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Common Elements for Re-Orienting Higher Education Institutions in Various Countries toward Lifelong Learning: Research and Implications for Practice

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Proceedings

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**2006 Midwest Research-to-Practice Conference
in Adult, Continuing, Extension, and Community Education**

Impacting Adult Learners Near and Far

**Special 25th Anniversary Conference
October 4-6, 2006**

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The conference provides a forum for practitioners and researchers to discuss practices, concepts, evaluation, and research studies in order to improve practice in Adult Education. It facilitates dialogue and the initiation and pursuit of projects among individuals and groups working in the various fields of Adult Education. Through such discussion and collaboration, participants contribute toward the realization of a more humane and just society through lifelong learning.

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Midwest Research-to-Practice Hosts, Locations, and Listing of Conference Proceedings in the ERIC Database

No.	Host(s)	Location	Dates	Editor	ED Number
1.	Northern Illinois University	DeKalb, Illinois	October 8-9, 1982	K. Czisny	ED226116
2.	Northern Illinois University	DeKalb, Illinois	November 4-5, 1983		ED262214
3.	Northern Illinois University	DeKalb, Illinois	September 27-28, 1984		ED262215
4.	University of Michigan	Ann Arbor, Michigan	October 10-11, 1985	L.S. Berlin	ED261172
5.	Ball State University	Muncie, Indiana	October 3-4, 1986	G.S. Wood, Jr. & D. Wood	ED274774
6.	Michigan State University	East Lansing, Michigan	October 8-9, 1987	S.J. Levine	ED295046
7.	University of Wisconsin	Madison, Wisconsin	October 21-22, 1988	C.C. Coggins	ED321029
8.	University of Missouri	St. Louis, Missouri	October 12-13, 1989		ED330781
9.	Northern Illinois University	DeKalb, Illinois	October 18-19, 1990		ED326663
10.	University of Minnesota	St. Paul, Minnesota	October 3-4, 1991		ED378307
11.	Kansas State University	Manhattan, Kansas	October 8-9, 1992		ED361532
12.	The Ohio State University & Indiana University of PA	Columbus, Ohio	October 13-15, 1993	K. Freer & G. Dean	ED362663
13.	University of Wisconsin	Milwaukee, Wisconsin	October 13-15, 1994	L. Martin	ED378359
14.	National-Louis University & Northern Illinois University	Wheaton, Illinois	October 12-14, 1995		ED446213
15.	University of Nebraska	Lincoln, Nebraska	October 17-19, 1996	J.M. Dirkx	ED477391
16.	Michigan State University	East Lansing, Michigan	October 15-17, 1997	S.J. Levine	ED412370
17.	Ball State University	Muncie, Indiana	October 8-10, 1998	G.S. Wood & M.M. Webber	ED424419
18.	University of Missouri	St. Louis, Missouri	September 22-24, 1999	A. Austin, G.E. Hynes, & R.T. Miller	ED447269
19.	University of Wisconsin	Madison, Wisconsin	September 27-29, 2000	M. Glowacki-Dudka	ED445203
20.	Eastern Illinois University	Charleston, Illinois	September 26-28, 2001	W.C. Hine	ED457336
21.	Northern Illinois University	DeKalb, Illinois	October 9-11, 2002	R.A. Orem	ED471123
22.	The Ohio State University, Cleveland State University, & Indiana University of PA	Columbus, Ohio (Printed at IUP)	October 8-10, 2003	T.R. Ferro & G.J. Dean	In ERIC in Fall 2003
23.	Indiana University – Purdue University	Indianapolis, Indiana	October 6-8, 2004	M. Glowacki-Dudka	Digital Library
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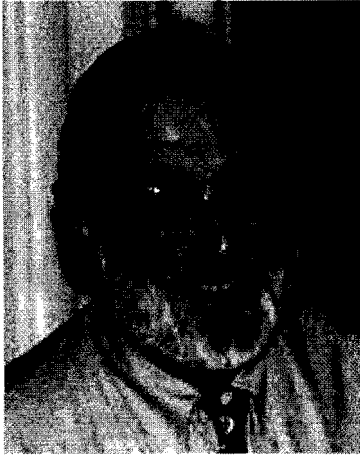
S. Joseph Levine, PhD
Professor Emeritus
Michigan State University
East Lansing, Michigan

Fascinated by his own inquisitive desire to learn, Dr. Joe Levine has devoted his professional career to awakening that same spirit in others. As Professor of Adult Education and Extension Education at Michigan State University (MSU), Joe's learning journey has provided him the wonderful opportunity to practice the very philosophy that guides so much of what he does. His ability to ask questions, challenge ideas and encourage reflection is a hallmark of his teaching.

