

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



**Newsletter  
March 2022**

**Call for Nominations  
Hall of Fame 2022 Induction**

**Deadline for Nomination: April 18, 2022**

Nominations are now open for the 2022 induction of new members into the IACE Hall of Fame. The 2022 induction ceremony is being planned for late September 2022 in Ireland (see Jim Pappas' welcome column for more information).

Any individual may nominate a candidate for membership in the Hall of Fame. Hall of Fame members and nonmembers may nominate and/or second up to two individuals per year.

All nominations must be seconded by at least one current member of the Hall of Fame in the form of a letter that adds the seconder's personal perspective on the nominee's impact on the field of adult and continuing education.

When a nominee is co-nominated by two members of the Hall of Fame, no second by another member of the Hall of Fame is necessary. Self-Nominations to the Hall of Fame are not considered.

To nominate a colleague, please visit the Hall of Fame nomination website:

<https://halloffame.outreach.ou.edu/nominations/>

## **Executive Director's Welcome**

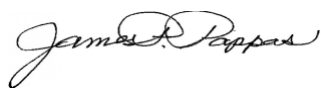
Dear Colleagues,

Like many of you, I was horrified and disgusted by Russia's unprovoked attack on the Ukraine. While we will not know how this will play out at this publishing of the newsletter; my heart went out to seeing the mothers and children huddled and sheltering in Kyiv subway tunnels and was appalled at seeing scenes of Russian tanks advancing on the various news stations. Our prayers go out in hopes that there will be a positive resolution soon. Some of you have Adult Education colleagues at Ukraine universities, and, if you are in contact with them, please express our concerns and support.

On a more positive note, we in the home office are excited to have finalized arrangements for having our induction in Ireland at the University of Cork at the end of September! Final information, including their conference activities, venues and nearby hotels will be following soon. Additionally, you should have received the call for nominations via email recently. Because of tight timelines, I urge you to begin working on your nominations right away. We had not planned to have new nominations this year because of the number of carry overs and the restraints of the pandemic. But, our European board members urged us to have new nominations so they could nominate European colleagues who would find traveling to Ireland easier than the U.S. The problems with the pandemic made it difficult for many to travel to Florida last year, so we thought the Ireland site and declining COVID cases would also allow more carry overs to participate this year. Our hope is that the cases will continue to decline and that travel restrictions will be eased, so we can have an exciting event in Cork; and that the induction will occur in a more normal fashion. We have been assured that the Cork event and venue will be special and participation will be convenient. There are numerous flights into Cork from all parts of Europe, and we've been told it's an easy local flight from London or Amsterdam to the Cork airport. It's a 15-minute cab ride to most of the hotel from the airport, so it should be easier than last year getting to the event. We are not certain, but we've heard there may be a few pubs close by to experience local color and discuss various adult education theoretical positions or new continuing education program ideas. At least that's the rumor.

In the meantime, our communications committee has been planning new activities, especially possible webinars that the Hall will be presenting. We hope you will join in those. If you have a topic you would like to explore or would like to conduct a webinar in research you are doing or a book you have written, please let us know. And, let us know of any articles, activities or life events that you would like Hall colleagues to learn about so we can share them in the newsletter or our social media.

Here's hoping we can put away our masks soon.



Jim Pappas  
Executive Director, IACEHOF

## **Board Chair's Welcome**

Dear Colleagues,

As I continued to think about sharing a few words with the Hall members in this newsletter I concluded that it was an awesome challenge, and I was not certain that I was up to the task. Why???

Well, it dawned on me that this really is an organization of International Scholars and Professional Educators. This is an organization that has annual worldwide induction meetings i.e. in Serbia and Germany and next in Ireland, for example. Even in the United States the annual induction ceremonies are located nationwide (i.e. Philadelphia, Orlando, Norfolk, etc.). I looked at the event when I was inducted, and the seven in that 2007 group included a member from Saudi Arabia, Venezuela, Hungary, and Korea – truly International.

