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## Editorial

Michael Osborne

This issue of JACE coincides with the world moving into its second year of the COVID-19 pandemic, and as is evident not only from the academic literature, but only in the popular media, the education sector and learning more generally, has been particularly challenged. It is appropriate therefore that we begin this issue with an account from psychologists, **Lorentz Neuwirth, Svetlana Jović** and **B Runi Mukherji** from the State University of New York (SUNY) Old Westbury of how a public institution at the centre of the pandemic can respond to needs of a diverse student population.

Many of the other articles in this issue are also from other researchers and practitioners in the US, perhaps reflecting the proportionately larger population of authors in the country working in the field of adult education. Moving further south in the US, the next article from **Christopher Bennett, E-Ling Hsiao, Dianne Dees, Daesang Kim** and **Michael Bochenko** considers the impact of the TRIO programme, a well-known national initiative to support the retention of non-traditional, first generation and low-income students, on older students at a public state college in the state of Georgia. Their results amongst a significant cohort of students points to a number of positive outcomes of interventions. Still in the US, **Virginia Montero-Hernandez** and **Steven Drouin** consider the stories of first generation graduate students with Mexican parents. The findings from their research point to the importance of self-actualisation, and of the contributions of this group to their families and community. Experiences of trauma are a core narrative of this work with the Latinx community. Back in New York state, the work of **Sarantsetseg Davaasambu** and **Christine Zagari** considers the needs and satisfaction of a group of community college students taking non-credit courses, and how their college can respond to these. They argue that these adult students, who form a significant cohort of the population of colleges in the US, have been largely overlooked by researchers. Although a study of one particular institution, their five recommendations may have wider implications for the sector. In this issue, we are really criss-crossing the US, and our next article from **Lauren Mangus, Cheryl Somers, Jina Yoon, Ty Partridge** and Francesca Perniceis considers the achievement of young adults studying at a large, urban university in the Midwest. Using an ecological approach, they consider factors that include self-efficacy, motivation, study habits, extracurricular activity involvement, perceptions of social support, support from faculty, and university support. They point to particular factors that seem to be significant in achievement and what the implications are for outcomes. Our next stop is in Colorado and the work of **Michele Tyson** from the University of Denver. This article concerns the financial challenges of a small cohort of adult women taking an undergraduate degree at a private college. Using a feminism research lens, her study offers a contribution is debates in the US about financial aid. The next article from **Renford Reese** concerns what might the largest constituency for adult education, and yet one that receives little attention: prisoners. His article considers work of Reintegration Academy that he founded and which has collaborated with the California Department of Corrections and Rehabilitation's Division of Adult Parole Operations. It discusses how and why the programme was developed, its implementation and outcomes, and sets this within a wide ranging literature on prison education with a particular US focus.

As a well-known British comedy series once proclaimed: 'and now for something completely different'. The next article from **Naga Jasti, Srinivas Kota** and **PB Venkataraman** is firmly in the field of continuing education in the field of engineering. As with some other vocational fields, engineering puts great emphasis on continuing training. In this research, the authors consider the outcomes of the use of a simulation laboratory , and in particular simulation exercises in a lean manufacturing course using a large-scale experimental approach. They find that learning outcomes appear to be at least as good on average for those who experienced a simulated approach than those who did not. Our final article from **Victor Wang, Geraldine Torrisi-Steele** and **Elizabeth Reinsfield** considers a theme core to the interests of many within adult education, that of transformative learning. In this piece the focus is on the use of technology in the context of transformation, and argues that its effect is linked to the epistemological stance of the educator.

Eagle-eyed readers of the journal will have spotted that this issue is longer than usual, and that I am pleased to report is because our published have responded to the increasing demand to publish in JACE by allocating over a third more pages annually to the journal. Very good quality articles therefore have a concomitant increased probability of being published.