five resources comprised of at least one book; at least two resources such as periodicals (non-electronic), interviews, etc.; and any other two resources. There can be no more than two websites/electronic journals incorporated. Your sources should be peer reviewed or refereed, meaning that it has undergone the process used by publishers and editors of academic/scholarly journals to ensure that the articles they publish meet the accepted standards of their discipline. Most, but not all scholarly journals are peer reviewed. Wikipedia is NOT a reliable referred journal and information found on this site should not be included in your paper.

The guidelines also included a list of elements that were to be included in the research paper such as an introduction, definition of andragogy, and the six assumptions of andragogy. Writing the first research paper with such strict professor-given guidelines allowed the students to engage in the epitome of pedagogical learning.

While the first research paper aimed to teach students about the concept of andragogy through pedagogical processes, the course's second assigned research paper called for students to work with active participatory andragogical principles. Each student individually determined the topic for their personal paper based on a topic in adult education/learning they were interested in pursuing. Each of the four classes developed the formatting and resource constraints to be followed by class participants. These included general or specific requirements, guidelines, and evaluation rubrics.

The four fall semester classes each constructed unique requirements. The different rubrics the classes created showed that each class prioritized aspects of the paper differently (see Table 1). For instance, though all four classes required usage of 6th edition APA formatting, they differed on the appropriate number and types of references to be incorporated, page requirements, and other characteristics. The class from fall of 2013 simply required two or more sources, while the fall of 2015 class required papers to include three or four sources, only one of which had to be peer-

reviewed. Only one class required a clear thesis statement, while the others decided a project statement or topic would be sufficient. Though there was some overlap in what the students believed to be essential for their research papers, no two classes used the same criteria.

Table 1

Number of Courses that Chose Specific Essay Requirements

Student Determined Essay Requirements	Number of Course Sections
Specified Minimum Length	3
APA 6th Ed. Formatting	4
Quality of References	4
Clear Topic	4
Organization	2
Content Knowledge	1
Spelling/Grammar	2
Specific Sections	2
Thesis	1
Personal Stance	1

Following the completion of both assigned research papers, the diverse teaching styles utilized in each were introduced in greater depth and discussed in class groups. Students were then provided an opportunity to reflect on the processes of each and evaluate what they believed to be the benefits and detriments of the diverse philosophies and methods of pedagogy and andragogy.

Conclusion

In this experiment, student experienced learning from the more familiar style of pedagogy followed by their first significant experience with an andragogical model. At the end of each semester, many students expressed mixed emotions regarding their preferred method of learning in the graduate classroom. Under the pedagogically assigned research paper, students in all four semesters reported difficulty finding book resources when everyone in class was researching the same topic while the campus library had a limited number of books on the topic. It seemed that, even though the

professor explained the limited resources and students were asked to utilize the scarce books each year, those available campus resources were checked out by the following morning, increasing the burdens on those who did not visit the library directly after class. Overall, students consistently voiced the opinion that the pedagogical approach was too confining, as they had difficulty meeting the necessary requirements when resources were limited. During discussions revolving around an andragogical approach to learning, students stated they enjoyed the opportunity to choose their own topics but wished for more guidance and defined parameters. Students found they had little trust that the professor would grade the assignment based on an instrument they had created and felt their work did not truly measure up to former standards and requirements. The learners continuously brought up the notion that they were "writing blind" and feared they were not following the intended path of the professor, which would lower their assignment grades.

Students perceived merits to both methods, as different situations and learning environments call for different requirements. After much classroom discussion, a significant percentage of students in all four classes stated that they preferred a combination of the styles instead of learning exclusively from one viewpoint. However, they stated that a gradual progression towards andragogy would put them more at ease with strategies they determined beneficial to adult learners. In the case of graduate adult learners in need of relevant coursework related to their careers and future learning, andragogy can help them to interact with their learning in a way that pedagogy cannot, including becoming stronger self-directed learners.

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Writing Between the Lines

Jennifer K. Holtz, Amy L. Sedivy-Benton & Carrie J. Boden-McGill

Abstract

Working toward promotion and tenure (P&T) is a large part of working as a faculty member at an institution of higher education. Through this process one provides evidence of contribution to the overall scholarly body of knowledge. However, this is affected by changes to cultural norms, administrative processes, and institutional expectations. Each of these items influences the P&T process and how individual faculty members must navigate this process. Based on the literature and described through perspectives from different universities, key strategies are identified to help others find success in an ever-changing environment. These include an awareness of the hidden curriculum, norms, beliefs, and perceptions.

Keywords: Hidden curriculum, promotion, tenure, evolving organizations

Writing Between the Lines

Writing and publishing are integral parts of faculty life, particularly at research universities. Professors, much like apprentices in applied professions, experience progressive inculcation into the university community that spans their academic careers. A professor's standing is contingent upon reaching landmarks of success. In scholarship, common markers include transitioning from doctoral student to professor through establishing a research agenda, becoming known in the field as an expert, and achieving recognition on a national or international level. At first, it seems there is a clearly defined, though lengthy, path through the academic ranks, a sort of marathon (Vogelsmeier, Phillips, Popejoy, & Bloom, 2015).

A particular challenge for professors may come when departments and universities are in transition (Ellet, Demir, & Monsaas, 2015). Often, due to external pressures such as funding challenges and the university's strategic responses, the values, beliefs, and norms of the university evolve, and they often do so more rapidly than official policies and procedures. Research expectations might increase, as might expectations to procure external funding. This kind of implicit evolution creates conflict between the realities of professors' ordinary world and strategic ideals, as professors are asked to add new and often unfamiliar duties to the roles they were originally hired to perform (Goia, Patvardhan, Hamilton, & Corley, 2013). This rapid cultural change results in a type of hidden curriculum where the relative value of the kinds of work used as evidence during evaluation for annual review and P&T is unclear and transitory.

In this paper, we explore factors related to culture change in the literature, manifestations of those factors at universities and the resulting hidden curriculum within annual review and P&T. We offer strategies for how others may adapt to the evolving organizational environment.

Literature Review

The image of a placid academic sitting in a quiet office pondering deep thoughts might still be realistic in isolated situations, but increasingly the reality is one of multiple simultaneous, equally important responsibilities such as teaching online, dealing with the expectations of students for immediate responsiveness, both long-standing committee work (e.g., Institutional Review Board) and newer concerns (e.g., curriculum transition to e-learning and mobile formats), grant writing, and publication in an increasingly shrinking pool of prime academic journals. The contemporary reality of academic life is far removed from the traditional structure that current professors observed as students (Flores, del-Arco, & Silva, 2016). Yet, the structure of P&T remains essentially unchanged, especially regarding research and publication, despite the adoption by many universities of Boyer's more broadly conceived concept of Scholarship of Discovery and Integration (Herbert & Tienari, 2013; Hyland, 2011, 2012; Lee, 2014).

That this imbalance is stressful is clear (Hyland, 2012; Reddick, Richlen, Grasso, Reilly, & Spikes, 2012). Transitioning from dissertation to scholarship in academe is complicated by the evolving nature of contemporary universities (Flores et al., 2016). Established professors traditionally mentor junior colleagues, but when those professors are themselves learning to navigate the new nature of academia, such mentorship is of questionable value; what worked before might not work now. Formal mentoring and writing support programs appear successful (Badenhorst et al., 2013), as does at least one effort to introduce emerging scholars to life as an academic through doctoral coursework (Jalongo, Boyer, & Ebbeck, 2014). Such coursework would be valuable in easing the transition to professional responsibilities and expectations and could be expanded to address other aspects of the professoriate.

