Overview & Examples
ISCAE Presentation
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Session 4

Stages for international comparative inquiry

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This overview on international comparative inquiry combines past experience, and aspirations for future local performance. Alan Knox and Dan Pratt will guide our half hour session 4, on behalf of Terry Gibson and Simone Conceicao who share past preparations and future activities.

Following this Overview linked to a Wisconsin Idea Learning Exchange Google Drive site, are summaries of three publications: Gibson (2011) flexible distance-learning; Pratt (2016) five perspectives on teaching; and Knox (1993) coordinating provider organizations. Each summary illustrates international comparative analysis, which also occurs regarding similarities and differences among the roles regarding distance-learning, five perspectives on teaching, and coordinating programs in various national contexts.

Our interactive half-hour session, illustrates conversations as desirable ways of learning, which include narratives, transactions, and cascades of learning among students, teachers, mentors, role models and guides. The intended benefits include enhanced performance.

This is illustrated by our experience during the past decade or more of unfettered populism, and our recent efforts as educators of adults in various fields, to review publications and practices, in a spirit of democracy and lifelong learning. Examples include the 2017 International Compendium, the 2010 and 2020 handbooks, and related publications

The following concepts and guidelines suggest desirable future directions:

1. Be responsive to educators from various roles (teachers, health professionals, counselors, coordinators, and journalists).

2. Discover relevant publications and people for planning, conducting, reporting, process and comparative conclusions.

3. Recognize connections among global, national, regional and local influences on people, groups and communities.

4. Include ongoing evaluation feedback to program stakeholders and participants.

5. Consider contextual analysis of situational and societal influences from the past and evolving present.

6. Use a future oriented collaborative planning and implementation process, for purposes, process, and usable results.

7 Recognize human and material resources and contributions.

8. Report and share results of ongoing inquiry; in form accessible to stakeholders.

A long-term aspiration is increased global, national, association, regional and local provider cooperation; for robust transformation of democratic institutions.

Flexible Distance Learning

Terry Gibson

Introduction

When the three of us decided to edit this book, <u>Flexible Pedagogy, Flexible Practice Notes from the Trenches of Distance Learning</u>, on flexible distance education, we had been discussing our similar experience with responsive higher education opportunities for adult learners worldwide. Fortunately, we had talked with many educators with experience "in the trenches".

We were pleased that many colleagues from various countries with whom we had discussed flexibility for years, sent us insightful personal accounts of their efforts, including organizational and situational influences. As we assisted the authors of 23 essays, to explain guiding concepts and leadership contributions; we began to make notes for an introduction to the total manuscript about an overall focus on flexibility.

As the three of us discussed each of the draft essays, we decided to group them in five sections on: clarifying concepts of flexibility, identify driving and restraining forces, surviving the uncertainties of everyday practice, admitting compromises, and a fifth section of essays about contrary opinions. We added our conclusions about the challenge of weaving principles with practice

As editor's, our individual and collective contributions to distance learning spanned the previous four decades; which included launching the University of Wisconsin distance education conference. In later years the distance conference served a thousand participants annually, with educators from throughout North America and other countries worldwide.

Another strand of our shared experience was inspiration and assistance from Chuck Wedemeyer [who for years collaborated with GB Childs at the University of Nebraska, which benefited the correspondence study field with research reports]. Chuck's leadership for distance learning at the University of Wisconsin, reflected his early embrace of lifelong, wide, and deep learning by submarine crews, interested in their own professional development when on duty.

Reflections

The introduction to the 23 essays includes four basic questions about the concept and extent of flexibility: (1) who or what is driving the flexibility agenda, and for whose benefit? (2) how do contextual and institutional influences help and hinder flexibility? (3) where are the compromises and trade-offs? (4) what are some leadership strategies by educators who value flexibility in higher education distance learning programs?

