



Book Series

# *Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning*

Series Editors

Kathleen P. King, *University of Central Florida*

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- Organization and Administration of Adult Education Programs
- Organization and Administration of Adult Education Programs
- Literacy as Gendered Discourse
- Developing and Sustaining Adult Learners
- A Feast of Learning
- Conversations about Adult Learning in Our Complex World
- Our Stories, Ourselves
- Case Studies and Activities in Adult Education and Human Resource Development
- Learning for Economic Self-Sufficiency
- The Power of Learning from Inquiry
- The Handbook of the Evolving Research of Transformative Learning
- Empowering Women Through Literacy

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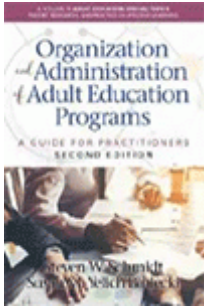
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## Organization and Administration of Adult Education Programs

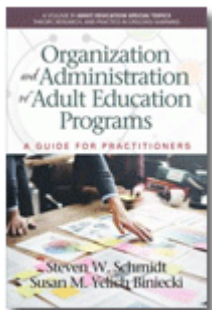
### A Guide for Practitioners 2nd Edition

Steven W. Schmidt, East Carolina University; Susan M. Yelich Biniecki, Kansas State University

2023. Paperback 979-8-88730-116-7 \$52.99. Hardcover 979-8-88730-117-4 \$94.99. eBook 979-8-88730-118-1 \$85.

Administrators of adult education programs work in dynamic and ever-changing environments. They are continually challenged with a myriad of issues related to programming, budgeting, marketing, strategic planning, funding, human resource management, and other topics. With decades of real-world experience in the field, Steven Schmidt and Susan Yelich Biniecki have developed a second edition of their practical guide for those who are involved in the organization and administration of educational programs for adults. Whether you work in the human resource department of a corporation, a grass-roots community organization, a higher education unit, a consulting company, or any other type of organization that provides adult education, this book is for you. In a no-nonsense approach, *Organization and Administration of Adult Education Programs: A Guide for Practitioners, 2nd Edition* “talks” to you as an administrator about topics that are important to you. Guidelines, processes, and procedures discussed in the book can help to make you a more effective practitioner. This second edition includes a new chapter on the future of the field, new scenarios and activities, and significant new content to reflect the changing nature of topics discussed in the book.

**CONTENTS:** CHAPTER 1: Introduction: The Business Side of Adult Education. CHAPTER 2: Methods of Program Organization: Who Has Time to Organize? CHAPTER 3: Leadership and Administration: Leaders and Administrators: The Symbiotic Relationship. CHAPTER 4: Budgeting: Budgets: The Organization’s Purse. CHAPTER 5: Funding and Support: Money makes the World Go ‘Round. CHAPTER 6: Marketing: The Language of Marketing. CHAPTER 7: Human Resources: The Importance of People. CHAPTER 8: Strategic Planning: Is All Planning Strategic? CHAPTER 9: Program Evaluation: Everyone Evaluates. CHAPTER 10: Legal Issues and Ethical Considerations: A Question of Character. CHAPTER 11: Organization and Administration of Adult Education: Programs: The Future of the Field. CHAPTER 12: Scenarios, Dilemmas, Role Plays, and Activities: Pulling It All Together. About the Authors.



## Organization and Administration of Adult Education Programs

### A Guide for Practitioners

Steven W. Schmidt, East Carolina University; Susan M. Yelich Biniecki, Kansas State University

2016. Paperback 9781681236353 \$52.99. Hardcover 9781681236360 \$94.99. eBook 9781681236377 \$85.

Administrators of adult education programs work in dynamic and ever-changing environments. They are continually challenged with a myriad of issues related to program budgeting, marketing, strategic planning, funding, human resources, and other topics. With decades of real world experience in the field, Steven Schmidt and Susan Yelich Biniecki have developed a practical guide for those who are involved in the organization and administration of educational programs for adults. Whether you work in the human resource department of a corporation, a grass-roots community organization, a higher education unit, a consulting company, or any other type of organization that provides adult education, this book is for you. In a no-nonsense approach, *Organization and Administration of Adult Education Programs: A Guide for Practitioners* “talks” to you as an administrator about topics that are important to you. Guidelines, processes, and procedures discussed in the book can help to make you a more effective practitioner. Scenarios, role plays, and activities are also included for classroom use and personal reflection.

