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Abstract: This symposium activates participants and presenters as we engage in dialogue, debate, and discernment about how we are advancing adult education. We explore adult education in diverse practice sites such as post secondary education, the entertainment industry, and sites of ecological reframing in homes, workplaces and faith communities. We debate the key concerns of adult education as envisioned by the presenters and participants and seek to uncover the places and spaces where adult education is shifting, exploring, and creating meaning, justice, and peace in our personal, social, and spiritual worlds. The symposium is guided by social constructivism and transformational learning theories.

Shifting Expectations: Designing Effective Educational Technology for PSE
Geraldine (Jody) Macdonald RN BScN MEd EdD

There is no escaping the shifting expectations for faculty use of educational technology in post-secondary education (PSE). Faculty members are expected to effectively utilize a range of educational technologies, to practice within a high tech system while retaining high relational support for students, and to demonstrate learner-centered teaching approaches grounded in social constructivism learning theory (Beck & Kosnik, 2006; Blumberg, 2009). This paper reports on challenges experienced during the production of a PSE educational DVD/Cd and the role of adult educators in facilitating learning using the DVD/CD.

Educational Technologies in PSE

On-line recruiting systems have replaced personal recruitment, students apply and are registered on-line, and grades and written clinical practice assessments are stored in on-line data bases that students can access any time. Students arrive in class with computers in hand, along with cell phones, ipods, ipads, and blackberries so they can twitter, text, and e-mail throughout the class. Faculty store course outlines and power point slides (PPS) in secure web systems such as Blackboard and WebCt, systems that can send out group e-mails, post announcements, and support blogging, asynchronous and synchronous chats, and bulletin board postings. They assemble and cart classroom technology such as lap tops, LCDs, speakers, extension cords, smart boards, and memory keys to the right location, where they assemble the equipment and engage students in active learning. PSE faculty members struggle to design dynamic, accessible, and

interactive classrooms.

Adopting Learner-Centered Theory Grounded in Social Constructivism

Traditional PSE learning approaches were teacher-centered (Weimer, 2002). Adult educators/teachers in current PSE are responding to shifting expectations which value a learner-centered approach (Blumberg, 2009) creating a focus on the student experience. A learner-centered approach is grounded in social constructivism learning theory which identifies the importance of building new knowledge upon previous knowledge, creating key links that allow learners to make sense of their learning, within a learning community (Beck & Kosnik, 2006; Blumberg, 2009). Key features of a learner centered approach include a new focus on content that includes development through active learning and application of learning, a shift in the role of the teacher from a giver of knowledge to a facilitator of student learning, clarity that the responsibility for learning rests with the learner, the importance of assessment being for both grading and provision of constructive feedback, and a power balancing between teachers and learners (Blumberg, 2009; Weimer, 2002). The creation of an educational video/film that would be accessible to students on-line and in a DVD/CD classroom format supports a learner-centered approach to PSE.

Narrative: Designing Effective Educational Technology for PSE

Teaching graduate students in my NUR 1047: Community Participation & Health course, along with dialogues with colleagues, confirmed the need for an educational video on the history of Primary Health Care in Canada 1978 to 2008. This video would be both an in-class educational technology resource and an on-line, self-directed learning tool to support students with a limited background in PHC to review the Canadian experience in a global context. Once the need was identified, I worked with two colleagues, submitted a grant proposal for an educational project, and obtained funding. The first phase of the project went smoothly, but the second phase posed unexpected challenges. The budget approved was small, but a bigger challenge was finding a film producer who was available and keen to make our video/film. An adult educator colleague was secured, who then posed a series of new steps in the process. These included creating a treatment, identifying an available room with adequate lighting for the filming, locating props, identifying and lining up colleagues to be interviewed, and filming. The third phase revealed more trade challenges including transcribing and editing the film, officially launching the video/film, linking, and creating a DVD/CD with an appropriate title, URL, label and linked Q & As. The PHC video has turned out to be an excellent educational resource for both undergraduate and graduate students but the value is enhanced when combined with faculty/peer dialogue.

Effectiveness/Outcome

This author argues that while educational technology has advanced the practice of adult education in PSE, it has not replaced the need for adult educators who form relationships with students and facilitate dialogue, reflection, critique injustice, and promote peace and health. The educational technology facilitates a learner centered approach to PSE, but it is only a tool. Learners continue to need to dialogue about their past and current learning, to be actively engaged in the learning experience, to reflect upon learning, and to be gently guided by adult educators/teachers who are skilled at facilitating learning. The shifting expectations address the need to create and utilize educational technology but human relationships remain key aspects of effective student learning (Beck & Kosnik, 2006; Blumberg, 2009; Cranton & English, 2009; Griffin, 1988, 1993; Weimer, 2002). Adult educators in PSE are encouraged to engage in a

learner centered approaches (Blumberg, 2009) that incorporate new educational technologies while continuing to facilitate relational oriented adult education approaches.