The introduction explores some of the aspects of distance-learning that might be flexible (1) definition of outcomes; (2), timing of activities;(3) accessibility of materials;(4) availability of location. (5) extendable deadlines;(6) lowered costs. (7) portable activities; (8) multimedia formats; (9) varied learning styles;(10) relevant applications; (11) types of assessment.

Our comparative analysis of essay number 2 with other essays, contributed concepts to our introductions and conclusions about the essays in each section, and especially our conclusions about the challenge of weaving principles with practice. As in similar types of cross-case qualitative comparative analysis, readers of this book on flexible distance-learning can explore connections between aspects of flexibility, related to a situational and organizational context; which is applicable to questions that the readers of this book might ask about their own situation.

Essay number 16 is about types and combinations of driving and restraining forces that influence flexibility in continuing higher education distance education Regarding socio-cultural and economic influences; examples of driving forces include national priorities; labor market demand, and vast digital infrastructure. Examples of forces restraining flexibility are: increased levels of complexity, high unemployment, and limited digital infrastructure. Regarding institutional influences, forces driving flexibility include: vision; available funding; and ample technology resources. Examples of restraining forces include systemic rigidities; lack of shared vision, and fragmentation of efforts.

Regarding individual influences: examples of forces driving flexibility examples include high motivation, faculty commitment to equity and access, and

faculty preference for flexible teaching style. Examples of restraining forces include: learners who prefer teacher centered methods; faculty who resist change; faculty concerned about job security; and faculty who view flexible learning as technological.

International comparative inquiry usually entails analysis of multiple systemic influences, such as force field analysis (Lewin,1997). Qualitative case analysis is typical of grounded theory sociological inquiry (Glaser & Strauss, 1967); program evaluation to explain how things work (Stake,2010); and consideration of time and space to enhance distance education programs (Gibson, 2017; Edwards & Clark,2002); Wedemeyer, 1981).

The book on flexible distance education (Burge, Gibson & Gibson, 2011) entails reflective practice (Schon,1987), regarding clarification of assumptions, values, and implications, in at least three ways.

1. The authors of each of the 23 essays who drafted their case description, then read the other essays and discussed them with the three editors, and then revised their case analysis.
2. The three editors analyzed the 23 essays and shared their comments in the parts of the book on introductions and conclusions.
3. Readers of the book can reflect on similarities and differences between their own distance education experience and the portrayal of relevant examples. As a result, they may be able to enhance program effectiveness.

The book is available as a pdf and is licensed under a Creative Commons License. It may be reproduced for non-commercial purposes, provided that the original editors and authors are credited.

https://www.aupress.ca/app/uploads/120203_99Z_Burge_et_al_2011-Flexible_Pedagogy_Flexible_Practice.pdf

Hard copy and e-reader versions of the book can be purchased from Athabasca University Press and Amazon.

Postscript:

During our ongoing pandemic related personal and societal transition to enhanced healthcare, note should be made of reflections made on the Continuing Medical Education Congress in 2012 by (Knox, 2012.) He referenced the use of simulations in professional development programs. Recent work by Conceição and Howels in their book Designing the Online Learning Experience (Conceição and Howels, 2021) support the use of scenario / simulations for multiple stakeholders in various locations. A recent publication by (Stake and Visse, 2021) speaks to a "Paradigm of Care" in how we provide for others.

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The Journey to Discovering
Five Perspectives on Teaching
Dan Pratt

Frameworks, such as the staged approach below, are helpful for most any kind of research, including international comparative inquiry. They give order and coherence to a complex and dynamic process of research by rendering it into understandable and attainable stages. Many readers will recognize these stages in their own research.

1. Planning
2. Conducting
3. Reporting
4. Using
5. Sharing

Yet, many readers will also recognize that there is a step missing: Knowing what you want to research; and why that might be important or meaningful to you and others. Ask yourself: How did you become interested in what you research? Who and what circumstances turned your gaze toward what you study? That's where I want to begin this rendering of my international comparative inquiry that led to two editions of the book, Five Perspectives on Teaching.

