Table of Contents

Preface ........................................................................................................................................... xxvi

Volume I

Section 1
Fundamental Concepts and Theories

This section begins with a global treatment of Adult and Continuing Education to provide a baseline for the remainder of this multi-volume reference. As the workforce ages, it is important for every professional to stay abreast of the latest advances in their respective fields. This section focuses on broad topics such as best practices, emerging opportunities, and an overview of non-traditional education for adults. In the opening 15 chapters of this extensive reference source, readers will obtain a clear understanding of the fundamental concepts and theories integral to the field of Adult and Continuing Education.

Chapter 1
Historical Evolution of Adult Education in America: The Impact of Institutions, Change, and Acculturation........................................................................................................................................... 1
Terry Liddell, ICF International, USA

Chapter 2
Adult Learners Online: Cultural Capacity Assessment and Application.................................................................16
Adam A. Morris, University of Arkansas, USA
Michael T. Miller, University of Arkansas, USA

Chapter 3
A Qualitative Research Approach for the Investigation and Evaluation of Adult Users’ Participation Factors through Collaborative E-Learning Activities in the Virtual World of “Second Life” .............31
Pellas Nikolaos, University of the Aegean, Greece
Kazanidis Ioannis, Kavala Institute of Technology, Greece

Chapter 4
Electronic Education and Lifelong Learning............................................................................................................58
Victor C. X. Wang, Florida Atlantic University, USA
Marianne Robin Russo, Florida Atlantic University, USA
Susan Dennett, Florida Atlantic University, USA
Chapter 5
Best Practices of Teaching Cross-Cultural Adults in Online Format ........................................74
   Barbara Hagler, Southern Illinois University – Carbondale, USA

Chapter 6
Participatory Barriers to the Informal Learning of Older Australians using the Internet and
Web 2.0 Technologies ...........................................................................................................88
   Michelle Sofo, University of Canberra, Australia
   Francesco Sofo, University of Canberra, Australia

Chapter 7
Millennial Adult Learners in the 21st Century: Implications for Adult and Community
Educators .........................................................................................................................111
   Thomas G. Reio Jr., Florida International University, USA
   Keisha Hill-Grey, Florida International University, USA

Chapter 8
Adult Millennials: Conceptualizing a Student Subpopulation with Implications for Online
Teaching and Learning ........................................................................................................126
   Brian Bourke, Louisiana State University, USA

Chapter 9
Social Justice and Adult Education .....................................................................................143
   Marianne Robin Russo, Florida Atlantic University, USA

Chapter 10
Open Access Web Resources for Library Continuing Education and Training ................154
   Mary K. Bolin, University of Nebraska, USA

Chapter 11
Professional Development Opportunities for Academic Subject Librarians ....................171
   Anne Shelley, Illinois State University, USA

Chapter 12
Definition and History of Online Professional Development ............................................190
   Carol A. Brown, East Carolina University, USA
   Renée E. Weiss Neal, East Carolina University, USA

Chapter 13
Professional Development with Graduate Teaching Assistants (TAs) Teaching Online ..........212
   Denice Ward Hood, University of Illinois, Urbana-Champaign, USA
   Wen-Hao David Huang, University of Illinois, Urbana-Champaign, USA
Chapter 14
Key Factors for Maximizing the Effectiveness of Blended E-Learning: The Outcome of the Internal Evaluation of a Distance Education Program for Adult Learning in Greece........................................229

Maria Pavlis-Korres, General Secretariat for Lifelong Learning, Greece & University of Alcalá, Spain

Chapter 15
Assessment Processes for Online Professional Development............................................................257

Lesley Farmer, California State University Long Beach, USA

Section 2
Tools and Technologies

This section describes some of the primary technologies used to facilitate Adult and Continuing Education across disciplines. With advances in technology come additional opportunities to utilize those technologies to their fullest potential, including the potential to invest heavily in the future workforce. Some of the educational technologies described in this section include online social networking tools, electronic portfolio development, and virtual classrooms, to name a few. With 16 chapters, this section offers a broad treatment of some of the many tools and technologies within Adult and Continuing Education.

