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Praise for Facilitating Group Learning "In this engaging and accessible book, George Lakey draws on a lifetime's experience to provide a highly practical resource to anyone seeking to understand and respond to the complexities of group work. The book will be invaluable to anyone trying to effect social change through groups while striving to stay simultaneously sane and employed."—Stephen D. Brookfield, Distinguished University Professor, University of St. Thomas "I've been working with forms of direct education for many decades, and I found new ideas and inspirations in every chapter. For anyone involved in teaching, training, sharing skills, or leading groups, this book is an invaluable resource!"—Starhawk, author, *The Earth Path*, *Dreaming the Dark*, and *Webs of Power* "George Lakey has inspired our union to engage in education in a way that challenges us to redefine social justice and equality in new and exciting ways. This book helps us to continue our journey to touch the souls of union members."—Denis Lemelin, national president, Canadian Union of Postal Workers "Facilitating Group Learning will ease the way of all who venture into the white waters of facilitation. George clarifies the most basic, complex, and nagging challenges of facilitation, while honoring the realities of individual and social power dynamics and providing real-life examples from the path

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of continued growth and mastery. A rare gift!"—Niyonu D. Spann, founding president, TRV Consulting and Beyond Diversity 101 "This book is a must-read for people who teach adults of any age, no matter what the subject, and care about doing it in ways that yield deep and abiding learning. Wonderfully well-written and rich with psychological and spiritual insights as well as practical strategies, it represents the fruits of a lifetime of transformational teaching and learning by one of the foremost adult educators of our time."—Parker J. Palmer, author, *The Courage to Teach*, *Let Your Life Speak*, and *The Heart of Higher Education*

Understanding And Facilitating Adult Learning A Comprehensive Analysis of Principles and Effective Practices McGraw-Hill Education (UK)

When teaching and learning are characterized by collaboration, challenge, support, risk taking, and reflectivity, they become a transactional process. This book provides a practical guide for those involved in helping adults learn to critically examine, question, and rethink the teaching and learning encounter. The authors detail the descriptive elements, skills, and guiding principles of the transactional process, what it means to ground teaching in learning, how to individualize the teaching and learning process, and how to foster critical reflection. The book provides specific advice on adult learning methods and techniques most appropriate for facilitating the adult learning transactional process, how technology can be interactive and collaborative, numerous approaches for evaluating the teaching and learning process, and various strategies for improving instruction and resources for one's own professional development.

Solidly grounded in theory and research, but concise and practice-oriented, *Adult Learning: Linking Theory and Practice* is perfect for master's-level students and practitioners alike.

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Sharan Merriam and Laura Bierema have infused each chapter with practical applications for instruction which will help readers personally relate to the material. The contents covers: Adult Learning in Today's World Traditional Learning Theories Andragogy Self-Directed Learning Transformative Learning Experience and Learning Body and Spirit in Learning Motivation and Learning The Brain and Cognitive Functioning Adult Learning in the Digital Age Critical Thinking and Critical Perspectives Culture and Context Discussion questions and activities for reflection are included at the end of each chapter.

In this updated version of her landmark book *Learning to Listen, Learning to Teach*, celebrated adult educator Jane Vella revisits her twelve principles of dialogue education with a new theoretical perspective gleaned from the discipline of quantum physics. Vella sees the path to learning as a holistic, integrated, spiritual, and energetic process. She uses engaging, personal stories of her work in a variety of adult learning settings, in different countries and with different educational purposes, to show readers how to utilize the twelve principles in their own practice with any type of adult learner, anywhere.

Every manager, every coach, every HR professional, every trainer, every team leader - anyone who needs to get the best out of a group needs to know how to facilitate.

Learning is a key issue in education. Being familiar with contemporary learning theory, therefore, is an essential prerequisite for education scholars and practitioners alike.