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Producing: Challenges of the "New" Information and Communication Technologies (ICT) in Post Secondary Education (PSE) Classrooms and E-classrooms.
William McQueen BA MEd

Tectonic intersectionality might be a way of describing participation in the classroom from the perspective of inclusive information and communication technologies (ICT). As the youth become more knowledgeable and skilful about access to these technologies than earlier generations, a fissure has developed between accessible technologies, available assets, and shared intergenerational learning. The new ICT offers opportunities for full inclusion, not only of bridging a generational knowledge gap, but to ensure full inclusion of people with disabilities, older adults and other populations. Indeed, more than 650 million people with disabilities world-wide "are at risk of being excluded from essential services, social interaction and information sources delivered through ICTs" (Narasimhan, 2010)

When the now-classic example of accessibility "curb cuts" at street corners were first introduced as a result of the Americans with Disabilities Act, a tectonic intersectionality occurred. For the first time, persons with mobility disabilities could move independently around in urban settings and become contributing citizens, rejecting the earlier "pity model". It not only meant greater access to society for them, but also messengers with hand trucks, mothers with strollers, kids on roller skates, and roller blades, and many others also had better access to the streets.

G3ict, the Global Initiative for Inclusive Information and Communication Technologies, is a flagship advocacy initiative of UN-GAID, the United Nations Global Alliance for ICT and Development and the International Telecommunication Union,. They focus on human rights and access to ICT and their hope is that the global ICT classroom will be inclusive of all persons (Rice, 2008).

In the production of video for the real-world classroom, *and* the e-classroom, effective "storytelling structures"in video production, not just eclectic fact accumulation or random

footage is essential. While delivery is enhanced by these new ICT assets, they cross uncomfortable boundaries of intergenerational, traditional classroom delivery styles and professional production standards. One example of this learning intersectionality is the use of language captioning with video production. Captioning or subtitling as an inclusive technology, not only includes persons who are deaf or hard of hearing for whom it was designed, but enhances the participation of audiences in classrooms whose languages may vary from A to Z.

As with all new innovation, social change must ensue. Accessible and inclusive intersectionality offers opportunities for full collaboration between learners and their mentors. But the classroom setting must be integrated into a full matrix communication processes for all, with adequate support by technology staff, and adequate ICT assets to bridge a successful transition into useful integration of electronic technologies. Canadian and international examples will be discussed.

But at the heart of the matter of these new technologies, is effective "story structure" in video production, not just eclectic fact accumulation. Information delivery is enhanced by these new ICT assets, and cross uncomfortable boundaries of intergenerational and traditional classroom delivery. One example which has become a fairly profound observation of this tectonic intersectionality is the use of language captioning with video production. Captioning as an inclusive technology, not only includes persons who are deaf or hard of hearing for whom it was designed, but enhances the understanding of audiences in classrooms whose languages may vary from A to Z. As with all new innovation, social change must ensue. Tectonic intersectionality offers opportunities for full collaboration between learners and their mentors. However, the classroom setting must be integrated into a full matrix communication process, with adequate support by technology staff, and adequate ICT assets to bridge a successful transition into useful integration of electronic technologies.

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Advocating: Canadian Cultural Policy Challenges for Adult Educators in a Shifting Media Environment
Rose A. Dyson Ed.D.

Few would dispute the enormous advantages and potential for post secondary learning provided by information and communications technologies (ICTs) both in the class room and beyond. Yet underlying problems which detract from teaching goals and amplify challenges and obstacles for educators persist. Trends in current Canadian cultural policy initiatives demonstrate little evidence of serious attempts to address these problems. The focus remains on response to the dictates of profit driven motives both within old and newly emerging media industries.

Consider the following examples: In January, 2011, the Canadian Radio-Television and Telecommunications Commission (CRTC) announced proposed amendments to loosen restrictions for broadcasting of false and misleading information despite frequent calls for responsible monitoring and regulation of various communications services within its mandate.

In recent decades, in addition to studies conducted on behalf of the Commission, itself, countless research findings have been brought to its attention which demonstrate harmful effects of one kind or another. These include harm from gratuitous violence in entertainment programming content which can lead to bullying and other forms of violence in real life; steady, heavy diets of any kind of screen time which can lead to addiction, attention deficit disorder, physical health problems such as obesity and heart conditions from too little exercise; and cautions from both the American and Canadian Paediatric Societies that no screen time at all is advised for children under the age of two years. More recently, these cautions have been broadened to discourage cell phone use for all children below the age of 12 years and additional cautionary measures are advised for all users due to low level radiation threats to health.

