Theories of Action and Theories-in-use of Adult Educators. Motivation, Obstacles and Individual Differences in Teachers' Training

Labrina C. Gioti

School of Pedagogical and Technological Education (ASPETE)/Department of Pedagogy, Athens, Greece
Email: lgioti@aspete.gr

Abstract—**This paper presents part of the findings of an empirical research which was designed with mixed methodology. The findings concern the School Counselors' theories of action and theories-in-use upon the motivation, the obstacles and the individual differences in the learning of teachers, in the context of continuing education/training as it is conducted in the framework of their institutional role. The research outcome shows that Counselors' espoused theories draw mostly from radical and progressive educational philosophy of adult education, while their theories-in-use are controversial and eclectic, mainly grounded to a humanistic and progressive framework. Their theories-in-use emphasize to meet teachers' needs and instigate their learning providing positive motives and blunt the obstacles that result from their individual differences and the imposed institutional frame of teachers' training.**

Index Terms—**adult learning, continuing education, teachers' training, theories of action, theories-in-use, motivation, learning obstacles**

I. INTRODUCTION

The research on the relationship between theory and practice in the field of adult education, subfield of which is the education and training of teachers, has become of great importance especially in the last three decades [1]-[4]. Additionally, an increased volume of research emphasizes the recent years on the beliefs, the values, and the underlying theories of the adult educators which shape decisively their practice [5]-[11] and in particular the relationship between the role of adult educators and their philosophical beliefs about adult education, [12]-[16].

In adult education there is a big differentiation concerning the typical roles that educators perform. According to a broad definition the adult educator undertakes any activity which may be teaching, designing and curriculum development, counseling, as well as administrative/organizational and managerial tasks concerning the adult education [17]-[19]. In Greece, the relevant legislation concerning the role of School Counselors (SCs) includes all the above activities over the last two decades [20] while they staff the majority of in-service training institutions in the country [21]. Consequently SCs play the role of adult educators, in the teachers' training whether they are recognized themselves as such or not.

In Greece, there is a significant gap when it comes to research and publication, on both the role of the School Counselors as adult educators and the relationship between their beliefs and theories with their practice in the continuous education and/or training of teachers. Considering the assumption that any practice in continuing education and/or training of teachers is a consequence, often implicit, inadvertent and unrecognized, of a specific philosophical and theoretical position [22]-[24], [12], we conducted a Pan-Hellenic research in order to illustrate the relationship between the espoused philosophies and theories of School Counselors with their practice, namely their theories-in-use, in the context of their official tasks as teachers' educators. Specifically, the purpose of our study was to conceptualize and comprehend the philosophies and theories of SCs concerning the motives, the obstacles and the individual differences in the learning process of teachers as they are expressed through their theories of action. For this reason, we provided to the Greek School Counselors the Philosophies of Adult Education Inventory (PAEI) in order to facilitate them identify their theories of action through the prism of major philosophical trends that influenced the formation of the theory and practice of Adult Education.

To establish our theory we used the widely known taxonomic scheme of Elias and Merriam [22] that suggests five philosophical trends of adult education which have had great influence on the formation of theory and practice in the field: Liberal (LPAE), Progressive (PPAE), Behaviorist (BPAE), Humanistic (HPAE) and Radical (RPAE) adult education. The taxonomy of Elias & Merriam makes apparent the most important differences between opposing schools of thought, thus allowing their most methodical consideration. However, there is undoubtedly overlapping, while at the same time there are subcategories within each position, which in some cases, indeed, make the boundaries completely imperceptible [24], [25].

II. THEORIES OF ACTION: GREEK SCHOOL COUNSELORS' ESPOUSED THEORIES AND THEORIES-IN-USE

Argyris & Sch ön [26] put forward the problem in the relationship between theory and action when they made the distinction between espoused theory and theory-in-

use. They claimed that "the theories of professional practice are better understood as being special cases of theories in action which define every prepositional behavior." A theory for action consists of a group of interrelated theories of action which specialize, according to the educator's intentions, for different situations of action. So, when someone is asked what they would do under certain circumstances, their usual answer is the espoused theory for this specific situation. That is, a typical philosophy or theory or the personal theory that an educator/school counselor or teacher think they explicitly and consciously use [27].