And one would be remiss when thinking about the Hall not to remember and appreciate that the host institution is World Class – The University of Oklahoma. Also, one has to be proud of the fact that a distinguished educator such as Dr. James Pappas serves as the Executive Director of the Hall. And, lastly, it is an extraordinary thing in my mind that the funding for the Hall is almost exclusively contributions from the members themselves.

I don't mean this to be a history lesson about the 25 years of the Hall. I actually wanted to remind everyone (as if that should be necessary) that this last year and a half has been an incredible challenge. The induction scheduled in conjunction with AAACE in Florida had to be cancelled because of the Pandemic. The nomination process for 2021 was cancelled also. Then the 2022 induction was scheduled to be held in Cork, Ireland, and the nomination process was put back in the schedule.

The time line for this year's events will be tight, and the Hall members on the nominating committee and staff supporters from the University, led of course by Shannon Johansen and Nina Barbee, will have a significant increase in their already busy schedules to make the induction in Ireland another wonderful event. I have no doubt they will do that.

Lastly, I would like to give a salute of admiration to Gary Miller. One cannot help but be impressed with the awesome Newsletters that he has continued to produce. They are educational, informative, and truly World Class. I know all you readers will agree with me that these documents are an important facet of what makes the Hall the organization that it has become.

My warmest regards.

James Anderson  
Chair, Board of Directors, IACEHOF

# **New European Agenda for Adult Learning for Europe's Future**

**By**



**Eva Farkas (HOF 2019)**

Adult education is one of the most important systems, the function of which is to consistently renew and develop the knowledge and competences that are necessary for individual happiness and socio-economic progress. The European Union provides a range of tools and initiatives to encourage and support its citizens to participate more in adult learning. Despite all efforts, participation in adult learning remains low, with an EU average of only 10.8% of adults aged 25-64 in 2019. Furthermore, Eurostat 2020 data [1] show that participation in adult learning is lower than before the COVID-19 pandemic, with an EU average of only 9.2 %, against a benchmark of 15% by 2020.

The Council of the European Union [2] adopted a resolution on a new European Agenda for Adult Learning 2021-2030[3] in November 2021, with the overall aim of increasing and improving the provision, promotion, and take-up of formal, non-formal, and informal learning opportunities for all. The development of the new European Agenda (2021-2030) has been preceded by an assessment [4] of the achievements of the previous period and the identification of the emerging topics and priorities to be addressed in the post-2020 period.

The new European Agenda contains a lot of positive signals and is probably one of the most holistic policy documents of the last years. It outlines a vision of how adult learning should develop in Europe by 2030 in the following five priority areas:

- governance of adult learning – with a strong focus on whole-of-government national strategies and stakeholder partnerships
- supply and take-up of lifelong learning opportunities with sustainable funding
- accessibility and flexibility – to adapt to the needs of adults
- quality, equity, inclusion, and success in adult learning – emphasizing the professional development of adult learning staff, the mobility of both learners and staff, quality assurance, and active support to disadvantaged groups
- the green and digital transitions and related skill needs.

The new Agenda aims to provide conditions to help citizens acquire the right set of knowledge, skills, and competencies they need to be ready for the future to improve the quality of their lives. This will not only benefit individuals, but has wider economic, political, and cultural benefits, most notably recognized in the 2030 Agenda for Sustainable Development [5], which has numerous targets on adult education.

Following the objectives of the Agenda gives hope to the Member States for a holistic approach to adult learning, including inter-sectoral and multi-stakeholder collaboration and effective coordination at European, national, regional, and local levels to create an inclusive, sustainable, socially just, and more resilient Europe.

### *Footnotes*

[1] Eurostat (2021): Adult learning statistics. [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Adult\\_learning\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Adult_learning_statistics)

[2] The Council of the European Union is the EU institution where ministers from the 27 EU countries sit. There are 10 different Council configurations, covering the whole range of EU policies, including Education, Youth, Culture and Sport Council.