While publishers increasingly offer a variety of publishing options, the emphasis in traditional P&T structures on impact factors, acceptance rates, and a linear track cast a pall over the value of those options (Herbert & Tienari, 2013; Hyland, 2011, 2012; Lee, 2014). In an inherently interdisciplinary field such as adult education, it is typical for research to be disseminated through refereed books (Holtz, Springer, & Boden-McGill, 2014) and journals in collaborating fields (Downing & Holtz, 2012). It is critical for new academics to understand the challenges that exist for publishing in their fields when establishing a research track. Networking, too, is essential. Social media has greatly

expanded the opportunities for networking available to professors, which traditionally relied on conference attendance and robust populations of department colleagues. Instead, social media sites such as Twitter for Academics and Facebook for Academics (Scoble, n.d.) can widen a professor's network of possible collaborators at minimal expense.

Networking is also key to establishing coping strategies (Reddick et al., 2012). While one might believe that strategies that worked for the dissertation should transfer to academe, those skills may not be sufficient. Whereas the dissertation is largely a solitary endeavor—acknowledgement sections not withstanding—collaboration in academia is not simply a trend; it is mandatory. Collaborative research is favored by granting agencies and, increasingly, P&T committees. Developing collaborations include establishing authorship status and position, because, conversely, traditional P&T structures still favor first-author and single-author publications (Day, Delangrange, Palmquist, Pemberton, & Walker, 2013; Herbert & Tienari, 2013; Hyland, 2011, 2012). Badenhorst et al. (2013) described a faculty writing group that succeeded largely because it successfully juggled changing workloads, accounted for shared authorship and, coincidentally, became a source for participants to "negotiate academic cultures" (p. 10012), which was not an initial intent. It further allowed for individualism, for those solitary souls who prefer to write alone but need support to fit a structured writing opportunity into their lives.

The literature described clearly supports that the changing nature of the professoriate raises challenges for both veteran and new faculty members. While each individual has concerns not necessarily shared by others, there are sufficient similarities to detect trends and propose navigational aids. The following author vignettes demonstrate the lessons to be shared through reflection on the commonalities.

Promotion and Tenure in a Time of Organizational Change: Amy's Story

I entered a university as a new faculty member, having come from a non-profit organization. My only exposure to the tenure process was as graduate assistant to my untenured advisor. When she went up for tenure, I found the largest three-ring binders available and spent hours at the copier and hole punch to assemble the binder properly, but I had little awareness of what was going on behind the scenes. In my first tenure-track position, I began to feel the immense pressure to start my own binder. Despite being a person who likes deadlines and checklist specifics, all I found was a broad P&T policy; the most transparent part of that process was the Provost's deadline for receipt of materials.

I scoured the literature and found several books, including one (Bakken & Simpson, 2011) that implied the process was somewhat standard, regardless of location. The

dean met with junior faculty, explaining what was required in teaching, scholarship, and service. It seemed straightforward until I completed my yearly faculty evaluation and discovered that what I was being evaluated on were not the things being asked of me for P&T and not what I had read in the literature.

I spent the next years networking with successfully tenured colleagues, exploring how I fit within my program, department, and university. I determined the expectations of a faculty member, the work I needed to do, and how to begin publishing. A new P&T committee was elected, and an ad hoc committee was charged to align annual reviews with P&T expectations. There would now be third-year reviews for junior faculty. Yet, the third year brought a new provost and complete restructuring of the university. Out of desperation, I forged relationships with peers who were up for third-year reviews, which sparked collaboration, support, and, ultimately, a successful review. Through the arrival of yet another Dean and more reorganization, I continued building upon the successes in my third-year review. A last-minute demand by the Provost that dossiers be externally reviewed was not written university policy but was conveyed by my chair, and I had those letters when I submitted my materials. At this point, the university had a new provost, a new dean, and an entirely new P&T committee; I had to cull all of what I believed to be right and submit.

If you are approaching P&T during organizational change, keep in mind the following recommendations.

1. Make sure you are aware of changes in the university and that expectations tend to shift. Being proactive rather than reactive in working through the process can work to your benefit, even if it means extra work; my external reviews were very much to my advantage.
2. Appearance matters. For example, I wanted to print evidence on both sides of the paper when compiling my evidence binder, but there is value in having that large five-inch binder full of my work.
3. Let your work speak for itself. Create evidence that can stand alone if you are not there to defend it to any discipline. Ensuring that my work was linear prevented readers from trying to make their own, possibly incorrect, connections. Create the connections for them.
4. Know your audience. Understand the changes in your organization: Who will read your dossier?
5. Create a cohort of peers who are going up for promotion and tenure, even across disciplines. Share information and views. Unless you are at a Research I university, the P&T process is not a competition.

Five Lessons Learned through Interdisciplinarity: Carrie's Story

In my career, I held academic appointments in three different disciplines, housed in four different colleges, and situated in three separate institutions that are vastly different in terms of mission, size, cost, location, and populations served. Despite these differences, the official processes and procedures for annual review and P&T were nearly identical; what was different for each was the writing between the lines, or hidden curriculum, and it needed to be mastered. In reflecting on the experiences, the same five skills could be leveraged in each context; it was honing these that allowed me to successfully navigate the annual review process and to earn P&T.

1. *Obey the Signs*. There are many instructions for annual review and P&T, including departmental governance documents, departmental procedural documents, faculty handbooks, university policy and procedure statements, trustee policies, and system policies. Because these resources are freely available, it is possible that no one will advise you to read them. Read them. There is no substitute for understanding the system. Your audience is a group of professors, accustomed to giving and grading assignments; if you are applying for tenure and the documentation requires eight articles with at least two in top-tier journals, make sure you meet this standard exactly. That it is essential for you to understand and follow directions might sound simple, but in most negative annual reviews and denied tenure or promotion cases I have seen, not obeying the signs (i.e., not meeting minimum standards as described in official documentation) was the major reason.

2. *Read the Writing on the Wall*. Work-related gossip is the equivalent of street graffiti. Knowing what is written on the wall tells you what you need to know about the environment. Focus on what you can learn about quantity and quality of publications expected. Have you heard that one publication a year is sufficient for now, but next year it will be two? Are there rumors about adding metrics in a way that has not been considered before? Are you hearing conflicting stories about the value of impact versus downloads? Did alt metrics seem unimportant last year but suddenly they are on nearly everyone's radar this year? Ask questions and seek answers to help you navigate which decisions and strategies are in your best interests.

3. *Solve the Word Jumble*. You seek advice about P&T from a trusted colleague. The colleague provides examples of why proceeding in a specific direction makes sense, and you follow the advice. Then you receive conflicting advice, 180 degrees in the opposite direction. Or, perhaps, you see someone who was

successful doing exactly what your trusted colleague told you not to do. The result is panic and cognitive dissonance. What used to be perfectly ordered in your mind is now disordered. The strategy that seemed clear and spelled out from steps A through Z is now just a bunch of letters. This is the career equivalent of the word jumble, and only you can solve it. You must decide whether to abandon strategy or select a new one, whether to pursue a social media presence, to chase a funding stream, to write a monograph, or engage in a community project. Select the solution that puts the letters back in the way that makes the most intuitive sense to you. Trust yourself.