The third edition of Patricia Cranton's *Understanding and Promoting Transformative Learning* brings a wealth of new insight from the tremendous growth in the field during the decade since the previous edition. As in the previous editions, the book helps adult

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educators understand what transformative learning is, distinguish it from other forms of learning, and foster it in their practice. The first part of the book is dedicated to clarifying transformative learning theory and relating it to other theoretical frameworks. The author examines transformative learning from the learner's perspective, and discusses individual differences in how learners go through the process. In the second half of the book, the focus is squarely on strategies for promoting transformative learning in a wide variety of adult and higher education contexts. Practitioners will be able to take ideas from the text and apply them directly in their teaching. Since 1975, transformative learning has become a core theoretical perspective in adult and higher education, and research has proliferated. In the past decade, adult education and especially transformative learning grew into a noticeably larger field. The numbers of undergraduate and graduate programs in adult education have increased and continue to increase as more and more individuals are seeking the expertise, skills, and training necessary to work with adult learners in higher education, business, industry, government, health professions, non-profit organizations, and community development. In addition, the number of programs in higher education (both undergraduate and graduate) that include courses in transformative learning has grown dramatically. These academic audiences use the book to further their understanding of transformative learning theory and practice. Drawing on the latest research as well as the author's own teaching experience in both online and face-to-face courses, this new edition will

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be a vital resource for members of the transformative learning community, as well as those encountering the topic for the first time.

How do you tailor education to the learning needs of adults? Do they learn differently from children? How does their life experience inform their learning processes? These were the questions at the heart of Malcolm Knowles's pioneering theory of andragogy which transformed education theory in the 1970s. The resulting principles of a self-directed, experiential, problem-centered approach to learning have been hugely influential and are still the basis of the learning practices we use today. Understanding these principles is the cornerstone of increasing motivation and enabling adult learners to achieve. This eighth edition has been thoughtfully updated in terms of structure, content, and style. On top of this, online material and added chapter-level reflection questions make this classic text more accessible than ever. The new edition includes: Two new chapters: Neuroscience and Andragogy, and Information Technology and Learning. Updates throughout the book to reflect the very latest advancements in the field. A companion website with instructor aids for each chapter. If you are a researcher, practitioner or student in education, an adult learning practitioner, training manager, or involved in human resource development, this is the definitive book in adult learning that you should not be without.

For teachers in higher education who haven't been able to catch up with developments in teaching and learning, James Davis and Bridget Arend offer an introduction that

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focuses on seven coherent and proven evidence-based strategies. The underlying rationale is to provide a framework to match teaching goals to distinct ways of learning, based on well-established theories of learning. The authors present approaches that readers can readily and safely experiment with to achieve desired learning outcomes, and build confidence in changing their methods of teaching. Research on learning clearly demonstrates that learning is not one thing, but many. The learning associated with developing a skill is different from the learning associated with understanding and remembering information, which in turn is different from thinking critically and creatively, solving problems, making decisions, or change paradigms in the light of evidence. Differing outcomes involve different ways of learning and teaching strategies. The authors provide the reader with a conceptual approach for selecting appropriate teaching strategies for different types of content, and for achieving specific learning objectives. They demonstrate through examples how a focused and purposeful selection of activities improves student performance, and in the process makes for a more effective and satisfying teaching experience. The core of the book presents a chapter on each of the seven ways of learning. Each chapter offers a full description of the process, illustrates its application with examples from different academic fields and types of institutions, clearly describes the teacher's facilitation role, and covers assessment and online use. The seven ways of learning are: Behavioral Learning; Cognitive Learning; Learning through Inquiry; Learning with Mental Models; Learning

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through Groups and Teams; Learning through Virtual Realities; and Experiential Learning. Along the way, the authors provide the reader with a basis for evaluating other approaches to teaching and other learning methodologies so that she or he can confidently go beyond the “seven ways” to adapt or adopt further strategies. This is the ideal companion for teachers who are beginning to explore new ways of teaching, and want to do some serious independent thinking about learning. The book can also be used to prepare graduate students for teaching, and will be welcomed by centers for teaching and learning to help continuing faculty re-examine a particular aspect of their teaching.

With the future of education being disrupted and the onset of day-to-day uncertainties and challenges that have to be solved quickly, teachers are now turning to professional development communities/support communities where they can share and learn about effective practices to use in the classroom. While transitioning to blended or online learning and keeping up with the technological advances in education, these communities provide an essential backbone for teachers to rely on for support and updated knowledge on what educational practices are being utilized, how they are working, and what solutions have been found for the ever-changing climate of education. Research on the benefits and use of these communities, as well as on the latest educational practices, is essential in teacher development and student learning in the current culture of a rapidly changing educational environment. The Research

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Anthology on Facilitating New Educational Practices Through Communities of Learning contains hand-selected, previously published research that provides information on the communities of learning that teachers are currently involved in to seek the latest educational practices. The chapters cover the context of these communities, the benefits, and an overview of how this support is a necessary tool in today's practices of teaching and learning. While highlighting topics such as learning communities, teacher development, mentoring, and virtual communities, this book is essential for inservice and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students who are interested in how communities of practice tie into professional development, teacher learning, and the online shift in teaching.

