

**International  
Adult and  
Continuing  
Education  
Hall of Fame**

**Newsletter  
September 2020**



**Executive Director's Welcome**

Greetings Hall Members...

As you will see on the next page, Will, your Board chair, has done an excellent job in his letter summarizing the good work of the Board and committee chairs during these challenging times. This newsletter, the Facebook responses, the new promotional brochure, the interactions with potential induction associations, the redoubled development efforts, the call for the scholarship applications, and the new organizational award all suggest that the Hall is remaining viable in spite of being in "quarantine."

On a personal note and at a retired, older age, I am a bit surprised that the quarantine has stimulated a new personal emphasis on self-directed and internet group learning. I have read more meaningful books in the last few months than is typical of me, e.g., *Guns, Germs and Steel*; and, given our US political climate, *White Fragility*. These and some historical novels are causing me considerable thought and exploring other sources. And, I could not have anticipated that when I was creating the Osher Lifelong Learning Institute at OU as part of my work as a continuing educator, that it would become such an important part of this self-isolated year. My Zoom classes related to the Bronze Age, American Short Stories, International Security Agencies, and US Election Politics have me looking at more issues than even my most engaged college years...with the perspective of a lifetime of experience! The principles of Andragogy are indeed real; and, the quarantine has truly created a mature readiness that was not part of those younger college years (Kapp, Knowles, et al, got it right).

Speaking of politics, we in the US are now being inundated with real and manufactured issues to consider and endless negative ads in our local and national elections. Our elections, world problems, and international conflicts, in addition to the pandemic, suggest that our challenging times will continue. I am sincerely hoping that the new year will be somewhat better for all of us.

In the meantime, I hope you are all staying safe, engaging with each other via various technologies (including the Hall's Facebook page), and enjoying your own continued learning. I hope we can get some closure on our induction site by the new year and continue to encourage you to think of potential individual and organizational nominees for the Hall.

A handwritten signature in black ink that reads "Jim Pappas".

Jim Pappas  
Executive Director, IACEHOF.

## **Board Chair's Welcome**

Dear Colleagues,

The summer is passing by quickly, and I had thought we would have better news to report about the Corona virus pandemic. Instead we have had a resurgence of cases in so many countries. This is certainly the case here in Hawaii as I write this column. We are again in total lockdown with only essential business permitted to stay open and a delay in the starting of schools.

In spite of the obstacles, we had a very productive Board Meeting on 20 August. All our Board members from around the world took part either via ZOOM or telephone. This is not always easy across so many time zones, and I really appreciate their dedication and efforts. I especially want to thank some special people for working so hard and getting everything done in a timely manner. First of all, my thanks to Dr. Belinda Biscoe and her great staff, specifically Nina Barbee and Shannon Johansen. Working from home and not being able to do business face to face brings a lot of challenges. Shannon continues to do a great job responding to all of the queries from the membership, while making sure contributions are accurately accounted for with the Foundation. Second, our Executive Director Jim Pappas has done an outstanding job coordinating all of the Hall's activities with me and the Board in spite of the challenges of this crazy environment.

Kudos and special thanks and recognition need to be given to our Committee Chairs about the great work they are doing. I especially want to mention those as we seldom get to bring you up to date on what all they are doing and the fine work they are doing.

Gary Miller and the Communication Committee continue to do a fantastic job. They meet each month via Zoom and have come up with some great creative ideas to get information out to Hall members and the general public members through Facebook and Twitter. Gary continues to be very creative with the Newsletter; from the comments we receive, the results are really appreciated by all who read it.

Wendell Smith and the Marketing Committee have been very active this year, first of all with the development of a very professional business card that can be used by all of our members as a marketing tool. They have also designed a beautiful and professional looking brochure about the Hal that should be ready later this year.

