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NEW HORIZONS IN ADULT EDUCATION
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EDITOR'S PREFACE

Distance options for professional and workplace education programs are being sought by many organizations as a way to reduce costs. Adult educators are concerned about the effectiveness of various approaches, as well as the cost factors. Barbara Frey and Karen Overfield in their article Audio Professional Development Workshops: Less Glamorous, More Cost Effective examine extensively the use of audio professional development workshops. They provide examples of workshops on specific topics and how they were developed and delivered in various modules. They also offer some practical advice and the advantages and disadvantages of the use of audio workshops, as well strategies for meeting the individual needs of diverse adult learners.

M. Cecil Smith and Peggy A. Gallagher have done a content analysis of adult development and aging texts to see if their contents connect to the field of adult education. Their article Relevance of Adult Development and Aging Textbooks Contents to Adult Education presents the results of their study in relation to key areas of interest to adult education. Their results indicate a need for such texts to link developmental research to adult education theory and practice.

Readers are invited to make these articles “interactive” by responding on AEDNET and sharing their comments. (Directions to guide this discussion are given in this issue on page 28). Readers also are encouraged to submit an article for consideration by the editorial board of New Horizons on a related topic or other topic relevant to adult education philosophy, research, and practice. (See Call for Manuscripts on page 28 for details.)

AUDIO PROFESSIONAL DEVELOPMENT WORKSHOPS

LESS GLAMOROUS MORE COST EFFECTIVE

By

Barbara Frey, D.Ed.

Karen Overfield, Ed.D.

Abstract

This article reviews the use of audio professional workshops, along with advantages and disadvantages. An example provides details covered in the planning and carrying out of a specific audio workshop. The authors provide extensive practical considerations, as well as specific areas to consider in the design, development, and delivery of an audio professional workshop.

Do you have difficulty scheduling professional development events because of conflicts of schedules, geographically separated sites, travel time, room availability, and other logistical problems? How do you reach your faculty and administrators with professional development activities? Have you wanted to “try out” distance learning? What can you do to test out distance learning without expending vast amounts of money?

While not as alluring as video conferencing, audio conferencing can provide an effective way to deliver professional development activities. An audio workshop, furthermore, gives a cost-effective alternative for schools to test the waters and enter into distance learning. When evaluating instructional delivery technology, several critical factors include (a) base technology choice on the curriculum, (b) choice of the lowest technology common denominator, and (c) selection of the least expensive option that meets your criteria.

Audio Distance Learning

Because of the competitive advantage distance learning has afforded schools during the past few years; many have begun to offer courses via distance. With the increasing number of adult students, accommodations for disabilities, sites separated by geography, and students with access to technology, distance learning has become a solution to providing educational opportunities for students. While many schools have begun to offer distance learning courses via interactive video, audio, video, on-line, and the worldwide web, few make use of this option for delivering educational opportunities

for their professional staff. In their quest to be on the leading edge of technology, some institutions have neglected the use of less flashy, lower forms of interactive technology available as delivery options. Audio conferencing, a lower level of interactive technology, represents a viable option for delivering some forms of professional development.

When people think of audio training they often think of one-way only communication; for example, radio and audiotapes. Today, improvements in technology provide for high-quality interactive instructional audio tools, such as audioconferencing. Schools can enter into this form of distance learning either through investing in the technology or renting time through a “bridge.” The bridge provides the service to link together people at two or more locations and offers a fairly inexpensive option.

The California Distance Learning Project has a good web site that describes audio conferencing (<http://www.otan.dni.us/cdlp/cdlp.html>). Table 1 presents the advantages and disadvantages that should be weighed when considering audio conferencing.

Table 1
Audio Conferencing: Advantages/Disadvantages

ADVANTAGES	DISADVANTAGES
Relatively inexpensive	Not as “high tech”
Reach more people since uses available telephone technology	Some of the low end technology may “turn-off” due to poor quality of transmissions
Appeals to audio learner	Limited visual stimulation
Familiar technology	People may be “too” casual and conversational
Interactive medium, allows direct learner and facilitator participation	“Noise” can distract participants as well as cut out speaker
Can combine with other media for example print, video, computers	Need someone at site to coordinate
Potential for large number of lines on call, several people at location	Limitations to interactivity with large number of participants on call
Site coordinator not needed	Facilitator needs to “control” many locations
Technology fairly reliable	May not be have someone available to “fix”
Timely, shorter lead time to schedule	Development time
Accessibility	Asynchronous communication

Facilitator may not be able to “read” audience

Learners can “tune out”

Limitations to cooperative learning activities

Impersonal because eliminates nonverbal cues and body language

Restrictions on the type of content that can be delivered in an oral format

Audio Conferencing For Professional Development

Curriculum should drive the technology, not vice versa. If for training to be effective, learners need to see the facilitator demonstrate a procedure, view a technique, or watch the performance of a behavior, audio conferencing is not appropriate. If for training to be effective, the educational experience requires that the facilitator observe the participants perform, then audio training probably is not the best choice. If, on the other hand, learning can occur in an auditory manner, then audio conferencing may be a viable option.