Praise for *Powerful Techniques for Teaching Adults* "Stephen Brookfield has used his gifts for clear thinking and lucid writing to produce this theoretically informed, immensely practical book on how the dynamics of power and adult teaching intersect. It should be required reading for everyone who teaches adults." ??—Ronald M. Cervero, professor and associated dean, College of Education, University of Georgia "In one of his most personal, emotionally candid, and accessible books yet, Stephen Brookfield shares his passionate and indispensable commitment to empowering the learner both inside and outside the formal classroom, offering a trove of exercises, stories, and practical teaching tips to confront the hidden curriculum of power head on. For any

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teacher, coach, supervisor, or mentor who cares deeply about adult learning, here's a true gem from one of our great contemporary adult educators."—Laurent A. Parks Daloz, senior fellow, The Whidbey Institute "This book is not about increasing your power as a teacher— it is about the dynamics of power in the adult classroom, challenging power structures, and the techniques teachers can use to empower learners. Brookfield's uses the lens of 'power' to distill, for the practitioner, ??a lifetime's work of scholarly and practical engagement with adult teaching and learning.'"—Mark Tennant, emeritus professor, University of Technology, Sydney, Australia "Brookfield writes in a nice easy-to-read autobiographical style. He explains and fully discusses many good techniques for teaching in an effective and humane manner. Everybody who teaches, whether they teach children or adults, will benefit from reading this interesting book and learning from his lifetime of experience as a teacher." —Peter Jarvis, emeritus professor of continuing education, University of Surrey

This book provides a critical examination of the myths surrounding adult education and its practice.

As the paradigm of education in academia continues to shift towards more diversity and inclusion, educators need to consider incorporating a “both-and” mindset when designing relevant education models in adult education. In order to attain a cross-sector collaboration among diverse stakeholders, innovative education practice settings with instructional strategies that meet the learning needs of every student need to be

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evaluated and implemented. Competency-Based and Social-Situational Approaches for Facilitating Learning in Higher Education is a critical research resource that discusses project-based and social-situational instructional practices within community engagement as a method for educating adults. The approaches to designing and implementing learning activities show how to optimize community and business knowledge assets to collaboratively design and implement curricula in order to work toward social justice and community development. Divided into three sections, this publication provides extensive coverage on the design and delivery of academic programs, instructional approaches, and more, making it an ideal resource for professionals, adult education practitioners, faculty, administrators, community activists, researchers, and academicians.

This book is written for all university and college teachers interested in experimenting with discussion methods in their classrooms. Discussion as a Way of Teaching is a book full of ideas, techniques, and usable suggestions on: * How to prepare students and teachers to participate in discussion * How to get discussions started * How to keep discussions going * How to ensure that teachers' and students' voices are kept in some sort of balance It considers the influence of factors of race, class and gender on discussion groups and argues that teachers need to intervene to prevent patterns of inequity present in the wider society automatically reproducing themselves inside the discussion-based classroom. It also grounds the evaluation of discussions in the

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multiple subjectivities of students' perceptions. An invaluable and helpful resource for university and college teachers who use, or are thinking of using, discussion approaches.

Practical "brain-aware" facilitation tailored to the adult brain *Facilitating Learning with the Adult Brain in Mind* explains how the brain works, and how to help adults learn, develop, and perform more effectively in various settings. Recent neurobiological discoveries have challenged long-held assumptions that logical, rational thought is the preeminent approach to knowing. Rather, feelings and emotions are essential for meaningful learning to occur in the embodied brain. Using stories, metaphors, and engaging illustrations to illuminate technical ideas, Taylor and Marienau synthesize relevant trends in neuroscience, cognitive science, and philosophy of mind. Readers unfamiliar with current brain discoveries will enjoy an informative, easy-to-read book. Neuroscience fans will find additional material designed to supplement their knowledge. Many popular publications on brain and learning focus on school-aged learners or tend more toward anatomical description than practical application. This book provides facilitators of adult learning and development a much-needed resource of tested approaches plus the science behind their effectiveness. Appreciate the fundamental role of experience in adult learning Understand how metaphor and analogy spark curiosity and creativity Alleviate adult anxieties that impede learning Acquire tools and approaches that foster adult learning and development Compared with other books on