4. *Unveil all that is Written in Invisible Ink*. Be prepared for this. There will be rules and requirements that are not included with the official documents but are nonetheless deal breakers if they are not followed. Here are some examples from my personal experience. "For the tenure dossier, _____ document must be placed in a red folder." This "rule" was written in a memo that was not distributed with tenure and promotion materials. Without having gone through the process before, there was no way to know that one must ask for the memo. Another example, "The first notebook for the tenure portfolio must be printed on 28 lb. acid-free paper." This rule was not mentioned anywhere in writing, but I did overhear a committee member telling another applicant to make sure to use "acceptable paper." This prompted me to ask the question of a committee member: "What is acceptable paper?" The answers are available; they are just written in invisible ink. That is, they are hidden within the university's organization in people who have the tacit knowledge of the processes. So, like applying heat to the paper of a message written in invisible ink, you need to seek out administrative assistants, staff, committee members, and faculty who have recently completed the process who can tell you the unwritten and abstruse rules.

5. *Write Your Story in Your Voice*. There are no documents more important than the narratives you write contextualizing your own academic work, such as cover letters for annual review and statements of contributions in P&T dossiers. Because these are not published, many scholars throw them together at the last minute or otherwise give them short shrift. Yet, only you can tell the story of your vitae in a way that justifies decisions, connects pieces that might not be apparent to a casual reader, and contextualizes what your work means and why it is important. Do not assume that even familiar readers (e.g., friendly colleagues) ascribe the same meaning to your work that you do. This is an opportunity for you to choose the metrics, make the argument, and respond to expectations in the department/college/university in a way that is right and genuine for you.

Write this in your own voice. Work ahead. Ask for feedback. Make sure it is widely known that you take the review process every bit as seriously as your work.

Discussion

Common to the situations described in the vignettes are emphases on both knowing the landscape (e.g., the cultural norms, administrative processes, institutional expectations, trends in one's field) and knowing how to best present oneself in that landscape. Underlying all the advice is the need to network, but in a strategic way. Recall the tenet of saturation from qualitative research; faculty should continue asking questions until the answers are being repeated sufficiently often to indicate saturation. Subsequently, they must remember who provided the answers that reached saturation and consider those persons as resources to be cultivated. Who and what were their resources? Faculty must self-advocate. When one of the authors (J.H.) could not find a saturated answer to an important question, she scheduled an appointment with the university provost and was honest about what she wanted to discuss. Not only was the question answered decisively, but incorrect information on the university website disappeared and was replaced by correct information, which was subsequently mailed to all administrative units. As in the vignettes, faculty must use their own voices to their own benefit and let their work speak for itself.

Conclusion

Evolving organizations present challenges to tradition. Higher education is experiencing rapid changes, and universities must be responsive to societal, government, and accreditation expectations: wider access to an increasingly diverse population; relevant and state-of-the-art programming; and increased quality with decreased funding. This environment, as discussed in the vignettes, has a dramatic impact on faculty members, who face in annual review and P&T processes a hidden curriculum where expectations may increase rapidly and misalign with other, more traditional aspects of academic work. Strategies for successful navigation of the changing landscape belong in the professional skillset of every academic, although opportunities to develop those skills are uncommon in doctoral programs and informal in the work environment. Professors must be proactive in identifying and meeting their learning needs.

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Promoting Engagement and Community in Online Courses:
It's all about the Writing

Jeremy Schwehm, Jennifer Saxton & Annette Stuckey

Abstract

For adult learners in online courses, writing is the predominant means by which all interaction takes place. As those participating in online education rely heavily on engagement with content, peers, and instructors, special attention should be given to include various activities that promote written communication to foster a positive and engaging classroom experience. By providing engaged writing assignments for online adult learners, instructors can increase student learning, promote a sense of belonging to the institution, and increase persistence. In this interactive session, the presenters introduced attendees to online learning strategies that match types of writing (expository, persuasive, descriptive, narrative) and assignments with learning management system tools to enhance adult student engagement with course content, peers, the instructor, and self.

Keywords: adult learning online, adult learner engagement, engaged writing online, online classroom community, online classroom engagement

Promoting Engagement and Community in Online Courses:
It's all about the Writing

Student involvement, engagement, and sense of belonging have been theoretically and empirically linked to positive educational outcomes (Astin, 1984; Bollen & Hoyle, 1990; Pascarella & Terezini, 2005; Tinto, 1993). Specific to adult students, engagement in the classroom through relationships with faculty, staff, and peers has been linked to positive outcomes (Bean & Metzner, 1985; Dill & Henley, 1998; Kasworm, 2003; Rovai, 2002, 2003). Although online degree programs can mitigate various obstacles and meet the accessibility needs of adult learners, online courses can lead to a lack of interaction and engagement (Chen, Gonyea, & Kuh, 2008; Hill, Song, & West, 2009) and feelings of isolation (Song, Singleton, Hill, & Koh, 2004) if not designed correctly. There are ways to increase the engagement and sense of belonging of online adult students through other services, such as academic advising (Giroir & Schwehm, 2013), but the central path for adult student engagement is the classroom (Graham, Donaldson, Kasworm, & Dirkx, 2000; Kasworm, 2003; Philibert, Elleven, & Allen, 2008).

Kearsley and Shneiderman (1999) argued that to be engaged in the online learning environment, students must be "meaningfully engaged in learning activities through

interaction with others and worthwhile tasks" (p. 1). Online courses designed with increased interactivity components positively impact student engagement (Poniatowski, 2013). These can include collaborative writing assignments (Fredrickson, 2015), thought-provoking discussion forums (Mason, 2011), online narrative writing (Annamalai & Tan, 2014), multimedia tools (Sun & Rueda, 2012), the use of Wikis (Neumann & Hood, 2009), and the recognition of online status and online learners being treated as equals to face-to-face students (O'Shea, Stone, & Delahunty, 2015). In application to the adult online learner, the online experience must include interaction among students in a community of learners, individual student engagement with content through the utilization of learner past experience, engagement in worthwhile tasks to facilitate knowledge construction, and online learner engagement in communities of place, practice, and learning.

For adult learners in online courses, writing is the predominant means by which all interaction takes place. In this interactive session, the presenters introduced attendees to online learning strategies that match types of writing (expository, persuasive, descriptive, narrative) and assignments with learning management system tools to enhance adult student engagement in the online classroom. The presenters also discussed how the use of a variety of writing assignments can help online adult students build confidence in their writing ability.

Practical Application

By providing engaged writing assignments for online adult learners, instructors can increase student learning, promote a sense of belonging to the institution, and increase persistence. To promote engagement in an online course, the instructor should consider the type of engagement, the style of writing, and the appropriate learning management system (LMS) tool (Table 1) when designing writing activities. While it is rare that a single writing activity fits in a single category, most writing assignments influence multiple types of engagement, and by utilizing specific LMS tools, instructors can better utilize types of writing to promote engagement.