Because of the familiarity with the medium, people mistakenly feel that audio conferences do not require much up-front planning and coordination. People think of an audio conference as a fancy telephone call. This misconception is probably one of the major reasons why audioconferencing fails. In reality, workshops delivered via audioconferencing require up-front planning, coordination, and creativity. To hold the interest of the learner and provide value-added benefits to them, the conference needs to be more than a voice coming over the telephone lines or a talking phone.

To use technology as a lever, you need to design the workshop to maximize the capabilities of the medium, while minimizing its limitations. The major advantage of audioconferencing is its two-way interactive capability. Its major limitation is the absence of visual communication. In designing for audioconferencing consider the following:

- Maximizing interaction on the call
- Offloading information that requires little or no interaction
- Presenting content in blocks of 10-15 minutes followed by opportunities for interaction and feedback
- Providing pre-work to participants, such as articles to read
- Designating a site coordinator when several people are participating from the same location
- Combining site activities with the audio conference

- Developing pre and post activities at the site to align with audioconference and give opportunities for face-to-face interaction
- Complementing audio content with handouts or other visual information in the form of illustrations, pictures, slides, or videotapes
- Incorporating several different technologies, such as e-mail, PowerPoint presentations, computers, electronic black boards, videotapes, and faxes
- Providing handout materials that include supplemental readings, study questions, agenda, participant list, call in numbers, call guidelines, biographies, and hard copies of visuals
- Creating a community of learning through providing vehicles for participants to share learning with each other
- Providing for follow up on the event
- Evaluating the event

Table 2 provides questions that should be considered before selecting audioconferencing.

Table 2
Points To Ponder

QUESTIONS TO PONDER	SOLUTIONS
How might we incorporate visual into audio?	
Who will facilitate the call?	
Will all participants at the site/on the call know one another?	
Can we do some activities at the site more effectively?	
What can we do to maximize interaction on the call?	
What can we do to increase interactivity among learners?	
Will there be more than one participant at each site?	
Do you need a site coordinator to organize and coordinate the event?	
Who should become the site coordinator	

How will we train the site coordinator?	
Is there information that people all need to hear at the same time?	
Should we have “pre-work”	
What type of handouts do we want/need to distribute to participants?	
What can we do to incorporate visuals in the workshop?	
What is the implementation plan?	

Audio Professional Development Workshop On Learning Disabilities

Education Management Corporation is a national system of career-focused schools. The schools offer associate and bachelor’s degree programs and non-degree programs in the areas of design, media arts and technology, culinary arts, fashion and paralegal studies. Throughout the system, various operating groups, task forces, and interest groups use audio conference calls as a common form of communication and regularly scheduled meetings. In general, the meetings are run as a large telephone call with little structure or form. Audio conferencing is not a common media, however, to deliver system-wide training opportunities. While the system has done some experimentation with video conferencing, it does not have a system in place to reach multiple sites. Travel for a face-to-face meetings is expensive, time consuming, and resource intensive.

Each school had someone responsible for Faculty Development Programs. These people hold monthly audio conference meetings. On a number of monthly audio calls, issues were identified by the faculty development person at various schools related to policies, legal responsibilities, teaching techniques, types of accommodations, and philosophies of inclusion. Faced with issues of limited budget, geographically separated locations, need to provide training on learning disabilities, and large numbers of people to train, the faculty development directors decided to pilot an audio conference to provide professional development experience for administrators. A task force was formed to design, develop and deliver training on learning disabilities. The task force met through audio calls. This process served several objectives. It enabled the task force to become accustomed to working together using the technology, identified technical issues, helped establish guidelines for conducting calls, and served to model behaviors.

As a project management model, the task force adapted Kirkpatrick’s (1994) ten-step process for curriculum development to account for audio conferencing technology.