Mainland China

Preliminary Phase: Confusion, curiosity, and naïveté

In the fall of 1988, the Canadian government asked if I would go on a tour around China teaching about adult education in Canada. The invite didn't come because I had already established myself in international research; it came because a friend worked for the government and knew I would be interested. He also knew that I would grow from this experience. His name: Knute Buttedahl.

Since 1984, I had been teaching in Hong Kong and Singapore in a program with Roger Boshier, John Collins, and Tom Sork. That led me to believe I was familiar with teaching in Asia. But at that time, Hong Kong and Singapore were very different from Mainland China. I was about to plunge myself into a sea of confusion and learning that I had only dipped my toe into in Hong Kong and Singapore. As one person advised me, "You will likely learn more than you will teach." I didn't know exactly what she meant, but she was right.

It was exciting, lonely, challenging and confusing. Two episodes were particularly confusing: Teaching groups of about 20-30 adult educators, things that worked in Canada, did not work in China. For example, (working alongside a translator) when I asked a question, there would be long periods of silence. I waited … rephrased the question … but still, no one was willing to

speak up. After class, when talking with me one-on-one, they had much to say in response to my questions and lectures. But not in the larger group. I was baffled by this conundrum.

Eventually, I put them in groups of five, asked a question and had them discuss it in their group. They then choose a spokesperson. That person would speak, not personally, but for the group. That worked better, but I was still confused. Most of all, I didn't know how to engage them and hear about their personal/individual experience. I carried on as if all was going well.

The second episode was completely different, but no less confusing. After paying for my groceries, my change was tossed down a ramp at the end of the counter. I had to scramble to get my change and collect my purchases. It was as if I was being summarily dismissed by the cashier. Quite a different response came when shopping for other things. People would stare at me, even peek behind curtains when I was trying on clothes. It was as if I was the exotic 'other'.

And yet, when teaching on campus, or with adult educators, I was a revered professor – almost a father figure – treated with great respect and gratitude. Adult educators wanted to chat with me, go out to dinner with me, have me over to their homes and meet their family. In the market place it was a completely different picture. My identity in educational contexts loomed large (much larger than in Canada). My identity shuffled between revered professor, exotic 'other', and lowly peasant. How could my 'self' be so vastly different from place to place? Remember, this was 1988 in Mainland China. And, I was naïve!

These episodes, among many, accelerated my interest in international comparative work. I'd been teaching in Canada, Hong Kong, Singapore and the United States and had talked with many teachers. But my time teaching across Mainland China was unique. It was also critical.

While teaching in Wuhan for a month, I began a journal. During the day, I spent time with as many teachers of adults as possible. Most of them spoke English, so I was able to converse with them without a translator. At night, while alone, I wrote in my journal to try to make sense of my experience. Thus began my international comparative work – alone, driven by confusion, curiosity and naïveté – the preliminary stage that is missing from the five-stage framework.

Based on my experience in Mainland China, two pieces eventually made it to press: First, comparing how conceptions of 'self' are formed in the US and China. (Pratt 1991) This was my attempt at figuring out how conceptions of myself could be so vastly different depending upon context within China. The second focused on Chinese conceptions of teaching (Pratt 1992a). Both owe a debt of gratitude to my journaling in Wuhan.

Enter: The Five-Staged Framework

Phase 1-3: Planning, Conducting, and Reporting

When I returned to Canada from Mainland China (1989), I continued to teach and inquire of different approaches to teaching in Hong Kong, Singapore, Canada and the US. The five-stage

framework above describes rather well how my graduate students and I followed up with interviews and observations of instructors. Two of my courses in Canada focused on teaching adults; and on a research methodology called Phenomenography. (Martin 1981; 1986) I had spent some time with the founder of this methodology (Ference Martin) and was eager to teach it to my students as we continued our research into different approaches to teaching.

Each class had an assignment: Find teachers that would be willing to be observed and interviewed. Most found at least 2 or 3, sometimes more. We then modified interview and observation protocols that I had used in Asia. If possible, students would follow this pattern: Interview – observation – interview – observation – interview. Not every teacher agreed to this pattern; those that did gave us a great deal of insight into their teaching.