Dian Stoskopf, has done an incredible job as financial officer and Development Committee chair, working with Nina and Shannon to get all of our data bases updated and as accurate as possible. The Hall survives strictly on the donations from its members and the generosity of the University of Oklahoma. Dian continues to do a great job in the fundraising that we sorely need to stay afloat. In spite of the Pandemic and the uncertainty of tax laws in the US, she has made great strides forward this year.

Nina Barbee and the James Pappas Scholarship Committee have dedicated hours to getting information out and encouraging people to apply for the Scholarship. Nina has done a special outreach to our international members to generate more applications from around the world. Great job, Nina, and we thank you.

Gary Eyre, with the assistance of Doug Smith, has done an excellent job in developing the criteria for the Organizational Award, which we hope to be presented for the first time during 2021. You will find more information on this in the Newsletter.

Jim Anderson and Doug Smith lead the Nomination Committee's work to find new members. It was an excellent selection for the 2020 inductees, and I'm sure it will be for 2021.

Please remember as we go into the last part of the year to contribute what you can so we can continue into the changing future. A Gift Giving form is attached to the Newsletter.

If you have questions, comments, please do not hesitate to contact me at [jwillardwilliams@aol.com](mailto:jwillardwilliams@aol.com) or call 804-240-7477. Meanwhile, please stay safe and well, and wishing you all of the best for the rest of the year.

Willard Williams  
Chair, Board of Directors, IACEHOF

# ADULT EDUCATION IN AUSTRALIA: A BRIEF PERSONAL COMMENT

By



**Roger Morris (HOF 2006)**

This is obviously not the story of Australian adult education over recent past. It is just one story – my story. I joined in 1987 the National Executive of the **Australian Association of Adult Education [AAAE]**, which had been founded in 1960. I was the last President of the **Australian Association of Adult and Community Education [AAACE]**, the name we had adopted in 1989. We adopted the Association's current name, **Adult Learning Australia [ALA]**, in 2000. These three names are important markers of change in adult education.

Arguably the term, adult education, has become outmoded. Partly, this is a result of the broader adult education project having been largely successful, in the sense that there are now many more opportunities for adult learning available across the lifespan. Adult education, reconceived as 'adult learning' or 'lifelong learning,' is thus no longer clearly recognizable as a separate entity, as a separate 'sector' of education, or as the social movement, as it once was.

Just how did Australian adult education and its professional association (ALA) enter the new millennium? There was a lot of continuity among the key providers, most of which had been a part of the adult education scene for many years: Evening and Community Colleges; Community Adult Education Centers; Continuing Education Centers; Neighborhood Houses; Local Community Centers; U3As;

Colleges and Institutes of TAFE; some universities with continuing education or extra mural provision; WEA; and the Council of Adult Education. These providers were still on the ground and well-represented among the ALA membership.

The major questions also seem to persist:

- the reluctance of Government to fund 'general' adult education and some non-vocational social purpose adult education;
- the ongoing debate about the identity of the sector;
- the tension between vocational and non-vocational outcomes;
- the unsettled question of the role of the volunteer as opposed to the professional adult educator;
- and the fight for real recognition beyond the field's marginal status.

Again, the ALA was centrally and crucially involved with and impacted upon by all these issues. However, it seemed that more and more, questions, both for many in the field and their Association, have come down to choosing the economically rational alternative. Many adult educators, remembering John Ohliger, are now asking: is there vocational education and training after death?

The story of adult education, in Australia as elsewhere, has been characterized by a fight for formal recognition. Such recognition (albeit as 'adult learning') has now largely been achieved. Lifelong learning will become an increasing reality for many. But there will always remain those who have been without access to quality education both as children and now as adults. As ever, it will be those adults that the adult education movement and its peak body, **Adult Learning Australia**, must continue to serve, to include, and to empower.