[3] Council of the European Union (2021). Council Resolution on a new European agenda for adult learning 2021- 2030. [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32021G1214\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32021G1214(01)&from=EN)

[4] European Commission (2019): Achievements under the Renewed European Agenda for Adult Learning. <https://ec.europa.eu/social/BlobServlet?docId=22435&langId=en>

[5] United Nations (2015): Transforming our world: the 2030 Agenda for Sustainable Development. [https://www.un.org/ga/search/view\\_doc.asp?symbol=A/RES/70/1&Lang=E](https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E)

## Perspective

# Challenges for Adult Education in Europe By



**Peter Mayo (HOF 2019)**

In this piece I shall provide some reflections on Adult Education from a Southern perspective, concentrating, for the most part, on Southern Europe/the Mediterranean. I shall focus on these key issues: rhythms of life and congenial educational systems, Southern European/Mediterranean contributions to learning, knowledge and social science, and the key issue of environmental sustainability and migration, the last two being quite intertwined.

This region has been under the influence of Northern colonialism and subject to influences in Adult Education coming from the North. Of course, countries such as Italy have had influences, in both provision and critique, emerging from within the country itself, namely the 150 hours experiment in Working Class Education (Yarnit, 1980) and the earlier Factory Council theorization of learning for industrial democracy during the Biennio Rosso (Mancini, 1973), the work of important practitioners such as Danilo Dolci, regarding community learning and action, and Aldo Capitini, regarding education among adults for grassroots democracy (Omnicrorazia). Italy also made innovative use of adult education through public television to enable large swathes of the illiterate population to learn to read and write in Italy, an approach which led to the project's key figure, Alberto Manzi, to take his approach to Latin America. He ended up being hounded by military regimes and declared a *persona non grata* for helping to change the electoral demographics through the spread of literacy that entitled the newly literate to vote, a political act which, as with Paulo Freire and others, was frowned upon by comprador elites working in the interest of foreign capital. (Farnè, 2011)

Other countries in the region have also produced their own forms of critique and adult educational possibilities. Spain's Second Republic provided us with experiments in Community Theatre under the leadership of Federico Garcia Lorca and Eduardo Ugarte and adult literacy and other forms of community learning under the Education Missions. (Otero-Urtaza, 2011; Grech and Mayo, 2020) Portugal, for its part, provided experiments in consolidating and affirming popular culture through education, celebrating what the people have rather than what they lack, following the collapse of the totalitarian regimes of Salazar and Caetano. (Melo, 1985) Spain and Portugal also develop adult educational programmes to help people learn traditional endangered skills because of the tendency to migrate to the coastal areas, in search of service jobs in tourism, among others, than remain self-reliant within the hinterland. (Guimaraes et al, 2018) The idea of the rural university, with its echoing of similar experiments by Nobel Laureate poet R. Tagore in India, has gained ground in these two countries constituting the Iberian Peninsula through the Plataforma Rural project.

The old Yugoslavia under Field Marshall Josef Broz Tito introduced workers' universities for popular participation in self-management programs. (Tonkovic, 1985) Despite these examples of context conditioned

forms of adult education provision, many countries on the Northern side of the Mediterranean and also Portugal (not Mediterranean *in strictu sensu*, but a country that shares a Mediterranean Latin atmosphere), are subject to educational directives emerging from an institution, the EU, which has been criticized for being Northern and Western dominated, imposing systems more adept to the climate and mode of living of the North and Central Europe than of the South, whose traditional rhythms of life are more suited to certain climate conditions described as a variant of the sub-tropical.

Discussing adult education in the context of climatic conditioning of ‘rhythms of life’ is a key theme missing from most conventional adult education, alas including critical adult education, discourses. One key source of influence here would be the French *Annales* historian, Ferdinand Braudel (1972) and his associating climate and vegetation with specific rhythms of life throughout the Mediterranean region (p. 236). His works appear to have had little influence on education thus far, save for work specifically focusing on the Mediterranean (e.g. Sultana, 1995). It is certainly conspicuous by its absence in adult education.