**CONTENTS:** CHAPTER 1: Introduction. CHAPTER 2: Methods of Program Organization. CHAPTER 3: Leadership and Administration. CHAPTER 4: Budgeting. CHAPTER 5: Funding and Support. CHAPTER 6: Marketing. CHAPTER 7: Human Resources. CHAPTER 8: Strategic Planning. CHAPTER 9: Program Evaluation. CHAPTER 10: A Question of Character. CHAPTER 11: Scenarios, Role Plays, and Activities. About the Authors.



## Literacy as Gendered Discourse Engaging the Voices of Women in Global Societies

Daphne W. Ntiri, Wayne State University

2015. Paperback 9781623969035 \$52.99. Hardcover 9781623969042 \$94.99. eBook 9781623969059 \$85.

This volume continues IAP's dedication to the diverse field of international adult learning in the tradition of those books related to the We Learn and AAHE conferences. It is an edited and refereed collection and part of the larger body of scholarly publications associated with professional organizations such as AAACE, MAACE, We Learn, Women Studies Association, African Studies Association, Gender Studies Association and Global Studies network.

Literacy as gendered discourse is important because it fills a unique niche in the canon of studies that investigate the challenges and prevailing norms associated with women and literacy studies, adult learning and development. It also offers a current volume for scholars and practitioners based on both research and practice-based research. This collection is appropriate for a wide variety of professors, researchers, practitioners, and students in the field of adult literacy studies, women/gender and development studies.

In order to create this valuable contribution to the literacy and women's studies literature, international scholars have contributed their research in which they study and explore the lives of women in various countries. Their work establishes findings that help to illuminate and analyze the different manifestations of women's global experiences through the unique lens of local respondents or through their own lens as academic researchers. In these ways the results provide powerful insight and useful lessons applicable to the fields of gender study, women's studies, adult literacy, development studies, international studies, etc..

**CONTENTS:** Preface, *Daphne W. Ntiri*. Foreword, *Mary Alfred*. Introduction, *Daphne W. Ntiri*. **Part I: Defining Gendered Discourse.** Mentoring While Black & Female: The Gendered Literacy Phenomenon of Black Women Mentors, *Yolanda Sealey-Ruiz and Juanita Johnson-Bailey*. Black American Women and the Gendered Literacy of Musicking, *Mashadi I. Matabane*. Literacy Sponsorship, Beliefs and Practices Among Selected Urban African American Women, *Vivian Johnson*. **Part II: Gendered Literacy in International Contexts.** Literacy Experiences of Immigrant African Women in the Context of Transformative Learning, *Daphne W. Ntiri*. Literacy and Women in Zimbabwe, *Zifikile Mguni and Itai Muwati*. Critical Problem-Posing: Removing Veils in Literacy Education for Gender Empowerment, *Gabriele Strohschen*. **Part III: Health Literacy.** Educating their Communities to Counteract HIV/AIDS Related Myths and Stigma, One Conversation at a Time: Lessons From Malawian Women Living With HIV, *Jennifer Kibicho, Lucy Mkandawire-Valhmu, Peninnah M. Kako, Patricia E. Stevens, Lisa Calabrese, and Steven D. Pinkerton*. Merging Adult Education With Nutrition Literacy to Empower Mexican, *Nozella Brown, Vicki Collie-Akers, and Cielo Fernandez-Ortega*. Critical Media Literacy as a Gender Imperative: Women's Health and Popular Media in the United States, *Whitney Peoples*. **Part IV: Towards a Theoretical Discourse in Gender and Literacy.** Literacy as Dangerous Practice: Black Women, Capital, and Discursive Formation, *Lisa R. Merriweather*. Establishing Female Competency via Literacy: Reclaiming Our Communities, An Africana Womanist Mission, *Clenora Hudson-Weems*. About the Authors.