*Dr. Roger K Morris AM retired as an Associate Professor in the Adult Education Program at the University of Technology Sydney (UTS) in 2005. On Australia Day 2008, Roger was appointed as a Member of the Order of Australia [AM] for his services to adult, continuing, and community education.*

# COVID CHRONICLES FROM CANADA

by



**Roger Boshier (HOF 2013)**

Not long after the WHO declared a “global emergency” concerning COVID the *Times Literary Supplement* (TLS) carried an article where a British writer went searching for a “remote island” where he could escape cognitively-challenged buffoons posing as political leaders, go into social isolation and wait for the madness to end.

Being in the age group being floored by COVID and having resolved to never give money to avaricious, irresponsible and quasi-criminal elderly care-home owners, I noticed the words “remote island” in the TLS article.

Nearly 45 years ago, I bought a remote island off the coast of Canada. It was (and still is) a forested 8 acres with no mains electricity, no other residents, no airport, no WIFI, no nearby coffee shop or much else – apart from seals, sea lions, whales, otters, ravens, and other animals and mammals. At the time I had only \$300 in the credit union, so I borrowed the rest and, in addition, bought a robust aluminium work-boat capable of crossing a boisterous 25-mile seaway in nor’west summer gales or bone-chilling winter cold.

As soon as the WHO said “pandemic” – and Canadian officials were reluctant to close our southern border – despite the challenges of getting a dinner going, despite snow, depleted propane supplies, and raccoons coming to the back door looking for food, I decided a few weeks’ isolation would thwart the virus. And, just as good, put distance between me and fibs put out by university marketing departments who, long ago, threw adult education into a 60-fathom hole but now claim to know what a well-dressed web course looks like. The pandemic has triggered a mighty pile of university exaggerations and lies about so-called “remote learning.”

At the island my old (but trusty) home-made solar system was working well and, as the pandemic went from bad to worse, the Canadian Broadcasting Corporation became my trusted informant. Each day the Canadian Broadcasting Corporation (CBC) carried the Prime Minister’s “morning talk” from Ottawa. Today, several million dollars for that acronym and even more for the other one. After a few weeks, our ex-UBC student Justin Trudeau was dishing out billions, not millions of dollars. Lost your job because of COVID? No worries – the government is with you. No wonder immigrants want to live in Canada.

Along with radio voices my only company was the occasional raccoon and four noisy roosters. In mid-winter the roosters’ 8 or 10 girlfriends were killed by a mink – before the pandemic began. Mink seem to engage in killing just for the sake of it. Without hens, there were no eggs. Breakfast? Bacon and .... err, um .... toast!

The brief lockdown quickly extended across March and on into April, May, and June. Having spent 40 years on this island I knew milk, bread, and newspapers would soon be in short supply. There is a grocery, liquor store, and even a newspaper supplier on a larger nearby island, but getting there required a boat trip, dock space in a marina, and then a truck battery willing to start during the coldest, wettest, and most miserable day of the year. Baden Powell said “Be Prepared,” and just before the pandemic I had ditched the old (mostly flat) truck battery and got a new one. Every few weeks my big outing was to stand in the social distancing line at the store. At the entrance, store staff disinfected shopping carts. *(Continued on next page.)*

During those 4 months nobody came to the island. In summer there might be a kayaker, camper, whale watcher, or someone needing advice about fishing but, during the early part of the pandemic, our Public Health authorities said “stay home.” Our former Governor-General Adrienne Clarkson said she was in the vulnerable age group and would have to be careful. She is about my age.

It soon became clear that, as expected, those suffering the most were poor and vulnerable. Each day on my walk on the beach around the island, I realized the 40-year old \$300 investment in the island was a very good deal. As ski hills closed and NGO and other worthwhile community fund-raising activities were suspended, I was feeling obliged to do something positive and physical.

Western Canada now has out-of-control forest fires and, because my place is forested, I decided the pandemic was a chance to implement my fire abatement program. Rick Jackson, the fire chief, long ago told me “our jurisdiction ends at local marina docks. Roger, if your place goes up, you’re on your own. We do not walk on water.”