Colonial influences in adult education, as all education of course, do not occur in a straightforward manner as many intermediary factors come into place, rendering the process of colonial cultural transmission messier than one would *prima facie* be led to believe. Compromises with local concerns and conditions, as well as religious mores, have always taken place. Most importantly, this region has offered its own contributions to education and specifically adult education. These contributions are often conditioned by climatic conditions, including open air cultural manifestations that involve a certain degree of learning (think of commemorative gatherings, amphitheatres associated with the Greco-Roman traditions or fiestas and community celebrations – Grech and Mayo, 2020). They are also associated with popular education, which manifests itself in different ways in various parts of the geographical global south. They include epistemologies that have been appropriated by the North and West, often patented and without recognition of the sources from which they derive, thus leading to what Boaventura de Sousa Santos terms *cognitive injustice*. It is heartening to see sociologists like him, who worked in Southern contexts, namely his native Portugal and Brazil, affirming southern epistemologies in this regard and their potential for alternative approaches to education ranging from community to higher education. Indeed, one slogan used in Brussels, ‘it’s never too late to learn,’ derives from the TV project in Italy associated with Alberto Manzi; the program was entitled ‘*non è mai troppo tardi*’ which translates in English as the EU title, word for word. A modicum of cognitive justice and recognition for a project harkening back to the early 60s is called for here. There is much that can emerge from southern alternatives to education, especially popular education associated with social movements and often in reaction to totalitarianism (see Greece, Italy, Portugal, and Spain). This can serve as the antidote to Neoliberal education focused on the market and that widespread concept, lifelong learning, which, contrary to the old UNESCO discourse of Lifelong Education having had a third world ring to it, is very much western oriented. It promotes a notion of learning to earn and to be employable very much consonant with the industrial concerns of the North. There is not enough space to list examples of antidotes to Northern neoliberal education which emerged from the Mediterranean, including Southern Europe, although I need not rehearse my literature on the subject here.

This becomes all the more urgent with respect to the two major themes in sociology of education that have global resonance and, especially, Southern European/Mediterranean resonance, namely those of climate change and migration. Migration has been the greatest phenomenon affecting countries around the Mediterranean for quite some time now. It is impossible to speak about education in these countries without discussing migration. The numbers of people crossing the central Mediterranean route beggar belief with tragedies being part and parcel of this process. The reasons for people to migrate towards Europe have been formulated time and time again. Apart from female genital mutilation, religious fundamentalism, and civil wars, the latter fueled further by a Western-based arms industry, agricultural imbalance caused by massive subsidies to European and US farmers to the detriment of those languishing in the Tricontinental world (Latin America, Africa, and Asia), legacies of colonial underdevelopment (Rodney, 1973), and the colonial indoctrination of southern subjects referring to the North and West as the repository of the good life (the *Eldorado*), there is the very urgent issue of climate change. I expect migration and climate change to dominate adult education discourse in the forthcoming years. A detailed discussion on this is of course for another piece.

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## **The Adult Learning Exchange Virtual Community**

Simone C. O. Conceição (HOF 2018), who recently retired from the faculty of the University of Wisconsin-Milwaukee, is the manager of [The Adult Learning Exchange Virtual Community](http://adultlearningexchange.org) (<http://adultlearningexchange.org>), an interactive site for educators, administrators, scholars, and students organized around categories. The Exchange hosts podcasts and discussions on topics of interest to the field. Each category contains podcast episodes and a space for interactive discussions.

Two new categories featuring Hall of Fame members are now available:

**[Adult and Higher Education FutureTech](https://ale-virtualcommunity-ahefuturetech.blogspot.com/)**  
<https://ale-virtualcommunity-ahefuturetech.blogspot.com/>

This category focuses on the trends and technology drivers influencing adult and higher education. The discussion is moderated by Larry Martin (HOF 2015), Susan Yelich Biniecki, and Simone Conceição (HOF 2018). Listen to the podcast episodes and join in the discussion!

**[The Knox-Houle Collection](https://ale-virtualcommunity-khcollection.blogspot.com/)**  
<https://ale-virtualcommunity-khcollection.blogspot.com/>

This category focuses on the publications assembled by Alan Knox (HOF 1996). The discussion is moderated by Dr. Knox. Check his *Cascades of Learning: A Professional Memoir*. Listen to Dr. Knox's interviews about his memoir and join in the discussion.