However, the actual theory that rules a person's actions is the theory-in-use, which can be compatible or not with their espoused theory. When you know how you are going to act in a specific situation then you are aware of the theory-in-use for this situation. So, you know the nature of the results, the right action to lead to these results and the assumptions that are included in this theory [27]. It can include a typical philosophy or a typical theory or a person's silent-obvious implicit theory. This theory can be explicit and conscious or silent and unconscious. Thus, the distinction between the espoused philosophy or theory and the theory-in-use is that the former concerns a theory of action while the latter concerns the assumptions, the values and beliefs that a person actually uses in their action [13].

As Argyris states [28], "the behavior of people is determined by the theories of action they carry around their heads. Espoused theories of action are the theories that people report as governing their actions. Theories-in-use, by contrast, are the theories that actually govern their actions… Most people studied so far manifest remarkably similar theories-in-use no matter what theories they espouse…[and] tend to be unaware of their impact…". Argyris & Schön [26] comment that it is hard for a person to connect their espoused theory or philosophy with their theory-in-use since, as it has been shown, a correspondence is not always present. Whenever there is a correspondence between the espoused theory or philosophy and the theory-in-use, then the person's actions match their conscious thoughts.

In our research, we investigated the relationship between the espoused theories and the theories-in-use of the Greek Elementary School Counselors, as they described implicitly or explicitly by them.

III. RESEARCH METHODOLOGY

Our paper presents part of the data of a research that was conducted using mixed methodology (qualitative and quantitative) in the context of a PhD dissertation and was completed in 2010. The School Counselors (247 subjects) working in Elementary Education of the country were used as population of the quantitative research. The data compilation was done using Philosophies of Adult Education Inventory (PAEI) as a survey instrument. The PAEI was developed by Zinn [29] and was constructed based on the scheme by Elias and Merriam [22]. The inventory is self-scored, self-administered and self-assessed. It helped School Counselors to identify their espoused theories as a set of beliefs that guides their teaching practice. The PAEI consisted of 75 statements rated on a seven-point Likert-type scale, where 1=strongly disagree, 4=neutral and 7=strongly agree. Total score can range from 15-105 for each of the philosophical orientations. It was given by hand, by fax, by post or by email. The response to the research was quite high 72,46% (N=179). The statistical process of data was conducted with the SPSS 13, making use of descriptive techniques, deductive statistics and also a validity and credibility test.

The qualitative research was carried out on a purposive sample that was selected through a theoretical construction sampling. We conducted eight (8) semi structured and in depth interviews with School Counselors who took part in a quantitative research. The sample was purposeful and it was chosen with the criterion the participants' theoretical construction on the basis of the representation of their preferences found at the PAEI. During the interviews, SCs were asked, based on the PAEI issues, to describe what they are doing in their practice concerning the teachers' training on the motives, obstacles and individual differences in their learning process. Actually, they were asked to explicitly state their theories-in-use. However, explicit statements about theories-in-use do not mean that they agree with what they actually do.

During the school year 2011-12, staffing with School Counselors was updated under a new legislation and the newly elected are performing their duties to date. With the implementation of the new legislation the total number of School Counselors remained the same. The 74% of them were kept by the same persons, while the 26% of the body was renewed. In fact, the newcomers replaced almost all those who retired. During the year 2013-2014 we had three (3) additional interviews from the newcomers. Data analysis was combined complementary with the previous ones and are presented unified. From the 11 participants 6 were male and 5 female.

The qualitative material's research was done in stages using the NVIVO software. The analysis of raw material was based in the critical hermeneutics method which interprets the multiply nature of the constructed realities by the agents while it reveals the power-relations in the context which they are taking place [30], [31]. The critical hermeneutic analysis aimed to conceptualize the 'whole' by revealing the contradictions, the structural dichotomies, the denials and resistances in the narratives of the participants [32] or even to divulge, the subtle and implicit assumptions on which the description of SCs theories-in-use are based on.

