

A Conceptual Educational Framework for Residents of Faraway Regions by Using a Collaborative Inquiry (CI)

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Abstract: Transformative learning offers a theory of learning that is uniquely adult, abstract, idealized, and grounded in the nature of human communication. This paper's aim is the exploitation of new technologies for the creation of an educational platform for transformational learning through the use of collaborative inquiry techniques. The residents of the mountainous and remote areas need educational support for business development, in order for the mountain economy to survive. The proposed educational framework transformative learning (EfAB) to create agro-business on the internet for people in remote areas, which consists the first attempt in this field, promoted in parallel on the one hand inclusiveness and democracy in teaching practice, and on the other hand the efficient transformation of knowledge in order to develop all those attitudes, skills and knowledge required to promote local sustainable development (sustainability). The ultimate goal is to experience transforming learning into the form of changing cognitive habits combined with the acquisition of appropriate knowledge about e-business creation.

1. Introduction

Greece is a mountainous and at the same time an insular country. In remote regions whether it concerns small islands or mountainous terrain, the survival of the residents and their local development is exactly what it is requested. Owing to isolation and the high financial cost, lifelong learning with the use of new technology consists the only option of the residents. The purpose of this paper is the presentation of a conceptual educational framework (EfAB) which is used for collaborative inquiry as adults' learning strategy in conjunction with the use of new technology (Internet).

The adult education traditionally considers the individual as the starting point. On the other hand, a significant part of the academic community (scholars) has been focusing on the team and team learning, and considers that teams can create an efficient environment to facilitate learning. This instant project presents the use of collaborative investigation aimed at improving the practice and development of new knowledge through an educational framework that promotes knowledge for the creation of agro-business on Internet (e-business) by residents of mountainous or remote areas. The proposed framework emphasizes participation, the exchange of views and experiences, and the presentation of issues related to the establishment of rural business (management, marketing, strategy, e-commerce etc.) under the guidance of instructors. The use of technology is based on collaborative wiki-type tools that support communication and exchange of aspects, ideas, experiences and

knowledge. The framework aims at indirect promotion of a combination of instructional & communicative learning for the creation of enterprises in the agricultural sector and also to develop those attitudes, skills and competencies that a businessman who follows the principles of Green Entrepreneurship should have.

2. Background

2.1 Basic Concepts of Learning Theories

Learning is the act of acquiring new, or modifying and reinforcing existing, knowledge, behaviors, skills, values, or preferences which may lead to a potential change in synthesizing information, depth of the knowledge, attitude or behavior relative to the type and range of experience. Human learning may occur as part of education, personal development, schooling, or training. It may be goal-oriented and may be aided by motivation. The study of how learning occurs is part of the educational psychology, neuropsychology, learning theory, and pedagogy. Learning may occur as a result of habituation or classical conditioning, seen in many animal species, or as a result of more complex activities such as play, seen only in relatively intelligent animals (Gross, 2010; Karban, 2015).

Learning theories are conceptual frameworks in which knowledge is absorbed, processed, and retained during learning (Illeris, 2004; Ormrod, 2012). Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained. Behaviorism, cognitivism, and constructivism are the three broad learning theories most often utilized in the creation of instructional environments. These theories, however, were developed in a time when learning was not impacted through technology (Siemens, 2005).

Some significant trends in learning (Siemens, 2005):

- many learners will move into a variety of different, possibly unrelated fields over the course of their lifetime;
- informal learning is a significant aspect of our learning experience;
- formal education no longer comprises the majority of our learning. Learning now occurs in a variety of ways – through communities of practice, personal networks, and through completion of work-related tasks;
- learning is a continual process, lasting for a lifetime. Learning and work related activities are no longer separate. In many situations, they are the same;
- technology is altering (rewiring) our brains (the tools we use define and shape our thinking);
- the organization and the individual are both learning organisms. Increased attention to knowledge management highlights the need for a theory that attempts to explain the link between individual and organizational learning;
- many of the processes previously handled by learning theories (especially in cognitive information processing) can now be off-loaded to, or supported by, technology;
- know-how and know-what is being supplemented with know-where (the understanding of where to find knowledge needed).

Driscoll (2000), defines learning as “a persisting change in human performance or performance potential...[which] must come about as a result of the learner’s

experience and interaction with the world”. Specifically, explores some of the complexities of defining learning. Debate centers on:

- Valid sources of knowledge - Do we gain knowledge through experiences? Is it innate (present at birth)? Do we acquire it through thinking and reasoning?
- Content of knowledge – Is knowledge actually knowable? Is it directly knowable through human experience?
- The final consideration focuses on three epistemological traditions in relation to learning: Objectivism, Pragmatism, and Interpretivism:
 - *Objectivism* (similar to behaviorism) states that reality is external and is objective, and knowledge is gained through experiences;
 - *Pragmatism* (similar to cognitivism) states that reality is interpreted, and knowledge is negotiated through experience and thinking;
 - *Interpretivism* (similar to constructivism) states that reality is internal, and knowledge is constructed.