In general, they applied Kirkpatrick's components through tailoring the activities carried out in each step. Their model containing these components is shown in

Table 3
Curriculum Design Model Action Plan

Kirkpatrick Ten-Step Process	Action Items
Determining the needs	<ol style="list-style-type: none"> 1. Survey sites to identify training requirements 2. Interview key administrators to identify issues related to learning disabilities 3. Research types of accommodations requested at each site
Setting objectives	<ol style="list-style-type: none"> 1. Define Project Goals 2. Define learning objectives
Determining subject content	<ol style="list-style-type: none"> 1. Outline content based on learning objectives 2. Create workshop lesson plan 3. Develop learning activities 4. Identify subject matter experts 5. Assign roles
Selecting participants	<ol style="list-style-type: none"> 1. Identify who at site needed training 2. Define who should attend call 3. Determine alternative to train others at site
Determining the best schedule	<ol style="list-style-type: none"> 1. Identify numbers of people who should participate on the call 2. Define number of calls needed 3. Determine way to reach various time zones, schedules
Selecting appropriate facilities	<ol style="list-style-type: none"> 1. Identify technology requirements 2. Specify minimum facility needs
Selecting appropriate instructors (site coordinators)	<ol style="list-style-type: none"> 1. Identify selection criteria 2. Describe function 3. Recommend selection process for schools
Selecting and preparing audiovisual aids	<ol style="list-style-type: none"> 1. Create support materials based on curriculum 2. Identify outside resources and obtain copies, copyright permission 3. Create audiovisuals 4. Produce participant handout
Coordinating the program	<ol style="list-style-type: none"> 1. Develop time line 2. Produce site coordinators manual
Evaluating the program	<ol style="list-style-type: none"> 1. Learner reaction sheet 2. Presentation of site workshop 3. Posting of site materials on intranet

Note. From Kirkpatrick, D. L. (1987). Evaluation. In R. L. Craig (Ed.), *Training and development handbook* (3rd ed., pp.301-319). New York: McGraw-Hill.

Through the needs assessment, the task force recognized that the training need was at two distinct levels: administrators and staff. The School's Executive Committees needed familiarity with the philosophies and concepts to establish effective institutional policies and practices. School professionals and staff needed to be able to carry out these policies and apply appropriate accommodations in the classroom. Thus, the task force addressed the audio workshop to school executive committees. Through the generation of comprehensive support materials and guides, the school's executive committee could duplicate the model to deliver a site professional development event.

The task force identified these project goals:

- Elevate the awareness of learning disabilities on a system level
- Define reasonable accommodations for learning disabilities
- Comply with federal laws
- Share information on learning disabilities
- Use distance for professional development
- Manage and locate place where learning accommodations should be made at the site level

The following learning objectives were defined for the audio workshop:

- Recognize learning disabilities
- Make reasonable accommodations for learning disabilities
- Recognize legal liabilities
- Value learning disabilities
- Design, develop, deliver seminar at site on learning disabilities
- Participate in a distance learning event
- Provide a variety of strategies to use to address learning disabilities
- Keep current on thinking and strategies
- Identify owner and establish policy at site to define learning accommodations

Based on the objectives, the content was divided into these content areas:

- What are Learning Disabilities
- Challenges for Learning Disabled
- Legal Implications
- Policies and Procedures

Once the categories were defined, the task force outlined content to be covered under each category. At this point internal subject matter experts were identified and assigned the role to develop their piece of the curriculum. Because of the nature of the legal aspect, the task force decided to find an outside expert to present that piece of the workshop.

Up to this point, the design was very similar to an on-ground workshop. From this point on, however, the task force had to consider implications based on the delivery technology. For example, they agreed on the following:

- Hold length of the call to 90 minutes due to attention spans
- Change activities every 20 minutes
- Off-load activities that did not need to be interactive to pre-work
- Reserve call time for interactivity
- Use visual media
- Provide pre-work
- Provide experiment for the sites to drill training into daily operations
- Develop handouts as resources for participants to include articles, study questions, and visual aids
- Limit the number of sites on the call, people at the site
- Identify site coordinator to facilitate call at the school
- Develop manual for site coordinator as support
- Provide training for site coordinator through audio conferencing
- Offer the calls at various dates and times to accommodate schools and time zones
- Recommend technology
- Define minimum facilities requirements

The people designated to facilitate pieces of the workshop developed the curriculum and identified support materials for the participant handout. The task force prepared support materials based on the Seven Principles of Good Practice and the 10 Commandments of Good Distance Learning to help the facilitators with their design. These are shown in Tables 4 and 5.