Knowing this, I have several fire pumps (on wheelbarrows), many discharge fire hoses, and heavy hard-to-handle intake hoses and filters. I also listened to Rick’s lectures on fire theory – first there is the ground fire, next the ladder fire and finally the crown fire – leaping across tree tops. So what about fire abatement? Clear the ground, sever low limbs and clean-up under the house and sheds. “No more waiting!” he said.

September is just up ahead – and I now have impressive “burn piles” upwind of island structures. Some of these burn piles are as high as a house. I have about five chainsaws, many spare chains, gloves, files, very expensive fuels and oils. Most important, I have old style hay forks – for heaving windfall to the top of the burn pile.

New Zealand Maori film-maker Taika Waititi knows how to shear sheep and pitch hay onto a stack but has a contract to write the screenplay for the next round of *Star Wars*. He is at home in Los Angeles. Taika has several children at his feet and finds it difficult to practice home schooling while concentrating on finding something new and interesting in *Star Wars*.

“May the force be with you!”  
Yeah, right!

Taika is not impressed with educators promising to “have everything online by Monday.” He is also not keen on Zoom meetings, the way Powerpoint migrated from classrooms to screens at home or the relentless tedium of learning “templates” – bought from large commercial operators (eg. Microsoft, SAP, Cisco, etc.) where so-called “teachers” paste notes, Powerpoint slides, tests and readings. In these templates, the teacher is at the centre and learner perspectives and experience are banished to the periphery.

Want to discuss this with Malcolm Knowles? Try that but if you want to discuss it with me it is a case of B.Y.O.C (bring your own chainsaw). And a file to sharpen it.

*Roger Boshier (HOF 2013) is an internationally known adult educator. Working from his home base in Western Canada, he has had a significant impact on educational policy and change in China.*





# **IACE HALL OF FAME ORGANIZATION AWARD CALL FOR NOMINATIONS FOR 2021**

**Nomination Due Date:  
Subject to the site selected for 2021**

## **Overview**

The International Adult and Continuing Education Hall of Fame was created to honor leaders in the field of adult and continuing education. This is a call for award nominations. The award is focused on organizations that make distinguished contributions and significantly impact the field of adult and continuing education. The organization award is a highly visible component of the Hall of Fame's dedication to lifelong learning.

## **Eligibility for the Award**

Organizations to be considered for nomination should comply with five criteria.

- The organization's vision includes dedication to the belief that adult and continuing education contributes to human fulfillment and positive social change.
- The organization's mission reflects opportunities for adult and continuing education by providing for adult learning growth and development.
- The organization addresses their financial support of adult and continuing education or related field.
- The organization supports programs of educational opportunities for adults that are meaningful and relevant.
- The organization has achieved significant success in extending educational services to adults.

## **The Nomination Process**

- Two people will submit the nomination— the nominator and the person seconding the nomination (the seconder). One of these persons must be a member of the Hall of Fame.
- The Nomination Form consists of two parts.
- Part One will be an introductory statement of 500 words or less, to include the five criteria listed above in Eligibility for the Award.
- Part Two will address the following four statements:
  1. The organization's contribution(s) to the field of adult and continuing education, with the focus on the organization's impact on the field.
  2. The most notable accomplishments of the organization in adult and continuing education across the span of the organization.
  3. The organization's single most significant contribution to the field, focusing on its national and/or international importance. Nominators should provide a national or international historical context as appropriate, to assist in the evaluation of the organization.
  4. The organization's policies and practices that have been implemented to enhance the visibility and stature of the field of adult and continuing education.

The nominator or seconder may make the award at the annual induction meeting.

Travel, lodging and incidental expenses for the award presentation will be the responsibility of the recipient organization.