If teachers agreed to three interviews, the first interview was focused on their intentions; the second was about their actions in relation to those intentions (given that we had observed them); and the third interview was about beliefs related to learning and what worked and didn't work in the sessions we observed. If teachers didn't agree to three interviews, these questions were condensed down to the time we had with them. If teachers gave us only one interview, we focused on what it meant 'to teach', their intentions and actions, and what they believed about learning and the influence of socio-cultural context.

Two frameworks and a methodology guided those inquiries: first, a general model of teaching[1]; second, a framework for observing and interviewing teachers (actions, intentions, and beliefs); and third, an approach to interviewing that revealed qualitatively different ways in which teachers understood, enacted, and justified their teaching – phenomenography.

Out of confusion came curiosity; out of curiosity came motive; and out of motive came action. Now it was time to expand/act on what we had learned from 253 teachers of adults.

Phase 3 (continued): Drafting the book

We had a framework from the 1992b article, consisting of a general model of teaching, a trio of actions, intentions, and beliefs, and brief descriptions of five conceptions of teaching from 253 teachers of adults. I continued to teach and do interviews of teachers in Hong Kong, Singapore and Canada, just to be sure we had it right. In the evenings, I started drafting chapters for the first edition of Five Perspectives on Teaching in Adult and Higher Education. (1998)

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[1] Importantly, the general model of teaching and its constituent elements and relationships presumes nothing about "effective teaching." Nor does it suggest a causal relationship between teaching and learning. Rather, it respects teaching as a personal activity that is socially mediated, culturally authorized, and historically situated. The general model respects adult and higher education practices wherever they occur by describing a set of elements and relationships that are neutral with respect to the form and context of practice as well as the ends to be achieved through teaching.

It was time to find people that could speak from their own experience and make each perspective come alive. Again, I turned to graduate students. First, they would read the 1992b article on conceptions of teaching. Then they would decide who amongst them identified with each conception. Once selected, we started meeting weekly to review each of their draft chapters composing the middle section of the book (chapters 4-8). Months passed while I drafted the opening and closing chapters and they drafted the middle chapters[2].

The paragraphs below are abbreviated descriptions of the five perspectives on teaching. No single perspective is universally 'better' than others; each holds potential for good or poor teaching, depending on its alignment with specific teachers, goals, values, learners, and contexts.

Five Perspectives

Transmission: *Effective teaching requires a substantial commitment to the content or subject matter.* Effective teachers have mastery of the subject matter or content they teach. A teacher's primary responsibility is to represent the content accurately and efficiently. Learners' responsibilities are to learn that content in its authorized or legitimate forms. Effective teachers take learners systematically through tasks leading to content mastery: providing clear objectives or compelling questions, engaging learners in meaningful ways, adjusting the pace of delivery, answering questions, providing timely feedback, correcting errors, providing reviews, summarizing what has been presented, directing students to appropriate resources, setting high standards for achievement and developing objective means of assessing learning. Effective teachers are enthusiastic about their content and convey that enthusiasm to their students. For many learners, effective teachers are those that were passionate presenters of their content.

Apprenticeship: *Effective teaching is a process of socializing students into disciplinary or professional ways of working.* Effective teachers are highly skilled practitioners of what they teach. Whether they are in classrooms, labs or in clinical settings, effective teachers are recognized for their professional or disciplinary knowledge and expertise. Effective teachers take time to reveal the inner workings of their skilled performance and translate that into language that is meaningful and accessible to learners. They also give learners an opportunity to be involved in authentic work through an ordered set of tasks which usually proceed from simple to complex, allowing for different points of entry depending upon the learner's capability. Within this perspective, effective teachers know what their learners can do on their own and where they need guidance and direction; in other words, they engage learners within their 'zone of proximal development'. As learners mature and become more competent, the role of a teacher changes; they offer less direction and give more responsibility as students' progress from dependent learners to independent workers.