Dr. Levine has been on the faculty of the Learning Systems Institute, the program of studies in Adult and Continuing Education, and the graduate program in Agricultural and Extension Education. He was Chief of Party for MSU's Nonformal Education Project in Indonesia. Joe has taught graduate courses in adult learning, instructional strategies for teaching adults, program planning and evaluation, and—most recently—how to effectively teach at a distance. He tries to juggle his own time between teaching, writing, leading workshops and designing instruction.

With a strong background in electronics and technology, Joe has been involved with a variety of distance education initiatives for both formal and nonformal education. In particular, he has been an advocate for the learner and is concerned that distance education programs be developed that respond to the unique needs of each learner.

Always looking for new things to challenge his own learning, Joe is an accomplished clarinetist, a long-time amateur radio operator, a fairly good carpenter, a self-taught Web designer, and always able to put off work when something enticing strikes his fancy. His wife, a speech pathologist, is quick to point out that learning is fine "except when it stands in the way of cleaning the basement."

25th Midwest Research-to-Practice Conference in Adult, Continuing, Extension, and Community Education

Refereed Papers

Proceedings of the
25th Midwest Research-to-Practice Conference
in Adult, Continuing, and Community Education

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Poster Session Papers

Common Elements for Re-orienting Higher Education Institutions in Various Countries toward Lifelong Learning: Research and Implications for Practice

John A. Henschke

Abstract: This research study focused on the question: What common elements will need to be considered to help higher education institutions in various countries shift toward a lifelong learning focus? Research is presented on the background and experiences of various institutions in this regard, developing a policy statement on elements of this re-orientation as a product of a worldwide conference, and ultimately constructing "measurable performance indicators" [MPI] for the seven elements — overarching frameworks, strategic partnerships and linkages, research, teaching and learning processes, administration policies and mechanisms, decision support systems, and, student support systems and services. Research and implications for practice within various organizations and countries are also included.

Higher education institutions around the world in the 21st century are being faced with serving the educational and learning needs of a non-traditional population [older than the traditional college age of 18-22]. This new population requires different approaches for fulfilling their educational desires. They come into the higher education setting on a part time basis, study and take courses for a period of time, and then drop out for a while. They return later, seeking to 'pick up' their course of study again where they were when they were previously enrolled. Research on how institutions may be able to address this situation is needed.

Research Design

This research study focused on the question: What common elements will need to be considered to help higher education institutions in various countries shift toward a lifelong learning focus? Some Adult Educators at the University of Missouri – St. Louis (UMSL) were involved in researching the background of this topic on the North American Continent and the Northern Hemisphere. Other Adult Educators at The University of The Western Cape [UWC], Cape Town, South Africa were involved in researching the background of this topic on the African Continent and the Southern Hemisphere.

This information was shared as one backdrop for a worldwide conference on the topic of "Lifelong Learning, Higher Education and Active Citizenship" held in Cape Town in October, 2000. There were 95 Adult Educators from 19 countries at the conference. This was also a follow-up and continuation of the work begun at the UNESCO Fifth International Conference on Adult Education in Hamburg, Germany, 1997, continued at the University of Mumbai, India in 1998, and the UNESCO World Conference on Higher Education in Paris in 1998.

These gatherings of adult educators resulted in the formulation of the Cape Town Statement on Characteristic Elements of a Lifelong Learning Higher Education Institution. They named six major elements. The next step in the process saw the two schools from South Africa and The University of Missouri, changing those six elements to seven major elements, and developing measurable performance indicators [MPI] for the practice of lifelong learning in higher education institutions.