IV. PRESENTATION AND INTERPRETATION OF FINDINGS

The questions both of the inventory and the interviews show the espoused theories and theories-in-use of the School Counselors about the 1) motives, 2) obstacles and 3) individual differences in the learning process, which guide their practice in the training/education of teachers. Emphasis is given to the theories the SCs have about the role of feelings in the teaching-learning process, the

reasons for which teachers are indifferent to education but also the factors that differentiate them when it comes to learning. Firstly, we present the quantitative findings based on the grade point average (GPA) that each of their preferences gathered in a descending order and afterwards the qualitative findings for every axis of questions.

1. School Counselors believe that *the learners' feelings*:
   - Must be brought to the surface in order for learners to become truly involved in their learning (RPAE-GPA:6,08),
   - Provide energy that can be focused on problems or questions (PPAE-GPA:5,78),
   - Are used by the skillful adult educator/counselor to accomplish the learning objectives (BPAE-GPA:5,74),
   - May get in the way of teaching by diverting the learners' attention (LPAE-GPA:5,62),
   - Will probably have a great deal to do with the way they approach their learning (HPAE-GPA:5,24) (Table I).

TABLE I. THE ROLE OF THE FEELINGS IN THE LEARNING PROCESS

	LPAE	BPAE	PPAE	HPAE	RPAE
GPA	5,62 b	5,74 b	5,78 b	5,24 a	6,08 c
Standard deviation	1,227	1,371	1,087	1,265	1,156

Valid: 179. Absent values: 0. Means that do not have common characters in the index differ significantly (Bonfferoni test)
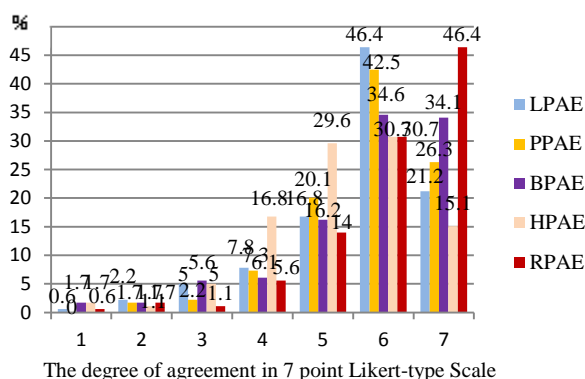

Figure 1a. School Counselors' scores in % of their espoused theories in all categories from "strongly disagree" to "strongly agree" on the role of the feelings in the learning process
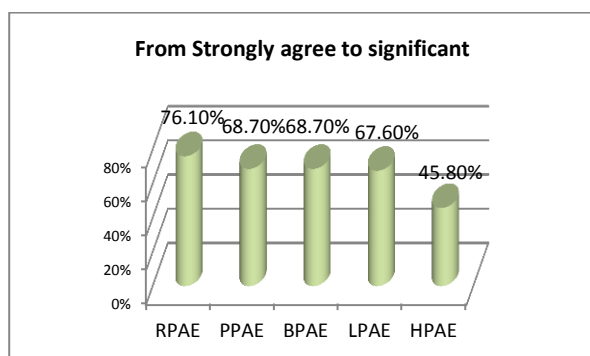

Figure 2b. School Counselors' scores in % of the category "significant" to "strongly agree" on the role of the feelings in the learning process

In the cumulative percentages that they score in the categories "Significant" and "Strongly Agree" (3, 4, 5 in Likert-type scale) the vast majority of SCs choose RPAE with 76,1%, while giving equal value to their 2nd, 3rd, and 4th choice that are almost the same (with 68,7%, 68,7% and 67,6% accordingly) (Fig. 1b). In any case, they give great importance to the role of feelings which are a powerful factor both for the positive and negative incitement of learning as also shown by their narratives (Fig. 1a & 1b).