The Adult Learning Exchange is free and open to the public.

## **MILESTONE**

### **Belinda Biscoe's Daughter Receives Malcolm Knowles Award**



**Dr Lucy Madsen Guglielmino (HOF 2012) and Brandi Biscoe Kenner**

Dr. Belinda Biscoe (HOF 2018) reports that, on February 10, her daughter, Dr. Brandi Biscoe Kenner, was honored with “The Malcolm Knowles Memorial Self-Directed Learning Award for Significant Lifelong Contributions to the Field of Self-Directed Learning” by the International Society for Self-Directed Learning. The award was presented during the Society’s 35th Annual Self-Directed Learning Symposium. Brandi was nominated for this prestigious award by Dr. Lucy Madsen Guglielmino (HOF 2012), the founder who formalized the International Society for Self-Directed Learning.

Brandi noted in a letter to friends and colleagues, “As I approach my 43rd orbit around the sun on February 18th, I hardly feel as though I’ve been at this work for a lifetime. In fact, I often say that I’m only partially there in terms of the imprint I hope to leave on the world. However, I’m extremely grateful to be receiving recognition for the work that I have contributed to the field to-date through my relentless pursuits to bridge developmental science, systems transformation, practice, and issues of equity and justice on behalf of children, families, and communities everywhere.”

Brandi is the founder and CEO of the [Choice-Filled Lives Network](#) and an Affiliated Research Scientist with [Yale University’s Haskins Laboratories](#).

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

***Meet Me on the Midway***  
**by**  
**Jerry Apps (HOF 1996)**

Jerry Apps is a member of the first Hall of Fame induction class. After his retirement in 1994 as a professor emeritus at the University of Wisconsin-Madison, he has dedicated his time to writing and creative work in the media. His writing focuses on agriculture, rural communities, and the environment.

In 2021, he published two novels, *Settlers Valley* (2021, University of Wisconsin Press) and *The Wild Oak* (2021, Henschel Haus Press).

Two new books are scheduled for publication in 2022: [\*Meet Me on the Midway\*](#) (2022, Wisconsin Historical Society Press), a history of Wisconsin county fairs, and *More than Words* (2022), a memoir of his more than 50 years of professional writing. In December 2022, Wisconsin Public Television will broadcast a documentary film, one in a series of six documentaries based on his writing. Apps is producing the documentary with his daughter, Susan, an elementary school teacher.

***Foundations of Human Resource Development***  
**by**  
**Richard Swanson (HOF 2001)**

The third edition of [\*Foundations of Human Resource Development\*](#) by Richard Swanson (HOF 2001) will be published in March 2022 by Berrett Koehler Publishing. This new edition has been updated throughout and contains new chapters on assessment, technology, globalization, and future challenges. Examples of best practices are included, along with variations in core thinking, processes, interventions, tools, and much more.

Dr. Swanson is professor emeritus of human resource development and adult education at the University of Minnesota, where he served on the faculty for twenty-five years. He is the founding editor of both the *Human Resource Development Quarterly* and *Advances in Developing Human Resources*. His book, *Analysis for Improving Performance: Tools for Diagnosing Organizations and Documenting Workplace Expertise*, received the outstanding book award from the International Society for Performance Improvement and the Society for Human Resource Management.

## **Hall of Fame Members Contribute to *The Handbook of Online Learning in Higher Education***

Two IACE Hall of Fame members have contributed to the new edition of *The Handbook of Online Learning in Higher Education*, published in November 2021 by [Fielding University Press](#). The *Handbook*, edited by Kjell E. Rudestam, Judith Schoenholtz-Read, and Monique L. Snowden, captures in 21 chapters the experience of over 40 leading educators and professionals in online learning at both traditional campuses and virtual organizations.