## Developing and Sustaining Adult Learners

Carrie J. Boden, Texas State University; Kathleen P. King, University of Central Florida

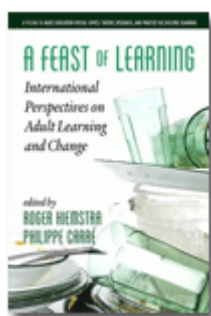
2013. Paperback 9781623965143 \$72.99. Hardcover 9781623965150 \$104.99. eBook 9781623965167 \$85.

Developing and Sustaining Adult Learners is the second volume in a series of scholarly publications associated with the annual Adult Higher Education Alliance (AHEA, The Alliance) conference. The title of this volume, derived from the theme of the 2012 conference co-sponsored by American Association of Adult and Continuing Education (AAACE) in Las Vegas, NV, encompasses significant issues and questions at the forefront of the field of adult education. At the conference, scholars, practitioners, and adult educators gave presentations and received feedback on some of the most significant and timely issues in their praxis. The Alliance, which values collaboration, transformative dialogue, and collegiality among

professionals, considers this volume a continuation of those conversations as the presentations were expanded into chapters. We are glad that you are joining the conversation.

This volume confirms not only that adult learning, higher education, and both fields of research have many contexts, but also that there is so much more to learn about different perspectives and opportunities for research and practice. Opportunities for symbiotic relationship abound. We hope that *Developing and Sustaining Adult Learners* will be a book that you pull off your bookshelf, or open in your e-reader, often. We know that as we engage in program and course planning, design and teaching, this book will provide needed refreshment and new vision. When research ideas seem too similar, this volume will also provide many seeds for new opportunities.

**CONTENTS:** Preface. Acknowledgements, *Carrie J. Boden McGill and Kathleen P. King*. Introduction, *Carrie J. Boden-McGill and Kathleen P. King*. **SECTION 1: BEST PRACTICES.** Examining the Element of Trust from Multiple Perspectives in Educational Environments, *Lori M. Risley and Kathleen M. Petroff*. Experience of Engagement as a Starting Point, *Leodis Scott*. Predictors for Intrinsic Motivation: Students' Ages and Project Based Learning, *Elyse D'nn Lovell*. Power to the Students: Using Critical Pedagogy to Develop and Sustain Adult Basic Writing Skills, *Alfred A.Z. Siha*. Reflective Writing in Unexpected Places: Implications for Student Motivation and Intellectual Development, *Jill Zarestky*. The New Nontraditional Student in Higher Education: Best Practices To Sustain the Millennial Generation, *Gaynell Green, Kelly L. Coke, and Marlena Ballard*. **SECTION 2: IMPROVED PROGRAMMING FOR ADULT LEARNERS.** A Mutual Understanding: Music Learning and Adult Education, *Jeremy S. Lane*. Learning in Later Life: Issues and Educational Responses, *Brian Findsen*. Tuesdays with Trisha: A Case Study of a Tutor-Learner Relationship, *Randall A. Pinder*. Heutagogy: The Graduate Experience as a Complex System, *Matthew A. Eichler and A. Steven Dietz*. **SECTION 3: TRANSFORMATIVE LEARNING.** Changes in Academic Rigor Over Time: A Transformative Learning Approach to Higher Education, *Rodney L. Parks, Jonathan Rich and Jan M. Hathcote*. Developing and Sustaining the Gifted Adult Learner, *Jackie Owen and Elizabeth Anne Erichsen*. Parental (Not) Learning: Supportive and Obstructive Normalizing Practices and Transformative Learning, *Ruth Michalek*. Einstein and the Wright Brothers as Self-Directed, Transformative Change Agents: A Model for Generative Learning, *Deanna Vogt*. **SECTION 4: LEARNING IN ORGANIZATIONS AND PROFESSIONAL DEVELOPMENT.** Building Collaborative Partnerships through Personal Relationships, *Maria Martinez Witte and Thomas J. McCormack*. Exploring Professional Online Conferences for the Adult Learner, *Rochell R. McWhorter, Paul B. Roberts, and Donna S. Mancuso*. Intuitive Decision Making: The Wisdom of Tacit Knowing-in-Action, *Jon H. Moilanen*. Creating a Holistic Faculty Development Program, *Marilyn Lockhart*. Faculty Self-Efficacy Beliefs: Why Do They Matter? *Barry B. Leslie and Sarah J. Fishback*. Rear View Mirror: A Retrospective by Retired Teachers on Learning to Teach from Novice to Expert, *Kathy Peno and Elaine M. Silva Mangiante*. **SECTION 5: EFFECTIVE PROGRAM ASSESSMENT.** Comprehensive Assessment Systems for Developing and Sustaining Adult Literacy Programs and Students in Higher Education, *Leah Katherine Saal and Gerlinde G. Beckers*. What do They Know? Assessing Learning Outcomes in an Adult Degree Completion Program, *Carrie Johnson, Pamela J. Collins, and Jessica Millburn*. Are We Measuring Up? A Leadership Development Needs Assessment for Pharmacy Practice Professionals, *Keysha Bryant and Carmela R. Nanton*. Conclusion, *Kathleen P. King and Carrie J. Boden-McGill*. About the Contributors.