All of these learning theories hold the notion that knowledge is an objective (or a state) that is attainable (if not already innate) through either reasoning or experiences (Siemens, 2005).

The most popular of learning theories are the following (Anderson et al. 1996; Cobb et al. 1990; Driscoll, 2000; Gredler, 2005; Von Glaserfeld, 1989; Siemens, 2005; Schunk, 2012; Wertsch, 1985):

- *Behaviorism* states that learning is largely unknowable, that is, we can't possibly understand what goes on inside a person (the “black box theory”). It based on the idea that the learning procedure is a form of observed behavior and the outcome of a response to some kind of stimulus (Stimulus→Reaction) (Fig.1).Historically, the Behaviorism as dominated the psychology of learning for the first half of the twentieth century. It explains learning in terms of environmental events. Mental processes are not necessary to explain the acquisition, maintenance, and generalization of behavior.

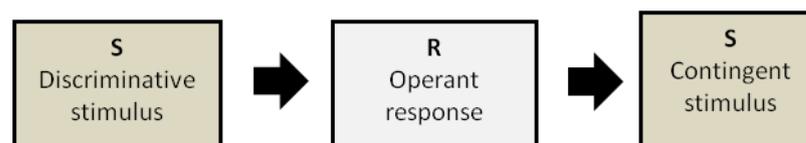


Figure 1. Basic S-R-S Relationship.

- *Cognitivism*, reintroduced the mind and learner. The learning is viewed as a process of inputs, managed in short term memory, and coded for long-term recall (‘computer model’). It focuses on the internal cognitive processes performed within the students’ mind during the learning procedure (Fig.2).

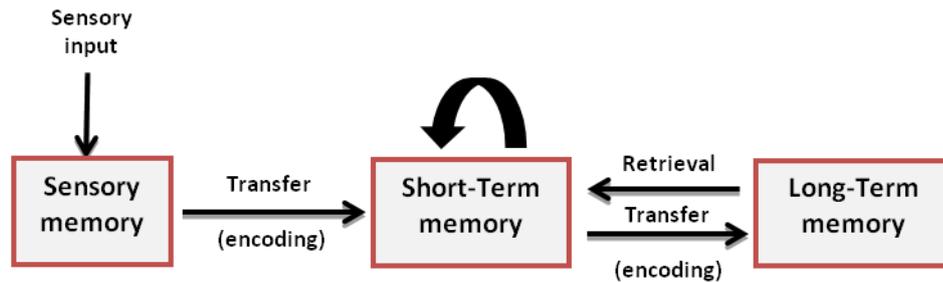


Figure 2. Information Processing Model of Human Learning (3-stages memory).

- *Constructivism* is an epistemology, or philosophical explanation about the nature of learning (Fig.3). it suggests that learners create knowledge as they attempt to understand their experiences. The learning procedure is driven by and evolved through the social interaction during lectures. The educator creates and uses this type of knowledge attained by actions adjusted to the class delivery content.

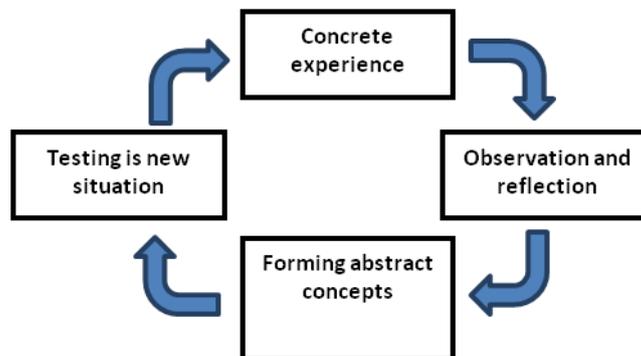


Figure 3. Constructive Learning Model.

Behaviorism and cognitivism view knowledge as external to the learner and the learning process as the act of internalizing knowledge. Constructivism assumes that learners are not empty vessels to be filled with knowledge. Instead, learners are actively attempting to create meaning. Learners often select and pursue their own learning. Constructivist principles acknowledge that real-life learning is messy and complex. Classrooms which emulate the “fuzziness” of this learning will be more effective in preparing learners for life-long learning (Siemens, 2005).

2.2 Transformative Learning

Transformative learning offers a theory of learning that is uniquely adult, abstract, idealized, and grounded in the nature of human communication (Mezirow, 1996). Transformative Learning comes within the umbrella concept of critical pedagogy, a philosophy for teaching and learning that aims for radical social action so that entrenched social inequities are questioned and if needed, replaced (Brookfield, 2005). Briefly, Transformative Learning is that which seeks to expand a student's consciousness so that existing world views and self-perceptions are re-considered (Cranton, 2006).