A five member team from The University of Missouri [UM] went to Cape Town to work with personnel from The University of The Western Cape [UWC] in May, 2001. The aim and task of this meeting was to address the issue of moving a higher education institution moving from a traditional orientation toward a lifelong learning orientation. They developed Measurable Performance Indicators [MPI] for tracking the progress of any educatrional institution in the direction of Lifelong Leaning. This information also applies to the educational function of other institutions as well. This coming together of adult educators two different times resulted in the formulation of the Cape Town Statement on Characteristic Elements of a Lifelong Learning Higher Education Institution, and the MPI. The six [and ultimately seven] elements included: [1] Overarching Frameworks, [2] Strategic Partnerships, [3] Research, [4] Teaching and Learning Processes, [5] Administration Policies and Mechanisms, [6] Decision Support Systems, and, [7] Student Support Systems and Services. Some of the major changes that occurred during this process included, but was not limited to the following.

Developing a Life Long Learning Definition

A master concept or principle regarded as the continuous and never complete development, changes, and adaptation in human consciousness that occur partly through deliberate action but even more as a result of the business of living, where learning may be intentional or unintentional that includes acquiring greater understanding of other people and the world at large, based on five pillars of learning: learning to live together, learning to know,

learning to do, learning to be, and learning to change (Henschke, 2000)..

Faculty Development of Good Practices Oriented Toward Understanding and Helping Adults Learn
　1. **Determining learner needs**　　　　　　　　　　　　　　　　　　　　　(Maehl, 2000).
- assessed carefully
- addressed
  - fairly &
  - equitably

2. **Adult learning programs**
- arise from needs assessment
- planned to accomplish learner outcomes

3. **Adult learning experiences**
- high quality
  - positive learning environment
  - flexibility
  - adaptability
  - mutual respect between
    - teacher &
    - learner
- adult learner-centered
  - encouraging a positive psychological environment by learning
  - allowing learner participation in the design of experiences
  - relating learning to learner's
    - prior experience &
    - application
  - using varying types of learning techniques
  - recognizing & addressing different learning styles
  - providing continuous feedback to learners
  - arranging appropriate physical settings

4. **Adult learning assessment**
- outcome based
- (designed to evaluate participants' previous learning
  - formal or
  - informal

5. **Faculty and staff needing**
- to be adequately prepared to work with adult learners by
  - participating in faculty development learning experiences &
  - keeping abreast with the current literature and research in how to help adults learn
- to participate in ongoing evaluations and development of their own capabilities in six major building blocks of
  - beliefs and notions about adults learners
  - perceptions concerning qualities of effective teachers
  - ideas of the phases and sequences in the learning process
  - teaching tips and learning techniques
  - implementing the prepared plan
  - cultural and contextual awareness
- to articulate and clarify their own teaching philosophy regarding adult learners

6. **Programs for adult learners having**
- clearly stated missions
- sufficient resources to carry out their missions
  - rigorous financial administration that supports the adult, lifelong learning mission
  - necessary services for
    - learning &
    - student support
  - policies governing

