

MAKING SPACE

MERGING

THEORY AND

PRACTICE

IN ADULT

EDUCATION

Edited by
Vanessa Sheared and Peggy A. Sissel

Making Space Merging Theory And Practice In Adult Education

Victor C.X. Wang



Making Space Merging Theory And Practice In Adult Education:

Making Space Vanessa Sheared, Peggy A. Sissel, 2001-06-30 Representative of a wide range of adult education and lifelong learning frameworks and experiences this book gives voice to emerging perspectives and offers thought provoking critiques of established practices and accepted theories Those in the adult education academy as well as other voices often excluded from the discourse in adult education offer critiques of the social political economic and historical forms of hegemony in the discipline They analyze the ways in which these hegemonic norms and practices have affected adult learning environments and the participation rates of varying groups and shed light on how adult education as a field of practice can marginalize individuals based on their ethnicity race gender class language age or sexual orientation These critiques provide a powerful statement about silence invisibility and the marginalization of the other and suggest that adult educators may complicitly if not implicitly marginalize adult learners This book will provide professors and students adult literacy teachers corporate trainers community based organizers and others with alternative ways to think about adult education practice adult learners and the multiple intersecting realities that influence the teaching learning transaction In so doing this book provides practitioners and academicians with a forum to dialog about emerging theories and practices and through the discourse they can begin to merge theories and practices through language that is accessible and inclusive

Making Space Vanessa Sheared, Peggy A. Sissel, **Theory and Practice of Adult and Higher Education** Victor C.X. Wang, 2016-10-01 A volume on Theory and Practice of Adult and Higher Education or Foundations of Adult and Higher Education will appeal to both our graduate students and faculty as so many of them have been taking courses in both program areas and have been concerned with their defined areas of expertise Although theories and practices in Adult Education and in Higher Education are being used interchangeably there is a lack of scholarly work that connects existing theories and practices across the two fields The proposed ground breaking volume will cover topics theories practices in both fields of Adult Education and of Higher Education and in doing so will bring to the fore the connections that make these two fields truly inseparable The proposed volume will therefore generate new knowledge to share among faculty graduate students and other researchers who practice not only in Adult Education but also in Higher Education **Assessing and**

Evaluating Adult Learning in Career and Technical Education Wang, Viktor, 2010-07-31 This book advances a framework a process and meaningful approaches for assessing and evaluating adult learning in career and technical education CTE Provided by publisher *The Jossey-Bass Reader on Contemporary Issues in Adult Education* Sharan B. Merriam, André P. Grace, 2011-02-23 THE JOSSEY BASS READER ON Contemporary Issues in Adult Education With contributions from leading experts in the field The Jossey Bass Reader on Contemporary Issues in Adult Education collects in one volume the best previously published literature on the issues and trends affecting adult education today The volume includes influential pieces from foundational authors in the profession such as Eduard C Lindeman Alain Locke and Paulo

Freire as well as current work from authors around the world including Laura L Bierema John M Dirkx Cecilia Amaluisa Fiallos Peter Jarvis Michael Newman and Shirley Walters In five sections the book s thirty chapters delve into a wide range of compelling topics including social justice democracy and activism diversity and marginalization human resource development lifelong learning ethical issues the meaning and role of emotions globalization and non Western perspectives the role of mass media popular culture and social learning technology health welfare and environment Each piece is framed within its larger context by the editors and each section is accompanied by helpful reflection and discussion questions

Gender, Experience, and Knowledge in Adult Learning Elana Michelson, 2015-05-15 In this wide ranging book Elana Michelson invites us to revisit basic understandings of the experiential learner How does experience come to be seen as the basis of knowledge How do gender class and race enter into the ways in which knowledge is valued What political and cultural belief systems underlie such practices as the assessment of prior learning and the writing of life narratives Drawing on a range of disciplines from feminist theory and the politics of knowledge to literary criticism Michelson argues that particular understandings of experiential learning have been central to modern Western cultures and the power relationships that underlie them Presented in four parts this challenging and lively book asks educators of adults to think in new ways about their assumptions theories and practices Part I provides readers with a short history of the notion of experiential learning Part II brings the insights and concerns of feminist theory to bear on mainstream theories of experiential learning Part III examines the assessment of prior experiential learning for academic credit and or professional credentials Part IV addresses a second pedagogical practice that is ubiquitous in adult learning namely the assigning of life narratives **Gender Experience and Knowledge in Adult Learning** will be of value to scholars and graduate students exploring adult and experiential learning as well as academics wishing to introduce students to a broad range of feminist critical race materialist and postmodernist thinking in the field