Table 4
Principles Of Good Practice

Principle	Action
Encourage contacts between learner and facilitator	
Develop reciprocity and cooperation among students	
Use active learning techniques	
Give prompt feedback	
Emphasize time on task	
Communicate high expectations	
Respect diverse talents and ways of learning	

Table 5
10 Commandments for Good Distance Learning

Commandment	Description
Plan first, implement second	
Keep it short	
Think interactive	
People watch television. They don't listen to it	
Share your excitement about your topic	
Take the student's perspective	
Be prepared	
Champion consistency	
Make your graphics readable/don't read your slides	
Have fun	

Note. <http://www.onetouch.com/tencom.htm>, Dave Lewis 3/7/94

Components Of The Audio Workshop

To preserve time on the audio workshop for interactivity, the task force off loaded these items to pre- and post events facilitated by the site coordinator:

Pre-Audio Workshop (at site)

- Introductions
- Overview of Topic
- Seminar Agenda
- Workshop Objective
- View first ten minutes of F.A.T. (Frustration, Anxiety, and Tension) City Video

Post-Audio Workshop (at site) – Roundtable discussion addressing the following:

- What are the issues at our school?
- What accommodations do we make?
- What accommodations should we make?
- What do we need to do next? (experiment)
- What policies/procedures should we implement?

To help to build a community of learning, the task force put the following components in place:

Bulletin Board

The site coordinator summarized the discussion that took place during the round table and posted it on the listserv. After the school completed their experiment, the site coordinator posted the following:

- Issues/opportunities
- What we did
- What worked
- What didn't work

Experiment

Action steps were taken at schools. These included such activities as the delivery of an on-site professional development seminar, development of school policy, or implementation of accommodations. As support materials, the task force generated a Site Coordinator's Guide and Participant Handbook.

Site Coordinator's Guide

This following is a list of the contents included in the Site Coordinator's Guide:

- **Project**
 - Description
 - Goals
 - Program Outcomes
 - Workshop Objectives
 - Project Components
- **Workshop**
 - Purpose
 - Description
 - Objectives
- **Workshop Format**
 - Pre-workshop
 - Audio Workshop
 - Post Workshop
 - Experiment
- **Sites**
 - Pictures of Site Coordinators
 - Names of participants at sites
- **Workshop Administration**
 - Instructions
 - Teleconferencing pointers
 - Schedule
 - Listserv

- **Site Coordinator**
 - Role
 - Technology Considerations
- **Administrative Checklist**
 - List of activities to perform by time frame
 - List of supplies needed to order and ordering information
- **Leader's Guide**
 - Lesson plans

Participant Handout

This is a list of the items included in the participant handout:

- **Seminar instructions**
 - Dates, times
 - Teleconferencing pointers
- **Goal, Outcomes and Objectives**
- **Site Coordinators**
 - List of sites
 - Names of site coordinators
- **Seminar Outline**
 - Pre-Workshop Event
 - Audio Workshop
 - Post Workshop Event
- **Pre-work**
 - Discussion Questions
 - Articles
 - Illustrations of what some learning disabled students see on a printed page
- **Workshop Evaluation Sheet**
- **References & Resources**

Lessons Learned

Through the implementation of the event, the task force identified these lessons learned:

Stick to Structure. Because of the familiarity of the technology people tend to become very conversational and pulled the workshop off focus.

Limit content. The task force realized that they tried to cover too much in the workshop. It is important to allow time for interaction with a large number of people on the call.

Follow Teleconferencing Pointers. People do not know who's on the call. Be sure people identify themselves each time they speak. Teleconferencing points are shown in Table 6.

Table 6
Teleconferencing Pointers

• Speak directly into the receiver
• Identify yourself whenever you speak
• Make sure you are in a quiet room with no background noise
• Avoid excessive movement, keyboarding, or jostling of papers as this will create noise
• Put your phone on mute when you are not talking
• Avoid use of extension telephones—this decreases the phone line volume level
• Use speaker phones –this helps to avoid tension in neck and ear

Identify where you are getting information. Facilitators should constantly relate back to participant handbook and be sure everyone is on the “same page.”

Offload as much as possible. Use the call for interactivity. Assign reading material for pre-work.

Poll participants. Ask for feedback from various sites. Say person’s name first then ask question.

Limit On-Air Time for Participants. Have a time limit; for example 3 or 5 minutes, for participants to either ask questions, respond, or participate.

Identify Gatekeeper. Have a person other than facilitator responsible for keeping on-time and limiting discussions.