- learner confidentiality &
- other matters
■ ethical standards for
- learner recruitment &
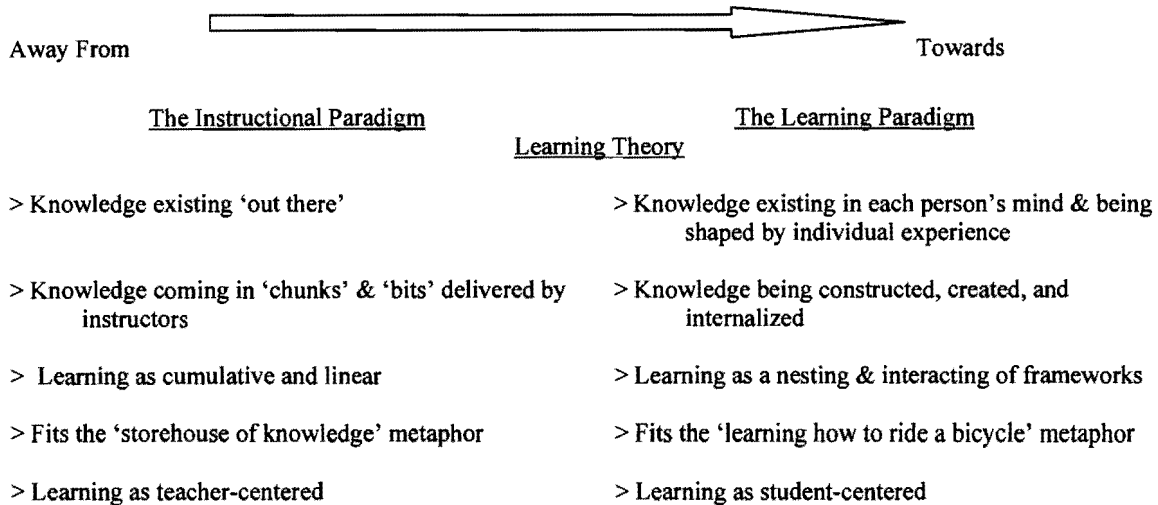- professional practice

7. Identifying Characteristics of Highly Effective Adult Learning Programs

Characteristics of Highly Effective Adult Learning Programs are clearly delineated by a major piece of research (Billington, 2000; Henschke, 2000). It was as though this research snapped multiple pictures of a barely visible phenomenon from various angles, and when developed, all pictures revealed the same clear image. Results revealed that adults can and do experience significant personal growth at midlife. However, adult students grew significantly only in one type of learning environment; they tended not to grow or to regress in another type. What was the difference? The seven key factors found in learning programs that stimulated adult development are:

1) An environment where students feel safe and supported, where individuals needs and uniqueness are honored, and where abilities and life achievements are acknowledged and respected.
2) An environment that fosters intellectual freedom and encourages experimentation and creativity.
3) An environment where faculty treats adult students as peers-accepted and respected as intelligent experienced adults, whose opinions are listened to, honored, and appreciated. Such faculty members often comment that they learn as much from their students as the student learn from them.
4) Self-directed learning, where students take responsibility for their own learning. They work with faculty to design individual learning programs which address what each person needs and wants to learn in order to function optimally in their profession.
5) Pacing or intellectual challenge. Optimal pacing is challenging people just beyond their present level of ability. If challenged too far beyond, people give up. If challenged to little, they become bored and learn little. Pacing can be compared to playing tennis with a slightly better player; your game tends to improve. But if the other player is far better and it's impossible to return a ball, you give up overwhelmed. If the other player is less experienced and can't return one of your balls, you learn little. Those adults who reported experiencing high levels of intellectual stimulation – to the point of feeling discomfort—grew more.
6) Active involvement in learning, as opposed to passively listening to lectures. Where students and instructors interact and dialogue, where students try out new ideas in the workplace, and where exercises and experiences are used to bolster facts and theory, adults grow more.
7) Regular feedback mechanisms for students to tell faculty what works best for them and what they want and need to learn—and faculty who hear and make changes based on student input.

8. Changing Faculty Roles

Emphasis on changing faculty roles focused on moving according to the following paradigm (:Lemkuhle, 2000; Henschke, 2000):

Away From ⟶ Towards

The Instructional Paradigm	The Learning Paradigm
Learning Theory	
> Knowledge existing 'out there'	> Knowledge existing in each person's mind & being shaped by individual experience
> Knowledge coming in 'chunks' & 'bits' delivered by instructors	> Knowledge being constructed, created, and internalized
> Learning as cumulative and linear	> Learning as a nesting & interacting of frameworks
> Fits the 'storehouse of knowledge' metaphor	> Fits the 'learning how to ride a bicycle' metaphor
> Learning as teacher-centered	> Learning as student-centered

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> Learning as teacher controlled	> Learning as the students' responsibility
> 'Live' teacher, 'live' students required	> 'Proactive' learner required with teaching resources accessible
> The classroom and learning are competitive and individualistic	> Learning environments and learning are cooperative, collaborative & supportive
> Talent and ability are rare	> Talent and ability are abundant

