Foreword

It is a pleasure to write the Foreword for the book titled *Handbook of Research on Technologies for Improving the 21st Century Workforce: Tools for Lifelong Learning* for Victor C. X. Wang. Writing a book of this magnitude is an arduous and humbling experience. After talking to Victor about his new book, I wanted to write the Foreword because I have known him as a highly respected professional colleague for almost 10 years. He has been a prolific writer in the field of workforce education and adult learning, and he is known throughout the academic world. Over the last nine years, he has published over 140 journal articles, book chapters, and books dealing with adult and community education. I am also familiar with his cutting edge work as a researcher and his extensive experience in academics in institutions of higher education. As a past editor of an international journal, I had the opportunity to publish many of his articles in this refereed journal. He has distinguished himself as one of the most eminent experts on adult and workforce education in the world.

As a tenured Senior Professor at a Carnegie Research University in Tennessee, I have witnessed so many scholars and researchers as well as graduate students struggling to find their identity in the field. When I serve on national and international committees, I see these same people argue for their identity. While workforce education is defined as education for work, for all its practical purposes, andragogy (adult learning) is defined by Knowles as the art and science of helping adults learn. Because adults engage in workforce education—theoretically, philosophically, and practically—in my opinion, the two fields should not be separated. For those who are familiar with the U. S. Department of Education in Washington, DC, they will notice that one of the largest units is called the Department of Vocational and Adult Education.

Even though technologies have reshaped the fields of workforce education and adult learning in the 21st century, there is no way that technologies will replace active learners and practitioners in the two closely related fields. At their best, technologies can be used to make our “work” easier.

As I flip through the pages of this cutting edge book, I see that many authors in this book effectively address the relationship between adult and community education (workforce education) and the economy at the local, national, and international levels. The same authors also address the effects of e-learning on adult and community education. More importantly, I am mesmerized by the profiles of these authors that Victor has recruited. From doctoral candidates, keynote speakers, journal editors, and award winners to inductees of the International Adult and Continuing Education Hall of Fame, these prominent scholars and others from many states in the USA and six countries have contributed first-rate and high quality chapters to an invaluable book that is destined to earn a special place in intellectual history. The book truly presents a global perspective and effectively addresses the needs of an international audience. I believe IGI Global has located the best minds in the field. Such a book will undeniably serve
as a premier resource for teaching, learning, and research, not only for graduate students, scholars, researchers, and faculty, but also for school administrators at all levels. These peer-reviewed chapters are easy to digest, and by reading these chapters, the readers can indeed have an honest conversation with the contributing authors.

It is without hesitation that I endorse the *Handbook of Research on Technologies for Improving the 21st Century Workforce: Tools for Lifelong Learning* and recommend it to all university libraries. Kudos to the editor, authors, and the publisher for disseminating such a unique book into the field! As the editor indicated, it has filled a void in the literature, and it will continue to widen the horizons of all readers.

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