In the relevant discussion, School Counselors define as positive all those feelings that act as motive and negative those that impede the teachers' learning. On one hand, they associate them with the ability of free choice and participation in education, according to their needs and interests and on the other hand, with its necessity and implementation. There is a tendency to interpret negative feelings based on the social and educational context while also they are linked with individual problems and difficulties. Both the factor of the "relationships" between educator and learners and the educator's role in managing them are considered to be significant in the formation of positive feelings.

In the bibliography, there is an extensive reference to the role of feelings in adult learning where they are related, mostly, to subjective factors like previous experiences, formed opinions and attitudes and self-esteem [33], [34] [4]. The overall influence of the sociocultural contexts to the learning environment, which Brookfield [2] calls an "emotional battlefield" for acknowledgment and power, are also thought to be an important factor when it comes to understanding feelings [35].

School Counselors, including those who understand the causes of negative feelings, do not make extensions in assumptions or/and occasions that foster them. Even if most of them espouse the theory of RPAE in the PAEI, they do not relate these feelings with the assumptions and objectives of the specific trend. For example, in terms of the pressure they undergo during the work allocation or the experienced power relationships inside the educational system. Neither do they consider them a prerequisite in order for the critical awakening to take place, which will then actively involve them in a transformative aspect. Some of them refer to the overall imposed thinking of their educational work but only in a superficial manner, without substantial extensions towards a process of self-reflection and dispute [36]. Thus, their theories-in-use are established in silent assumptions that deviate from their theories in action.

2. School Counselors claim that *when learners are uninterested in a subject, it is because...*
   - The educator does not know enough about the subject or is unable to make it interesting to the learner (LPAE-GPA:5,54)
   - They are not getting adequate feedback during the learning process (BPAE-GPA:5,43)
   - They do not see any benefit for their daily lives (PPAE-GPA:5,35)

- They are not ready to learn it or it is not a high priority for them personally (HPAE-GPA:5,25)
- They do not realize how serious the consequences of not understanding or learning the subject may be (RPAE-GPA:4,15) (Table II).

TABLE II.   WHAT CAUSES LACK OF MOTIVATION TO THE LEARNERS

	LPAE	BPAE	PPAE	HPAE	RPAE
GPA	5,54 b	5,43 b	5,35 b	5,22 b	4,15 a
Standard deviation	1,342	1,311	1,466	1,560	1,719

Valid: 179. Absent values: 0. Means that do not have common characters in the index differ significantly (Bonfferoni test)

Concerning their last preference in RPAE, the majority remains "neutral", with a cumulative percentage of 55,8%, in the categories 3, 4 and 5 (in Likert-type scale), while it gathers the highest percentage in discordance (17,3%). Meanwhile, all positions gather high percentages when it comes to neutrality (Fig. 2).
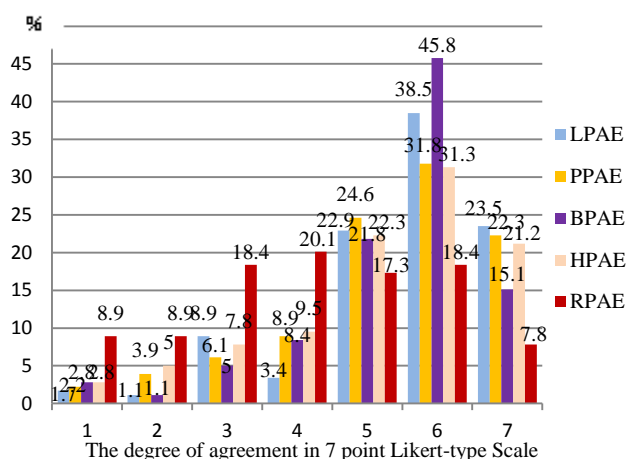

Figure 2. School Counselors' scores in % of their espoused theories in all categories from "strongly disagree" to "strongly agree" on what are the reasons for the indifference of learners

The majority of the SCs espouse the position of the LPAE and BPAE alike, regarding educators as a critical factor in motivating and maintaining the interest of the learners (Fig. 2). They adopt a technocratic educational philosophy which acknowledges that the motives are only external and as a result the learners' role during the learning process is passive. However, they underestimate the influence that the institutional context and other sociopolitical and educational factors have on the formation of educational motives and on the teaching-learning process. Also, they are contradictory to their theories-in-use.