## A Feast of Learning International Perspectives on Adult Learning and Change

Roger Hiemstra; Philippe Carré

2013. Paperback 978-1-62396-373-6 \$52.99. Hardcover 978-1-62396-374-3 \$94.99. eBook 978-1-62396-375-0 \$85.

This book provides perspectives from authors in six countries (Canada, Colombia, Germany, France, UK, USA) pertaining to adult learning in the 21st Century. This book grew out of an exciting International Conference on Adult Learning (ICAL) held in Paris, May 27-29, 2012.

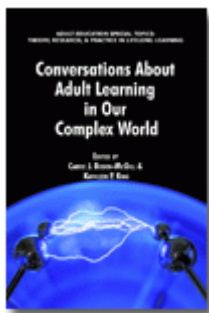
Imagine "listening in" as these international scholars, representing expertise in various areas related to adult education, focus their collective attention to the topic of adult learning. Their task is to concentrate their research and intellectual acumen on where adult learning is heading in the 21st Century and to bring together their varied areas of expertise to expand the field of adult education's knowledge base. This book provides more than a record of their papers and meetings. Instead, each author has revised their paper with symposium feedback to help capture the discussion, synergy and growing knowledge base we envision together. Now you can read how these leading scholars understand adult learning in light on their collective work.

Areas of focus include

- Heuristics of Adult Learning
- Facilitating Self Directed Learning
- Individuals and the Learning Process
- Executives' Self-Development
- Distance Learning
- Science Self Directed Learning for All
- Entertainment-Education Communication Strategy
- Positive Deviance to Transform Education
- Learning Through the Life Course

This book will benefit teachers, researchers, administrators, and students in the field of adult education, learning, and practice. The synergistic result of bringing together nine scholars results in many new practical applications, research streams, scholarship, and practice suggestions.

**CONTENTS:** Foreword. Acknowledgments. Introduction: The Learning Priority, *Philippe Carré and Roger Hiemstra*. Heuristics of Adult Learning, *Philippe Carré*. Facilitating Adult Self-Directed Learning, *Roger (Rog) Hiemstra*. Placing Individuals at the Learning Process's Center to Increase Organizational Training's Impact, *Jean-François Roussel*. Hypothetical Model for Executives' Self-Development, *Käthe Schneider*. Identifying Challenges for Distance Learning: Quality, Design, and Facilitation, *Kathleen P. King*. Promoting Self-Directed Science Learning for All: Beyond the Scientist/Nonscientist Social Divide, *Olivier Las Vergnas*. Entertainment-Education Communication Strategy: An Alternative Way to Learn, *Jesús Arroyave*. Transforming Education From the Inside Out: Positive Deviance to Enhance Learning and Student Retention, *Arvind Singhal*. Learning Through the Life Course: Social Policy vs. Individual Agency, *Karen Evans*. A Veritable Knowledge Feast, *Roger (Rog) Hiemstra and Philippe Carré*. About the Editors. About the Contributors.