Chapter 16
Enabling Creative Blended Learning for Adults through Learning Design ....................................279

Spyros Papadakis, Hellenic Open University, Greece

Chapter 17
Engaging Adult Learners with Innovative Technologies.................................................................296

Dennis Beck, University of Arkansas, USA
Claretha Hughes, University of Arkansas, USA

Chapter 18
Technology as Integral to a New Paradigm of Adult Education....................................................312

Judith E. Parker, Columbia University, USA

Chapter 19
Twitter-Based Knowledge Sharing in Professional Networks: The Organization Perspective.........321

Vanessa P. Dennen, Florida State University, USA
Wenting Jiang, Florida State University, USA

Chapter 20
Teachers’ Use of Social Networking Sites for Continuing Professional Development ................336

Daniel Xerri, University of Malta, Malta
Chapter 21
Assessment and Learning Partnerships in an Online Environment .......................................................... 360

Patrick Griffin, The University of Melbourne, Australia
Esther Care, The University of Melbourne, Australia
Pan Robertson, The University of Melbourne, Australia
Judith Crigan, The University of Melbourne, Australia
Nafisa Awwal, The University of Melbourne, Australia
Masa Pavlovic, The University of Melbourne, Australia

Chapter 22
Defining Professional Development for Technology .................................................................................. 376

Madelon Reed Gruich, Mississippi Gulf Coast Community College, USA

Chapter 23
Online Professional Development for Adults: Utilizing Andragogical Methods in Research and Practice ......................................................................................................................... 396

J. Bernard Bradley, American Council on Grant Writing, USA
John Rachal, The University of Southern Mississippi, USA
Lin Harper, The University of Southern Mississippi, USA

Chapter 24
Professional Development in a Virtual World ............................................................................................ 419

Richard B. Speaker Jr., University of New Orleans, USA
Greg Levitt, University of Nevada, Las Vegas, USA
Steven Grubaugh, University of Nevada-Las Vegas, USA

Chapter 25
From Basic Participation to Transformation: Immersive Virtual Professional Development ........... 446

Diana Ayling, Unitec Institute of Technology, New Zealand
Hazel Owen, Ethos Consultancy Ltd., New Zealand
Edward Flagg, Unitec Institute of Technology, New Zealand

Chapter 26
3D Virtual Classroom Simulations for Supporting School Teachers’ Continuing Professional Development ........................................................................................................................................ 474

Demetrios G Sampson, University of Piraeus, Greece & Centre for Research and Technology Hellas, Greece
Pavlos Kallonis, University of Piraeus, Greece & Centre for Research and Technology Hellas, Greece

Chapter 27
The Use of Digital Resources to Support Elementary School Teachers’ Implementation of the Common Core State Standards ............................................................................................................ 498

Amy Jensen Lehew, Charlotte-Mecklenburg Schools, USA
Drew Polly, UNC Charlotte, USA
Chapter 28
Teacher Professional Development Using Mobile Technologies in a Large-Scale Project: Lessons Learned from Bangladesh .................................................................................................................. 505
Prithvi Shrestha, Open University, UK

Volume II

Chapter 29
Professional Development for Online Educators: Problems, Predictions, and Best Practices ........ 521
Angela Velez-Solic, Indiana University Northwest, USA
Jennifer R. Banas, Northeastern Illinois University, USA

Chapter 30
Enabling Professional Development with E-Portfolios: Creating a Space for the Private and Public Self .................................................................................................................. 545
Simon Lygo-Baker, University of Surrey, UK
Stylianos Hatzipanagos, King’s College London, UK

Chapter 31
ARTI: An Online Tool to Support Teacher Action Research for Technology Integration ............ 562
Kara Dawson, University of Florida, USA
Cathy Cavanaugh, Abu Dhabi Women’s College, UAE
Albert Ritzhaupt, University of Florida, USA

Section 3
Development and Design Methodologies

This section evaluates the programs, architectures, and models enabling professional development and Adult and Continuing Education opportunities. Only after coupling new technologies with the knowledge and foresight necessary to implement them effectively can educators truly engage their non-traditional students and provide them with the resources necessary to succeed. The chapters in this section detail policies and models for supporting self-directed learners, implementing online instruction, and actively engaging students of all ages. The 15 chapters that make up this section explore the development and design methodologies that bridge the gap between fundamental concepts and real-world applications in Adult and Continuing Education.