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[2] A different set of students authored chapters in the 2nd edition (2016), with the exception of Richard Arseneau (Developmental Perspective).

Developmental: *Effective teaching must be planned and conducted "from the learner's point of view"*. From this perspective, effective teachers must understand how their learners think and reason about the content to be learned. The primary goal is to help learners develop increasingly complex and disciplinary or professional ways of reasoning. The key to developing these ways of reasoning lies in a combination of two things: (1)) allowing learners time to construct their own understanding and answers related to the content; and (2) believing that less (coverage) can be more (learning). Compelling questions, problems, cases, and examples form bridges that these teachers use to transport learners from simpler ways of thinking and reasoning to new, more complex and sophisticated forms of reasoning. It is crucial, particularly in the initial stages of learning, within this perspective, that teachers adapt their professional knowledge to learners' levels of understanding and ways of thinking.

Nurturing: *Effective teaching assumes that long-term, hard, persistent effort to achieve comes from the heart as much as it does from the head*. Within this perspective, therefore, teachers believe that a trusting relationship between teacher and learner is essential if learners are to be receptive to and accurately interpret critical feedback. They also believe that people are more motivated and productive when the standards for achievement are clear and accompanied by a balance of academic challenge and emotional support. Effective teachers, therefore, create a learning environment that provides challenging yet supportive conditions in which learners feel a sense of control over their education, work collaboratively with others, believe their work will be considered fairly and honestly, and receive feedback in advance of any high stakes judgement of their efforts. Within this perspective, effective teachers do not lower their standards; nor do they excuse learners from doing what is required. Rather, effective teachers help learners set challenging but achievable goals, acknowledge effort as well as achievement, and recognize individual growth as well as absolute achievement as might be indicated on standardized examinations. They believe strongly that learning is diminished when the learner's self-concept is threatened.

Social Reform: *Effective teaching seeks to change practices, systems or society in substantive ways*. Teachers in this perspective are concerned with changing the social norms of society or a profession. From this perspective, effective teachers awaken learners to values and ideologies that are embedded in the practices and material aspects of their discipline or profession. It is the teacher's responsibility to challenge the status quo and encourage students to consider how they are positioned and constructed within particular discourses and practices. To do so, teachers help learners analyze and deconstruct common practices for ways in which those practices perpetuate conditions that are unacceptable for ethical or moral reasons. Discourses and artifacts of practice are interrogated for what is said and what is not said; what is included and what is excluded; who is represented and who is omitted from the dominant discourse. Students are encouraged to adopt a critical view in order to take action to improve their

own lives and the lives of others. Critical deconstruction, though central to this view, is not an end in itself; the goal is not just to learn about the world, but to change it.

The 2016 edition of the book was up-dated throughout, with multiple cases/examples added to speak to health profession educators. A new chapter was added, introducing the *Teaching Perspectives Inventory,* to help people profile their teaching.

Phase 4 & 5: Using and Sharing

To arrive at thick descriptions of how teachers conceptualized their teaching required 2 to 3 hours of one-on-one interviews, observation, and subsequent analysis for each teacher. The obvious question was whether there might be a more efficient self-reporting option that could diagnose teachers' perspectives faster, with less effort, but with reasonable fidelity.

We had collected hundreds of pages of transcripts, observations, field notes, and other phenomenographic data during interviews with teachers in various academic disciplines, adult education classes, skills acquisition sessions, religious/spiritual, and leisure learning settings. Embedded in this data set were thousands of utterances reflecting teachers' actions, intentions, and beliefs related to teaching. Our transcripts and field notes became the initial source of "I statements" for the development of the *Teaching Perspectives Inventory* (TPI).

Thus, was born a decade-long effort to develop a self-administering, on-line inventory, that would be self-scoring, with automated report-back, for respondents to profile their approach to teaching. The story of that development is told in Chapter 11 (2nd edition), *Profiling Your Teaching: The Teaching Perspectives Inventory*. It also maps out how we established the reliability and validity of the TPI when it passed ten years and 100,000 respondents.