# INTERNATIONAL ADULT AND CONTINUING EDUCATION HALL OF FAME ORGANIZATION AWARD NOMINATION FORM

**Note:** Documents to be sent electronically: <http://halloffame.outreach.ou.edu/>

## **Organization Information:**

*Name:*

*Address:*

*Telephone:*

*E-mail*

## **Organization's Director/CEO/President:**

*Name:*

*Title:*

*Address:*

*Telephone:*

*E-mail*

## **Nominator:**

*Name:*

*Title:*

*Address:*

*Telephone:*

*E-mail:*

## **Secunder:**

*Name:*

*Title:*

*Address:*

*Telephone:*

*E-mail*

## NOMINATION FORM *Continued*

### Part One

**In 500 words or less, provide an introductory statement addressing the following five criteria of the organization.**

1. The organization's vision includes dedication to the belief that adult and continuing education contributes to human fulfillment and positive social change.
2. The organization's mission reflects opportunities for adult and continuing education by providing for adult learning growth and development.
3. The organization addresses their financial support of adult and continuing education or related field.
4. The organization supports programs of educational opportunities for adults that are meaningful and relevant.
5. The organization has achieved significant success in extending adult and continuing educational services.

### Part Two

**In 500 words or less, provide a narrative response for the following four statements:**

1. The organization's contribution(s) to the field of adult and continuing education, with a focus on the organization's involvement and impact on the field.
2. The most notable accomplishments of the organization in adult and continuing education across the span of the organization.
3. The organization's single greatest contribution to the field, focusing on its national and/or international significance. Nominators should provide a national and/or historical context as appropriate to assist in the evaluation of the organization.
4. What the organization has done to enhance the visibility and stature of adult and continuing education as a field.

**Supporting Documentation.** Additional supporting documents may be submitted.

**Submit nominations to:**

**Email:** <https://halloffame.outreach.ou.edu/>; cc: Shannon Johansen, [ShannonJohansen@ou.edu](mailto:ShannonJohansen@ou.edu)

**For Questions Contact:** Dr. Gary A. Eyre, 602 509 4422      [gaeyre@cox.net](mailto:gaeyre@cox.net)



# Remembrance



## **George Spear (HOF 2016)**

The IACE Hall of Fame Board was saddened this summer to learn of the passing in 2018 of George E. Spear, Jr., at the age of 93. Dr. Spear earned his Ph.D. in Education from the University of Michigan and served throughout his career as Professor of Education and Associate Dean in the University of Michigan-Kansas City School of Education. He retired as Professor Emeritus in 1987, after which he taught for Kansas State University as an adjunct faculty member at The United States Army Command and General Staff College at Fort Leavenworth, Kansas.

Throughout his career, Dr. Spear contributed significantly to knowledge about adult and continuing education. From 1966 to 1975, he received research grants totaling more than \$500,000 for studies and projects that included a National Feasibility Study of Alternatives for Adult Basic Education Teacher Training, a Missouri State Department of Education study examining certification sources for teachers of the blind and partially sighted, and a three-year project supporting the Center for Resource Development in Adult Education.

In 1969, he participated as a doctoral fellow in the highly selective Mott Inter-University Clinical Preparation Program for Educational Leadership. This program brought to the forefront the critical need for adult educational programs in depressed urban communities.

As co-editor of *Lifelong Learning: An Omnibus of Practice and Research*, Spear led the reshaping and publication of the journal inherited by the newly created American Association for Adult and Continuing Education following the merger of the Adult Education Association and National Association for Public and Continuing Adult Education.

His most significant contribution to the field is in self-directed learning. Building on the works of others, Spear and Mocker (1984) re-examined the process that learners follow in planning self-directed learning activities. They found that the actual process is more often influenced by external, organizing factors of which the individual is often unaware. This “organizing circumstance” was a profound new insight regarding self-directed learning and one that opened new areas of additional research. Widely cited by their fellow scholars, their work helped enhance the prominence of self-directed learning as an important adult education area of study.

One area of particular pride for Spear was his commitment to serving military learners. As an adjunct faculty member for Kansas State University Adult Education he taught graduate courses for military members and spouses connected with Fort Leavenworth, Kansas, and the U.S. Army Command and General Staff College. A scholarship fund established by the first Ft. Leavenworth graduate of the K-State Adult Education Program was renamed in honor of Spear. The George E. Spear Adult Education Scholarship has received more than \$50,000 in contributions, much of which go to help fund military learners and spouse’s complete master’s degrees.