Chapter 32
Design of an Online Continuing Education Module: Herbal and Dietary Supplements Impact Warfarin Safety and Efficacy ........................................................................................................ 580
Jennifer L. Strohecker, Intermountain Medical Center, USA
Wendy Athens, University of Florida, USA

Chapter 33
Towards an Adult Learning Architecture of Participation .......................................................... 590
Fred Garnett, London Knowledge Lab, UK
Nigel Ecclesfield, JISC, UK
Chapter 34
The Single Most Popular Theory: Self-Directed Learning as an Effective Adult Learning Model .......................................................... 613
Victor C. X. Wang, Florida Atlantic University, USA
Patricia Cranton, University of New Brunswick, Canada

Chapter 35
Design Guidelines for Self-Assessment Support for Adult Academic Distance Learning.................. 625
Maria Menendez Blanco, Open University of the Netherlands, The Netherlands
Gerrit C. van der Veer, Open University of the Netherlands, The Netherlands
Laura Benvenuti, Open University of the Netherlands, The Netherlands
Paul A. Kirschner, Open University of the Netherlands, The Netherlands

Chapter 36
Designing a Professional Development Program.............................................................................. 655
Amy Payne, Northwest Mississippi Community College, USA

Chapter 37
Theoretical Rationale for Designing a Blended Learning Teachers’ Professional Development Program .......................................................................................................................... 673
Charalambos Mouzakis, National and Kapodistrian University of Athens, Greece
Haralampos Tsaknakis, Research Academic Computer Technology Institute, Greece
Chrysanthi Tziortzioti, Lifelong Learning and Religious Affairs, Greece

Chapter 38
Designing District-Wide Technology-Rich Professional Development .............................................. 689
Drew Polly, University of North Carolina at Charlotte, USA
Clif Mims, University of Memphis, USA
Brenda McCombs, Kannapolis City Schools, USA

Chapter 39
Multi-Faceted Professional Development Models Designed to Enhance Teaching and Learning within Universities .................................................................................................................. 695
Donald E. Scott, University of Calgary, Canada
Shelleyann Scott, University of Calgary, Canada

Chapter 40
A Framework for Developing Robust Online Professional Development Materials to Support Teacher Practice under the Common Core .............................................................................. 719
Theodore Kopcha, University of Georgia, USA
Keri Duncan Valentine, University of Georgia, USA

Chapter 41
Designing Effective Online Instructor Training and Professional Development .................................. 732
Jennifer R. Banas, Northeastern Illinois University, USA
Angela Velez-Solic, Indiana University Northwest, USA
Chapter 42
Designing Simulations for Professional Skill Development in Distance Education: A Holistic Approach for Blended Learning .................................................................757
  Deborah Murdoch, Charles Sturt University, Australia
  Chris Bushell, Charles Sturt University, Australia
  Stephanie Johnson, Charles Sturt University, Australia

Chapter 43
An Activity Theoretical Approach to Examining Virtual Professional Development and Informal Learning via Social Networks ...........................................................777
  Joseph M. Terantino, Kennesaw State University, USA

Chapter 44
A Model for Online Instructor Training, Support, and Professional Development ..................792
  Vassiliki I. Zygouris-Coe, University of Central Florida, USA

Chapter 45
Developing ITV Best Teaching Practices and Effective Professional Development Programs .......817
  Jared Keengwe, University of North Dakota, USA
  Leslie Ann Bieber, Prairieview Special Services, USA
  Gary Schnellert, University of North Dakota, USA

Chapter 46
Project Management Methods for the Implementation of an Online Faculty Development Course ...........................................................................................................829
  Andrew A. Tawfik, Concordia University Chicago, USA
  Carol Reiseck, Concordia University Chicago, USA
  Richard Richter, Concordia University Chicago, USA

Section 4
Utilization and Application

This section expounds upon the basic principles and frameworks given by the first three sections to present readers with a practical understanding of Adult and Continuing Education. One of the greatest features of online and distance learning technologies is their ability to facilitate learning in any location at any time. In particular, this section explores adults using educational tools to access digital classrooms and libraries, develop professional skills and opportunities, and otherwise engage proactively in their own educational and professional development. The 16 chapters in this section provide an in-depth examination of the utilization and application of the fundamental principles of Adult and Continuing Education.