Clearly the list of potential risks ICTs pose is considerable. Yet the concerns repeatedly expressed by teachers, health professionals, peace activists, environmentalists, media scholars and advocates for women's rights about increasing financial and commercial encroachment into the lives of us all, but especially children who are the most vulnerable are ignored. Instead, these concerns are regularly countered by industry supported findings, offering reassurances that all is well. In her book, *Reality is Broken: Why Games Make Us Better and How They Can Change the World,* Jane McGonigal, a former video game designer for Microsoft, argues that endless hours spent playing games online like "The World of Warcraft" - estimated by her to include 6 million hours worldwide since the game was first invented in 2004 - will somehow lead to more responsible stewardship of the environment.

Unlike other developed countries which have adopted legislation banning advertising to children due to the harm resulting from relentless commercial exploitation, in many cases modeled on that which has been in place in Quebec for over two decades, the rest of Canada fiddles around the edges of serious policy development. Although a Broadcast Code for Advertising to Children has existed since 1974 and is now a condition of licence, it is not clear who monitors this adherence. Experience has shown that the lack of adherence to standards developed by the industry for themselves is the norm. In January, 2007, Bloc Quebecois members introduced a bill to amend the Broadcast Act to ensure that the public could expect greater accountability from broadcasters who violate their own code but it was defeated by both liberal and conservative members. Now, the CRTC has chosen to further distort its mandate. According to Section 3, subsection (d) of the Broadcasting Act, "The Canadian broadcasting system should: (1) serve to safeguard, enrich and strengthen the cultural, political, social and economic fabric of Canada.". In March, 2011, health ministers from across Canada announced a national dialogue in the battle against obesity. For yet another time, there was a call to fix unhealthy lifestyles and cut the amount of time children spend in front of the television or online. Meanwhile, at the local level the Toronto District School Board debated the feasability of up to two hours of advertising a day being introduced into school hallways along with television sets for student "news".

Elsewhere, for those focused on eradicating sexual violence against women in war torn zones such as the Democratic Republic of Congo, on March 8th, International Women's Day, Stephanie Nolen pointed out in *The Globe and Mail* , that little will change as long as our insatiable appetite for iPhones, Kindles and iPads fuels the market for coltan, the rare mineral that lies at the root of the vicious war in that country. Indeed, there is an inclination to see all ICTs as carbon neutral in a world of shrinking energy resources. Ignored and overlooked are the minerals extracted for their production, fuel used for their distribution, the amount of electricity all electronic devices require for their use and the growing problem of electronic garbage. In the

U.S. alone, it is estimated that over 80,000 cell phones are discarded daily. The unrelenting speed at which new variations of these technologies target educators and learners alike, as Microsoft, Apple, Google, Facebook and other players fight their turf wars in the digital market will have to change, along with indiscriminate use of ICTs if we are to move away from unfettered consumer driven lifestyles and toward a more sustainable future.

Indications of growing uneasiness with business as usual are beginning to surface according to advertising and marketing reporter, Simon Houpt who profiled creative director, Alex Bogusky on March 5, 2011. Said Houpt, "...he hasn't really left marketing: He just happens to be marketing people and companies and causes that have an eye to something other than the bottom line. (In fact, last month he took an even more concrete step back into that world, signing on as the creative director and chief marketing officer with Al Gore's Alliance for Climate Protection. He says the job now takes up about half of his time.)". What is now needed is more advocacy from educators and health professionals, themselves, to accelerate this tentative shift away from emphasis on economic growth. As ecological economist Peter Victor explains in his book *Managing Without Growth*, the key is for things to slow down by design, NOT disaster.

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Embracing: Transformative Education on The Health Impacts of Ionizing Radiation Primarily on Women, the Developing Fetus and Young Girls - Urgent Action Needed
Dorothy Goldin Rosenberg PhD

While many are well informed about nuclear power/weapons issues, they may not be familiar with routine radioactive emissions at each stage of the nuclear fuel chain. Despite ignorance and denial regarding the health impacts of ionizing radiation by nuclear proponents and governments, it is critical that they be understood and acted upon as future generations are at risk. Nuclear issues are related to vested corporate interests and are political thus must be acted on politically. Widespread transformative education about health impacts is imperative as most citizens and policy makers are poorly informed.