The Transformative Learning Theory (TLT) as defined by the research pioneer on this topic, J. Mezirow, served as the framework for the study. TLT is a cognitive adult learning theory that results in changes in meaning perspectives that have developed

over an individual's lifetime based upon their life experiences. Engagement in transformative learning requires adult characteristics that include emotional maturity, awareness, empathy, and control (Mezirow, 2000; Kear, 2013; McAllister, 2015).

A necessary component of the Transformative Learning Theory is becoming critically reflective of assumptions underlying content, process, or premise through instrumental and communicative learning, which is again only developmentally achievable in adulthood. Transformative learning may be considered as a process which leads learners to re-evaluate their past beliefs and experiences, and is central to Mezirow's Transformative Learning Theory (Mezirow, 1997, 2000; Kear, 2013).

Mezirow clearly states there are 3 major phases of the Transformative Learning Theory: Disorienting Dilemma, Critical Reflection & Changed Meaning Perspective (Fig. 4). While Mezirow continues to see TLT as a theory in progress, there is a growing presence of alternative conceptions of transformative learning. Transformative learning theory researchers such as Taylor (2006), Lange (2004), and Dirxk (2006) are expanding beyond the higher education setting and shifting focus onto factors that shape the transformative experience, such as holistic approaches and interpersonal relationships. According to Taylor (2007), there are a variety of alternative conceptions of transformative learning theory that refer to similar ideas and address factors that may have been overlooked in Mezirow's theory.

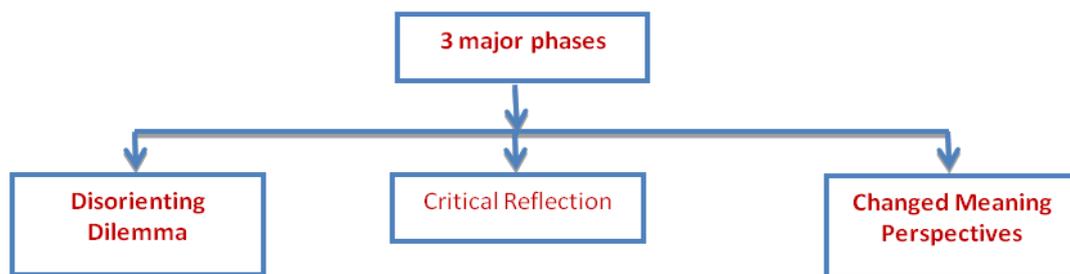


Figure 4. Mezirow's 3 major phases of the Transformative Learning Theory.

Specifically, Mezirow believes that this less frequent transformation usually results from a "disorienting dilemma", which is triggered by a life crisis or major life transition, although it may also result from an accumulation of transformations in meaning schemes over a period of time. The perspective is explained by Mezirow as follows (Mezirow, 1997, 2000):

1. Disorienting dilemma
2. Self-examination
3. Sense of alienation
4. Relating discontent to others
5. Explaining options of new behavior
6. Building confidence in new ways
7. Planning a course of action
8. Knowledge to implement plans
9. Experimenting with new roles
10. Reintegration.

Finally, an important part of transformative learning is for individuals to change their frames of reference by critically reflecting on their assumptions and beliefs and consciously making and implementing plans that bring about new ways of defining their worlds. This process is fundamentally rational and analytical. The next figure shows the typical transformative learning model (Mezirow, 1997, 2000).

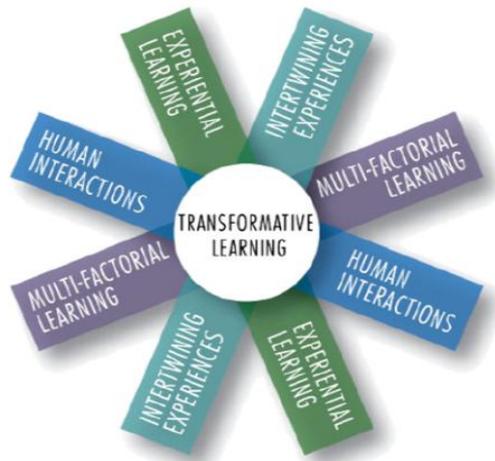


Figure 5. Transformative learning model (source: Kear, 2013).