Their espoused theories are not in congruence with the theories-in-use that they invoke where the "responsibility" is mostly shifted from the educator to the learner. So, according to the SCs, the major obstacles in the learning process are the oppositions, the established beliefs, the incomplete fulfillment of needs and the teachers' psychological problems. The theories-in-use, as revealed by the practices described, either attribute the aforementioned obstacles to either a) factors that are linked with the institutional and general sociocultural context, or b) the personal traits of the teachers.

In the relevant bibliography, P. Cross [33] mentions three main obstacles-barriers that adults face and arise from 1) the situation in which they are, 2) the programs themselves and 3) the learners' personality. A. Rogers [33] renders situational these obstacles that are caused by natural or environmental (sociocultural) factors as well as by the bad relationships between educator-learner. Furthermore, feelings, prejudice, established beliefs and the learners' habits may be a barrier during the learning process along with the need for compliance and other personality traits [33], [4], [37]. Ostrove & Cole [38], in a compositional, psychosocial approach, claim that the educational ideologies about mobility, equal opportunities and equality motivate and lead to individual interpretations of the causes for obstacles. At lastly, these interpretations result from the class-conscious placement of subjects in the educational system.

According to School Counselors, teachers' resistance is due to the fear of evaluation and close guidance from superiors. This resistance is intensified by both the absence of their systematic and collective participation in the planning of the training and also its obligatory character. In their theories-in-use, the SCs aim to overcome the aforementioned obstacles, informally abolishing absenteeism and encouraging participation through the use of positive motives [22]. However, it does not seem that they realize the limitations that derive from the prevailing educational ideology and policy.

3. The vast majority of the people that took part in the research believe that *the differences among learners during the learning process result from*:
   - arise from their particular cultural and social situations and can be minimized as they recognize common needs and problems (RPAE-GPA:5,89)
   - are primarily due to differences in their life experiences and will usually lead them to make different applications of new knowledge and skills to their own situations (PPAE-GPA:5,68)
   - will not interfere with their learning if each learner is given adequate opportunity for practice and reinforcement (BPAE-GPA:5,05)
   - enable them to learn best on their own time and in their own way (HPAE-GPA:5,03),
   - are relatively unimportant as long as the degree that the learners gain common base for understanding through the learning experience (LPAE-GPA:3,70) (Table III).

Moreover, their least preferable option gathers the highest percentage by those who are not in congruence with the specific topic 24,6%, which is higher than those who are in congruence with. While the majority remains neutral in the categories 3, 4 and 5 with a cumulative percentage of 58,1% (Fig. 3).

As we observe in the above Table III the GPAs of the RPAE and PPAE are significantly higher than the rest of the GPAs. This question shows a reverse picture than the previous one, with the majority of the SCs adopting

theoretically, the socially and culturally structured nature of the experience while also point out its great importance as a differentiating factor for learning between the teachers.

TABLE III. THE ROLE OF INDIVIDUAL DIFFERENCES AMONG LEARNERS IN THE LEARNING PROCESS

	LPAE	BPAE	PPAE	HPAE	RPAE
GPA	3,70 a	5,05 b	5,68 c	5,03 b	5,89 c
Standard deviation	1,628	1,629	1,169	1,487	1,063

Valid: 179. Absent values: 0. Means that do not have common characters in the index differ significantly (Bonfferoni test)