Obviously, the findings of this research have been used and shared more through the TPI than the book. As of May 2021, more than 350,00 people, in over 100 countries, have taken the inventory. They do so for many reasons, some more benign (as part of a workshop) and others more critical (as part of a research project or evaluation of teaching). It continues to be used for faculty development and research in many organizations and universities around the world.

Final Phase: How has the work evolved?

The final phase of my work has focused on comparisons within cultures of health professions education, e.g., nursing (Pratt, Boll, & Collins 2007), medicine (Pratt & Collins 2013), surgery (Cable, Chong, & Pratt 2012) and a deeper look into what we teach, whether we know it or not (Pratt, Schrewe & Pusic 2019).

In sum, the preliminary phase of my work was more organic and inductive rather than planned and deductive. I went into the 'field' knowing what I wanted to teach, but having no idea what I would learn; or what I would spend the rest of my career researching. After that, the five-stage framework for doing international comparative research is an accurate representation of what we did. The final phase represents how my work has evolved. Thus, there are seven phases to my work, not just five. I hope this gives readers insight into their own comparative research.

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Pratt D.D., Schrewe B., Pusic M.V. (2019). *Pedagogical validity: The key to understanding different forms of 'good' teaching*, Medical Teacher, 41(6), 638-640.

Coordinating Provider Organizations

Alan Knox

Introduction

Years of participation in the International Society for Comparative Adult Education, presentations at international conferences, assistance to UNESCO for planning an international program evaluation; and combining a sabbatical leave, with a Fulbright project, and a foundation grant; contributed to a World Perspective Project. Colleagues from dozens of countries during two decades, helped with the project plan and open systems guidelines for preparing case examples.

A 1993 Jossey-Bass book on Strengthening adult and continuing education; a global perspective; resulted from this collaborative international comparative education world perspective project. Case coordinators in 32 representative countries coordinated preparation of a total of 175 case descriptions of local educational programs for adults in their country. Early in planning of the world perspective project, some of the case coordinators helped prepare a template of systemic categories to guide case author's preparation of their program example. Case coordinators received progress reports on comparative analysis conclusions regarding program strategic planning; which are explained in chapter 14.

The written case descriptions were each assigned an ERIC system microfiche number for University libraries connected with the ERIC clearinghouse on adult, career and vocational education [1960 Kenny Rd., Columbus, OH 43210, USA.] Colleagues could access information about acquiring complete case descriptions. Series of case descriptions were published for Australia, Finland, Germany, and Ireland.

Cultural minorities chapter

Chapter 4 about cultural minorities (pp.108-132) illustrates comparative analysis of case examples from various countries. The remaining chapters focus

on other types of educational providers and participants; such as educational institutions, basic education, distance education, staff development, correctional education, cultural programs, continuing professional education, education for elders, rural development, health education, and community problem solving.

The chapter 4 introduction explains that conflict between cultural minorities and the dominant cultural majority, was a major issue in the United States, and in many other countries. It remains a major public issue today. A comparative perspective can help practitioners assist people in under-developed regions and in neighborhoods in the United States.

.   Chapter 4 sections based on specific case examples include: minority subcultures; migrant education; and other US programs (immigrants, disabled, minorities); Australian adult education programs (immigrants, aboriginals); and other countries (Israel, Canada, Netherlands, Germany). The remaining sections of chapter 4 report conclusions from comparative analysis regarding distinctive features of strategic planning for minority subculture programs. The features are about staff leadership, participation, public policy, economic conditions, and collaboration. Today, ethical issues would be more explicit regarding American constitutional/ legal expectations; regarding the dominant white culture, and typical opportunities for other sub-populations.