2.3 Collaborative Inquiry for Adult Learning

Adult educators have a long tradition of valuing learning from experience. Collaborative inquiry (CI), a systematic process that educators can use to help adults make meaning from their experience. CI is a powerful method for facilitating adult learning. It is democratic, honors multiple ways of knowing, meets conditions widely held to be necessary for free and open discourse, links learning to lived experience, values action, and its often emancipatory in its intent. CI's explicit attention to validity procedures supports critical subjectivity as learners make meaning from their experience. Finally, many adult learners are intrinsically attracted to working collaboratively as a balance to the isolation and fragmentation experienced in other areas of their lives (Mezirow, 2000).

CI is based on the ideas of J.Heron (1981, 1985, 1988, 1996) and the P. Reason and J. Rowan studies on participatory human search (Heron, 1996; Reason, 1994). CI is a process based on repetitive forms of reflection and action that helps a group of people to respond to an important question for them. The CI, with the emphasis on participation, holistic exaggeration of experience, and democratic co-operation, is a supporting tool of transformational learning. There are several relevant examples in the literacy, in universities, colleges and non-profit organizations about CI (Fig.6) (Bray, et al. 2000; Mezirow, 2000).

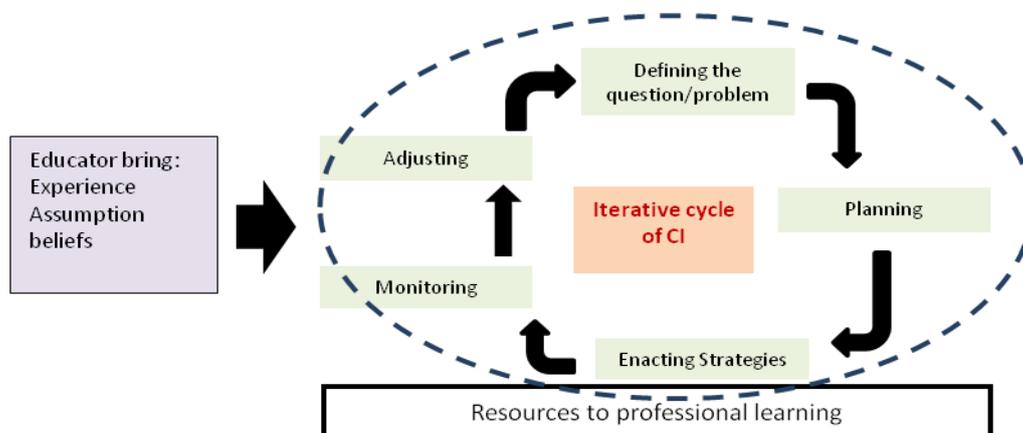


Figure 6. CI model.

2.4 Technological Environment

In the present landscape of technological and social change, important transformations are underway in terms of how we live and work. We refer to contemporary times as the “information age” or “knowledge based society”, characterized by the diffusion of information and communications technologies (ICT’s) and the increasing demand for new educational approaches and pedagogies that foster lifelong learning (Fischer and Konomi, 2005).

The term ‘Web 2.0’ is attributed to Tim O’Reilly (2005). Since then it has gained widespread use, penetrating also the discourse of learning and teaching. Related terms such as the ‘read and write web’ and the ‘social web’ give an indication that the term refers to a shift in web tools and practices towards more participatory, user interaction. Although the term has no single definition, there is a widespread agreement that it applies to a wide set of functional characteristics, within the context of computer-mediated communication and networked digital media. These not only point to the increased possibilities for publication (compared to earlier generations of the web), but also encourage, and are supportive of, user participation in the uploading and sharing of digital artifacts (Conole and Alevizou, 2010).

Web 2.0 applications, including but not limited to web logs (blogs), wikis, Really Simple Syndication (RSS), podcasting, social networking sites, tag-based folksonomies, and peer-to-peer (P2P) media sharing utilities, are receiving intense and growing interest across all sectors of the education industry. They are seen to hold considerable potential for addressing the needs of today’s diverse students, enhancing their learning experiences through customization, personalization, and rich opportunities for networking and collaboration (Alexander, 2006; Bryant, 2006; McLoughin and Lee, 2007).

The following categorization of Web 2.0 activities is derived from a *BECTA-commissioned review* of Web 2.0 tools in education (Conole and Alevizou, 2010; Crook et al. 2008):

- *media sharing*: creating and exchanging media with peers or wider audiences.
- *media manipulation and data/web mash ups*: using web-accessible tools to design and edit digital media files and combining data from multiple sources to create a new application, tool or service.
- *instant messaging, chat and conversational arenas*: One-to-one or one-to-many conversations between Internet users.
- *online games and virtual worlds*: Rule-governed games or themed environments that invite live interaction with other Internet users.
- *social networking*: Websites that structure social interaction between members who form subgroups of 'friends'.
- *blogging*: An Internet-based journal or diary in which a user can post text and digital material while others can comment.
- *Social bookmarking*: Users submit their bookmarked web pages to a central site where they can be tagged and found by other users.
- *Recommender systems*: Websites that aggregate and tag user preferences for items in some domain and thereby make novel recommendations.
- *wikis and collaborative editing tools*: Web-based services that allow users unrestricted access to create, edit and link pages.