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Lewis, D. (1994). *10 Commandments for Good Distance Learning*, Retrieved from the World Wide Web: <http://www.onetouch.com/tencom.html>

**RELEVANCE OF ADULT DEVELOPMENT AND AGING TEXTBOOKS'
CONTENTS TO ADULT EDUCATION**

M Cecil Smith
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(An earlier version of this paper was presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 1999)

Abstract

Adult educational psychology is emerging as a legitimate field of study as both educational and developmental psychologists examine the interrelationships of developmental processes and educational activities across the adult years. This work has significant practical implications for adult educators, but few textbooks exist which integrate this work in a summary fashion. Adult educators therefore rely upon survey textbooks in adult development and aging to gather information about adult development. This study was a content analysis of such textbooks, and examined the texts' coverage of five general topic areas of great interest to adult educators. Coverage of these topics was found to vary: there was extensive discussion of adult intelligence across most of the textbooks, but little information in regards to the roles and functions of adult education in promoting adult development. There is a need for adult development and aging textbooks that link developmental research and theory to adult education practice.

The roots of developmental psychologists' interest in adulthood run deep in the history of psychology. As early as the late-1920s, Edward L. Thorndike and his colleagues (Thorndike, Bregman, Tilton, & Woodyard, 1928) had published a text on adult learning. Even G. Stanley Hall--perhaps better known for his epic two-volume treatise on adolescent growth and behavior (Hall, 1904)--wrote a book describing developments in the second half of the life span (Hall, 1922). Pressey and Kuhlen published one of the first general textbooks on the topic of human development from a life span perspective in 1957. Thus, although the study of adulthood has frequently taken a backseat to developmentalists' preferences for studying the "growing years" of childhood and adolescence, there has always been an undercurrent of interest in the last three-fourths of the life span among some theorists and researchers.

While the evidence is scant, it appears that graduate programs in psychology and educational psychology have offered relatively few courses in adult development until recently--probably within the last two decades (Everhart, Blieszner, & Edwards, 1996; Okun, Stock, & Weir, 1985). In fact, it is likely that graduate students in adult education have, historically, been far more exposed to concepts and issues concerning the development and aging of adults than have, for example, students of developmental psychology (Tennant, 1997). The lack of close attention to adult development has been largely due to psychology's traditional focus on child development. Developmentalists have long assumed that the post-adolescent years represent states of maturity, and are characterized by aging and decline rather than development. According to Schaie and Willis (1996), this assumption has an historical basis--the pioneering developmentalists in the early part of the twentieth century were more interested in studying how individual behavior is acquired rather than maintained. Others assumed that personality was formed early in life and remained relatively invariant over time--thus, there was little need to study adult development, as profound changes during these years were unexpected.

Developmentalists since that time have arrived at a better appreciation of the whole fabric of the life span--that the time from conception to death is marked by change. Rather than viewing development only in terms of growth, both growth and decline characterize human development. All change is therefore considered to be developmental (Baltes, 1987). Several events have contributed to this change, including (a) numerous scientific contributions from the fields of geriatrics and gerontology (Botwinick, 1978; (b) findings from longitudinal studies that have tracked the development of children into their adult years (Eichorn, Clausen, Haan, Honzik, & Mussen, 1981; Elder, 1999); (c) the genesis of the field of life span development in the late 1960s (Baltes & Goulet, 1970); and (d) the widespread attention given to several descriptive studies of adult development that occurred in the 1970s (Levinson, 1975; Vaillant, 1977). The adult years have become fertile ground for the study of developmental processes--a fact that has been implicitly understood by adult educators for a number of decades (Knowles, 1970; 1973; Lindeman, 1926).

Today, adult educational psychology is emerging as a legitimate field of study as both educational and developmental psychologists examine the interrelationships of developmental processes and educational activities across the adult years. This work has significant practical implications for adult educators as adults' participation in formal and informal learning activities and programs is likely to continue increasing as (a) the adult population grows, (b) more people perceive the need to acquire workplace skills, and (c) large number of non-English proficient immigrants seek literacy education. The principles and concerns of adult educational psychologists have been presented elsewhere (Smith & Pourchot, 1998), but essentially this field intersects the interests of adult educators, developmental and educational psychologists, and cognitive scientists, among others. Adult educators who are interested in these topics and issues must rely upon relatively few reference materials to orient them to the psychology of adult development (Tennant, 1997; Tennant & Pogson, 1995). Presently, no survey-level textbooks exist to demarcate the "territories" of mutual interest among adult educational psychologists and adult educators. However, the National Institute for Literacy recently published a

reference text on “adult learning,” based upon accumulated knowledge in cognitive, developmental, and educational psychology (Cromley, 2000). This text was designed with adult educators and adult teacher trainers in mind—particularly those working in adult basic and literacy education.