**Janet Poley (HOF 2002)** contributed a chapter on “The Globalization of Online Learning: Open, Flexible and Distance Learning (OFDL) Using Technology.” The chapter examines global developments in online learning at the university level, evaluating the status of open source software, wikis, and many learning types of initiatives by the United Nations, OECD, the World Bank, ICDE, and others, both public and private, including activity in developing countries.

**Marie Cini (HOF 2016)** wrote the “Afterword” for this, the third edition of the *Handbook*. She notes, “The biggest impact to higher education since the birth of the internet has likely been COVID. This edition of the handbook recognizes that.” She explores the impact of COVID on the field and examines four possible futures and the role that online learning may play in the educational environment that will emerge from the pandemic.

The *Handbook* has received accolades from many leaders in the field. Belle Wheelan, president and CEO of the Southern Association of Colleges, wrote, "This book provides the most comprehensive look at distance education any practitioner will ever need to successfully develop, implement, or administer an online program. It is both practical and theoretical, and offers guidance to every entity involved in the development and approval of an online program."

Arthur Levine, president emeritus of the Woodrow Wilson National Fellowship Foundation, said, "This book is a Godsend...desperately needed. It tells the reader what the landscape looks like today and how to design, teach, assess, meet compliance requirements and create a community and culture for online learning."

Louis Soares, chief learning and innovation officer at the American Council on Education (ACE), called it “A must read for anyone seeking to be relevant in the field.”

The book will be available in both electronic formats and paperback book. Visit the [Fielding website](#) or [Amazon.com](#) for more information.

**Karen Swan Research Symposium  
Honors the Work and Legacy  
of  
Dr. Karen Swan (HOF 2015)**

The University of Illinois-Springfield will conduct a free virtual symposium on April 1, 2022, with Zoom platform support from the University Professional and Continuing Education Association (UPCEA), to honor the legacy of Hall of Fame member Dr. Karen Swan who died in 2021. The Karen Swan Research Symposium will feature three panel discussions that will highlight Dr. Swan's primary research areas and her many contributions to research and education.

The **Community of Inquiry** panel will feature Dr. Martha Cleveland-Innes (Professor, Athabasca University), Dr. Jennifer C Richardson (Professor, Purdue University), and Dr. Peter Shea (Professor, SUNY Albany).

The **Data Analytics and Predictive Analytics** panel will feature Dr. Bill Bloemer (Dean Emeritus and Research Professor, University of Illinois Springfield), Dr. Phil Ice (Product Manager for Anthology / Analytics), and Dr. Ellen Wagner (Interim Executive Director of Association for Educational Communications & Technology, and Technology-Enhanced Learning).

The **Technology-Enhanced Learning** panel will feature Dr. Lin Lin (Professor, University of North Texas), Dr. Gary E. Miller (Executive Director Emeritus, Penn State World Campus), and Dr. Anthony (Tony) Picciano (Professor, City University of New York).

The Symposium will run from 11 a.m. to 1:45 p.m. Central Time on April 1. Registration is free. To register, visit the following website: [go.uis.edu/karenswan](https://go.uis.edu/karenswan).

## **2021 Pappas Scholarship Winner**

Taliah Danzinger, a Master of Education candidate in Adult Education and Training at Colorado State University, has been awarded the 2021 James P. Pappas Scholarship from the IACE Hall of Fame. Here is the essay that Taliah submitted with her application.



### **Adult Education in Agricultural America By Taliah Danzinger**

E. M. Tiffany set the stage for generations to come in his 1928 opening line of the FFA Creed “I believe in the future of farming, with a faith born not of words, but of deeds.” Nearly 100 years later I am working to impact the field of adult education as a farmer and an educator to ensure that rural adults are empowered to access the information and training needed for success. Rural America is faced with unique issues and challenges in the area of adult education. My goal is that my practices may be grounded in sound educational philosophy in order to provide the biggest impact on the learners I serve.