- *syndication*: Users can ‘subscribe’ to RSS feed enabled websites so that they are automatically notified of any changes or updates in content via an aggregator.

Learning occurs in a socio-cultural system in which learners use various tools and multiple forms of interaction to create collective activity, supported by technology affordances. Drawing on extant Web 2.0 research and practice, some examples of the affordances of social software tools are as follows (Fig.7) (McLoughin and Lee, 2007):

- *connectivity and social rapport*: social networking sites like *MySpace*, *Facebook* and *Friendster* attract and support networks of people and facilitate connections between them (Gee, 2004).
- *collaborative information discovery and sharing*: data sharing is enabled through a range of software applications, and experts and novices alike can make their work available to the rest of the online world, for example through their personal and group blogs.
- *content creation*: Web 2.0 emphasises the pre-eminence of content creation over content consumption. Anyone can create, assemble, organize and share content to meet their own needs and those of others. Open source and open content initiatives, as well as copyright licensing models like *Creative Commons* , are helping fuel the growth of user-generated content.
- *knowledge and information aggregation and content modification*: The massive uptake of Really Simple Syndication (RSS), as well as related technologies such as podcasting and vodcasting, is indicative of a move to collecting material from many sources and using it for personal needs (content can be remixed and reformulated).

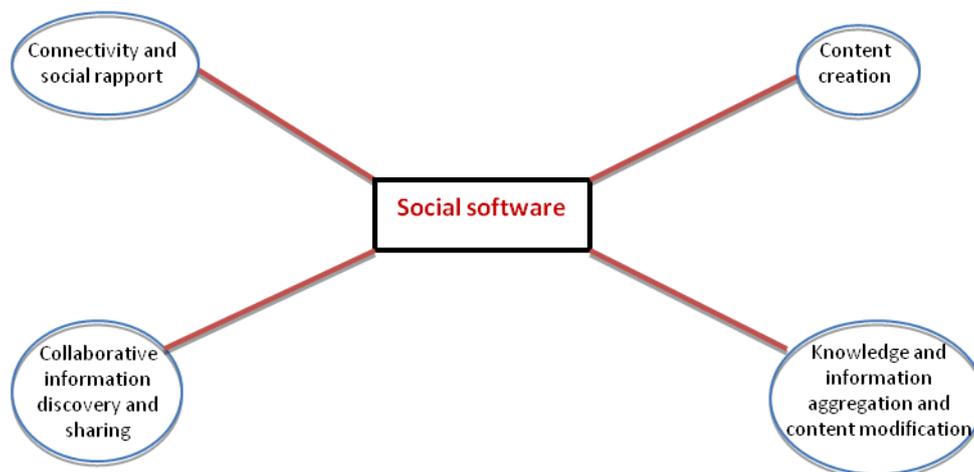


Figure 7. Educational capabilities of social software.

Specifically, Joosten (2012) defines social media as a term to describe any number of technological systems related to collaboration and community, including social networking sites. Facebook is one of the most commonly used sites by people of all age groups, not only as a social network site, but also as an online team-based pedagogically sound learning platform that is fast becoming recognized in the education community. Facebook has many applications that support teaching and

learning and it has been found to cultivate positive learning experiences as well as to enhance the rapport between the educators and their students (Mazer et al. 2007).

In a study on the importance of Social Networking Sites (SNS), Mason (2006), concluded that SNS could be used as educational platforms with a significant potential capacity to promote critical thinking among students. Mazer, Murphy, and Simonds (2007), found that classroom climate further improved when students and faculty used SNS as their learning and teaching platform. Elsewhere, Ventura and Quero (2013), claimed that using social networks in aiding teaching and learning of Economics and Business Studies, helped improve the students' set of competences.

While studies investigating the use of Facebook for teaching and learning (Wang et al., 2012; Roblyer et al., 2010; Selwyn, 2009; Bosch, 2009) are still in their infancy, these studies suggest that Facebook as a social networking tool has the potential to be a transformational technique for learning and teaching in higher education. It is therefore imperative that educators understand their students' academic and social backgrounds before reflecting and planning their lessons, the pedagogical techniques they intend to use and the types of assessments that they believe will highly engage their students in the learning process (Ratneswary and Rasiah, 2014).

