Editorial Preface

Victor C. X. Wang, California State University at Long Beach, USA

This issue brings together definitive articles on career technical education, adult education, and technology by leading figures and by contemporary scholars. As over 1000 community colleges and over 100 land-grant Research One universities in the United States are engaged in career and technical education for adult learners, there is no question that the field has proven to be a vibrant field for learners, young and old. As our society changes, we realize how pervasive technology and information skills are needed to meet the manpower needs of society. The 21st Century workforce needs career technical education programs and adult education programs in order to remain competitive in this global economy. Unfortunately, we are faced with this unvarnished fact: some universities often treat adult learners primarily as a lucrative source of income. These universities launch adult programs merely to satisfy financial rather than philosophical needs. While traditional age students are put on their priority list, adult education programs are treated as the campus cash cow for universities to seek short-term revenue gains. Will this unfair situation prevail? As 47% of our student body is comprised of purely returning students, this group of learners will get due attention from university administrators. Generally, adult learners are contributors to society, not takers from society. As we see more of the graying of campuses, these learners should be treated with dignity and respect.

Once again, let's help adult learners learn and revive their well deserved status in society. To attain these goals, it is not a bad idea to utilize the radical philosophy advanced by Paulo Freire and Karl Marx to combat social, political and economic ills. More importantly, it is through understanding one another that we create ourselves. It is by knowing one another that we can reach one another. Only by sharing your research and understanding with our global academic community can you combat social, political and economic oppression within our society. Let me hear from you at vcxwang@gmail.com. Your articles will reach more audiences and eventually touch more audiences including administrators who may have been “handpicked” because of their connections, not because of their qualifications.

In this Issue

The first article by Cranton presents a study of how adult vocational educators develop authenticity in their teaching within the Canadian community college context. In doing so, Cranton addressed three categories of issues—personal issues (such as confidence), college system issues (policies and procedures), and educational system issues (government mandated curriculum) that were identified as influencing the development of authenticity.

The second article by Wang and Kania-Gosche addresses why andragogical instructional approaches should work for online learners in the 21st century. They suggest that even for face to face courses, instructors should incorporate...
an online component, since the principles of adult learning lend themselves well to an online environment.

The third article by Remtulla addresses issues revolving around workplace e-learning. He argues that given increasingly global and diverse workforces, the research and study of workplace e-learning as a socio-culturally ‘negotiated’ space may be an alternate approach towards a more socially and culturally informed understanding of adult learning from workplace e-learning.

The fourth article by Ware and Stuck makes an honest attempt to search for answers in recent research studies in an effort to see if there have been documented differences in preference for, or success in, on–line learning based on gender, race and/or age.

**LOOKING FORWARD**

As the stream of creation and dissolution never stops, we are dedicated to creating a learning community via this vibrant international journal to help educate and train a nation’s workforce. We publish research articles written by well-established scholars in the field; we also publish research articles by new scholars and graduate students. As long as your articles survive the blind review process, we will publish them, and our publisher will distribute your articles all over the world. Once again, I invite you to share your research and understanding with our global academic community.

Victor C. X. Wang  
Editor-in-Chief  
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