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brain and learning, this volume includes dozens of specific examples of how experienced practitioners facilitate meaningful learning. These "brain-aware" approaches can be adopted and adapted for use in diverse settings. *Facilitating Learning with the Adult Brain in Mind* should be read by advisors/counselors, instructors, curriculum and instructional developers, professional development designers, corporate trainers and coaches, faculty mentors, and graduate students—in fact, anyone interested in how adult brains learn.

The new edition of the authoritative book in the field of adult education — fully revised to reflect the latest research and practice implications. For nearly three decades, *Learning in Adulthood* has been the definitive guide in the field of adult education. Now in its fourth edition, this comprehensive volume is fully revised to reflect the latest developments in theory, research, and practice. The authors integrate foundational research and current knowledge to present fresh, original perspectives on teaching and learning in adulthood. Written by internationally-recognized experts, this market-leading guide draws from work in sociology, philosophy, critical social theory, psychology, and education to provide an inclusive overview of adult learning. Designed primarily for educators of adults, this book is accessible for readers new to adult education, yet suitably rigorous for those more familiar with the subject. Content is organized into four practical parts, covering topics such as the social context of adult learning, self-directed and transformational learning, postmodern and feminist perspectives, cognitive

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development in adulthood, and more. Offering the most comprehensive single-volume treatment of adult learning available, this landmark text: Offers a wide-ranging perspective on adult learning Synthesizes the latest thinking and work in the field Includes coverage of the sociocultural perspectives of adult learning Explores the broader social implications of adult education Learning in Adulthood: A Comprehensive Guide, 4th Edition is an indispensable resource for educators and administrators involved in teaching adults, as well as faculty and students in graduate programs in adult education.

The third edition of ?Adult Learning Methods?, with revisions, updates, and six new chapters, provides the educator of adults with ways to understand and facilitate adult learning. It is a clearly written guide to understanding the complex aspects associated with techniques and methods of the teaching and learning encounter.

1986 Winner of the Imogene Okes Award and the Cyril O. Houle World Award for Literature in Adult Education The first book to receive both the Imogene Okes Award and the Cyril O. Houle World Award for Literature in Adult Education presented by the American Association for Adult and Continuing Education. This book analyzes current approaches to adult learning and presents a comprehensive review of the research on how adults learn.

How do you tailor education to the learning needs of adults? Do they learn differently from children? How does their life experience inform their learning processes? These

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were the questions at the heart of Malcolm Knowles' pioneering theory of andragogy which transformed education theory in the 1970s. The resulting principles of a self-directed, experiential, problem-centred approach to learning have been hugely influential and are still the basis of the learning practices we use today. Understanding these principles is the cornerstone of increasing motivation and enabling adult learners to achieve. The 9th edition of *The Adult Learner* has been revised to include: Updates to the book to reflect the very latest advancements in the field. The addition of two new chapters on diversity and inclusion in adult learning, and andragogy and the online adult learner. An updated supporting website. This website for the 9th edition of *The Adult Learner* will provide basic instructor aids. For each chapter, there will be a PowerPoint presentation, learning exercises, and added study questions. Revisions throughout to make it more readable and relevant to your practices. If you are a researcher, practitioner, or student in education, an adult learning practitioner, training manager, or involved in human resource development, this is the definitive book in adult learning you should not be without.

Unlike in other books on group facilitation, the author emphasises critical issues related to diversity, as well as authenticity and emotions. Step by step, this groundbreaking book describes how to design effective learning experiences and shows what it takes to facilitate them. Ultimately, it brings all the elements of the author's direct education approach together.