2.5 Green Entrepreneurship

Many studies have established a strong relationship between environmental friendly business practices (e.g. environmental marketing) and firm performance (Miles and Covin, 2000). "Green-business" in any type of economy, with a slow-economy orientation, is encountered in the specialized literature under the consecrated name of eco-economy under whose auspices green businesses develop. The research literature on green entrepreneurship is even less widespread and lacks a broad empirical foundation. This may also be related to the difficulty to draw the boundaries between green and non-green entrepreneurship. It was not until 1990s that the studies on green entrepreneurship emerged. Bennett (1991), Berle (1991), first adopted the notions 'environmental entrepreneur', 'green entrepreneur', 'eco-entrepreneur' and 'ecopreneur' in their studies. Drawing on the review of general entrepreneurship typologies and green entrepreneurship literature, the defining criteria presented in the typology below (Fig.8) reflects the view that the most relevant explanatory variables for characterizing different types of green entrepreneurs are the external context (structural influences) and the entrepreneur's personal orientation or motivation. The 'orientation' axis arises from this paper's earlier exploration of green and green green businesses and is influenced by *Thompson's paradigm perspective* (Thompson, 1998). A profit orientation and some sort of green orientation are the minimum attributes assumed for the scope of this typology and the green orientation could either be a motivation or a perceived market opportunity or both. Finally, the matrix formed by these two axes (motivation & influences) thus produces four 'ideal types' of green entrepreneurs (Walley and Taylor, 2002).

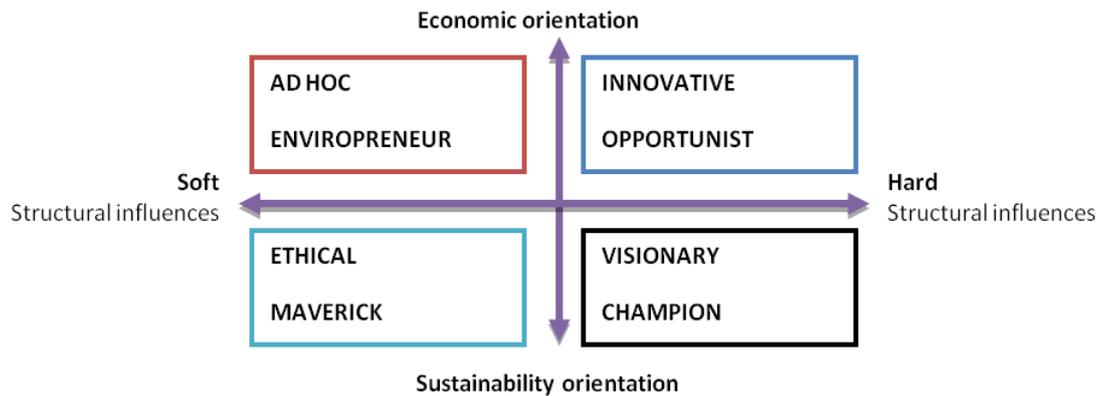


Figure 8. Typology of green entrepreneurs.

3. Educational Framework

3.1 Problem Statement

The use of Web 2.0 tools such as Facebook, Moodle etc. has rapidly grown to become a popular and influential form of computer mediated communication. The rationale behind using Web 2.0 tools for teaching and learning purposes is that it provides a platform or a meeting point for residents of mountainous or remote areas who can socially interact with their classmates as well as communicate about their learning in their very own space. The central aim is the exploitation of new technologies for the creation of an educational platform for transformational learning through the use of collaborative inquiry techniques. The residents of the mountainous and remote areas need educational support for business development so that the mountain economy survives. In addition, the adoption of green business will help in this direction.

3.2 Participants

The members who participate in the proposed educational framework are the following:

- residents of the mountainous and remote areas (learners)
- educators (experts in agro-business and Green Entrepreneurship)
- technical support staff (IT technician and consultants of Adult Education and Educational Technology)

3.3 Methodology Approach

Educators often describe Collaborative Inquiry (CI) as a journey, an invitation to explore professional wonderings and questions. Through CI, educators work together to improve their understanding of what learning is (or could be), generate evidence of what's working (and what's not), make decisions about next steps and take action to introduce improvements and innovations. And then they start again on emerging new issues and challenges. Notably, CI sees educators as key participants in understanding how to achieve excellence and equity in education. The CI is a practice of engaging educators as researchers. It has been shown to be an effective means to both professional learning and to enhanced student learning (Comber, 2013; Timperley and Lee, 2008). The CI with its characteristics (volunteering, democracy, cooperation) is an important supporting tool of transformational learning (Mezirow, 2000).

Our methodology approach has a basic inquiry question “*How we can help residents of the mountainous and remote areas, to adopt the principles of green entrepreneurship in the development of online agro-businesses?*”. The ultimate goal is to experience transforming learning into the form of changing cognitive habits combined with the acquisition of appropriate knowledge about e-business creation.