Table 1

Types of Engagement, Writing, and LMS Tool

Type of Engagement	Type of Writing	Type of LMS Tool
Content	Persuasive	Discussion
Peers	Expository	Journal
Instructor	Narrative	Wiki
Self	Descriptive	Blog

The four types of engagement discussed in the session were engagement with content, peers, instructors, and self. Engagement with content includes linking learners' past experience with course content and/or facilitating the application of course content. Peer engagement refers to engagement with fellow class members in group settings, as well as engagement with the entire class. Engagement with the instructor implies meaningful, one-on-one interaction with the instructor. Engagement with self requires purposeful self-reflection.

Effective forms of writing include expository, persuasive, narrative, and descriptive. The purpose of expository writing is to inform or explain. Expository writing can be matched with multiple LMS tools, but is perhaps best suited for the discussion forum and the wiki. For example, to facilitate engagement with content, a student could be asked to use expository writing in the discussion forum to explain a specific theory or concept in relation to their work experience. This would require students to use past experience to illustrate key components of a concept.

Engagement with peers can be achieved using any writing style. Narrative writing is used to tell a story, and expository writing can be matched with a wiki for group exercises in which the end goal is to create original content based on course learning. This can be in the form of group portfolios, learning module summaries, or study guides. Descriptive writing is similar to expository writing, because it incorporates imagery and sensory detail. It can also be used to encourage engagement with peers in discussion forums. The use of descriptive writing allows students to explain concepts in more personal, relatable terms.

Engagement with the instructor and self might best be achieved through the use of narrative and expository writing activities that seek to provide meaningful interaction and ongoing conversation/discourse with the instructor, as well as self-evaluation or reflection resulting in a deeper meaning for the student. An excellent engaged writing activity might revolve around a capstone project journal, a critical book review, or a service-learning reflective exercise. The dialog among instructor and students must be meaningful to the student. By involving them in real community problems, service-learning provides students with a need to know, a desire to enhance their skills and a commitment to solving problems of importance to them. Journals are particularly effective since they are private-only dialog between the student and instructor and allow the student to feel included, respected, and safe.

Conclusion

The theoretical framework of engagement (Kuh, Kinzie, Schuh, Whitte, & Associates, 2005), social construction/learning (Bandura, 1986), engagement theory for technology-based learning (Kearsley & Shneiderman, 1998), perceived cohesion (Bollen & Hoyle,

1990), and connection classroom (Graham et al., 2000; Kasworm & Blowers, 1994; Philibert, Allen, & Elleven, 2008) supports the purposeful use of writing styles with specific LMS tools to increase engagement for adult learners in the online environment. The conference presentation focused on providing examples of the identified writing styles (narrative, expository, persuasive, and descriptive), introducing engaging activities that incorporate those writing styles, and discussing various learning management tools available in most learning management systems (LMS) to teach those principles. The session opened with a discussion of why engagement is important, introducing the audience to the difference between involvement and engagement and examining how students' experience increased learning, sense of belonging, and persistence to completion when they are engaged in their learning.

Whereas traditional-aged students divide their time between classroom engagement and campus activities, the classroom is central to the adult student experience, therefore suggesting that faculty members and course developers focus on incorporating engaging activities into the online classroom setting. As those participating in online education rely heavily on engagement with peers and instructors, special attention should be given to include various activities that promote written communication to foster a positive and engaging classroom experience.

A meaningful discussion took place where each practitioner was able to glean valuable information and resources to take back to their respective classroom or program. The presentation closed with a discussion of best practices that should be considered when implementing activities which promote engagement in the online classroom. One should consider the type of engagement and determine the best type of writing to match with the most appropriate LMS tool. Regardless of the activity, sometimes the level of engagement depends on the involvement of each individual instructor, and the more complex assignments tend to mean less engagement. Also, learning outcomes are assessed to determine if what you are doing is successful.

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Exploratory Study of Perceived Barriers to Learning in an Urban Educational Opportunity Center

Jung Min Lee

Abstract

The purpose of this study was to identify the perceived barriers of adult learners to program in the State University of New York (SUNY) Manhattan Educational Opportunity Center (MEOC) from the perspectives of students and teachers. The study also sought to determine teachers' insights regarding means of motivating adult students to continue program participation. This study was primarily quantitative and employed the Professional Standards for Teachers in Adult Education: Self-assessment (PSTAE; 2008) as well as a program survey designed to assess the impact of situational, institutional, and dispositional deterrents. Data were collected through SurveyMonkey. The data resulting from this comparison between teachers' and students' perceived barriers to program participation were consistent with prior research in this area. The MPSTAE self-assessment results identified that use of technology was rated lowest in terms of mastery among the six standards related to helping adult learners.

Keywords: adult education, barriers, motivation, professional standards, adult learner

Exploratory Study of Perceived Barriers to Learning in an Urban Educational Opportunity Center

The State University of New York (SUNY) Manhattan Educational Opportunity Center (MEOC) is part of a network of educational institutions funded by the New York State Legislature through the SUNY Center for Academic and Workforce Development (CAWD). Founded in 1966, the MEOC offers academic and vocational training programs to New York State residents, particularly in the Harlem community. The primary goal of the MEOC program always has been to effectively serve the adult students in their catchment areas through providing high quality educational experiences. However, MEOC enrollment goals were not being met consistently. This study represented the program's first systematic attempt to help to explain how low program enrollment could be increased and maintained. Specifically, the study focused on determining barriers to student participation in the SUNY-MEOC, as well as factors and techniques that could promote student retention.

Literature Review

Understanding the barriers to participation in adult education programs has been a subject of special interest to researchers and policymakers. Studies using a variety of research methods, including in-depth interviews, survey questionnaires, and hypothesis testing, have been used to address this issue. Johnstone and Rivera (1965) first proposed the existence of situational and dispositional deterrents. Carp, Peterson, and Roelfs (1974) conducted a national survey that also found both situational and dispositional barriers related to adult student program participation. Cross (1981) suggested a third category known as institutional barriers. Darkenwald and Merriam (1982) added an additional barrier to the research in this area by proposing informational barriers that deter learning in adults when information about available learning experiences is not easily accessible.

Scanlan and Darkenwald (1984) reviewed the literature on deterrents to participation and concluded that there were six categories of deterrents that emerged in most settings and with most populations: individual, family, and home-related problems; cost concerns; questionable worth or relevance of educational opportunities; negative perceptions of the value of education; lack of motivation or indifference to learning; and lack of self-confidence. Subsequently, Scanlan and Darkenwald (1984) developed a systematic means of assessing barriers or deterrents to student participation in adult learning programs.

They developed the Deterrents to Participation Scale (DPS) in order to investigate the limits of participation among allied health professionals in continuing education programs. When the DPS was administered to a large random sample of health professionals, factor analysis yielded six orthogonal factors: disengagement, lack of program quality, family constraints, cost, lack of benefit, and work constraints. Multiple regression analyses indicated that the factors were “potent predictors of participation” (Scanlan & Darkenwald, 1984, p. 155). This study also concluded that meaningful deterrent factors can be identified, that the construct of deterrent is multidimensional, and that there was empirical support for incorporating concepts related to deterrent theories of participation (Scanlan & Darkenwald, 1984).