Handbook of Public Pedagogy Jennifer A. Sandlin, Brian D. Schultz, Jake Burdick, 2010-07-29 Bringing together scholars public intellectuals and activists from across the field of education the Handbook of Public Pedagogy explores and maps the terrain of this burgeoning field For the first time in one comprehensive volume readers will be able to learn about the history and scope of the concept and practices of public pedagogy What is public pedagogy What theories research aims and values inform it What does it look like in practice Offering a wide range of differing even diverging perspectives on how the public might operate as a pedagogical agent this Handbook provides new ways of understanding educational practice both within and without schools It implores teachers researchers and theorists to reconsider their foundational understanding of what counts as pedagogy and of how and where the process of education occurs The questions it raises and the critical analyses they require provide curriculum and educational workers and scholars at large with new ways of understanding educational practice both within and without schools

Handbook of Blended Shore Education Gabriele Strohshen, 2008-11-07 As we confront the future of our professional endeavors we tend to rely

with confidence on longstanding and widely honored assumptions about the world and ourselves We believe we have accumulated sturdy structures of knowledge effective practices and sound values Yet we rely on these resources with scant consciousness that in the long run our assumptions practices and values may not only be inimical to the viability of our profession but as well oppressive in their effects on others There is at least one assumption common across many professions and cultures that is of particular significance It is the assumption that the world is made up of discrete entities or units There are not only the species of plants and animals for example but there is me as opposed to you us vs them my business enterprise in competition with yours our nation or religion and yours And with this assumption of separable units we assemble ways of sustaining and protecting those units of which we feel a part We erect buildings laws schools governments and armies to ensure that what is inside the boundary will flourish and what is outside cannot threaten us In effect the assumption of a world of independent entities establishes the way in which we understand and conduct ourselves within relationships

LEARNING WITH ADULTS Leona M. English, Peter Mayo, 2012-12-25 This book is written at a time when our own field of adult education is under assault from a variety of capitalist and neoconservative forces pressuring us to turn away from the causes of criticality lifelong learning and education for freedom Rather than succumb to these pressures we have hope that our long term goals of education for life and living can and will be accomplished alongside professional and vocational education This book offers new insight into what is a very dark moment of our human civilization From the preface by Dr Carlos Alberto Torres Professor GSEIS Director Paulo Freire Institute University of California at Los Angeles The book offers decidedly critical and international perspectives on various aspects of adult education especially on state citizenship and neoliberal policies Critical in both content and method it is at the same time the part of the collective work needed to advance the Belm call to action by furthering awareness and capacity in the field of adult education Dr Katarina Popovic Professor Universit t Duisburg Essen University of Belgrade DBB International In the midst of diminishing resources and growing inequalities English and Mayo provide an incisive and much needed critique of adult education in ways that highlight not only its historical and philosophical roots but also its major significance to the practice of democracy In a direct challenge to the neoliberal accountability craze Learning with Adults offers a rigorous political reading of the field one that systematically challenges oppressive educational policies and practices while affirming an emancipatory vision of civic engagement Truly an informative treatise that sheds new light on the education of adults Dr Antonia Darder Professor Leavey Presidential Endowed Chair in Education Loyola Marymount University Los Angeles Leona English and Peter Mayo challenge hegemonic assumptions and ideas while offering a constructive alternative based on the principle of working with learners and not just for them Their analysis is accessible enough for newcomers to the field while the authors wide ranging coverage and radical approach provide refreshing and challenging messages for the most experienced adult educator Up to date genuinely international and passionately committed Learning with Adults is a great book Dr John Field Professor