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A high level of literacy in both print and digital media is required for negotiating most aspects of 21st-century life, including supporting a family, education, health, civic participation, and competitiveness in the global economy. Yet, more than 90 million U.S. adults lack adequate literacy. Furthermore, only 38 percent of U.S. 12th graders are at or above proficient in reading. *Improving Adult Literacy Instruction* synthesizes the research on literacy and learning to improve literacy instruction in the United States and to recommend a more systemic approach to research, practice, and policy. The book focuses on individuals ages 16 and older who are not in K-12 education. It identifies factors that affect literacy development in adolescence and adulthood in general, and examines their implications for strengthening literacy instruction for this population. It also discusses technologies for learning that can assist with multiple aspects of teaching, assessment, and accommodations for learning. There is inadequate knowledge about effective instructional practices and a need for better assessment and ongoing monitoring of adult students' proficiencies, weaknesses, instructional environments, and progress, which might guide instructional planning. *Improving Adult Literacy Instruction* recommends a program of research and innovation to validate, identify the boundaries of, and extend current knowledge to improve instruction for adults and adolescents outside school. The book is a valuable resource for curriculum developers, federal agencies such as the Department of Education, administrators, educators, and funding agencies.

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There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults. Presenting psychology as an applied discipline that can help adult educators be more

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effective in their work, this book analyses the cultural factors that influence the characteristics, behaviour and thinking of adult learners. It emphasizes the collective orientation of African cultures and the view of the self in terms of interdependent relationships within a community. The chapters provide an introduction to the psychology of adult learning and address the following: characteristics of adult learning; life span development; human motivation and participation; learning styles; facilitating adult learning; and guidance and counselling of adult learners.

Your hands-on guide to teaching adults. . . no matter what the subject In this expanded edition of *How to Teach Adults*, Dan Spalding offers practical teaching and classroom management suggestions that are designed for anyone who works with adult learners, particularly new faculty, adjuncts, those in community colleges, ESL teachers, and graduate students. This reader-friendly resource covers all phases of the teaching process from planning what to teach, to managing a classroom, to growing as a professional in the field. *How to Teach Adults* can guide new instructors who are trying to get up to speed on their own or can help teacher trainers cover what their students need to know before they get in front of a class. It is filled with down-to-earth tips and checklists on such topics as connecting with adult students, facilitating discussions, and writing tests, plus everything you need to remember to put into your syllabus and how to choose the right textbook. Dan Spalding reveals what it takes to teach all students the skills they need to learn, no matter what the topic or subject matter. Full of vivid

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examples from real-world classrooms, this edition: Shows how to get started and tips for designing your course Includes information for creating a solid lesson plan Gives suggestions for developing your teacher persona How to Teach Adults offers the framework, ideas, and tools needed to conduct your class or workshop with confidence. The Power of Critical Theory is Brookfield's attempt to put the "critical" back into critical thinking by emphasizing that it is an inherently political process. The book presents powerful arguments for the importance of critical theory in fostering the kind of learning that leads to a truly democratic society, and it explores a number of tasks for adult learners including learning to challenge ideology, contest hegemony, unmask power, overcome alienation, learn liberation, reclaim reason, and practice democracy. A practical guide for the practitioner dealing with the major aspects of understanding and facilitating adult learning, including the characteristics of a good teacher of adults, how to identify one's teaching style and what it means in terms of teaching adult learners, teaching strategies, and dilemmas faced by teachers of adults. The second section details an array of methodologies that can facilitate adult learning. Annotation copyrighted by Book News, Inc., Portland, OR

Become an effective adult educator by approaching teaching systematically As the author describes at the beginning of Creating Courses for Adults, "The big idea of this book is that education for adults has to be designed." Whether in basic skills training, English language classes, professional development workshops, personal interest

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courses, or formal degree programs, good teaching tends to conceal all the planning and decisions which had to be made in order to present participants with a seamless and coherent process for learning. The author posits that nobody is a completely intuitive teacher and that everybody has to make a series of choices as they put courses together. The decisions they make are important and far-reaching, and deserve to be considered carefully. Starting with the three core factors which must be taken into account when creating courses, *Creating Courses for Adults* walks readers through a manageable process for addressing the key decisions which must be made in order to design effective learning. Instructor factors are what the teacher brings to the teaching and learning process, such as experience and preferences. Learner factors are the influences that students bring with them, including their past experiences and expectations for the class. Context factors include the educational setting, whether in-person or online, as well as the subject matter. Readers of *Creating Courses for Adults* will learn a systematic approach to lesson and course design based on research into the ways adults learn and the best ways to reach them, along with pointers and tips for teaching adults in any setting.