## Conversations about Adult Learning in Our Complex World

Carrie J. Boden, Texas State University; Kathleen P. King, University of Central Florida

2012. Paperback 9781623960766 \$52.99. Hardcover 9781623960773 \$94.99. eBook 9781623960780 \$85.

We recognize that our society and demands for lifelong learning changes rapidly, and needs to continue to be rapidly effectively infused in changing forms into the teaching and learning process. *Conversations about Adult Learning in Our Complex World* focuses the study of adult learning to address the issues of living and learning within a complex world- the epitome of the 21st century.

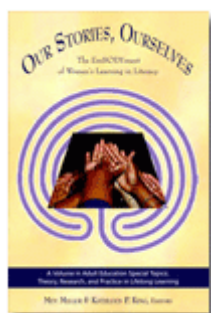
Readers will find that this book is valuable for a wide variety of professors, researchers, practitioners, and students in fields related to adult learning and adult education as it reveals emerging research and trends relevant for today and tomorrow. Moreover, this publication represents some of the most innovative and thoughtful scholarship resulting from the work of the Adult Higher Education Alliance and, arguably, the field of adult education.

The book is arranged thematically in five sections, each one dealing with a domain where intercultural competence and other fundamental skills may improve the learning experiences for adult learners. The sections include, The Learning Environment and Authentic Teaching, Interculturally Competent Classroom Practices, Programming for Adults—Redesigning University to Serve Adult Learners, Professional Development, Teacher Training, and Leadership Development, and Meaningful Assessment of Programs for Adults.

**CONTENTS:** Foreword, *Tessa McDonnell*. Acknowledgments, *Carrie J. Boden-McGill and Kathleen P. King*. Introduction, *Carrie J. Boden-McGill and Kathleen P. King*. **SECTION I: THE LEARNING ENVIRONMENT AND AUTHENTIC TEACHING.** The Importance of Authenticity in the College Classroom, *Marilyn Lockhart and Lynn Kelting-Gibson*. Trust in Learning—Makes all the Difference, *John A. Henschke*. Faculty Development for Interculturally Transformative Education, *Anne M. Shibata*. **SECTION II: INTERCULTURALLY COMPETENT CLASSROOM PRACTICES.** Building an Ethic of Collaboration: Moral Development In and Out of the Classroom, *Catherine McCall Marsh*. The Learning Environment Preference Inventory: Measuring Pedagogy, Mesagogy, and Andragogy in a Community College Setting, *Jonathan E. Taylor, Joseph H. Reynolds, David E. Laton, and Ted N. Davis*. The New Classroom of Multigenerational Learners: Using Andragogical Principles in 21st Century Online Learning, *Susan Isenberg and Fletcher Glancy*. “Learning by Teaching” and “Research Informed Teaching” for Adult Authorship in Learning: A Collaborative Learning Experience of Undergraduate



Students in a Human Service Program, *Emmanuel Jean Francois*. **SECTION III: PROGRAMMING FOR ADULTS—REDESIGNING UNIVERSITY TO SERVE ADULT LEARNERS.** The Lived Experience of Graduates of an Adult Accelerated Degree Program, *Carrie Johnson, Wytress Richardson, and August Lamczyk*. Differences Between College Student-Parents' and Nonparents' Factors of Motivation and Persistence, *Elyse D'nn Lovell*. Can Adult Students Transform Our Universities?, *Xenia Coulter and Alan Mandell*. Redefining Success: The Postcollege Career Experiences of First-Generation Adult College Graduates, *Joann S. Olson*. Forcing a Square Peg Into a Round Hole: Asynchronous Online Education Credit Hours Based on Seat Time, *Frederick Carl Prasuhn*. Mentoring Doctoral Students: Challenges and Models for Success, *Catherine A. Hansman*. **SECTION IV: PROFESSIONAL DEVELOPMENT, TEACHER TRAINING, AND LEADERSHIP DEVELOPMENT.** The Journey From Novice to Expert: Toward a Model of Purposeful Ongoing Mentoring, *Kathy Peno and Elaine M. Silva Mangiante*. Improving Faculty Development Through Peer Coaching, Learning Communities, and Mentoring, *Kathryn A. McAtee and Catherine A. Hansman*. Technical and Teacher Training Challenges in Uganda: An Instructional Technology Approach to a 21st Century Development Issue, *Charles Kyobe and Kathleen P. King*. Learning to Lead: Leveraging Social Capital, Social Learning, and Social Media in Leadership Development, *Carmela R. Nanton*. **SECTION V: MEANINGFUL ASSESSMENT OF PROGRAMS FOR ADULTS.** Demonstrating the Value of Lifelong Learning Through Outcomes Assessment Research, *Frank D. Silvestro and Henry S. Merrill*. The Power of Collaboration in Promoting Adult Student Learning Outcomes, *Cynthia Benn Tweedell and Audrey Kelleher*. Conclusion, *Kathleen P. King and Carrie J. Boden-McGill*. About the Contributors.