Due to the climate change crisis and the heightened awareness of the need to curb greenhouse gases, many in the nuclear industry have been promoting nuclear power as a solution to producing electricity While there is much evidence of safer, more efficient, and less costly means of ensuring sustainable electricity (www.renewableisdoable.com), some governments are determined to refurbish old reactors and build new ones. They do this at the peril of citizens with regard to the radioactive emissions released along the nuclear fuel chain from mining, milling, refining, fuel fabrication, reactor operations and high and low level waste management. Ionizing radiation is a categorization of substances which include Tritium, a known radioactive carcinogen, mutagen and teratogen (crosses the placental barrier to cause harm). An isotope of hydrogen, it combines readily with oxygen to form radioactive water which binds easily with

organic molecules including DNA. The focus on the health impacts, primarily on women, the developing fetus and young girls is extremely important as Tritium and other radionuclides are routinely discharged into the drinking water of millions of people and animals during normal operations of CANDU nuclear reactors and other facilities.

It is now known that there is no safe level of ionizing radiation and even the smallest dose can cause cancer, birth defects and other health effects (Biological Effects of Ionizing Radiation Vll (BEIR Vll) National Academy of Sciences (2006). The <u>BEIR Vll</u> report also found that the risk of cancer was greater to women and children, the younger the children, the greater the risk, females being at greater risk. Especially sensitive to the effects of tritium are rapidly growing cells such as fetal tissue and young girls' developing breasts, genetic materials and blood forming organs. Tritium can affect protein precursors that will make up the chromosomal strands in the DNA which can damage the DNA creating a mutational effect. The results of these processes can result in cancers, miscarriages, birth defects, sterility, hypothyroidism, etc., not only in those directly affected but also in their offspring and theirs. A connection to heart disease and stroke, possible genetic damage was also noted. Many of these conditions are increasing and while there are many other influences, ionizing radiation is a proven cause of breast cancer according to the International Agency for Research on Cancer (IARC). For cancer risks to the general public and the chemicals/radiation they are related to see (p 10) **"**The State of the Science by Cancer", the relationship of ionizing radiation to bladder, bone, brain, breast, colon, leukemia, liver, lung, multiple myeloma, nasal and nasopharynx, stomach and thyroid cancers (Clapp, Howe & Jacobs, 2005)

The Ontario Drinking Water Advisory Council (ODWAC) held hearings on tritium in 2008 where many participants stressed the importance of governments in protecting human health and the environment. The ensuing report calling for protective policy changes has yet to be addressed by the Ontario Ministry of the Environment. Since then there have been major campaigns toward preventing the refurbishment of existing reactors and educational programs and hearings on the proposal to build new reactors at the site of the Darlington reactors on Lake Ontario.

What do concerned citizens need to know: How can transformative learning be useful and what information is needed? Education and advocacy are essential at this time as Ontario plans nuclear power expansion in addition to refurbishing older reactors. Similar plans exist in New Brunswick and Quebec. The Alberta and Saskatchewan governments seek to embrace nuclear energy.

Public education is imperative to help motivate citizens and policy makers with available solutions (www.iicph.org, www.ccnr.org, [www.ocaa.org, www.davidsuzuki.org](www.ocaa.org), www.rmi.org and many others. Vested corporate interests must be understood and dealt with politically The former CEO of the Canadian Nuclear Association, now a senior official with the Bruce Reactor complex, Murray Elston, was a health minister in a former Ontario government – illustrating 'the revolving door' syndrome, as former politicians, lobby to influence policy behind closed doors and denigrate the research of scientists proving harm (Nussbaum, 2007).

Well researched and already employed solutions have been known for decades. Rather than the billions of dollars going to nuclear expansion, the public, governments and industry must pursue the most stringent conservation, efficiency and renewable power generation, in Ontario support implementation of the *Green Energy and Economy Act*. There should be no bailouts by Federal tax dollars with pressure on MPPs and MPs for sustainable solutions to climate change.

An example of a successful organizing strategy working in coalitions to change policy was the pesticide bylaw campaigns first for the city of Toronto and then, then the province of Ontario. Similarly, prospects of uranium mining exploration in Ontario led to the formation of a coalition of First Nations, farmers, land owners and cottagers to change the century old Mining Act and stop the threat of exploration. It highlighted environmental justice concerns as most uranium is on First Nations land (see the NFB film "Uranium" on line).With learning about the uranium based nuclear fuel chain, people understood that all aspects of the toxic nuclear program had to be stopped.

Spiral learning was a useful process in each in that it starts with the learner at the centre of the spiral to build on what they already know, to increased knowledge leading to engagement in communities and organizations working for policy change. The HEAD (knowledge , GUTS (passion, motivation, spirituality) FEET (planning and action) stick figure is another tool for transformative learning. Seeking a just and healthy future requires that learners integrate a consciousness about transforming actions based on relationships between our global home/environment & human and planetary health in our research, learning, teaching and acting .

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