Survey textbooks can provide convenient sources of information about adult development and aging, and may be the primary sources to which adult educators turn when seeking specific topic information. Because of the remarkable growth in the study of adulthood over the past 30 years, there are now a number of such introductory-level textbooks on adult development and aging. Also, a few adult development survey textbooks exist that are written by adult educators (Merriam & Cafarella, 1991; Tennant, 1997), although these tend to be somewhat limited in the scope of their coverage. The purpose of the investigation reported here was to examine the extent to which adult development and aging survey texts contain information that is meaningful and useful to students and practitioners in adult education.

Method

The analysis was limited to introductory textbooks published within the past several years (1992-2001), as these would be most likely to be adopted in courses in adult development. These textbooks were identified in several ways: (a) through examination of reference citations in various textbooks and articles on adult development; (b) by checking the bibliographic resource, “Books in Print;” and, (c) a search was conducted for “adult development” books on the Amazon.com web site. The first author, who teaches a graduate course in adult educational psychology (adult development), also possesses more than a dozen reference texts on adult development and aging, and adult learning and education, including several introductory-level survey texts. Nineteen texts were identified and obtained and the sample consisted of 11 textbooks randomly selected from this group. These texts are listed in Table 1; all share the characteristic that each can be adopted as a primary textbook for advanced undergraduate or entry-level graduate courses in adult development, or as a supplementary text in adult education courses.

Content Analysis

Content analyses are generally conducted in order to study human behavior indirectly--through an analysis of communications, such as textbooks in the present case (Frankel & Wallen, 1996). Our purpose was to determine, in a straightforward manner, the type and extent of information on adult development that would be of most relevance to adult educators.

Although various types of data may be obtained from content analyses, two types are generally identified--manifest and latent content. Manifest content is the obvious surface content (words in a text). Latent content is the underlying meaning of the

Table 1.
Number of textbook pages per topic.

Text: Topic	Aiken	Bee	Bels	Cavan	Lemm	PCF	RRH	S&W	S&S	SL&C	Whit
Assess learning.	1	0	0	0	0	0	0	2	0	1	6
Motivation	0	1	0	0	0	0	2	31 (6%)	0	6	0
<u>Cognition</u>											
<u>Memory</u>	4	8	14	41 (8%)	9	37 (7%)	20	34 (7%)	25 (7%)	8	14
-Age changes	X	X	X	X	X	X	X	X	X	X	X
-Dimensions	X	X	X	X	X	X	X	X	X	X	X
-Aid and Strategies	X	X	X	X	--	X	--	X	X	X	X
<u>Intelligence</u>	18 (5%)	34 (8%)	27 (6%)	29 (5%)	22 (5%)	28 (5%)	24 (5%)	48 (9%)	9	11	16
-Age changes	X	X	X	X	X	X	X	X	X	--	X
-Assessment	X	--	X	--	X	X	X	X	X	X	X
-Dimensions	X	X	X	X	X	X	X	X	--	X	X
<u>Personal Character</u>											
Adaptation	3	9	2	5	0	10	17	0	4	7	3
Creativity	4	6	2	7	9	16	12	10	3	11	12
Self-Efficacy	1	4	7	4	10	0	0	2	0	1	0
Wisdom	0	3	3	3	4	12	10	4	3	2	4
Adult Education.	5	9	3	1	12	11	0	6	4	12	0

<u>Textbook</u>	<u>Key</u>	<u>Total pages:</u>
Aiken	Aiken	366
Bee	Bee	453
Belsky	Bels	437
Cavanaugh	Cavan	538
Lemme	Lemm	468
Papalia, Camp, & Feldman	PCF	525
Rybash, Roodin, & Hoyer	RRH	491
Schaie & Willis	SW	518
Schulz & Salthouse	SS	357
Stevens-Long & Commons	SLC	541
Whitbourne	Whit	445

X = Topic covered

content. Our focus was on the manifest content, as this content pertained to how the authors described five topics that we regard as essential information for adult educators. These topics are the following: (a) assessments of adults' learning (why assessment is important; what methods exist for measuring learning outcomes); (b) the role of motivation in adult learning (theories and explanations); (c) cognitive processes (memory) and intellectual functions, developmental changes in these processes and functions, and the implications of these changes for adults' educational experiences; (d) the significance of personal characteristics, such as adaptive and coping skills, creativity, expertise and problem-solving abilities, self-efficacy beliefs, and wisdom to adult development; and, (e) the roles and functions of adult education in promoting adult development. Both authors of this paper reviewed the chapter contents of each text, examined chapter heading and subheadings, and the subject indexes to locate information regarding the five topics. Disagreements, which were few, were resolved by discussion.