## Our Stories, Ourselves The Embodiment of Women's Learning in Literacy

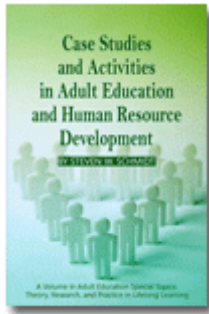
Mev Miller, WE LEARN; Kathleen P. King, University of Central Florida

2011. Paperback 978-1-61735-638-4 \$45.99. Hardcover 978-1-61735-639-1 \$94.99. eBook 978-1-61735-640-7 \$85.

Women's lives are often written on our bodies. Yet very little is made of the impacts of embodiment for women in literacy education, both learners and professionals. This volume presents the writings of 26 contributors—teachers, students, and administrators—who examine the rich terrain of personal and professional experiences related to whole person engagement in learning and teaching. These writings provide a compass to guide readers through the bodily landscapes, mindful flights, willful spirits, and emotional embraces.

Written with the same desire to open minds, hearts and practices to new understanding, this book builds on the successful style of *Empowering Women through Literacy* (2009). This new volume appeals to all readers, as the essays, poems, and investigations woven through its pages challenge us to consider the embodiment of women's learning. Join us on the journey as we travel across many arenas and discover significant ways to comprehend and support best practices in teaching and learning, especially for women.

**CONTENTS:** Dedication and Acknowledgments. Introduction, *Mev Miller and Kathleen P. King*. **SECTION 1: NORTH—EARTH AND BODY.** Four Directions to the Center of Embodiment: Vignette 1—North: Earth and Body—Building a Labyrinth, *Mev Miller*. Pedagogy of the Body, *Dianne Ramdeholl*. Literacy as a Journey to Wholeness, *Leslie Shelton*. Better Self-Esteem Can Create Better Health, *Donna Jones*. Looking at You, *Geraldine Cannon Becker*. Body as Gateway to Learning: Connecting, Being, and Wholeness, *Judy Murphy*. **SECTION 2: EAST—AIR AND MIND.** Four Directions to the Center of Embodiment: Vignette 2—East: Air and Mind—Talking Heads? *Mev Miller*. My Body Politic: Paying Attention to the Woman Behind the Curtain, *Stacie Evans*. Reading the Body's Anthology, *Lenore Balliro*. What Makes the "Good Girl" Good May Not Be Good: Uncovering Hypoactivity in the Classroom, *Gail Wood Miller*. Loud, Clear, and Visible: Immigrant Women in New York City Make Altered Books, *Caryn T. Davis*. "We Design Our Hair!" *Patsy Medina and Valerie Akauola*. Call and Response: A Peruvian Student and Her American Teacher in Conversation About Literacy and Life, *Tamara Kirson and Sonia Portugal*. **SECTION 3: SOUTH—FIRE AND SPIRIT.** Four Directions to the Center of Embodiment: Vignette 3—South: Fire and Spirit—Engaging Spiritual Dimensions in WE LEARN, *Mev Miller*. Shame's Shadow: Shhh! *Sheila Stewart*. Finding Voice: From Relationship to Literacy, the Potential of Women's Literature Study Groups, *Rosi Andrade and Sally J. Stevens*. 12 (Corner) Stones: A Model for Literacy, Empowerment, and Development, *Carrie Boden McGill*. EmBODYments of Adult Learning: Reflections on Research and Practice, *Julia Zoino-Jeannetti*. Beauty Shop Literacies: Nikky Finney and the Sacred Beauty Hour, *Alexis Pauline Gumbs*. Virtuous Woman, *Shemeka Peters*. **SECTION 4: WEST—WATER AND EMOTION.** Four Directions to the Center of Embodiment: Vignette 4—West: Water and Emotion — Making Sexuality and Gender Relevant, *Mev Miller*. Time in a Body, *Lynn M. Trudeau*. Women's Problems: Hysterectomy, *Marie Doerner*. Homophobia in the Classroom: One Teacher's Response, *Cynthia Peters*. Coming Out to Students, *Deborah Schwartz*. Different, But Not Less: Disability in Women's Learning, *Kathleen P. King*. Shelley's Story, *Amy R. Trawick*. About the Contributors.