Hayes (1988) interviewed 160 urban low-literate Adult Basic Education (ABE) program students from seven institutions. The study provided a typology to improve general knowledge of deterrents to participation in adult education using the Deterrents to Participation Scale—Low-literate learners (DPS-LL) instrument (32 items on a Likert-type scale). Hayes (1988) found that six low-literate adult focus groups were identified on five deterrent factors: low self-confidence, social disapproval, situational barriers,

negative attitude to classes, and low personal priority. Manning and Vickery (2000) discovered six deterring factors: personal disengagement, lack of program quality, work constraints, cost, family constraints and professional disengagement. Different studies have addressed deterrent barriers related to student participation in adult education programs through a variety of research methods and have yielded different results. However, there seems to be general consensus that quantifiable barriers related to situational, institutional, and dispositional barriers do exist and that they do have an impact on student participation.

Methods

Setting

The SUNY-MEOC student population is diverse in age, ethnicity, country of origin, and catchment area. Approximately 50 different countries are represented in the student population. In addition, 30 different languages are spoken in the students' households including French, Haitian-Creole, Swahili, Mandarin, Bengali, Arabic, and Spanish.

Most students identify as African American/Black or Latino/ Hispanic descent with many speaking English as a second language. The median age of the students is 33, with Generation Y or Millennials (ages 19 to 34) accounting for the largest group of students, and women accounting for approximately two-thirds of the student population. This rich diversity enhances and challenges the environment for students and reflects the global and intergenerational reality in educational and occupational settings.

Participants

There were 10 MEOC programs in the SUNY system at the time of this study, but this study focused on only one program. The participants for this study were drawn from the 300 students who had email addresses (among all who registered during the 2017 spring semester) and from the 30 teachers (four full-time instructors and 26 part-time instructors), all of whom had email addresses.

There were two groups of volunteer participants in this study: 15 teachers from SUNY-MEOC; 35 students of the 300 possible students responded in SUNY-MEOC. This study used quantitative methods to identify perceived barriers to program participation from both students and teachers. The study also assessed teachers' self-perceptions of competency related to adult education standards as well as their insights regarding sources of student motivation and methods and techniques for maintaining program participation among adult students.

Instrumentation

This study employed two on-line surveys. The first was a program-developed survey designed to assess the impact of situational, institutional, and dispositional barriers on program participation. The second instrument was the Maryland Professional Standards for Teachers in Adult Education (MPSTAE) Self-Assessment plus three additional open-ended questions in the survey.

The MPSTAE self-assessment survey is a 38-item instrument that addresses competencies related to the six standards of the Maryland Adult Education Standards Framework: help establish and support program goals and responsibilities; provide a positive adult education-learning environment and promote lifelong learning; plan, design, and deliver learner-centered instruction; assess learning and monitor progress; implement technology; and maintain knowledge and pursue professional development measured through the survey. Only teachers completed this survey.

Data Collection

Students' and teachers' survey data were collected using a web-based survey tool (SurveyMonkey). Potential participants were contacted via e-mail with a link. The SUNY-MEOC director sent a reminder email to its members if they had not responded by a determined date. Participation was anonymous, voluntary, and uncompensated.

Data Analysis

Once the surveys were completed, the data were retrieved from SurveyMonkey and were exported to Excel. Data were analyzed using frequencies and percentages. Percentages were used to describe participants' demographics information, and descriptive statistics were calculated to report the socio-demographics of the sample. Three questions (37, 38, and 39) in this survey had open-ended responses. Question 37 asked about students' perceptions of barriers to program participation, question 38 addressed factors related to students' motivations to continue, and question 39 addressed teachers' suggestions for motivating students outside the classroom. The responses from the open-ended questions were recorded in a separate table under the headings of: barriers for participation (question 37), motivation (question 38) and how to motivate outside of classroom (question 39). The responses in this table were consistent with those from prior research.

Results

Student's Survey

Survey results indicated that only 3.3 percent of the respondents reported child care as an issue, which is noteworthy given that most of the participants are women. Survey results indicated that students reported in order of importance, the following institutional barriers: "Amount of time required to complete programs" and "strict policy for attendance" (37% each). Less than half (41%) of respondents stated lack of time for program completion as a main barrier as shown in Table 1.

Table 1

Results of student's survey

Answer Options	Response Percent
Situational Barriers	
Not enough time for study/homework	66.7%
Home responsibilities	50.0%
Job responsibilities	40.0%
No or not enough money for MetroCard	40.0%
No place to study or practice	16.7%
Friends, family or relatives don't like the idea of going to school	13.3%
No or enough child care	3.3%
Institutional Barriers	
Amount of time required to complete programs	40.7%
Amount of class time required	37.0%
Strict attendance requirement	37.0%
Did not meet entrance requirements for desired program	25.9%
Entrance or progression to higher program requirements	22.2%
Not enough opportunity for workshops that fit my schedule	14.8%
Courses/programs are not scheduled when I can attend	11.1%
Dispositional Barriers	
Afraid that I'm too old to begin or continue with program	34.6%
Low grades and school failures in the past - not confident of my ability	34.6%
Not enough energy and stamina to keep up with school work and other responsibilities	30.8%
Don't understand classroom materials but afraid to ask questions or ask for help	23.1%
Don't know what to learn or what it would lead to	15.4%

Don't really enjoy studying	11.5%
Don't want to associate with classmates and instructors	3.8%
Tired of school, tired of classrooms	0.0%

Ostiguy, Hopp, and McNeill (1997), however, identified “no course interest” and “lack of information provided” (p. 15) as major institutional barriers, and Sloane and Kops (2008) found “lack of access to information” and “costs of programs” (p. 40) to be most important. Both results are different than those for SUNY-MEOC students. It is noteworthy that around one-third (35%) of respondents stated that concerns about age and bad experience for learning in the past were important. Nonetheless, these two areas were still selected most often. None of the participants indicated that they were tired of school or tired of classrooms, which suggests that although self-confidence may be low, intrinsic motivation still remains.

Teachers' Results

Open-ended question results. The open-ended questions addressed barriers to program participation, sources of student motivation, and methods and techniques to motivate these students inside and outside the classroom. Among the barriers noted by the teachers who responded to the first open-ended question were: “transportation problems,” “trouble arranging childcare or elder care,” “too little time for studying,” “lack of preparation for the study program,” “difficulties competing with younger students,” “physical and mental illness,” and “substance abuse.”

The second open-ended question addressed sources of student motivation. Teachers indicated that learners are often “motivated through tangible awards” (certificates, recognition of their accomplishments), “immediate positive feedback,” “a sense of belonging and being part of a community,” “peer support,” and “resources being available and extra support to help them balance between their daily responsibilities” in order to develop increasing participation in learning experiences.

Finally, when asked how to motivate students inside and outside the classroom, teachers suggested “providing technology for learners with special needs,” “promoting laws and regulations to further assist students,” “taking periodic refresher workshops on adult learning theory,” “more communicative and learner-centered approaches to literacy development including a discussion of concrete ways to apply these theories,” and “identified to engage with students inside and outside the classroom” to their teaching.

Limitations

This study had several limitations. First, there was a relatively small sample size among both teachers and students. Second, the population for the study consisted only of those students who had email addresses. Given that the majority of students did not have email accounts, a different survey method may have yielded different results. Finally, the study assessed the sources of students' motivation indirectly from teachers' survey.