Results and Discussion

The results of our content analysis and review, as they pertain to the five topics presented in the preceding section, are described below:

Assessing Adult Learning

Virtually no attention was given to methods of assessing adults' learning--with the exception of Schaie and Willis (1996) (Table 1). They devote some attention to adult education and provide several suggestions for testing the memory skills of older adults. Multiple-choice and true-false items, for example, may be more effective procedures for assessing the learning of older adults because both procedures involve recognition memory--which adults perform equally as well as younger adults, according to Schaie and Willis. Older adults also do well on essay tests where they can discuss topics, but short-answer tests that require the recollection of specific information are difficult for them. Also, Schaie and Willis note that older adults need more time for test taking. Teachers who work with older adults should therefore avoid placing them in testing situations that require rapid responding until time-limited conditions.

Although not specific to assessing adults' learning, Aiken (1998) describes several general characteristics of older learners that adult educators should consider when providing instruction to them. These characteristics include a preference for slower instructional pacing, cautiousness, being less likely to spontaneously use strategies to improve memory, and having less tolerance for information that adults deem irrelevant to their lives.

Knowledge of various approaches to assessing adults' learning is vital to adult educators because most of the significant learning in adult life occurs informally rather than within the constraints of a curriculum. Descriptions of developmentally based assessments that are either retrospective (used to evaluate prior learning) or prospective

(used to predict learning and developmental outcomes) would be valuable additions to adult development textbooks (Fiddler & Marienau, 1995).

Motivation in Adult Learning

Once again, few of the textbook authors devote any attention to the role of motivation in learning or the developmental course of adult motivation (Table 1). Schaie and Willis (1996), however, include an entire chapter on this topic. Achievement motivation is particularly relevant to adult educators and a dimension of motivation that is well understood by educational psychologists. While Schaie and Willis cite research that shows achievement motivation decreases in the second half of life, they also note that achievement motivation takes many forms in adulthood. Two other texts describe motivational processes rather briefly and in the context of work rather than education (Bee; 1996; Rybash, Roodin, & Hoyer, 1995). Stevens-Long and Commons (1992) describe two general theories of motivation--the psychosocial model of Erikson and Maslow's needs hierarchy--but do not suggest implications for adult educators' instructional practices arising from these theories.

The study of developmental dimensions of adult motivation is only beginning to emerge in the literature (Heckhausen & Dweck, 1998; Pourchot, 1999). Pourchot's research, for example, has suggested that the development of a sense of generativity in middle adulthood is positively associated with increased intrinsic motivation. As adults develop, they are therefore likely to experience changes in how and where their motivation is directed. Adult educators should assist adults in appropriately channeling their motivation in order to accomplish their personal learning goals.

Given the significant role of motivation in most human endeavors, it is rather surprising that few of the textbooks offer much information about the nature of motivation, how motivation impacts adult learning, and the ways in which motivation for learning might be enhanced. Student motivation is critical in domains such as adult literacy education, for example. Adult literacy instructors are often ill equipped to cope with the lack of appropriate motivation on the part of their students (Malicky & Norman, 1996; Stanfel, 1996). This is an area where adult educational psychologists, in collaboration with adult educators, can evaluate student motivation and design instructional programs that take advantage of intrinsic motivation for learning.

Cognitive Processes and Intellectual Changes

The textbook authors organized descriptions of these topics in different ways and from a variety of perspectives. As shown in Table 1, all of the textbooks devoted considerable attention to cognitive processes and intellectual functioning in adulthood, ranging from 19 to 82 pages of text. This information is arguably of greatest importance to both adult educators and developmentalists and receives the lion's share of attention in most texts--in several cases two or more chapters are devoted to these topics. Six texts contained single chapters devoted solely to descriptions of adult memory (type of memory; memorial processes; aids for improving or maintaining memory skills, and age-

related changes in memory functioning). The specific issues pertaining to memory were in regards to descriptions of different memory components (long- versus short-term), age-related changes in memory abilities, and various memory aids and strategies to enhance or maintain memory skills. Six texts also contained single chapters that focused singly on psychometric intelligence (what is IQ and how is IQ measured), developmental changes in intellectual abilities, and the components of intelligence (fluid versus crystallized).

Personal Characteristics

A number of personal attributes, skills and characteristics are important to adults' success in educational and learning activities. These include the capacity to adapt to changes in the environment, perseverance in the face of adversity, exercising good judgment in uncertain situations, responding creatively to difficult tasks, and having confidence in one's ability to perform well when faced with challenges. We examined how these texts described the nature of adults': (a) adaptive or coping skills; (b) creativity, expertise, and problem-solving abilities; (c) self-efficacy; and (d) wisdom, as these issues are psychological topics of great interest to both adult educators and psychologists.