One challenge unique to adult education in rural America is accessibility. Broadband access continues to be a hurdle in educational equality. This issue is heightened by distance; rural learners have to travel farther to get to community centers, technical colleges, or universities to participate in synchronous, in-person classes. When technology accessibility is limited for asynchronous distance learning, and the distance is too great for synchronous in-person learning, what is a rural individual to do? This lack of opportunity prevents personal and career growth and contributes to the cycle of poverty. I believe the challenge of accessibility is one of the biggest issues facing adult education that we should be focused on as practitioners in the field.

Just as accessibility and distance are challenges, I believe they also contribute to a focus on developing programming with increased flexibility and honoring the importance of experience in the educational journey. The wealth of experience an adult learner has to draw from is one of the key differentiators of andragogy. I believe we will continue to see an increase in flexible, adaptive curriculum that allows learners to incorporate their previous experience and their careers into their learning. Educational programs will require more diversity in instructional format and assignment requirements. Providing freedom and flexibility in demonstrating

learning transfer not only meets the requirements for universal design, but levels the playing field for learners in different socioeconomic conditions.

With all of these considerations in mind, I hope that I can impact my field by being a subject matter expert both in agriculture and in sound educational philosophy in order to drive the fundamental change that needs to happen to promote better adult education. I hope to craft education that is accessible, enjoyable, and that reaches a traditionally underserved population of rural learners. I am passionate about helping farmers be successful so that they may pass the torch on to the next generation; I best fuel that passion through delivering impactful education.

I believe that a love for learning is something that we can cultivate. Adult learners may have had adverse educational experiences that cause them to have a lack of trust in the educational system. I especially find these feelings in the farmers I teach; they tell me they don't have the capacity to learn because they were previously unsuccessful in traditional, classroom-based education. To the contrary, I find that the day-to-day ingenuity required to maintain a farm creates the best learners—if content is delivered in a way that respects their previous experience and is immediately applicable to the problems they face. Knowing this, my role as an educator is to encourage progress, no matter how small, to build momentum in the learning experience and encourage self-motivation through intrinsic reward. It has been my experience that we can encourage people to love learning through positive experiences—it is my job to ensure that my educational processes are built to inspire those positive experiences.

I am a farmer and a teacher. I love subject matter I teach, and I live it every day. I hope to use that passion and my knowledge of the learners that I serve to improve education for rural learners. I may do so by furthering my education to ensure I bring the best educational practices to the people that I teach, while also pushing for the infrastructure and societal changes that prevent my learners from falling behind. It is a dream born of deeds, rather than words, indeed.

**Application Deadline  
for the  
2022 Pappas Scholarship  
is  
September 1, 2022**

**For more information visit:**

**<https://halloffame.outreach.ou.edu/pappas-scholarship/>**

# Remembrance



## **Clinton "Andy" Anderson (HOF 2000) Remembered By Dian Stoskopf (HOF 2002)**

*Clinton "Andy" Anderson, a long-time leader in the U.S. military continuing education system, died on January 11, 2022. This remembrance was provided by his long-time friend and colleague, Dian Stoskopf.*

Andy was not only a friend, but also, he was a mentor to me. Andy and I go back many years to my days of serving as Senior Education Services Officer (SESO). I'll never forget the time I was encouraged to ask Andy if he would help me...long before the days of everyone having automation capabilities, I asked Andy for help in gathering data on use of the Army Learning Centers and Skill Qualification Testing... I was responsible for both, but did not have the capability to pull the data inputted into the computer or analysis of it and thus I asked Andy for his help in accomplishing these tasks. I thought I was on the verge of a break thru and, indeed, I was! Andy was in Germany at a conference and he was with Dr. Sumilus in charge of the Army Research Institute (ARI). He asked her if she didn't have someone on staff who could run this data for us. Much to my relief, they did. The data was run and analyzed and I was able to document the effectiveness of the Army Learning Center (ALC) on the Skill Qualification Test (SQT)s which soldiers took back in those days. The result was that Baumholder Military Community led the way in establishing many civilian positions to help run the ALCs across the Army. Andy was serving as Serviceman's Occupational Colleges (SOC)'s Associate Director, at that time. I was grateful to Andy for his willingness to help!!!