The *methodological approach* of the proposed educational framework based in ‘Collaborative Inquire in Ontario’ framework (OME, 2014). It contains (Fig.9):

- **Documenting Matters:** there is no prescribed protocol for CI, nor is there a single path that educators should follow. The work is inherently local and shaped by the educational material. As such, documenting the process and the learning – what was done along the journey – is a critical component of collaborative inquiry. Documenting the process captures the work and articulates findings, illustrating how and why the learning was generated so that colleagues (educators, residents) can learn from what was done. Data or evidence for collaborative inquiry primarily comes from pedagogical documentation of student learning and experience. However, the data can also include other information about students, educational background and community contexts and importantly educator practice and learning. Another source might be to participate in instructional rounds as a way to observe student (residents) experiences. These three sources of data, drawn from conversations, observations and products, are triangulated to provide a multi-dimensional perspective on the issue being explored.
- **Building Inquiry skills:** the inquiry process begins with a curiosity or a specific issue about learning or learners. It shapes the inquiry question. Educators then interpret together, analyze and reflect on the data to inform decision-making, future actions and change in or confirmation of their practice. This process is often not linear, but iterative as educators continuously adapt and improve upon it. Trainers can use techniques such as dialogue, presentation, case studies, brain storming etc. to achieve their purpose.

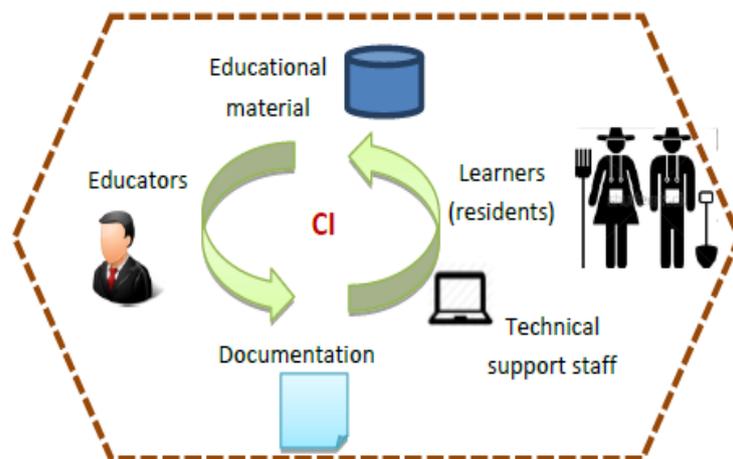


Figure 9. Collaborative Inquiry process.

3.4 Organizational Dimension

The organizational dimension of the proposed educational framework includes the following elements (Fig.10):

- *Culture of Inquiry and Collaboration*: it requires a safe, inclusive environment built on trusting relationships. An open-to-learning stance is a basic condition of a collaborative learning environment. A culture of inclusivity must be part of the CI mindset when interpreting evidence and studying the student experience. It contains the follow collaborative actions:
 - shift the role of participants from lead knower to lead learner (everyone is a co-learner);
 - applying an asset stance to all learners and participants
 - facilitate access to resources;
 - supporting each other to engage in strategic risk-taking and action.

- *Pedagogical Knowledge*: through CI, educators build pedagogical content knowledge for their own practice. This new knowledge can contribute to the body of professional knowledge. Used the educational material (based in Social-Constructivist principles). It contains the follow collaborative actions:
 - create evidence-informed questions and/or theories of action about learning & teaching;
 - connection between understandings generated form CI and existing bodies of knowledge;
 - create documentation;
 - engagement in “discourse analysis”.

- *Professional discourse*: generates new knowledge and acts as a catalyst for refinements of practice. It contains the follow collaborative actions:
 - analyzing the pedagogical documentation;
 - engagement in collaborative learning to challenge beliefs and practices;
 - reflect on practice to inform professional learning.

- *Learner Experience*: CI professional learning is relevant to student learning in context. It contains the follow collaborative actions:
 - Observation student learning and experience;
 - Engage in responsive interactions with learners;
 - Integrate learner experiences and knowledge within practice.



Figure 10. Organizational dimension of educational framework.

3.5 Technological Dimension

The technological dimension (web 2.0 tools) of the proposed educational framework includes the following axes (Fig.11):

- *Communicative axis*: it contains social media (Facebook, twitter), e-mail and Skype for CI processes.
- *Learning axis*: it contains a moodle platform for educational material (organization and storage).
- *Documentation axis*: it contains a blog for CI documentation.