The theories-in-use of the SCs, attribute the differences between learners to various factors. For most of them they derive from the different realization and self-definition in relation to the choice and degree of job satisfaction [39].
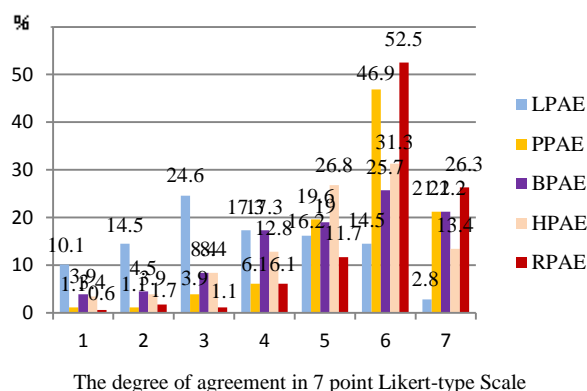

Figure 3. School Counselors' scores in % of their espoused theories in all categories from "strongly disagree" to "strongly agree" on the role of individual differences among learners in the learning process

As we see in Fig. 3, those SCs that espouse a theoretical orientation that is influenced by the trends of PPAE, RPAE and HPAE express a progressive philosophy and connect the learning differences to the different culture, view of the world, different needs and interests or/and the willingness of learners to bring about life changes. For those who supports the views of the BPAE and LPAE, the differences in needs and interest are a matter of character, skills, previous knowledge or/and different feedback from the educator, the parents and superiors. So, according to them character is perceived as a sui generis category and not as a social structure. Even the environmental influence is not, directly, connected to social causes. This approach is really interesting since it is totally inconsistent with the radical theory of action about the individual differences that most of the respondents espouse in the inventory.

There have been different approaches concerning the differences between adult learners. Some of them are founded on the main interests, some on the roles and the times of crisis and others on the sex and social class [33]. If we assume that the individual characteristics of the adults that enter an educational process also define the differences between them, then they differ in their goals, their experience spectrum, the clear learning tactics, their willingness for active participation, the leaning obstacle

and lastly, the defensive mechanisms or quitting [37]. The different educational and political philosophies of the SCs affect the identification and interpretation of the differences between learners. Differences that are explained either in terms of individual and evolutionary psychology or in terms of social status and social and cultural capital.

V. CONCLUSION

The School Counselors that took part in the research espouse as theories of action for the motives, obstacles and individual differences in the learning process of teachers, these principles and practices that are mostly drawn firstly, from the Radical and, secondly the Progressive educational philosophy. However, in their theories in action we observe a conservative shift towards, primarily, the Humanistic and secondarily the Progressive (FEE). As a result, they are inconsistent, contradictory even, to their espoused theories while they have quite an eclectic character. It seems that their silent, self-evident, personal theories in action become conservative compared to their more progressive preferences that are consciously espoused, since they are impeded depending on the imposed institutional context and also on the ideas about common sense and unexpressed theories that result from personal experience [36], [40].

The social organization defines the way in which the members of society form the view of the world and the perception of the common sense. At the same time, certain institutions like school, form and control this socially structured "way of experiencing" reality, assuring its reproduction and enforcement as being "natural", "spontaneous" and a "fact" [2], [22]. We could claim that the progressive and in recent years, increasingly popular humanistic philosophy about adult education reflects the institutional culture that accompanies the form and context of the training. A training that is planned and implemented by School Counselors, critically affecting the formation of the assumptions that dictate their educational practice.

REFERENCES

[1] L. Gioti, "Lifelong education and educators. Theories and practices of the school counselors," Ph.D. dissertation, Dept. Philosophy, Pedagogy and Psychology, National Kapodistrean University, Athens, Greece, 2010.

[2] S. D. Brookfield, *The Power of Critical Theory for Adult Learning and Teaching*, New York, NY: Open University Press, 2005.

[3] S. B. Merriam, *Qualitative Research in Practice: Examples for Discussion and Analysis.* San Francisco, CA: Jossey-Bass Publishers, 2002.

[4] P. Jarvis, *Adult and Continuing Education. Theory and Practice*, 2nd ed., New York: Routledge, 1995.