Discussion and Conclusion

This exploratory study investigated the extent to which situational, institutional, and dispositional barriers influenced program participation and program persistence among students in an urban adult education center. Findings suggested that situational barriers still exert a substantial influence on program participation. One factor stands out: students lack sufficient time. This finding is consistent with other studies noting the influence of situational barriers (Chang, Wu, & Wu, 2012; Dench & Regan, 2000; Ostiguy et al., 1997; Pevoto, 1989; Sloane & Kops, 2008). Lack of time is also a barrier represented under institutional barriers, though course scheduling, per se, was not among the most significant barriers reported by students in this category. Finally, one important factor that stood out in these results is the importance of student self-confidence (dispositional barrier).

Advisors and counselors must work with individual learners to build self-esteem and confidence by reinforcing their level of progress. They should also work closely with course instructors (before or after class) to offer encouragement and provide advisement. This could happen by offering regularly scheduled life skills, career, and employment preparation workshops and implementing technology workshop topics, which were reported by teachers through MPSTAE self-assessment result as shown in table 2.

Table 2

MPSTAE Self-Assessment Results

Areas of improvement			
Teacher's Professional Standards	**Percent**		
	Proficient	**Progressing**	**Needs improvement**
1. Make suggestions for instructional materials/programs or student support program improvement	53.33%	40.00%	6.67%
2. Design activities for and encourage independent study skills	53.33%	26.67%	20.00%
3. Provide frequent and varied opportunities for learners to practice and apply their learning	53.33%	33.33%	13.33%
4. Interpret formal and informal assessment results, review the results with learners, and develop appropriate educational plan	40.00%	53.33%	6.67%
5. Effectively integrate technology into instruction	33.33%	33.33%	33.33%
6. Develop and maintain knowledge of instructional techniques and referral procedures for learners who have special needs	33.33%	20.00%	46.67%

Total N= 15 teacher's answers

Findings from this study suggest that in order for adult learner programs and teachers to overcome deterrent barriers to program participation, motivation is essential. Programs should provide friendly and welcoming learning environments, both in classrooms and outside of classrooms, self-exploration, realization activities, and community engagement. In addition, they should provide counseling services plus emergency cash in case of a dire financial situation to help students to persist with a program.

Instructors should provide constant and consistent feedback on student attendance and classroom performance, as well as programmatic incentives upon successful completion of a milestone. In addition, they should share with adult learners how a skill they are about to teach had helped a real person in the past or even saved them academically.

They also should make an effort to identify successful peers and have them share their experiences.

Finally, it is important for all stakeholders to remember that the teachers' and students' results were consistent except physical and mental illness. Some teachers believed that the students have a mental illness, which might be another topic for the further research.

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Writing: Collaborating for Increasing Success

Marilyn S. Lockhart

Abstract

Writing is critical for faculty and student success in higher education. This paper presents a writing model designed by participants during a collaborative session at the Adult Higher Education Alliance Annual Conference. The Gray (2010) model used by the author at her home institution to create faculty writing groups served as a foundation. While the initial goal of the session was to create a model for faculty use, participants at the session wanted to design a model that could be used by faculty and students. The discussion and design proceeded with this as the revised goal. The model consists of 20 strategies that are divided into the categories of: (a) preparation, (b) beginning, (c) in process, and (d) ending. The model can be used by individuals and on-going writing groups.

Keywords: higher education, faculty development, faculty writing

Writing: Collaborating for Increasing Success

As adult education faculty teaching in higher education, we are expected to publish our work in order to be successful. Faculty are expected to be productive writers throughout their careers even after receiving tenure (Stivers & Cramer, 2013). However, writing is typically a solitary activity and can be slower than hoped for in delivering a product ready for submission (Boice, 2000). In a study conducted of hundreds of new faculty at different institutions, Boice (1992) found that the majority of them struggled with writing during their first two years, and two-thirds of them produced little that "counted" towards their success in being retained and gaining tenure. Even more discouraging, their difficulties continued into years three and four. He lists four main reasons for these problems: (a) they did not learn how to write in graduate school, (b) what they did learn they learned in isolation, (c) writing seems difficult and mysterious to them, and (d) they strive to write like how they believe "experts" write rather than follow more efficient and simple ways of writing (Boice, 2000). He recommended that faculty use a nihil nimus, or nothing in excess, approach by beginning to write before they feel fully prepared, writing with calmness and patience, working in brief and regular sessions, practicing timely stopping, and moderating negative thoughts about writing (Boice, 2000).

Tara Gray, a national and international speaker on faculty writing, developed a simple model for faculty to follow. Her model included: write 15 to 30 minutes a day, keep a log

of writing time, organize around topic sentences, share work early with non-experts, and share later work with experts (Gray, 2010). Additionally, she advocates that faculty "kick writing out the door" (p. 73) to submission rather than striving for perfection.

Background and Purpose

Using the principles developed by Gray, the presenter of this Adult Higher Education Alliance (AHEA) 2017 Annual Conference workshop and author of this paper created writing groups at her own institution beginning in fall 2012 and has continued creating new groups each semester. A total of 20 writing groups have been formed since 2012. An assessment conducted in late 2014 revealed that individuals in the groups reported increased writing success with numerous journal and books published and grants received (Lockhart, 2015).

One of the primary lessons learned over the years by the author of this paper in working with the groups was that adults can learn about additional successful writing approaches from one another. Therefore, the goal of the session was to create a one-time writing group opportunity for attendees. The presenter anticipated that strategies and ideas shared during the session would expand upon the Gray (2010) writing model and build a new model for successful faculty writing and subsequent publication. The newly constructed model could then be used by participants individually in their own writing and to create writing groups at their own institutions to produce new avenues for increasing success. The purpose of this paper is to report the new model created during the AHEA session.

Methodology

The session began by the presenter asking participants why they attended the session. Unexpectedly, they stated they wanted to learn ways to (a) improve their own writing and (b) improve the writing of their students. Because of these two goals, the brainstorming and discussion during the workshop included faculty and students as anticipated users of the new model. Next, participants were asked to share their own successful writing strategies, challenges they experience, and how they overcome these challenges. Additionally, participants shared strategies they had observed as helping or hindering students' writing in their classes. Last, the Gray writing model that was used by the groups formed at the presenter's institution was given. Since the keynote address made by Dr. Dominique Chlup earlier that morning provided tips for establishing and maintaining a writing habit, participants were encouraged to add these to the model as well.

Outcomes and Model

The model created during the session consists of 20 strategies that are divided into the categories of: preparation, beginning writing, in-process writing, and reviewing. Dr. Chlup (2017) is referenced for principles that she gave in her keynote address and that were referred to during the session. Additionally, the author of this paper talked informally about writing with another presenter at the conference, and one of her recommendations was incorporated into the presentation and into the model. She is referenced within the model as well.

Preparation

1. Determine the type of writing that you are doing. For example, ask yourself "Is this academic writing?" "Is this business writing?" Also, consider the discipline for which you are writing as different disciplines have different expectations.
2. Think of yourself as a writer (Chulp, 2017). As a faculty member, we are paid to write. As a student, you must write to be successful and graduate.
3. For faculty, read published articles or books and look for topic sentences to help learn organizational structures used in writing. For students, give them overviews and subsequent quizzes about organizational structure and topic sentences to help them learn to write.
4. Just do it! Get started! Getting started provides motivation and alleviates the guilt and anxiety of not writing.