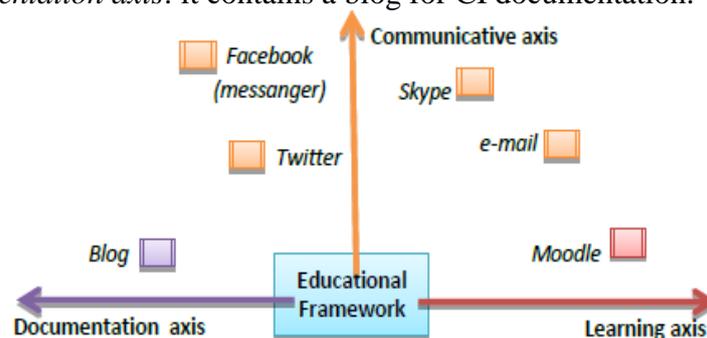


Figure 11. Technological dimension of educational framework.

3.6 Educational Material

The educational material of the proposed educational framework contains the next subjects:

- *Core I*
 - Basic elements of Business Administration (management, marketing, accounting, sales, HR management etc.)
 - New technologies and business (e-business/e-commerce, web design, computer technology etc.)
- *Core II*
 - Agro-Business Issues
 - Agriculture Economy
- *Core III*
 - Green business/economy
 - Legal and Ethical Issues
 - Environmental Issues

The *Curriculum* of proposed educational framework is not fixed but dynamic, open to negotiation and learner input, consisting of “bite-sized” modules, inter-disciplinary in focus and blending formal and informal learning. The structure of educational material based in a Model of Asynchronous Web based Education (WbE) in the Agricultural Engineering Sector (Arvanitis et al. 2012).

3.7 Integration

The proposed conceptual educational framework (EfAB, Educational framework of Agro-Business) contains the next parts (Fig.12):

- CI processes
- Documentation
- Educational material
- Technology background

The CI processes of proposed educational framework inspired from *Thompson's paradigm perspective (green Entrepreneurship)* (Thompson, 1998), with emphasis in agro-business for residents of the mountainous and remote areas (learners).

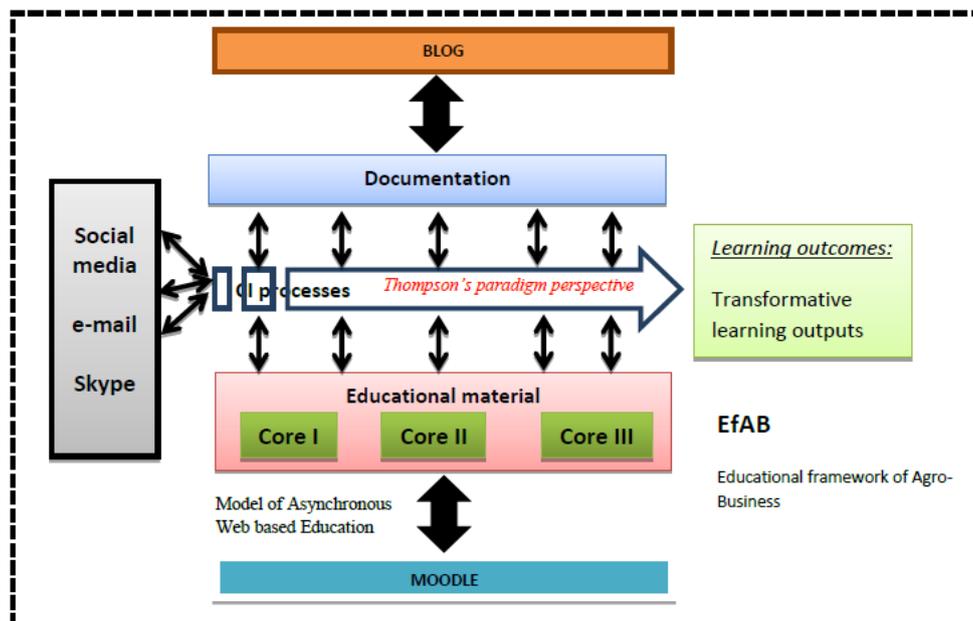


Figure 12. The proposed conceptual Educational Framework (EfAB) of residents of the mountainous and remote areas.

4. Conclusions

The green entrepreneurship / business is increasingly being recognized as a significant conduit for bringing about a transformation to sustainable products and processes, with numerous high-profile thinkers advocating entrepreneurship as a solution for many social and environmental concerns (Dragotis et al. 2016). On other hand the TLT has emerged within the field of adult education as a powerful image for understanding how adults learn. It has attracted researchers and practitioners from a wide variety of theoretical persuasions and practice settings, yet it is a complicated idea that offers considerable theoretical, practical and ethical challenges (Dirxk, 1998).

We consider that the proposed educational framework transformative learning (EfAB)

to create agro-business on the internet for people in remote areas, which consists the first attempt in this field, promoted in parallel on the one hand inclusiveness and democracy in teaching practice, and on the other hand the efficient transformation of knowledge, in order to develop all those attitudes, skills and knowledge required to promote local sustainable development (sustainability). There is geographically a creation of internet business from people living in mountainous or remote areas.

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