[5] R. H. Chant, T. L. Heafner, and K. R. Bennett, "Connecting personal theorizing and action research in pre-service teacher development" *Teacher Education Quarterly*, vol. 30, no. 3, pp. 25-40 2004.

[6] E. Taylor, "The relationship between the prior school lives of adult educators and their beliefs about teaching adults," *International Journal of Lifelong Education*, vol. 22, no. 1, pp. 59–77, 2003.

[7] J. Mezirow and Associates, *Learning as Transformation: Critical Perspectives on a Theory in Progress*, San Francisco, CA: Jossey-Bass Publishers, 2000.

[8] D. D. Pratt and Associates, *Five Perspectives on Teaching Adult and Higher Education*, Malabar, FL: Krieger, 1998.

[9] K. Murray and R. MacDonald, "The disjunction between lecturers' conceptions of teaching and their claimed educational practice," *Higher Education*, vol. 33, no. 3, pp. 331-349, April 1997.

[10] V. Richardson, "The role of attitude and beliefs in learning to teach," in *Handbook of Research on Teacher Education*, 2nd ed. J. Sikula, T. Buttery and E. Guyton, Eds., New York: Macmillian, 1996, pp. 102–119.

[11] M. J. Dirkx and M. E. Spurgin, "Implicit theories of adult basic education teachers: How their beliefs about students shape classroom practice," *Adult Basic Education*, vol. 2, pp. 20–41, 2001.

[12] B. Lankard-Brown, "Teaching style versus learning style. Myths and realities," U.S. Department of Education. ERIC: ED-99-CO-0013, 2003.

[13] M. A. Lehman, "Interrupting the reflective practitioner: Discovering the espoused philosophies and theories and theories-in-use of 13 adult educators," Ph.D. dissertation, Ohio State University, USA, 2003.

[14] S. Imel. (1999). Roles for Adult Educators. Trends and Issues. [Online]. 7. Available: http://www.cete.org/acve/docs /tia00073.pdf

[15] D. Boud and N. Miller, "Animating learning: New conceptions of the role of the person who works with learners," in *Proc. 39th Annu. Adult Education Research Conf.*, 1998.

[16] P. M. Cunningham, "Community Education and Community Development," in *International Encyclopedia of Adult Education and Training*, A. C. Tuijnman, Ed., Oxford, UK: Pergamon, 1996, pp. 54-61.

[17] P. Jarvis and A. Chadwick, "Training of adult educators," in *International Encyclopedia of Adult Education and Training,* 2nd ed., A. C. Tuijnman, Ed., New York, USA: Pergamon, 1996, pp. 543-549.

[18] A. Knox, "Adult education: Disciplinary orientations," in *International Encyclopedia of Education,* vol. 1, T. Husen and T. N. Postlethwaite Eds. Elmsford, NY: Pergamon, 1985, pp. 183.

[19] G. G. Darkenwald and S. B. Merriam, *Adult Education: Foundations of Practice*, New York: Harper & Row, Publishers, 1982.

[20] Greek Government Gazette, 1340/16-10-2002, "Assignment of school counselors for pre-school education, primary education and special education and training (SEP)," Greece: YPDVMTH, 2012.

[21] G. Mavroyiorgos, *Teachers' Training and Training Policy*, Ioannina, GR: Printing House of the University of Ioannina, 2001.

[22] L. J. Elias and S. Merriam, *Philosophical Foundations of Adult Education*, 3rd ed. Malabar; Florida: Krieger Publishing Co, 2005.

[23] F. Youngman, "Principles of a marxist approach to adult education," in *Adult and Continuing Education: Major Themes in Education*, vol. II, 71, P. Jarvis and C. Griffin, Eds. London: New York: Routledge, 2003, pp. 349-361.

[24] M. Bigge, *Educational Philosophies for Teachers*, Columbus, USA: Charles E. Merris Publishing Co, 1982, pp. 12-15.

[25] M. Day and D. Amstutz, "Beyond philosophical identification: Examining core values in adult education," in *Proc. Adult Education Research Conf.*, 2003.