University of Stirling Cover design by Annemarie Mayo *Adult Education and Difference* ,2024-02-12 The world ecological system is marked by difference throughout There is social difference with different identities shifting and transmuting being forged and extra human differences All these have implications for intra human and human non human earth relations This aspect is not always recognised and valorised Education though not an independent variable still can be mobilised together with other sources of potential transformation to redress this situation marked by aggressions micro and macro inertia and indifference It represents a number of immediate challenges for Adult Education This compendium is intended as a useful resource in this regard It maps out a kaleidoscope of myriad differences and suggests options for overcoming the various obstacles that stand opposed to those who seek fulfilment in the way they are discursively located The obstacles are a dent on efforts to living in communion with the rest of the cosmos The utopian view is that of different species living in harmony with each other This book emphasises social ecological justice intersectionality and relationality as the targets for Adult Education in this relatively still new millennium Contributors are Sharifah Salmah Binti Abdullah Thi Bogossian Lauren Bouttell Lidiane Nunes de Castro Anyela Nathalie Gomez Deantonio Preeti Dagar Raquel Galeano Giminez Ksenija Joksimovic Kainat Khurshid Robert Livingston Peter Mayo Sonia Medel Yunah Park Zainab Sa id Sa ad Bonnie Slade Gameli Kodzo Tordzro Agnieszka Uflewka and Aisara Yessenova **The Handbook of Race and Adult Education** Vanessa Sheared,Juanita Johnson-Bailey,Scipio A. J. Colin, III,Elizabeth Peterson,Stephen D. Brookfield,2010-05-24 The Handbook of Race and Adult Education While much attention has been given to inclusion diversity and multiculturalism within adult education The Handbook of Race and Adult Education is the first comprehensive work to engage in a dialogue specifically about race and racism and the effect these factors have on the marginalization or oppression of groups and individuals This landmark book provides the field of adult and continuing education with a model for the discussion of race and racism from social educational political and psychological perspectives and seeks to articulate a conceptual challenge to the ethnocentric focus of the discussion in the field It offers adult education scholars as well as those engaged in research and teaching about race an opportunity to engage in a discourse about race and racism including examinations of how these factors have been seen through multiple theoretical frameworks how they have affected many lived experiences at work home and within educational settings and how they have served to privilege some and not others The book offers an exploration into how these factors need to be centered in a discourse and perspective that can provide those in the margins as well as in the center with ways to think about creating changes in their classrooms communities and homes This volume is a timely addition to the intense racial debate occurring in this country today It is a long overdue medium through which those in higher education as well as the general adult education field can engage in a discussion that leads to critical understanding and moves us into meaningful change **No Small Lives** Susan Imel,Gretchen T. Bersch,2014-12-01 No Small Lives Handbook of North American Early Women Adult Educators 1925 1950 contains the stories of 26 North American women

who were active in the field of adult education sometime between the years of 1925 and 1950 Generally women s contributions have been omitted from the field s histories No Small Lives is designed to address this gap and restore women to their rightful place in the history of adult education in North America The primary audience for this book is adult education professors and their graduate students This book can be used in courses including history and sociology of adult education the adult learner courses specific to exploring women s contributions and activities The secondary audience is the broader fields of women s studies feminist history sociology and psychology or those fields that include an examination of women in the early twentieth century It could also be useful to those focusing on more specific topics such as gender and race studies prejudice marginalization power how women were sometimes portrayed as invisible or as central figures and women in leadership and policy making

Handbook of Adult and Continuing Education Carol E. Kasworm, Amy D. Rose, Jovita M. Ross-Gordon, 2010-05-27 An authoritative overview of the current state of the field of adult and continuing education Drawing on the contributions of 75 leading authors in the field this 2010 Edition of the respected Handbook of Adult and Continuing Education provides adult education scholars program administrators and teachers with a solid foundation for understanding the current guiding beliefs practices and tensions faced in the field as well as a basis for developing and refining their own approaches to their work and scholarship Offering expanded discussions in the areas of social justice technology and the global dimensions of adult and continuing education the Handbook continues the tradition of previous volumes with discussions of contemporary theories current forms and contexts of practice and core processes and functions Insightful chapters examine adult and continuing education as it relates to gender and sexuality race our aging society class and place and disability Key Features Expanded coverage of social justice the impact of technology and the global dimensions of adult and continuing education provides a useful update on theories and practices in the field as they have evolved during the last decade An invaluable introductory overview and synthesis of key aspects of the field of practice and scholarship acquaints new readers to the field The centrality of social justice in adult and continuing education is addressed in a new section The broader global context of contemporary adult and continuing education is covered in a final section

Open Minds, Devoted Hearts Sarah Tauber, 2015-07-16 How do religious educators meaningfully engage adult learners How do they invite adults to begin a learning journey and inspire them to stay on it In an era of spiritual but not religious how can religious educators and clergy in particular respond to the yearnings of adults for connection wholeness and purpose Open Minds Devoted Hearts offers the examples of three outstanding congregational rabbis whose teaching answers that call to action Through innovatively incorporating biographical portraits and educational scholarship the book provides a comprehensive exploration of how the themes of narrative transformation and spirituality bring adult religious educators and learners into a powerful interactive educational process The portraits and accompanying analysis reveal how constructing personal meaning and building sacred community through study situates adult learning as a dynamic