Originally published in 1991, this book provides the reader with a comprehensive synthesis of developments, issues and practices related to a self-direction in learning. It presents strategies for facilitating self-directed learning as an instructional method and for enhancing learner self-direction as an aspect of adult personality. The idea of self-

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directed learning is not a new one but has received renewed attention in education circles and has particular significance for the adult education sector.

Learning is an inseparable part of human experience. Understanding how adults learn and applying that expertise to practical everyday situations and relationships opens the window on a broader understanding of the capacity of the human mind. Dorothy MacKeracher's *Making Sense of Adult Learning* was first published in 1996, and was acclaimed for its readability and value as a reference tool. For the second edition of this essential work, MacKeracher has reorganized and revised many of the chapters to bring the text up-to-date for contemporary use. Concepts are presented from learning-centred and learner-centred perspectives, while related learning and teaching principles provide ideas about how one may enable others to learn more effectively. Written for people preparing to become adult educators, *Making Sense of Adult Learning* provides background information about the nature of adult learning and the characteristics that typify adult learners. This new edition will be quick to assert its place as the premier guide in the field.

This book provides educators and facilitators with a comprehensive overview of the historical underpinnings and philosophical orientations of adult education and adult learning while attending to the various roles individuals play both within and beyond the formal constraints of the classroom. Positioning learners' and instructors' educational narratives as central to the theories that inform adult education, *Pathways of Adult*

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Learning opens up a dialogue among students, educators, community members, scholars, and working professionals about the many possible avenues toward knowledge sharing. Employing a personal, accessible tone, Janet Groen and Colleen Kawalilak take up a relational approach that encourages readers to reflect upon their own experiences as learners within the broadening context of adult education. Conscious of the power imbalances that can emerge in both institutional and professional work and learning environments, this text explores specific teaching and facilitation strategies that effectively generate ideas and accommodate adult learners of varying gender orientations, socio-economic backgrounds, and ethnicities. Through their collaborative analysis of a diverse collection of first-person narratives, provided by both students and scholars working in the field, the authors construct a multi-faceted portrait of the status of adult learning today. Integrating a critical lens to explore how social, cultural, and economic factors influence and shape individual and collective pathways toward lifelong learning, this text is an indispensable guide for anyone studying or facilitating educational programming for adults in diverse work and learning contexts

"This book explores the facilitation of adult and organizational learning with andragogy"--

Virtually everyone needs a high level of literacy in both print and digital media to negotiate most aspects of 21st century life-succeeding in a competitive job market,

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supporting a family, navigating health information, and participating in civic activities. Yet, according to a recent survey estimate, more than 90 million adults in the United States lack the literacy skills needed for fully productive and secure lives. At the request of the U.S. Department of Education, the National Research Council convened a committee of experts from many disciplines to synthesize research on literacy and learning in order to improve instruction for those served in adult education in the U.S. The committee's report, *Improving Adult Literacy Instruction: Options for Practice and Research*, recommends a program of research and innovation to gain a better understanding of adult literacy learners, improve instruction, and create the supports adults need for learning and achievement. *Improving Adult Literacy Instruction: Supporting Learning and Motivation*, which is based on the report, describes principles of effective instruction to guide those who design and administer adult literacy programs and courses. It also explores ways to motivate learners to persist in their studies, which is crucial given the thousands of hours of study and practice required to become proficient. The booklet concludes with a look at technologies that show promise for supporting individual learners and freeing busy adults from having to be in a particular place in order to practice their literacy skills. Although this booklet is not intended as a "how to" manual for instructors, teachers may also find the information presented here to be helpful as they plan and deliver instruction.

This open access book offers pioneering insights and practical methods for promoting

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diversity and inclusion in higher education classrooms and curricula. It highlights the growing importance of international education programs in Asia and the value of understanding student diversity in a changing, evermore interconnected world. The book explores diversity across physical, psychological and cognitive traits, socio-economic backgrounds, value systems, traditions and emerging identities, as well as diverse expectations around teaching, grading, and assessment. Chapters detail significant trends in active learning pedagogy, writing programs, language acquisition, and implications for teaching in the liberal arts, adult learners, girls and women, and Confucian heritage communities. A quality, relevant, 21st Century education should address multifaceted and intersecting forms of diversity to equip students for deep life-long learning inside and outside the classroom. This timely volume provides a unique toolkit for educators, policy-makers, and professional development experts.

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