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## Editorial – COVID-19 Responses in Adult Education, and life beyond

**Michael Osborne, University of Glasgow**

This bumper issue begins with five articles, all concerned with adult learning and the impacts of COVID-19. As Osborne (2022, p.95) has reported, ‘Novel pedagogical approaches to ensure against learning loss, particularly using digital approaches and concomitant support for teachers and parents, have become commonplace during the COVID-19 pandemic’. However less attention has been given to potential learning loss experienced by adults; these articles are therefore a welcome contribution to debates concerning the effect of the pandemic. They explore respectively e-learning experiences and gender effects in Ghana (**Olivia Kwapong**), mature student experiences in ?? (Damien Homer), part-time learner satisfaction in ?? (**Luke Anthony Fiorini, Anna Borg and Manwel Debono**) organisational learning in Finland (**Ilpo Laitinen and Jarkko Ihalainen**) and issues of mental health and well-being in ?? (**Katrina Rufino, Stephanie Babb, Ruth Johnson**).

Issues of health and well-being are a continuing theme in two other articles in this issue. **Denise Calhoun’s** focus concerns the role of education as a potential approach to halting or delaying cognitive decline in older adults. And in a Higher Education context, **Anna Sverdlík, Sonia Rahimi and Robert Vallerand** consider ‘the role of passion in adult university students’ self-regulated learning and psychological well-being’ and ‘the process by which passion shapes these outcomes’, amongst older, mainly, US undergraduate students. They report two quantitative studies, and suggest two distinct trajectories for students with regard to academic and personal outcomes, one harmonious, another with more negative outcomes.

Other articles in the issue also concern higher education as a domain of study at various points in the pathway to progression. **Cyril Mbeau ache, Brian Kraemer-Banks, Christopher Ford** provide an account of the self-directed readiness of students enrolled on a preparatory course for entry into HE in a UK Further Education College. **Oran Devilly, Jamil Jasin, Sok Mui Lim and Yong Lim Foo** meantime consider the experiences of students of co-operative education within Singapore’s Work-Study Degree Programme. **Edgar Alan Burns** research focuses on the feelings of adults making mid-career changes to the legal profession in Australia and New Zealand, using Bourdieu’s concept of ‘hysteresis’.

**Tanuj Negi and Shashi Jain** also explore career changers, in this case in India, adopting a quantitative approach in seeking to operationalise Jack Mezirow’s six types of ‘Habits of Mind’ within his Transformative Learning model. This model is also the basis for the article from **Kim Sadique and James Tangen** whose work considers the learning that accrues from guided tours of museums, and in particular exhibitions that focus on genocide, in this case the horrific former Nazi extermination and concentration camp of Auschwitz-Birkenau

A number of articles in the issue are based on studies in Africa. These are **Idowu Biao’s** assessment of governance, lifelong learning and development in Benin, a study of Kenya’s Technical and Vocational Education and Training (TVET) institutions with a focus on ‘soft skills’ and employment authored by **Vollan Okoth Ochieng and Moses Ngware**, and from **Morakinyo Akintolu, Chinaza Uleanya and Moeketsi Letseka**, an examination of some of the

challenges faced by adult community learning centres in province of Kwazulu-Natal in South Africa.

**Lata Das and Prakash Kumar** consider the motivational orientation of adult students in formal education programmes in India using Boshier's (1991) well-established Education Participation Scale, comparing their findings in this context with the earlier original seminar research. In another quantitative study of adult participation, **Wonmai Punksungka, Takashi Yamashita, Abigail Helsinger, Rita Karam, Jenna Kramer and Phyllis Cummins** examine its association with educational attainment, literacy skills, gender, and race/ethnicity amongst US adults aged 25 to 65. Using data from the OECD's Program for International Assessment of Adult Competencies (PIAAC) for the US, the study sheds new light on these factors, and is one of the first to focus on race/ethnicity and gender. Of particular interest and with implications for policy is the greater level of participation by both Black adults and women. **Kaela Leyretana and Jose Eos Trinidad** also use a large publicly available dataset, the Lifelong Learning Survey of Recent College Graduates, available at the University of Michigan in another study of US adults, in this case recent graduates, and consider the predictors and barriers for engaging in lifelong learning for this group.

We conclude this issue with an article from **Per Andersson and Karolina Muhrman**, and a phenomenon well-known in the field of adult education, that of marketisation. Their data is derived from a nationwide study in Sweden of how adult education is enacted locally in Swedish municipalities, and points to the issues being identified by local governments, particularly with regard to quality of private provision.

At the outset I indicated that this edition of JACE would be substantial. What is also gratifying is to be able to make available both large-scale quantitative studies in adult education around the world, and to complement these with other excellent work using other approaches.

## References

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