centerpiece of an energized congregational life **Understanding the Adult Learner** Alisa Belzer, Brian Dashew, 2023-07-03 Adults seek out learning for very different reasons in different contexts and this book is intended to support adult educators development in responding to this rich array There is no single way to be an adult learner and so it should not be surprising that there is no single way to be an adult educator However the authors believe that all educators must demonstrate a commitment to meeting adult learners where they are Adult educators should help learners move forward not only with new content knowledge information and skills but also with new ways of making meaning and seeing themselves their role and the world This volume introduces many theories and concepts that can help adult educators do this effectively **Disrupting Adult and Community Education** Robert C. Mizzi, Tonette S. Rocco, Sue Shore, 2016-05-12 Reconceptualizes local national and transnational adult education practices in light of neoliberalism and globalization This groundbreaking book critiques the boundaries of where adult education takes place through a candid examination of teaching learning and working practices in the social periphery Lives in this context are diverse and made through complex practices that take place in the shadows of formal systems on streetscapes and farms in vehicles and homes and through underground networks Educators may be family members friends or colleagues and the curriculum may be based on needs interests histories and cultural practices The case studies presented here analyze adult education in the lives of sex workers LGBTQ activists undocumented migrants disabled workers homeless youth immigrants inmates and others Focusing on learning at the social margins this book challenges readers to reconceptualize local national and transnational adult education practices in light of neoliberalism and globalization *White Privilege and Racism: Perceptions and Actions* Carole L. Lund, Scipio A. J. Colin, 2010-04-19 White privilege is viewed by many as a birthright and is in essence an existentialist norm that is based upon the power and privilege of pigmentation Because it is the norm for the white race this privilege is virtually invisible but its racist byproducts are not It becomes common for white to believe falsely that their privilege was earned by hard work and intellectual superiority it becomes the center of their worldview The reality is that when they defend their pigmentary privilege what they are really saying is that peoples of color have earned their disadvantage This volume focuses on facilitating our understanding of the conceptual correlation between white privilege and racism and how these intertwined threads are manifested in selected areas of adult and continuing education practice Chapters include White Racist Ideology and the Myth of a Postracial Society The Nature of White Privilege in the Teaching and Training of Adults Racism and White Privilege in Adult Education Graduate Programs Admissions Retention and Curricula Whiteness at Work in Vocational Training in Australia White Privilege in Human Resource Development Immigration Racial Profiling and White Privilege Community Based Challenges and Practices for Adult Educators A Living Spiral of Understanding Community Based Adult Education The Intersections of White Privilege and Racism Moving Forward Together the contributors have assembled a volume to ignite the much needed discussion of linkages between the white

racist ideology white privilege and white attitudes and behaviors behind that racism This is the 125th volume of the Jossey Bass higher education quarterly report series New Directions for Adult and Continuing Education Noted for its depth of coverage New Directions for Adult and Continuing Education is an indispensable series that explores issues of common interest to instructors administrators counselors and policymakers in a broad range of adult and continuing education settings such as colleges and universities extension programs businesses libraries and museums

Gendered Militarism in Canada Nancy Taber, 2015-12-08 Important societal critique of how gender and militarism intersect in Canadians daily learning

International Handbook of Inter-religious Education Kath Engebretson, Marian de Souza, Gloria Durka, Liam Gearon, 2010-08-17 This Handbook is based on the conviction of its editors and contributing authors that understanding and acceptance of as well as collaboration between religions has essential educational value The development of this Handbook rests on the further assumption that interreligious education has an important role in elucidating the global demand for human rights justice and peace Interreligious education reveals that the creeds and holy books of the world's religions teach about spiritual systems that reject violence and the individualistic pursuit of economic and political gain and call their followers to compassion for every human being It also seeks to lead students to an awareness that the followers of religions across the world need to be and to grow in dialogical relationships of respect and understanding An essential aim of interreligious education is the promotion of understanding and engagement between people of different religions and therefore it has great potential to contribute to the common good of the global community Interreligious education has grown from the interfaith movement whose beginning is usually identified with the World Parliament of Religions held in Chicago in 1893 This was the first time in history that leaders of the eastern and western religions had come together for dialogue and to consider working together for global unity

Information Services to Diverse Populations Nicole A. Cooke, 2016-12-12 Filling a gap in the existing library and information science literature this book consolidates recent research and best practices to address the need for diversity and social justice in the training and education of LIS professionals The development of cultural competency skills and social awareness benefits LIS students their future employers and the library profession at large not to mention library customers and society as a whole This textbook and comprehensive resource introduces students to the contexts and situations that promote the development of empathy and build cultural competence examines the research in the areas of diversity and social justice in librarianship explains how social responsibility is a foundational value of librarianship and identifies potential employment and networking opportunities related to diversity and social justice in librarianship A valuable book for students in graduate library and information science programs as well as LIS practitioners and researchers interested in knowing more about the topic of diversity in the profession

Information Services to Diverse Populations Developing Culturally Competent Library Professionals addresses the political social economic and technological divides among library patrons covers transformative library services and discusses outreach and services to diverse

populations as well as how to evaluate such services among many other topics Appendices containing suggestions for exercises and assignments as well as lists of related library organizations and readings in related literature provide readers with additional resources

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