[26] C. Argyris and D. Schön, *Theory in Practice: Increasing Professional Effectiveness,* San Francisco, CA: Jossey-Bass, 1974, p. 7.

[27] C. Argyris and D. Schön, "Theories of action," in *Adult and Continuing Education: Major Themes in Education,* P. Jarvis and C. Griffin, Eds. London; New York: Routledge, 2003, vol. 5, pp. 222-234.

[28] C. Argyris, *Integrating the Individual and the Organization*, ebook ed. New York, USA: Routledge, 2017, pp. 15-17.

[29] L. Zinn, "Identifying your philosophical orientation," in *Adult Learning Methods: A Guide for Effective Instruction*, 3rd ed. M. W. Galbraith, Ed., Malabar, Florida, USA: Krieger Publishing Company, 2004.

[30] D. M. Myers. (2008). *Qualitative Research in Information Systems. MISQ Discovery.* [Online]. Available: http://www.qual.auckland.ac.nz.

[31] M. Q. Patton, *Qualitative Research & Evaluation Methods*, 3rd ed. Thousand Oaks, CA: Sage Publications, 2002.

[32] L. Cox. (1994). Discovery and Dialectics: Gerhard Kleining's Methodology of Qualitative Research. [Online]. Available: http://eprints.nuim.ie/443

[33] A. Rogers, *Teaching Adults*, 2nd ed. Wiltshire, UK: Open University Press,1999, pp. 86-81, 274-282.

[34] D. MacKeracher, *Making Sense of Adult Learning*, 2nd ed. Toronto, CA: University of Toronto Press Inc, 2004.

[35] J. M. Dirkx, "The power of feelings: Emotion, imagination and the construction of meaning in adult learning," *New Directions for Adult and Continuing Education*, vol. 89, pp. 63-72, 2001.

[36] G. Mavroyiorgos. (2007). Myths and teaching: "Everything depends on the teacher. Republication from Contemporary Education, 48. [Online]. Available: http://www.paremvaseis.org/yliko29.htm

[37] A. Kokkos, *Adult Education. Tracing the Field*, Athens, GR: Metaihmio, 2005, pp. 86-93.

[38] M. J. Ostrove and R. E. Cole, "Privileging class: Toward a critical psychology of social class in the context of education," *Journal of Social Issues*, vol. 59, no. 4, pp. 677-692, 2003.

[39] A. Freiderikou and F. Folerou-Tserouli, *Primary School Teachers*, 2nd ed. Athens, GR: Ypsilon Books, Publ., 2005.

[40] D. E. Hunt, *Beginning with Ourselves: In Practice, Theory, and Human Affairs*, Cambridge, MA: Brookline Books, 1987.

Labrina C. Gioti (Athens, Greece) is Special Laboratory Teaching Staff in the Department of Pedagogy in the School of Pedagogical and Technological Education (ASPETE) in Athens, Greece. She earned her Ph.D. degree in Adult Education and Lifelong Learning in 2010 and her Master in Education in 1997, both from the Department of Philosophy, Psychology and Pedagogy of The National University of Athens, Greece.

Since 1990 she has taught as a teacher and teacher trainer at all levels of education: Primary education; in-service training of Elementary School Teachers; Seminars in Elementary and Secondary Education Teachers; Programs for Adult Education educators; Since 2010, she is an Adjunct Faculty at Hellenic Open University in Adult Education and at the Postgraduate courses of the Department of Philosophy, Pedagogy and Psychology of the National University of Athens. She is a Certified Trainer and an Evaluator of Adult Education Educators of the National Organization of Certification and Qualification of Greece (EOPPEP). She has been member in a number of scientific committees for the implementation of research projects while she has been member of the Board of Directors at the Institute for Educational Research and Study of the Hellenic Teacher Union (2000-2006). She has written one book and has been the co-author of four books while she has co-edited five books. She has also published a significant number of articles in international journals and conference proceedings under review.
Dr Gioti, is a member of the Pedagogical Company of Greece and of the European Society of Research on the Education of Adults (ESREA).