# Remembrance



## Chere Campbell Gibson (HOF 2011)

Dr. Chere Campbell Gibson, an internationally renowned scholar and practitioner in adult, continuing and vocational education, died of a brain aneurism on August 25, 2020. Born in Canada, she earned a Bachelor of Science degree in Nutrition from McGill University and went on to complete a Master's degree in Agricultural and Extension Education and a Ph.D. in Continuing and Vocational Education from the University of Wisconsin-Madison. As a faculty member at the University of Minnesota and the University of Wisconsin-Madison, she integrated outreach into her work throughout her career. She retired as professor emerita at the University of Wisconsin-Madison, where she continued to work on education and distance education related outreach projects in the Schools of Education, Nursing, Veterinary Sciences and Medicine, and Public Health.

Throughout a career spanning four decades, Dr. Gibson became internationally known for her research and advocacy for distance education as a way to ensure that working adults have access to graduate degrees and continuing professional development programs. She and her husband Terry Gibson were responsible for initiating and sustaining the University of Wisconsin Distance Teaching and Learning Conference.

She received grants from National Science Foundation, United States Department of Agriculture and Fund for the Improvement of Post-Secondary Education, and other organizations to support her work in rural areas with Native American populations, migrant workers and new immigrants using appropriate technologies. She is particularly known for her learner-centered research and practice on culturally appropriate instructional strategies. Her work and that of her graduate students contributed significantly to the research-based practices used in other open and distance learning universities around the world today.

She was recognized for her research and advocacy with numerous campus teaching awards, national awards in both distance education outreach credit and non-credit programming, and the Wedemeyer Award for Excellence in Distance Education Research and was inducted into the United States Distance Learning Association's Hall of Fame. An author of more than 100 research articles and book chapters, she also edited a book entitled *Distance Learners in Higher Education: Institutional Responses for Quality Outcomes* (1998) and co-edited a book on flexibility in higher education. Her work focused on creating educational access for those (particularly women) struggling to complete educational programs while working, raising families and contributing to local communities.

Simone Conceição (HOF 2013) noted that "Chere was my dissertation advisor, colleague, and friend. She was one of the consulting editors for Volume 2 of *Mapping the Field of Adult and Continuing Education: An International Compendium*. Chere was energetic, fun, and a vibrant person. She has impacted the fields of adult and continuing education and distance education. She will be greatly missed."

## **New Books by Hall of Fame Members**

### ***Designing the Online Learning Experience: Evidence-Based Principles and Strategies***

**Simone C. O. Conceição** (HOF 2018) and Les L. Howles are the authors of this new book that explores how creating online courses in today's environment requires a new way of thinking about course design and new learning design skills for both instructors and course designers. The book focuses on how to design online learning experiences that create effective interactions among content, the instructor, and the learners themselves.

The book provides a holistic way of thinking about learners, learning, and online course design and strategies derived from an integrated framework for designing the online learning experience. The framework and strategies presented in the book can help instructors and learning designers create online courses that are more personalized, engaging, and meaningful for learners.

### ***The Handbook of Adult and Continuing Education, 2020 Edition***

**Tonette S. Rocco** (HOF 2016) is co-editor and at least fifteen members of the Hall of Fame contributed to the 2020 edition of *The Handbook of Adult and Continuing Education*, to be published in October in partnership with the American Association of Adult and Continuing Education. The Handbook is based on the premise that adult and continuing education should lead the way in preparing adults to lead in a world marked by rapid changes in social, economic, technological, and political environments around the globe.

It is structured around five sections that examine the Foundations of the field, Understanding Adult Learning, Teaching Practices and Administrative Leadership, Formal and Informal Learning Contexts, and Contemporary Issues in the field.