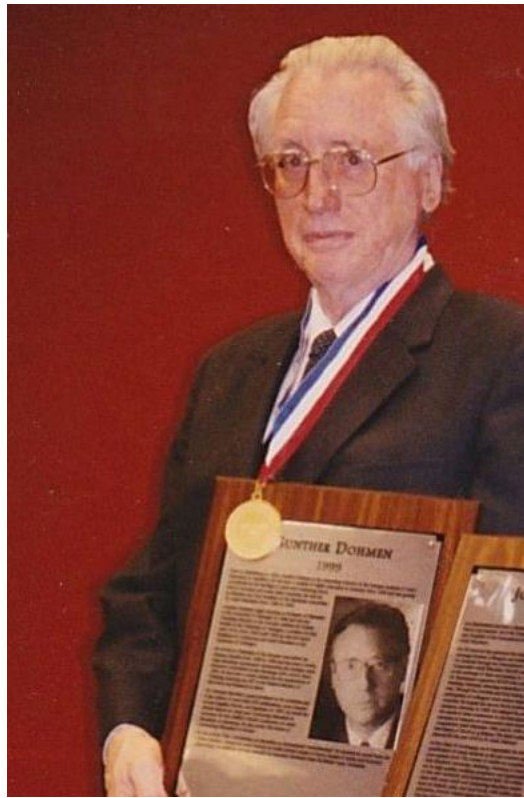
Andy and I continued to work together on numerous projects while he served as Associate Director at SOC and I served as both Deputy of the Headquarters (HQs) Army Continuing Education System (ACES) and Director of ACES at HQs. The things we worked on were so numerous that it is difficult to lay them out. Perhaps the most important thing we worked on together was the creation of what became known as eArmyU. Andy was someone I trusted and I would go to him for advice and assistance. In 2002, Andy nominated me for the International Adult and Continuing Education Hall of Fame. After I was inducted into the Hall, he met with me and told me how important it was that we continue the tradition of inducting those worthy ACES/higher education personnel of being inducted in to the Hall. Thus began a long tradition of Andy and I, together, nominating the ACES/schools people who were inducted into the Hall of Fame

Andy was nominated for his mentorship skills when I personally donated \$200.00 to the Hall of Fame for the brass plate that showed his name and relationship to me. With Andy's passing we have lost a great educator, and kind human being. I miss Andy and hope he is at peace now in heaven with his wife.

To read the Hall of Fame induction description of Andy, visit:  
<https://halloffame.outreach.ou.edu/inductions/hof-2000/anderson/>



# Remembrance



## **Dr. Guenther Dohmen (HOF 1999)**

### **Remembered by Jost Reischmann (HOF 1999)**

Our HOF member Guenther Dohmen (HOF 1999) died January 14, 2022, at the age of 95 years in Tuebingen, Germany. He was the first German to be inducted into the International Adult and Continuing Education Hall of Fame. Professor Dr. Guenther Dohmen was an international person, well-known around the globe, for his expertise in many questions of adult education. He served in several important functions, for example as the Founding Director of the German Institute for Distant Studies at the University of Tuebingen, he has been a senior advisor for "Lifelong Learning for All" in the Federal Ministry of Education and Research in Bonn, and he wrote the official Report on Adult and Continuing Education in Germany for the UNESCO World Conference on Adult Education in Hamburg. He was a successful academic teacher and handed his international experiences to his staff members, of whom two —Martha Friedenthal-Haase (HOF 2004) and Jost Reischmann (HOF 1999)—have also been inducted into the Hall of Fame.

He will be remembered not only for his academic expertise but also for his helpfulness, good intentions, life experience, and his noble countenance.

Dr. Dohman's Hall of Fame induction description can be found at <https://halloffame.outreach.ou.edu/inductions/hof-1999/dohmen/>

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Inscription (maximum 30 characters including spaces): \_\_\_\_\_

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**Mail gifts to:** International Adult and Continuing Education Hall of Fame, c/o University Outreach, Attn: Nina Barbee, The University of Oklahoma, 1700 Asp Avenue, Room 111, Norman, OK 73072 US.

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