In addition to the planning issues explained in chapter 4, adult and continuing education for cultural minorities related to program areas are discussed in other chapters, such as: basic education, rural development, corrections, elders, and especially community problem solving. The chapter on continuing professional education is relevant to those interested in securing professional assistance for minority families and neighborhoods. Members in helping/caring roles, such as facilitators, role models, mentors, and coaches; can serve as educators of adults. Practitioners and scholars with a transformational perspective on the field; can be especially valuable during the current global national, and especially local health/economic/political transition.

Health education chapter

Chapter 12 about health education (pp.378-412) provides many international examples about community engagement, public health and learning

guided by health professionals and volunteers; especially for less advantaged residents. The main themes from the comparative analysis are: strategic planning, staff cooperation, and shared leadership.

The concluding chapter 14 (pp.475-498) provides a rationale for strengthening strategic planning; which entails member commitment to shared goals, and cooperation for implementation of plans. The 10 guidelines are:

1. Form a strategic planning committee that reflects major agency stakeholders.
2. Clarify the agency mission so as to inspire stakeholder cooperation and guide planning priorities.
3. Use contextual analysis to scan opportunities and threats in the external environment of the agency.
4. Review internal agency culture and functioning as a basis for planning and change.
5. Frame high-priority strategic agency goals.
6. Select and implement an action plan to address the main issues and to encourage progress toward goal achievement.
7. Guide staff and volunteer development for people engaged in a total strategic planning process.
8. Evaluate strategic planning activities and use of conclusions to strengthen the process.
9. Recognize the contributions of people engaged in strategic planning.
10. Provide transformative leadership for the entire future oriented strategic planning and implementation process.

These guidelines for planning and implementation are synergistic and allow multiple stakeholders to cooperate in comprehensive programs that make a difference. Creative leaders are necessary, whose comparative perspective enables them to understand and harness major societal influences.

Conclusions

Resource C of the book (pp 513-516) lists 33 major societal influences on educational programs and providers that emerged from all of the chapters in the

world perspective project. These external influences affect various aspects of the internal agency function, including: anticipated benefits, agency planning, learner participation, staff members, financial resources, collaboration with other providers, staff development, educational technology, and actual outcomes. Each influence listed includes phrases to define the influence; and book chapters in which that type of influence is especially prominent the highlights are:

1.external policies; 2. Parent organization; 3. Enterprises and employers; 4. formal educational institutions; 5. Other organizations; 6. Volunteers; 7. Relative priority for adult education; 8. External financing; 9. Government; 10. National economy; 11.Image of adult education; 12. Media use; 13. Rural- urban relationship; 14. Geographic characteristics; 15. International influences; 16. Cultural values; 17. Pluralism; 18. Organized religion; 19. Minorities; 20. Social stratification; 21. Educational level; 22. Social services; 23. Powerful elites; 24. New knowledge; 25. Modernization; 26. Health conditions; 27 Age distribution; 28. Population change; 29. Social change; 30. Role performance; 31. Family; 32. Associates; 33 expectations.

Related publications

The Learning Exchange website Learning and performance article; and related items on the website; contain additional bibliographic citations related to inquiry regarding coordinating provider organizations. Following are examples:

Conceicao, C & Howles, L.,(2021), Designing the online learning experience. Sterling,VA: Stylus

Beere,C., Votruba,J.& & Wells,G. (2011). Becoming an engaged campus: a practical guide for institutionalizing public engagement. San Francisco, CA:Jossey-Bass.

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Knox, A., Conceicao, S.& Martin, L, (Eds) Mapping the field of adult and continuing education: an international compendium. Sterling,VA: Stylus

Rayburn,W.Turco,M.& & Davis, D.(2017). Continuing professional development in medicine and healthcare: better education, better patient outcomes. Philadelphia, PA: Wolters Kluwer.

Stake,R & Visse,M. (2021). A Paradigm of care. Charlotte, NC: information age publishing.

In Conclusion

Summaries from this and the other two examples on Flexible distance learning and Five perspectives on teaching, regarding international comparative adult education; are central to the Overview entitled: Comparative Inquiry for Local Use; which will be referred to in the ISCAE virtual pre-session presentation on June 3; and with other related projects.