Productivity/Funding

> Definition of productivity as instructing the unlearned	> Definition of productivity as helping adults learn
> Cost per hour of instruction per student	> Cost per unit of learning per student
> Funding for hours of instruction	> Funding for learning outcomes

Nature of Roles

>Faculty as authoritarian experts	>Faculty as models exemplifying lifelong learning
>Faculty as primarily lecturers	>Faculty as primarily designers & implementers of adult learning techniques & environments
>Faculty and students acting independently and in isolation	>Faculty and students working in teams with each other and with other staff
>Teachers classifying and sorting students	>Teachers helping develop every student's competencies and talents
>Staff serving/supporting faculty and the process of instruction	>All staff as educators who help produce student learning and success
>Any expert can teach	>Empowering learning through challenging and complex means
>Line governance; independent actors	>Shared governance, teamwork

The Measurable Performance Indicators

One of the major trends in LLL focuses on Performance Indicators (PI) that requires the characteristic elements to be measurable and concrete in action. It is well to note that moving educational institutions toward serving the needs of all lifelong learners is a lifelong endeavor that will continue for many years. The discussions between the UM Team and the UWC Personnel modified the original six (6) "Characteristic Elements" into seven (7). The seventh one that was added to the original six was "Decision Support Systems. A few accompanying "Measurable Performance Indicators" [MPI] are indicated in the list that follows. The complete MPI Instrument is available from the author by request from the following e-mail: henschkej@missouri.edu

(1) Overarching Frameworks — provide the context that facilitates operation as a lifelong learning institution. This would mean that all stakeholders relating to the institution have a financial policy and implementation plan, the legal framework, and the cultural/social sensitivity as a foundation to operating the institution for serving lifelong learners.

(2) Strategic Partnerships & Linkages — form collaborative relationships internationally, with other institutions nationally, and with other groups in society. The indicators needed will focus on increasing the institution wide concern with promoting and increasing the number and quality of partnerships across multiple departmental, institutional, national, and international boundaries. Decisions regarding choice of programmes, assessment of learning outcomes, curriculum design and methods are a shared responsibility based on collaborative processes among academic staff, service staff and learners.

(3) Research — includes working across disciplines, institutions, investigating what kinds of institutional adjustments need to be made to help the institution better serve lifelong learners: i.e. convenience, transportation, child care services, locations of offerings, library accessibility, computer and website services, etc. In addition, targets are set for increasing and encouraging a broader range of research paradigms: action research, case studies, story telling, etc.

(4) Teaching & Learning Processes — Educators will need to move their teaching and learning processes away from the "instructional paradigm" toward the "learning paradigm," thus encouraging self-directed learning, engaging with the knowledges, interests and life situations which learners bring to their education, and using open and resource based learning approaches. They will need to use different teaching methods that respond to the diverse learning styles of lifelong learners, including CO-learning, interactive learning, and continuous learning while integrating appropriate technology. The learners and faculty will need to mutually design individual learning programs that address what each learner needs and wants to learn in order to function optimally in their profession. This all means that the institution plans to employ and develop faculty who see their primary roles as facilitators of the learning process as opposed to dispensers of information, thus moving their development toward: knowing as a dialogical process; a dialogical relationship to oneself; being a continuous learner; self-agency and self-authorship; and connection with others.

(5) Administration Policies & Mechanisms — service to learners is the top priority of the administration. The mission statement and allocation of resources, including staffing is increased to reflect the institutional commitment for operating a lifelong learning institution. The operational system in imbued with a belief that demonstrates active and systematic listening turned into responsiveness to meet needs of lifelong learners. Registration, class times, and courses — including modular choices and academics support — are available at times and in formats geared to the convenience of learners.

(6) Decision Support Systems — provide within the institution and community an atmosphere that is people-centered, caring, warm, informal, intimate and trusting. It also maintains a demographic profile on programs aimed at increasing the numbers of: students served, courses offered, locations of offerings, and contracts for educational programs with different organizations.