Beginning

5. Do not pay too much attention to style format, such as APA, when you start, as this can slow you down. You can review for proper style later.
6. Pay attention to the organizational structure. Composing an outline can really help to organize paragraphs and the entire work. Inserting headings early in the process helps to organize writing.
7. Organize paragraphs around topic sentences. Topic sentences let the reader know what will be covered in the paragraph. There is one topic or key sentence for each paragraph and these are usually located early in the paragraph. For students, a topic sentence as a first sentence makes it clear what that paragraph will be about and helps organize what to write next. More experienced writers can locate the topic sentence later in the paragraph. However, topic sentences located relatively early in the

paragraph can direct the reader's attention and create early understanding of the purpose of the paragraph.

8. If you form a writing group, establish ground rules such as "the purpose of this group is to motivate and encourage each other to write more," and "we will provide positive feedback first and then go to what we would like to see and finish with something positive." Ground rules will help to ensure productive feedback to each other.

In Process

9. Write frequently to practice your writing skills. Every day or almost every day should be a goal.
10. Write a draft first rather than going back and doing a lot of editing as you write. Do the majority of your editing after you have written the entire first draft. Early extensive editing can keep the writer from making significant progress and be discouraging for this reason.
11. Chunk your work by breaking it down into smaller portions, such as a title, paragraph, purpose, section (Chulp, 2017). Focusing on smaller portions can help prevent being overwhelmed.
12. Write in relatively small time blocks. You can make progress when writing 15 to 30 minutes on a frequent basis.
13. Keep a log of how often you write and for how long. Keeping a log helps you to see progress.
14. Share your work with a colleague. Peer review in small groups can be extremely helpful.
15. If you form an ongoing writing group, share your writing log and progress for the week before you share your writing.
16. Sometimes it is helpful to write the introduction last. The rest of the writing can help to form what should go in the introduction (K. King, personal communication, March 9, 2017).

Ending

17. Stop for the day when you are still motivated and before writing for longer than three hours.
18. Make a plan for what you will work on during the next writing session (Chulp, 2017).
19. End with the weightiest word possible (Chulp, 2017).
20. Read what you have written out loud.

Discussion

This session at the AHEA conference yielded a model that expanded the current Gray (2010) model currently used by the author in creating ongoing faculty writing groups. Session participants agreed that the new model could be used by individuals and by ongoing writing groups. Placing the strategies of the model into four categories provides an organizational structure that follows factor #11, "Chunk your work by breaking it down into smaller portions," which should make it easier for users to incorporate into their thinking and practice of writing.

Unexpectedly, participants at the beginning of the session wanted the new model to be one they could share with students in their classes. Their goal formulated much of the discussion during the time period. Participants reviewed the strategies at the end of the session and all agreed that the model could be used by faculty and students. Hopefully, participants at the conference and readers of these proceedings will find this information of value and incorporate the writing components of the new model to increase faculty and student success in academia.

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Writing a Dissertation: Tools for Success

Anne E. Montgomery

Abstract

Plenty of material exists to help with the writing process, but sometimes the writer needs tools to help organize the process. This paper reviews some of the tools needed to organize articles and other references. A discussion of keywords, note taking, and document organization provides examples on the choice use of technology tools to support the writing process. The tools described will assist with the literature review, connecting the cloud to the word processor, accessing notes, references materials, and strategies to streamline writing results.

Five years ago, one journey ended and another began. One reviews life as a series of ends and beginnings. Writing begins after something else ends, so here is the end of the journey. During doctoral cohort courses, instructors offered manuals on how to write the dissertation, but the books often yielded only the setup of the dissertation, the research, or the proposal. Writing a dissertation takes time, motivation, and perseverance. Covey (2004) emphasized in the Seven Habits of Effective People the need to "be proactive" (p. 66), "begin with the end in mind" (p. 94), and "put first things first" (p. 144) or "[practice] effective self-management" (p. 147). The reflections and ideas here are not related to the setup or proposal format, but rather to the deep-seated desire to write and express the passion and conviction of the subject and to keep organized while working through the process. The author invites the reader to play with the tools discussed to support issues with literature, data collection, writing various drafts, and expressing the importance of the results.

Tools for Managing the Literature Review

An important part of any writing process is the method in which the outline and notes are kept. There were and are numerous ways to manage materials, but the method should aid the process. In hindsight, keyword development was the foundation of the outline and dissertation both for tracking documentation and references, as well as for the organization and development of an outline. After developing keywords for the subject, finding relevant literature became easier. For my dissertation, the question, What about the MOOC was important and unresearched? was the focus of my first keyword list and first literature review. My second literature review focused specifically on the research question. As the literature review and articles collected grew, cataloging the literature became the challenge. Deciding on a research management tool was my next step, but it should have been my first step. Writers search for ways to

organize research documentation, analyze research, and link everything to the articles or books written. Electronic media tools provide new ways to support the writing process. Zotero and other cloud-based file organizers make tracking articles and other multimedia information easy. Connecting the documentation and data to the final document supports writer validity and accountability. Here are some choices of technology tools to support the writing process: Zotero, Mendeley, Delphi Decision Aid, NVivo, Excel, Word (or other word processors).

Zotero. A number of other software organizers were available, but on a student's limited budget, Zotero's advertisement of 'free' was the greatest motivation. Downloading Zotero (www.zotero.org) has three parts: the stand-alone computer application, the Firefox extension, and the Word processing add-in. Rinker (2012) described how to download the application and add-ins. As with any computer program, there was a learning curve. At first, all materials just went into the file. Wisdom advanced the process and folders followed, based on the keywords list developed previously. The program allowed for keeping notes with the articles being reviewed, keyword development, and citation information. After proper input of the bibliographic information in Zotero, upon inserting a citation, a correctly formatted reference section entry appeared in the dissertation (Zotero User Guide, n.d.). The notetaking feature in Zotero helped collect the first set of data regarding the literature review.

Mendeley. In addition to Zotero, Mendeley is another free manager and one of at least 16 reference management application options that can be found by searching Google. While progressing through the writing process, the realization that Mendeley offered more services made changing reference managers necessary. Mendeley offers more free storage and the ability to track and publish directly to my own cloud. Migrating all of the data was not a problem, and any new articles will be written with Mendeley supporting the process. The Mendeley Support Team (2011) has several documents and videos to make the process smooth.

Tools for Managing Data

Research software, such as NVivo or the Delphi Decision Aid, help organize data into recoverable materials for the writing process. After deciding on the methodology of the study, choosing the appropriate supporting software(s) to aid in analysis is critical. Initially, NVivo was recommended by my graduate school; however, with a Delphi study, other software had better advantages. Choose a software based on the amount of expected data. Delphi studies create a small, concise amount of data. Case studies, epidemiological, and other types of studies may benefit from NVivo or other meta-analysis software.

NVivo. NVivo software helps organize and analyze unstructured data (www.qsrinternational.com/what-is-nvivo). Interviews, survey responses, and articles contain vast amounts of potential data used in research. NVivo can help connect data based on key words and phrases developed by the researcher or found in the data. Many universities, such as University of Phoenix Online, provide students and faculty with educational discounts or use licenses.