Chapter 47
Digital Literacy in a Lifelong Learning Programme for Adults: Educators’ Experiences and Perceptions on Teaching Practices .........................................................841
  Athanassios Jimoyiannis, University of Peloponnese, Greece
  Maria N. Gravani, Open University of Cyprus, Cyprus
Chapter 48
Lifelong Learning in Europe: The Erasmus Program

Harun Yılmaz, The Scientific and Technological Research Council of Turkey (TÜBİTAK), Turkey
Sami Şahin, Gazi University, Turkey

Chapter 49
The Public Library in an Aging Society: Developing Active Library Participation in Japan

Saori Donkai, University of Tsukuba, Japan
Chieko Mizoue, University of Tsukuba, Japan

Chapter 50
Adult Education and Sustainable Learning Outcome of Rural Widows of Central Northern Nigeria

Lantana M. Usman, University of Northern British Columbia, Canada

Chapter 51
Shifting to a Needs-Based Continuing Education Model

Tom Taylor, South Central Kansas Library System, USA

Chapter 52
Online Mentoring as a Tool for Professional Development and Change of Novice and Experienced Teachers: A Brazilian Experience

Aline Maria de Medeiros Rodrigues Reali, Federal University of São Carlos, Brazil
Regina Maria Simões Puccinelli Tancredi, Presbyterian University Mackenzie, Brazil & Federal University of São Carlos, Brazil
Maria da Graça Nicoletti Mizukami, Presbyterian University Mackenzie, Brazil & Federal University of São Carlos, Brazil

Chapter 53
Digital Media Literacy Practices for 5th Year Pre-Service Teachers in a PDS Model

Neal Shambaugh, West Virginia University, USA

Chapter 54
Multi-Modal Professional Development for Faculty

Sheri Anderson, University of North Carolina Wilmington, USA
Beth Oyarzun, University of North Carolina Wilmington, USA

Chapter 55
Changing the Face of ELA Classrooms: A Case Study of TPACK Professional Development

Dianna L. Newman, University at Albany/SUNY, USA
Victoria C. Coyle, University at Albany/SUNY, USA
Lori A. McKenna, Schenectady City School District, USA
Chapter 56
Using an Observation Cycle for Helping Teachers Integrate Technology.........................999
   Julia S. Fuller, University of Florida, USA
   Barry A. Bachenheimer, University of Florida, USA

Chapter 57
Professional Development with and for Emerging Technologies: A Case Study with Asian
Languages and Cultural Studies Teachers in Australia..................................................1010
   Ria Hanewald, Deakin University, Australia

Chapter 58
Ernst & Young Leadership and Professional Development Center: Accounting Designed for
Leaders.........................................................................................................................1028
   Jennifer Butler Ellis, Northern Illinois University, USA
   Timothy D. West, Northern Illinois University, USA
   Angela Grimaldi, Northern Illinois University, USA
   Gerald Root, Northern Illinois University, USA

Volume III

Chapter 59
The Pacific Open Learning Health Net: Providing Health Education in the Pacific .................1048
   Steven Baxendale, World Health Organization, Fiji

Chapter 60
Leveling the Professional Development Playing Field: Opportunities and Challenges in Providing
Knowledge, Skill Building and Targeted Programming for Tribal College Librarians and Other
Underserved Library Professionals.............................................................................1060
   James Thull, Montana State University, USA
   Mary Anne Hansen, Montana State University, USA

Chapter 61
The Pathway to Nevada’s Future: A Case of Statewide Technology Integration and Professional
Development............................................................................................................1073
   P.G. Schrader, University of Nevada, Las Vegas, USA
   Neal Strudler, University of Nevada, Las Vegas, USA
   Loretta Asay, University of Nevada, Las Vegas, USA
   Terra Graves, Washoe County School District, USA
   Shawn L. Pennell, University of Nevada, Reno, USA
   Sara Stewart, Clark County School District, USA

Chapter 62
Transformative Learning in the Workplace ....................................................................1088
   Patricia Cranton, University of New Brunswick, Canada
   Ellen Carusetta, University of New Brunswick, Canada
Section 5
Organizational and Social Implications

This section focuses primarily on the human element, the lives and careers impacted by Adult and Continuing Education. Adults extend their education beyond their college-age years for the primary goal of advancing their careers or lives in a profound way, and research into online continuing education must take the desires of the students into account. This section serves to enhance the reader’s understanding of adult learners by exploring their motivations, difficulties, and successes in a variety of situations. In these 16 chapters, readers will find an in-depth discussion on some of the most pressing organizational and social implications of Adult and Continuing Education.