Adaptation and coping

Two textbooks extensively describe adaptive mechanisms and coping responses in adulthood. Papalia, Camp, and Feldman (1996) describe four models of coping: environmental, behavioral, coping style, and cognitive appraisal. The authors delineate the characteristics of each model, describe their relative strengths and weaknesses in accounting for adaptive and coping behaviors, and summarize supporting research. Rybash, Roodin, and Hoyer (1995), on the other hand, focus on stress and adults' responses to stressful situations. They describe a cognitive model of coping, the various methods for measuring stress, and the ways in which people typically cope. Because adults can be explicitly taught a variety of strategies to enable them to effectively cope with stressors in their lives, information about adaptation, coping, and stress is very useful to adult educators.

Creativity, expertise and problem solving

Papalia et al. (1996), Rybash et al. (1995), Schaie and Willis (1996), and Whitbourne (2001) discuss adult creativity at length. Papalia et al. and Rybash et al. define creativity and indicate how it is studied and measured (psychometric and biographic approaches). Both discuss developmental changes in creativity. While Papalia et al. describe qualitative versus quantitative distinctions in creativity, Rybash et al. contrast ordinary creativity to genius-type creativity. These texts and Schaie and Willis, Stevens-Long and Commons (1992), and Whitbourne summarize the well-known work of Simonton (1988) who has investigated the lives of highly creative, highly productive individuals. Lemme (1999) provides an overview of the study of expertise and contrasts the abilities of experts and novices. Only five texts discuss expertise and

the treatment of this topic varies little across these textbooks. Generally, descriptions of expertise and problem-solving abilities overlap.

Self-Efficacy

Self-efficacy concerns individuals' beliefs and expectations about their ability to successfully complete challenging tasks. Only one textbook (Lemme, 1999) devotes extensive discussion to self-efficacy in adulthood. Lemme describes various sources of self-efficacy, gender differences in self-efficacy, and the relationship of cognitive performance to self-efficacy, among other issues.

Wisdom

The Papalia et al. (1996), Rybash et al. (1995), and Whitbourne (2001) texts describe wisdom as a feature of intellectual ability. Each discusses the features of wisdom in detail. Papalia et al. contrast recent psychological accounts of wisdom with ages-old beliefs about the nature of wisdom. The work of both Clayton (Clayton & Birren, 1980) and Baltes (Baltes & Staudinger, 1993) are summarized as examples of recent psychological investigations of wisdom. Rybash et al. also contrast philosophical with practical wisdom.

Roles and Function of Adult Education

Several of the texts devote some attention to the role that education plays in adults' lives (Table 1). Schaie and Willis, for example, suggest that "adult education can also be useful in compensating for the deficits that often...occur with aging" (1996, p. 352). According to their account, the goals of adult education are different from childhood education and are related to adult transitions, particularly those transitions that have to do with careers and personal development. They see an important need for adult education, especially in regards to improving basic skills in reading and math to meet the employment demands of the high-technology job market. Schaie and Willis also discuss educational programs for elderly adults and suggest that these take into account older adults' needs for instruction in how to learn (memory strategies) as well as content instruction.

Conclusion

It is important to acknowledge that none of the texts were written with explicit applications to adult education practices. These general survey textbooks are targeted to upper-level students in developmental psychology--individuals who are unlikely to work in the field of adult education. Nevertheless, these books are among the best sources of information for those students interested in an overview of developmental topics and can be (and are) adopted in graduate-level adult education courses as "foundational" material. Students should explore and discuss the relevance and applicability of the developmental research findings summarized in these textbooks to adult education practice.

We did not investigate the extent to which adult educators utilize these textbooks to increase their knowledge of adult development or to plan educational programs on the basis of meeting developmental needs. Such information would be useful in determining the extent to which adult development textbooks are useful to practitioners in the field. We also did not evaluate the accuracy of the information contained in these texts, although there was a high level of consistency of information across them. Our summary analysis suggests the need for introductory-level textbooks that not only describe theories of adult development and learning, and research on aging and development, but also illustrate the relevance of this knowledge to the field of adult education and to those who are educators of adults. Because the contents of these books has little direct application to the practice of adult education, they should be supplemented by other texts (e.g., Tennant, 1997) and materials that help adult educators translate theory and research into practice.

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* indicates a textbook that was used in the content analysis.

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