



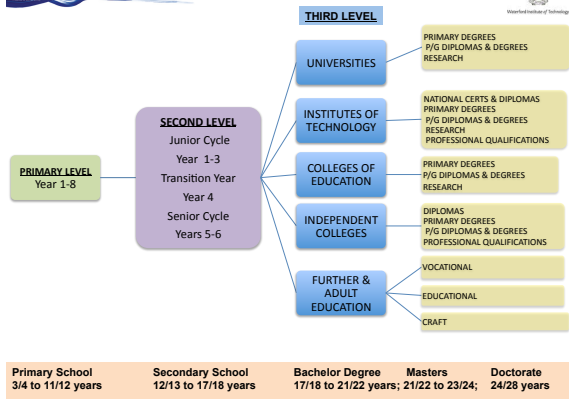
**Further and Adult Education in the 'Path' of
the Perfect Storm**

Dr Anne Graham Cagney, Waterford Institute of
Technology

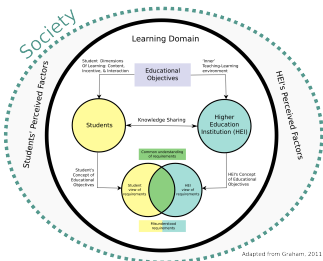
www.drannegrahamcagney.com

USF Fulbright Symposium
Patel Center for Global Solutions (CSG)
April 2nd, 2014 3.30pm – 5.00pm
#FulbrightUSF

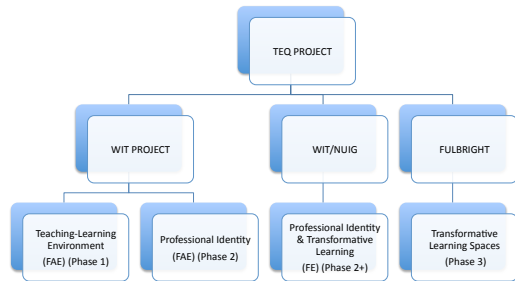
Coughlan & Graham Cagney, 2012

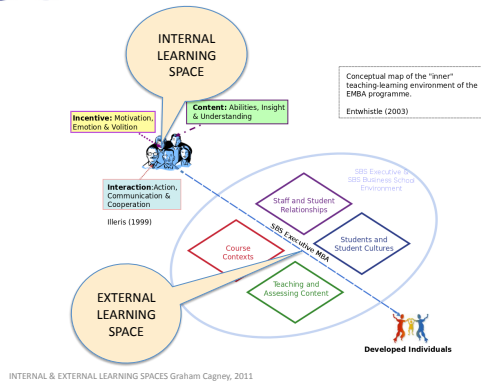


**What Common Understanding of Requirements
do Students and Higher Education Share?**



Graham Cagney & Mannix, 2013

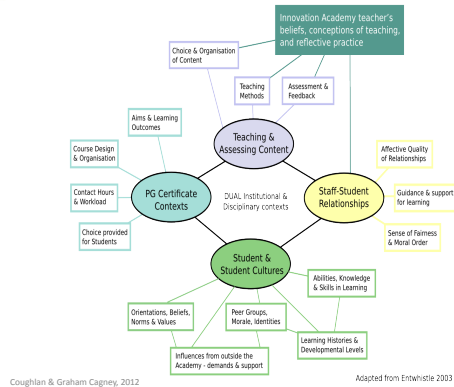




Theory



Conceptual map of the 'inner' Innovation Academy Teaching-Learning Environment



Theory



Transformative Learning

"Transformative learning is said to occur when individuals experience changes in their thinking that leads to new worldviews, and new perspectives on their personal and professional lives.

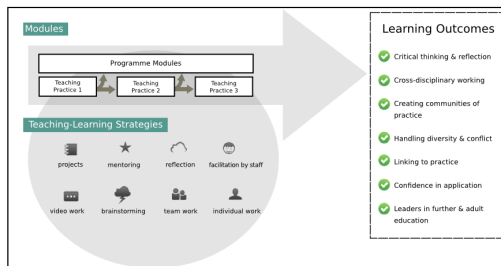
When the right circumstances occur, TL enables the individual to re-develop existing frames of reference (or points of view) that become more inclusive, discriminating, self-reflective and integrative of experience." (Graham Cagney, in print 2014)

Graham Cagney & Mannix, 2013

Theory



TEQ Programmes in Further & Adult Education



Graham Cagney & Mannix, 2013



Who's on First? Exploring the Learning Domain Expectations and Requirements: Informing Student Success

- Conceptual Paper
 - discusses a new way to understand teaching and learning in higher education in the US which addresses the perspectives and needs of both the institution and student.
 - US higher education evaluation processes address all but one significant area of teaching and learning needs and perspectives
 - focuses on Entwistle's components related to 'Students and Student Cultures' as the 'missing link' in assessment of the overall teaching learning experience.



Phase 1. WIT

Objective: Explore how distinctive learning spaces can be built into professional development teaching-learning environments (TLEs) in order to create opportunities for transformative learning to occur for TEQ participants.

Graham Cagney, 2013
Graham Cagney & Mannix, 2013



Phase 2. WIT & NUIG

Objective: The focus is to explore how we can facilitate teachers "readiness for change" as they envisage future possible selves personally and professionally.

Graham Cagney, 2013
Graham Cagney & Mannix, 2013



Phase 3: Fulbright

Objectives

- Sharing of mutual knowledge and experience on how teaching-learning environments in the professional development of adult educators can be enhanced.
 - Particular focus at USF has been taken on student success and the impact of the Learning Domain on TLEs.
- Insider Action Research Doctorates: Creating Transformative Learning Spaces in Professional Development in Higher Education.
 - Particular focus i) scholar leaders, and ii) leading change through action research within a context of professional development of adult educators.