Chapter 63
Transformative Learning and Technology in Adult and Vocational Education
Victor C. X. Wang, Florida Atlantic University, USA
Patricia Cranton, School of Graduate Studies, University of New Brunswick, Canada

Chapter 64
Literacy Level and Vocational Training for Substance-Using Hispanic Adults
Michele M. Wood, California State University, Fullerton, USA
Dennis G. Fisher, California State University, Long Beach, USA
Grace L. Reynolds, California State University, Long Beach, USA
Yesenia Guzman, California State University, Long Beach, USA
William C. Pedersen, California State University, Long Beach, USA

Chapter 65
Facilitating Learning with Adult Students in the Transcultural Classroom
Gerald E. Thomas, Springfield College, USA

Chapter 66
Nation Building through Andragogy and Lifelong Learning: On the Cutting Edge Educationally, Economically, and Governmentally
John A. Henschke, Lindenwood University, USA

Chapter 67
An Exploratory Study of the Experiences of Older Non-Traditional Students in an Online Learning Environment
Wenzhen Li, University of Nevada, Reno, USA
Leping Liu, University of Nevada, Reno, USA

Chapter 68
Differentiating Instruction for Adult Learners in an Online Environment
Dixie Massey, University of Washington, USA
Chapter 69
Developing Self-Regulation Skills in Virtual Worlds: An Educational Scenario Applied in Second Life

Fotini Paraskeva, University of Piraeus, Greece
Sofia Mysirlaki, University of Piraeus, Greece
Vasilis N. Vasileiou, University of Piraeus, Greece

Chapter 70
Lifelong Tools for the Learner, Educator, and Worker

Lyle Yorks, Columbia University, USA
Leodis Scott, Columbia University, USA

Chapter 71
Adapting Adult Educators’ Teaching Philosophies to Foster Adult Learners’ Transformation and Emancipation

Victor C. X. Wang, Florida Atlantic University, USA
Patricia Cranton, University of New Brunswick, Canada

Chapter 72
Adult Learning Influence on Faculty Learning Cycle: Individual and Shared Reflections While Learning to Teach Online Lead to Pedagogical Transformations

Karen Skibba, University of Wisconsin-Whitewater, USA

Chapter 73
More than Changing Classrooms: Professors’ Transitions to Synchronous E-Teaching

Lorayne Robertson, University of Ontario Institute of Technology, Canada
Wendy Hardman, University of Ontario Institute of Technology, Canada

Chapter 74
Reflections on Personal Experiences of Staff Training and Continuing Professional Development for Academic Staff in the Development of High Quality Support for Disabled Students in Higher Education

Alan Hurst, National Bureau for Students with Disabilities, UK

Chapter 75
Adding the “Digital Layer”: Examining One Teacher’s Growth as a Digital Writer Through an NWP Summer Institute and Beyond

Troy Hicks, Central Michigan University, USA

Chapter 76
Professional Development through Web 2.0 Collaborative Applications

Indi Marie Williams, Arizona State University, USA
Bolanie A. Olaniran, Texas Tech University, USA
Section 6
Managerial Impact

This section considers Adult and Continuing Education from a leadership perspective, seeking to more thoroughly understand how administrators and educators can best serve their student populations. Leaders and administrators must support their teachers as well as their students by providing professional development opportunities for staff to engage most effectively with their pupils. Some of the opportunities described in this section include online training modules, internal professional development, and corporate training programs. This section’s 11 chapters examine the managerial impact of key topics in the field of Adult and Continuing Education.
Chapter 83
Moving from Corporate Training to Corporate Education: A Case Study in Accountancy from Turkey
Evren Dilek Şengür, Istanbul Universitesi, Turkey
Aslı Beyhan Acar, Istanbul Universitesi, Turkey