Delphi Decision Aid. The Delphi Decision Aid was developed by J. Scott Armstrong and recently further developed by Ehrenberg-Bass Institute at the University of South Australia. (I needed software to help find consensus among MOOC designers of multiple courses rather than a specific course.) The Delphi Decision Aid provided a platform for ranking and rating best practices as described by designers. Three rounds were completed. The Delphi Decision Aid (http://armstrong.wharton.upenn.edu/delphi2/) offered a simple method of polling experts. Other aids are available, but the Decision Aid addressed both the qualitative and quantitative aspects of data analysis. Used in combination with Microsoft Excel, analyzing the data with pivot tables was fast and easy.

Excel. As opposed to working with NVivo, Excel is a good choice for smaller data sets. The Delphi Decision Aid provided an excellent method of analyzing the qualitative data, ranking and rating questions. Excel helped organize the comments. The NVivo platform provides a large data collection vault. With three rounds and few comments to organize, NVivo seemed too large for a short Delphi study. Excel allowed for transfer of data from the decision aid and search on keywords for the purpose of tracking comments and finding anomalies and trends. Choosing the appropriate software can greatly support the research process.

Tools for the Writing Process

The writing began as small notes, spurts of thought and ideas, tweets. Discussions began with family and friends on subjects—not so much passions, but interesting topics—then a question got the ball rolling: "What is a MOOC?" A MOOC is a massive open online course, but such a broad topic has to be narrowed down. The brainstorming and research began. Choppy writing also began more earnestly. An immediate problem presented itself: keeping track of all of the notes and ideas.

APA, Zotero, and The Word Processor

Following academic styles, such as APA (6th ed.) or Chicago, was relatively simple as the outline was set up using the keywords from Zotero. Set up the style settings in the word processor to match the academic style first, and then apply to the outline prior to writing paragraphs. In addition to setting up APA, automating the citations and bibliography was as simple. Zotero and other catalog databases have plugins or add-ins to connect to word processing software. After moving the outline into Word and setting the headings, copying the notes over followed by framing and organizing the notes into a cohesive artifact commenced. The introduction and literature review came straight from the notes on articles. The notes helped reveal trends, processes, positive and negative feedback, pros and cons, and significant leaders in the field. The development of hypotheses, research questions, and methodology blended into together to form a proposal. The writing process moved from an idea into a research project with clearly defined parameters.

Notetaking in Zotero. Notetaking presented a barrier at first, but once Zotero and the keywords were in place, taking notes in Zotero was clearly the best option. Each article entry had a separate place to add notes. In addition, the abstract of each article could be added to the abstract field. Links could be added to other articles of the same nature. The outline and first draft of the dissertation existed in Zotero. The next step was to get that information organized into a clear, concisely written article.

References. In addition to notes, the Zotero plug-in allows the creation of citations based on the information stored in the program cloud. By adding the add-on to Microsoft Word, the documents in the cloud are linked to Word. To add a citation, click on the Zotero link, choose the document(s) and whether to omit the author's name (if citing just the year). The citation automatically appears. The second part is adding the references. Click the Zotero link in Word again and choose create (or update once added) to add the reference page(s). Remember the old adage GIGO (Garbage in Garbage out): The entries in Zotero must be correct according to APA, Chicago, or MLA styles to correctly appear in the document. Check the latest rules and update Zotero document entries regularly. Over the course of the dissertation process, the rules may change.

Other Writing Tools

The final tools offered for consideration are a 3D Change Matrix required by University of Phoenix (2016) for doctoral candidates and track changes in Microsoft Word. The 3D change matrix is an Excel worksheet developed for writers to track changes made in response to editors, reviewers, and other interested stakeholders. Word also includes a

more automated tracking feature similar to the 3D matrix. The following explains the track changes part of the word processor:

- From the "tracking" section of the Review tab, click on "track changes" toggle button to turn the feature on and off.
- To add comments, click on the Review tab, then click on New Comment.
- To "Go Mobile," download Word Mobile for Android or Mac.

The beauty of track changes was the availability of the tool on Windows, Mac, mobile devices and in Google Drive/Documents. The writing process continued with the research process, the results, and the findings. The literature review was a two-part adventure. First was narrowing the subject of the dissertation. Much of the narrowing of the subject was looking at news and journal articles. The second was searching for relevant literature, reviewing previous articles for relevance and finding new supporting articles. Keep in mind that articles should not always support the writer's theory and should support the whole story.

Summary and Future Considerations

Choosing a software platform to aid in research is as vital as choosing the research organization tool. Ensure that the methodology is fully understood prior to selection. Estimate how much data will be collected and managed during the research process. The software chosen may not always support all the aspects of the research.

Mendeley has new features for publishing personal documents, a mobile application, and offers group collaboration. Mendeley also has an extensive international employment listing. Converting a Zotero library over to Mendeley is as simple as clicking import. The Mendeley support team offers numerous videos on how to add documents, import files, and create a collaboration group (The Mendeley Support Team, n.d., 2011). The final reason was cost: Mendeley offered 2 GB storage for free, whereas Zotero offered only 300 MB.

Conclusion

While each research process is different, the writing process may be the same. A keyword list will help organize the writing process. Choose the appropriate tools for organizing the documents. A cloud-based document organizer will help organize the information gathered under keyword-based folders. Use a word-processing software that will connect to the cloud document organizer. Finally, find an application for result management that best suits the methodology and amount of data.

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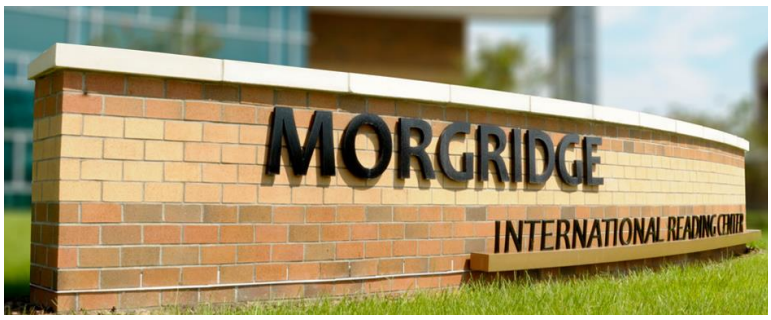
Save the Date—AHEA Conference 2018

Make plans now to join us next year. We'll be in the same location, but our focus will shift. The next installment in the AHEA Book Series is titled *Quality of Life in Adult Education*, and this will be the theme of the 2018 conference.

Just what is "quality of life in adult education?" Quality of life in adult education is not simply the achievement of credential, diploma, or degree, but rather it is our highest pursuit toward lifelong learning for the good of our community, society, and humanity.

We can approach this topic from an instructional view of facilitation that explores the quality of teaching adults in its design, development, inquiry, and assessment. These elements focus on the education and learning that occur throughout every stage of life. We can adjust our sights to see more clearly the essential actions of adult education. Here the focus becomes a more holistic engagement between learners and educators, thus sketching in living color the ultimate meanings of lifelong learning, quality of life, and continual art of education without end.

Thus, we invite educators and facilitators, instructors and trainers, also professionals and practitioners to engage in the process of learning together. In symbolic terms, let us begin planting the seeds of lifelong learning in our education, so that it might grow, "learn long," and prosper.



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Begin thinking now about how your ideas might add to this discussion. The call for presentation proposals will be sent early in the fall.