(7) Student Support Systems & Services — provides learner-friendliness, convenient schedules, and in various ways encourages independent learning. Obligations and responsibilities of the learners, educational providers and administration service are made clear from the beginning.

Updates and Follow-Through in Higher Education and Other institutions

In 2002, John A. Henschke was instrumental in enlisting two people he knew and had worked with to translate the Cape Town Statement into two other languages beside English. Dr. Eihab Abou-Rokbah, a Saudi Arabian Ph. D, graduate from the University of Missouri - St. Louis, translated it into the Arabic language. Ms. Wang Yan, Director of the International Educational Programs at the Beijing [Peoples' Republic of China] Academy of Educational Sciences translated it into the Mandarin Chinese language. These are being used in the countries where these languages are spoken in conjunction with the efforts of the UNESCO Institute of Education [UIE].

In September, 2003, a six-year review on the UNESCO Institute of Education [UIE] 1997 Hamburg, Germany Confintea V Conference was held in Bangkok, Thailand. The "measurable performance indicators" [MPI] for characteristic elements of a lifelong learning higher education institution were distributed and discussed among the eighteen [18] representatives of the participating institutions. The MPI have been shared and presented at numerous adult education conferences in the USA and internationally.

In addition, The Barnes, Jewish, Christian [BJC] Health System in St. Louis, MO [the fourth largest health care system in the USA] adopted the MPI as the standard toward which the institution will move itself in re-orienting their focus. In 2004, Dr. Susan Isenberg, a Ph. D. graduate from University of Missouri - St. Louis, and Director of the Center for Training and Development, A BJC Center for Lifelong Learning at Christian Hospital, implemented adult learning principles [andragogical] and the MPI into their institutional operation. They developed "Strategic Plan 2004" with the vision to be recognized as a magnet lifelong learning center by 2009. The Strategic Plan includes four [4] major components: Demonstrate Excellent Customer Service, Demonstrate Teamwork to Earn Each Other's Trust, Create a Change Welcoming Healthy Work Culture, and Be Financially Responsible.

The reflection of this BJC Strategic Plan moving forward is depicted in additional documents entitled: "Operational Plan," "GAP Plan," and "Action Plan." Results from the first year of implementing the Strategic Plan included the following new things: Place, name, responsibilities, programs, partnerships, and attitude. The second year results instituted: An e-learning center, online registration, Wound Center, Diabetes Center, six [6] promotions to leadership positions of the original twelve [12] staff. In addition, Dr. Isenberg has been promoted to a new staff position [reporting to the President], that will oversee the development of the Christian Hospital in accordance with the adult learning [andragogical] principles and the Measurable Performance Indicators [MPI], thus connecting these

with Corporate Profitability.

In the 2002 annual report of the Division of Lifelong Learning at The University of The Western Cape [UWC] in South Africa, they posted their progress regarding key performance areas of lifelong learning: Recognition of Prior Learning [RPL], advocacy for a lifelong learning orientation, workplace learning and continuing education, part-time studies, and lifelong learning research and teaching. By 2003 the UWC Senate decided to adopt a thematic approach to monitoring the lifelong learning mission at UWC.

The theme for 2004 at UWC was on accredited part-time studies, in which they also developed the substantially revised fourth edition of "Juggling to Learn," which is a handbook for students, educators and administrators in the UWC part-time programme. The aim of this document is to improve the quality and success of part-time provision at UWC by: [1] Providing suggestions for getting started in the programme; [2] Giving information on useful services; [3] Giving tips on learning and teaching; and, [4] Communicating the protocol and encouraging its implementation.

Additional examples of implementing the MPI will be provided as they become available and known in the future. Further explanation of the MPI implications will also be presented, as information about the results is shared by the various organizations and institutions.

Implications of Applying the Findings to Practice or Theory

Developing the 78 Measurable Performance Indicators [MPI] for the seven Characteristic Elements of a Lifelong Learning [LLL] Orientation for Higher Education Institutions, was what made the 'rubber meet the road' in applying this research to the practice of a higher education institution. Numerous institutions, educational and otherwise, have adopted the MPI in helping move their LLL educational operation into reality.

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