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Editorial – Professional Development and much more

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A number of the articles in this edition of JACE focus on professional learning, starting with **Anh Ngoc Quynh Phan's** article concerning the path towards study and agency of Vietnamese doctoral students in Australia, China, Denmark and New Zealand. **Sarah Capello** then considers an EdD programme at a US university with a focus on assessment, arguing for the use of alternative comprehensive examinations that are more attuned to student growth and to intended outcomes than some traditional approaches. **Elaine Hoter** and **Reina Rutlinger Reiner's** concerns relate to the continuing education of mature Israeli teachers returning to take Masters programmes. Their study based on in-depth interviews argues for a range of strategies to reduce stress and avoid academic burn-out amongst these practitioners. Continuing Professional Development (CPD) of teachers is also the focus of the article from **Moses Njenga** who provides a theoretical framework that links the factors that seeks to explain the relationship between participation in CPD and teacher characteristics. **Katerina Tzafilkou, Maria Perifanou** and **Anastasios Economides** also focus on the professional development of teachers, though in the specific context of Information and Communications Technology (ICT) training. They explore the structural relationships between teaching self-efficacy, motivation to learn and transfer, and intention to transfer skills and knowledge amongst a cohort of Greek teachers, and argue that they provide a deeper understanding of the interaction between these factors. **Stephen Billett, Anthony Leow, Shuyi Chua** and **Anh Le** provide a study of the accessibility and effectiveness of different modes of learning within continuing education and training (CET) provision in Singapore, considering online, face to face and hybrid modes of learning, prior to and after the COVID-19 pandemic. A number of implications arise from their study for the provision of CET that might be generalisable to other contexts, including the perhaps erroneous assumption commonly held that working-age adults are not familiar with online approaches. **Sunday Itasanmi's** contribution also concerns open and distance education, and in this case is a study of the behaviour intentions of a large cohort of students to use digital tools and resources in one Nigerian institution. The research described points to the importance of attitude, performance expectancy and facilitating conditions. Another aspect of professional development is provided by **Lisa Roe** in her exploration of role of service learning within graduate programmes in which she examines its relationship to career development using a theoretical framework derived by Knowle's andragogical model. A number of implications for graduate programmes in the US and beyond emerge.

William Davis, Michael Esposito, Jennifer Brown Urban and **Miriam Linver** take us in a new direction in their study of a non-formal education offer, the Boy Scouts of America training for adult volunteer leaders. The authors argue for a contribution to non-formal education and volunteer literature 'by surfacing the factors non-formal educators and volunteers may negotiate in the midst of implementing adult training programs'. **Boadi Agyekum** addresses the perennial issue of adult access to higher education, in this instance considering the case or rural and small towns in Ghana. The paper argues that policymakers need to have a better understanding of barriers, notably those concerned with transport and ICT structures. Moving across Africa to Tanzania, **Gennes Hendry Shirima** assesses the role of open schools for out-of-secondary-school youth and adults. He points to a number of issues in relation to the

operation of these establishments, including 'un-standardised practices, erratic registrations and persistence of uncontrolled open schools in the black market'.

The issue of refugee education has become increasingly prominent given the increase in conflict worldwide. **Arianne Maraj, Milagros Calderón-Moya, Dominique Sherab and Ratna Ghosh** focus on young Syrian refugees who have resettled in the Canadian province of Quebec, and entered the adult education system. Their study based on interviews with practitioners and underpinned by critical race theory and the capabilities approach reveals systemic limitations in approaches being taken for this population, and calls for more effective language training and financial support. **Bo Klauth** and **Regina Garza Mitchell's** starting point is the fact that a quarter of adults in the US have low literacy skills, and whilst there has been much quantitative research related to the issue, relatively little in-depth analysis of the learner experience. Through an in-depth study of adults in one literacy programme, they reveal a number of aspects of the programme that lead to success. A second study from Singapore in this issue is provided by **Zan Chen** and **Ilona Murphy**, and offers a framework that they entitle 'Knowledge and Skills-Attitudes and Beliefs-Practice (KSABP)' for the development of capability of adult educators. Their model is derived from an analysis of large sample of response to the Training and Adult Education (TAE) Landscape survey in the country.

The final article of this issue from **Maria Arriaza Hult** concerns political education in Sweden and Spain. Based on interviews with representatives of left-leaning political parties in both countries, she analyses the different ways in which these organisations utilise education, identify three main purposes: movement building, training members and leaders and deliberative reflection.