### ***Assessment, Evaluation, and Accountability in Adult Education***

**Lilian H. Hill** (HOF 2018) edited this book focused on helping adult education practitioners become better informed about these three functions that are critical to successful leadership of adult education programs. Six Hall of Fame members contributed to this edited book, which include chapters by Mary Alfred (HOF 2016), Simone Conceição (HOF 2018), Lilian Hill (HOF 2018), Paulette Isaac-Savage (HOF 2019), Larry Martin (HOF 2015), and Jovita Ross-Gordon (HOF 2016). The book includes sections on assessment and evaluation in military education, human resource development and continuing professional education, health professions education, distance education, and graduate education.

**These books are published by Stylus Press, which is offering Hall of Fame members a 30% discount and free shipping for orders received by December 31, 2020.  
To order, use this code: IAEHOF**

## New Books by Hall of Fame Members, cont.



### Notes From Grandpa *Sharing Life's Lessons*

**Quentin Gessner (HOF 1996)** was among the first class of inductees into the IACE Hall of Fame. After a long career in Continuing Education at the University of Michigan and University of Nebraska, Quentin retired to become a male role model for his five children, 13 grandchildren, and 11 great-grandchildren. *Notes from Grandpa*, is a collection of letters to his younger generations with his thoughts on family values, life lessons, and his experiences in dealing successfully with the challenges of life.

*Notes from Grandpa* is available in paperback and as an e-book from Amazon.com.

### Inequality, Innovation and Reform in Higher Education Challenges of Migration and Ageing Populations

**Maria Slowey (HOF 2013)** is co-editor of this new book that explores the extent to which higher education systems around the world are responding- or not responding- to the societal challenges associated with contemporary socio-demographic upheavals. Chapters explore how social change is affecting higher education and lifelong learning, including the impact of migration patterns, aging and changing life patterns, changing demographics and the impact on lifelong learning, implications of migration patterns on equity in higher education and lifelong learning, the impact of aging populations and changing life patterns on higher and lifelong education, and related topics.

Alexandre Kalache, Co-President, International Longevity Centre (ILC) Global Alliance and ILC Brazil, noted, “The powerful synergy of the longevity revolution and the technology revolution necessitates a corresponding education revolution. It is clear that the educational assets acquired in youth and early adulthood no longer provide sufficient currency for longer, big change impacted lives. This timely book examines the benefits of creating an inclusive, rights-based culture of learning at every stage of life.”

This book is published by Springer. For more information contact:

<https://link.springer.com/book/10.1007/978-3-030-28227-1>

## Upcoming Conferences in Europe

Alfredo Soeiro (HOF 2006) wrote to share information on two upcoming events sponsored by European associations:

The European University Continuing Education Network (**EUCEN**) has designed a month-long virtual seminar series in November on the topic of university lifelong learning (ULLL). The [eucen ULLL Open Fora 2020](#) topics are:

- **Mon 02 – Fri 06 November:** *The Role of ULLL in Learning Cities*
- **Mon 09 – Fri 13 November:** *Higher Education Work-based learning in a Changing World*
- **Mon 16 – Fri 20 November:** *Digital learning in continuing learning – the aftermath of Covid-19*
- **Mon 23 – Fri 27 November:** *Bridging active citizenship and ULLL*

The program will begin each week with a Master Class on Monday, followed by smaller presentations on Tuesday, Wednesday, and Thursday. Friday's program will feature a panel to discuss and close the topic.

**Registration is free for everyone.** However, EUCEN members have priority to book their access to the Open Fora until 15 October and only our members will receive a EUCEN participation badge.

For more information: <http://www.eucen.eu/post/what-are-you-doing-in-november-join-our-free-daily-activities>

\* \* \*

The European Distance Education Network (**EDEN**) has scheduled its 2020 Research Workshop for October 21-23 in Lisbon, Portugal.