Chapter 84
Professional Development Opportunities Provided by Consortia: What We Can Learn from this Model
Tami Echavarria Robinson, Whitworth University, USA

Chapter 85
Providing Professional Development Opportunities to Staff in Tough Economic Times: A Guide for Administrators
Kathleen L. Sacco, State University of New York at Fredonia, USA

Chapter 86
Improving Teachers’ Self-Confidence in Learning Technology Skills and Math Education through Professional Development
Taralynn Hartsell, The University of Southern Mississippi, USA
Sherry S. Herron, The University of Southern Mississippi, USA
Houbin Fang, The University of Southern Mississippi, USA
Avinash Rathod, The University of Southern Mississippi, USA

Chapter 87
The Development and Change of Teachers’ Strategic Knowledge in Teachers’ Online Community of Practice
Tao Feng, Capital Normal University, China
Lu Wang, Capital Normal University, China
MengYa Zhou, Boston University, USA

Chapter 88
Benefits of Internal Professional Development for Academic Librarians
Carissa Tomlinson, Towson University, USA

Chapter 89
Teacher Leadership: Learning and Leading
Andrea M. Kent, University of South Alabama, USA
Volume IV

Section 7
Critical Issues

This section closely investigates several leading Adult and Continuing Education policies and paradigms to evaluate their efficacy and use. Given the number of new advances in educational technology, it is important for educators and students alike to understand exactly how effective each one can be in developing a student’s potential. Attending conferences, exploring online communities, and engaging the unique interests of adult learners are only some of the ways educators can help their students achieve success. In this section, 16 chapters explore some of the critical issues driving advances in Adult and Continuing Education.

Chapter 90
Interests as a Component of Adult Course Preferences: Four Australian Case Studies ...............1566
    James A. Athanasou, University of Technology, Australia

Chapter 91
Profiling and Supporting Adult Learners ..................................................................................1575
    Chi Zhang, Southern Polytechnic State University, USA
    Guangzhi Zheng, Southern Polytechnic State University, USA

Chapter 92
Teaching Computers to Adults: The Case Study of the State Institutes of Further Education in Cyprus...........................................................................................................1599
    Yiasemina Karagiorgi, Cyprus Pedagogical Institute, Cyprus
    Maria N. Gravani, Open University of Cyprus, Cyprus

Chapter 93
Chinese Pedagogy or Western Andragogy? .............................................................................1620
    Victor C. X. Wang, Florida Atlantic University, USA
    Susan Dennett, Florida Atlantic University, USA
    Valerie Bryan, Florida Atlantic University, USA

Chapter 94
From Politicized Adult Education to Market Oriented Adult Higher Education: How Adult Education Practice in One Region is Different from Another ..................................................1645
    Victor C. X. Wang, Florida Atlantic University, USA
    Vivian W. Mott, East Carolina University, USA

Chapter 95
The E-Learning Cycle and Continuous Improvement for E-Entrepreneurs ..............................1660
    Andrew Creed, Deakin University, Australia
    Ambika Zutshi, Deakin University, Australia
Chapter 96
Moving Beyond the One-Shot for Professional Development: The Value of the Intensive Institute Experience

Elizabeth Blakesley, Washington State University Libraries, USA

Chapter 97
Evaluating and Funding the Professional Development Program

Christine L. Mark, Lander University, USA

Chapter 98
Creating an Authentic Space for a Private and Public Self through E-Portfolios

Simon Lygo-Baker, University of Surrey, UK
Stylianos Hatzipanagos, King’s College London, UK

Chapter 99
Library Associations, Conferences, and Professional Development

Samantha Schmehl Hines, University of Montana-Missoula College, USA

Chapter 100
A Professional Development School Technology Integration and Research Plan

Neal Shambaugh, West Virginia University, USA

Chapter 101
An Intramuscular Approach to Teacher Development in International Collaborative Higher Education

Paul Breen, University of East Anglia, UK

Chapter 102
A Decade Later: Twelve Teachers’ Retrospective Views on a National Programme for Teachers’ Professional Development and ICT

J. Ola Lindberg, Mid Sweden University, Sweden
Susanne Sahlin, Mid Sweden University, Sweden

Chapter 103
Online Communities of Practice as Vehicles for Teacher Professional Development

Maria Meletiou-Mavrotheris, European University, Cyprus

Chapter 104
Is Presence of Community of Practice Dimensions Sufficient for Community-Based Teacher Professional Development?