This will be the eleventh EDEN Research Workshop and will be hosted by [LE@D, Universidade Aberta \(UAb\)](#) Lisbon, Portugal. The focus will be on **Enhancing the Human Experience of Learning with Technology: New Challenges for Research in Digital, Open, Distance & Networked Education**

The theme and scope of EDEN's RW11 is designed to reflect the current challenges researchers face regarding the impact of the emerging digital technologies and Artificial Intelligence in the improvement of the quality and the sustainability of the human learning experience. The capability of generating, processing and managing more data and information than ever before on the teaching and learning process is allowing for teachers and learners alike to be more in control. They can take better informed design decisions, track learning performance more accurately and in detail, anticipate problems more precociously and act accordingly, collect more learning evidences, as well as assess and credit more transparently. In short, they can shape together their teaching and learning experiences more efficiently and collaboratively.

The **EDEN 2020 PhD Symposium Lisbon** will be held on 21 October. The Symposium, hosted by University Politehnica Timisoara, is designed to foster the exchange of experiences and knowledge among doctoral students doing research in the area of technology-enhanced online, digital, open and distance learning, providing a valuable forum for the advancement of doctoral research. The Symposium is led by a panel of international experts. More information about EDEN PhD Symposium is [here](#).



## Give a Gift to Support the Hall of Fame

\_\_\_\_\_ I wish my gift to be directed to the Hall of Fame Operating Account.

\_\_\_\_\_ I wish my gift to be directed to the Hall of Fame Endowment Account.

\_\_\_\_\_ I wish my gift to be split between the Hall of Fame Operating and Endowment Accounts.

\_\_\_\_\_ I wish to donate my annual membership gift of \$100.

\_\_\_\_\_ I wish to purchase a brass name plate for my mentor on the **Mentor Plaque** for \$200 which will hang in the Hall of Fame. Mentor's name/address: \_\_\_\_\_

\_\_\_\_\_ Inscription (max. 30 characters including spaces): \_\_\_\_\_

### Memorial Gifts

\_\_\_\_\_ I wish to purchase a brass name plate in memory of \_\_\_\_\_

for \$200 on the **Memorial Plaque** which will hang in the Hall of Fame.

\_\_\_\_\_ Inscription (max. 30 characters including spaces): \_\_\_\_\_

\_\_\_\_\_ I wish to purchase a brass name plate for the **Ed Boone Memorial Plaque** for \$200 which will hang in the Hall of Fame. Inscription (max. 30 characters including spaces): \_\_\_\_\_

\_\_\_\_\_ I wish to purchase space on a larger plate for \$200 that will also list other donors in memory of \_\_\_\_\_

***Enclosed is/are my tax-deductible gift(s) to the International Adult and Continuing Education Hall of Fame.***

Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Gift amount(s): \_\_\_\_\_ Check #: \_\_\_\_\_

#### **Please make checks payable to:**

The University of Oklahoma Foundation, Attn: International Adult and Continuing Education Hall of Fame

#### **Paying by Credit Card:**

Credit Card:  Visa  MasterCard Card #: \_\_\_\_\_ Exp. Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Please contact Shannon Johansen at 405-325-6362 or by email [shannonjohansen@ou.edu](mailto:shannonjohansen@ou.edu). To ensure proper identification of donations, be sure to advise Shannon if you are making a donation directly to the OU Foundation.

**Gifts of Cash Via Wire Transfer:** <https://www.oufoundation.org/portal/Giving/Wire-Transfers>

#### **Please mail gifts to:**

International Adult and  
Continuing Education Hall of Fame  
c/o University Outreach  
ATTN: Shannon Johansen  
The University of Oklahoma  
1700 Asp Avenue, Room 111  
Norman, Oklahoma 73072-6400

#### **Domestic:**

Bank Name: Bank of Oklahoma  
Account Name: University of  
Oklahoma Foundation  
Account Number: 814031844  
Routing Number: 103900036

#### **International:**

Bank Name: Bank of Oklahoma  
Account Name: University of Oklahoma  
Account Number: 814031844  
Swift/BIC: BAOKUS