Puvaneswary Murugaiah, Universiti Sains Malaysia, Malaysia
Thang Siew Ming, National University of Malaysia, Malaysia
Hazita Azman, National University of Malaysia, Malaysia
Radha Nambiar, National University of Malaysia, Malaysia
Section 8
Emerging Trends

This section explores some of the latest advances in methodologies, pedagogies, and technologies crucial to the enhancement of Adult and Continuing Education. Fast-evolving technologies and an aging workforce necessitate the carefully exploration of educational tools to assist professionals in both career advancement and career changes. Some of the fastest growing trends in educational technologies include virtual learning environments, open education opportunities, and transformative, peer-to-peer learning, among others. The final 14 chapters of this extensive four-volume reference conclude with a detailed look at emerging trends in the field of Adult and Continuing Education.

Chapter 106
Examining Adult Learning Assumptions and Theories in Technology-Infused Communities and Professions .......................................................... 1836

Judith E. Parker, Columbia University, USA

Chapter 107
Collective Transformation of Three Generations of Chinese Adult Learners in K-20 Education ............................................................... 1849

Victor C. X. Wang, Florida Atlantic University, USA
Marianne Robin Russo, Florida Atlantic University, USA
Karen M. Fay, Florida Atlantic University, USA

Chapter 108
Participatory Learning in Formal Adult Education Contexts .................................................. 1865

Ilhan Kucukaydin, Penn State Harrisburg, USA
Patricia Cranton, Professor of Adult Education, Canada

Chapter 109
Improving Workforce Education and Adult Learning: New Concepts ........................................ 1878

Victor C. X. Wang, Florida Atlantic University, USA
Jeff Allen, University of North Texas, USA

Chapter 110
Story-Based Professional Development: Using a Conflict Management Wiki ................................ 1890

Wayne A. Slabon, Columbus State University, USA
Randy L. Richards, St. Ambrose University, USA

Chapter 111
Contrasting Professional Development and Continuing Education Opportunities for Library Professionals: Offerings both Within and Outside the Profession .................................................. 1909

Agnes K. Bradshaw, University of North Carolina – Greensboro, USA
Chapter 112
Taking Action Research in Teacher Education Online: Exploring the Possibilities.........................1928
   Nancy Fichtman Dana, University of Florida, USA
   Desi Krell, University of Florida, USA
   Rachel Wolkenhauer, University of Florida, USA

Chapter 113
Online Learning Community: Building the Professional Capacity of Indonesian Teachers ............1946
   Eunice Sari, Edith Cowan University, Australia
   Cher Ping Lim, Hong Kong Institute of Education, Hong Kong

Chapter 114
Teacher Professional Development through Virtual Campuses: Conceptions of a ‘New’
Model...............................................................................................................................................1963
   Athanassios Jimoyiannis, University of Peloponnesse, Greece
   Maria N. Gravani, Open University of Cyprus, Cyprus
   Yiasemina Karagiorgi, Ministry of Education and Culture, Cyprus

Chapter 115
The Impact of New Technologies on Professional Development .................................................1984
   Sarah T. Meltzer, Western Carolina University, USA

Chapter 116
Developing Professional Competencies through International Peer Learning Communities.........1997
   Hanna Yakavenka, University of Greenwich, UK

Chapter 117
Managing Project-Based Workplace Learning at a Distance: University-Health Service Partnership in a Master’s Program.................................................................2018
   Jo Osborne, University of Tasmania, Australia

Chapter 118
Towards More Socio-Culturally Sensitive Research and Study of Workplace E-Learning..........2026
   Karim A. Remtulla, University of Toronto, Canada

Chapter 119
Moving from Professional Development to Real-Time Use: How are we Changing Students? ....2043
   Meghan Morris Deyoe, SUNY Albany, USA
   Dianna L. Newman, SUNY Albany, USA
   Kristie Asaro-Saddler, SUNY Albany, USA

Index .................................................................................................................................................. xxx