## Case Studies and Activities in Adult Education and Human Resource Development

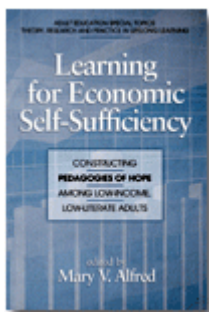
Steven W. Schmidt, East Carolina University; Kathleen P. King, University of Central Florida

2010. Paperback 978-1-61735-073-3 \$52.99. Hardcover 978-1-61735-074-0 \$94.99. eBook 9781617350757 \$85.

Case studies have become a widely-used instructional tool in many educational environments. The use of case studies began in the 1950s at Harvard Business School. Today, they may be used as part of a course of study, or as the main focus of a course, to which other material is added. While the use of case studies is prevalent in schools of business and medicine, they are not often used in adult education or human resource development. This may be because there are no current major publications that deal with the use of case studies in these disciplines; nor are there any major databases of adult education or human resource development case studies for instructors to use. Good case studies can bring reality into the classroom. They can provide frameworks for discussion based on issues that must be faced in real life. Complex case issues can be broken down and examined for greater understanding, then pulled together again for resolution.

Case studies can be used successfully in adult education. I propose a book based on the use of case-based learning in adult education and human resource development (HRD). The book could be positioned as a supplement to course textbooks for courses in adult education and HRD. I would write the cases and develop the exercises, but could also get others to contribute a case study or exercise to the book. Cases would each be a half-page to maybe 2-3 pages at the long end, and would include questions for students/readers. Supplementary information (possibly in the form of a DVD) could be put together for instructors. This information would include case study focal points and examples of possible responses for each study/exercise.

**CONTENTS:** 1. Introduction to Case Studies. 2. Using Case Studies. 3. The Case Studies and Activities in this Book. CASE STUDIES AND ACTIVITIES. 4. Write Your Own Case Study. About the Author. About the Contributors.



## Learning for Economic Self-Sufficiency Constructing Pedagogies of Hope Among Low-Income, Low-Literate Adults

Mary V. Alfred, Texas A&M University

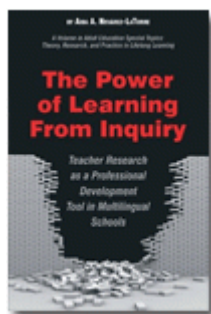
2010. Paperback 978-1-61735-110-5 \$52.99. Hardcover 978-1-61735-111-2 \$94.99. eBook 9781617351129 \$85.

In a most timely volume addressing many of the connections among current fiscal and employment crises to adult education, *Learning for Economic Self-Sufficiency* highlights the problems and challenges that low-literate adults encounter in various environments. Moreover, this book presents strategies for addressing the chronic illiteracy among low-income workers. The power of this volume is that the reader gains a holistic view of the complexities of educating a population of low-literate adult learners from various life conditions. From language literacy issues in corrections, the workplace and access to higher education, and migrant workers literacy learning barriers, to technology literacies, and consumerism myths, *Learning for Economic Self-Sufficiency* goes far deeper than prior volumes in exploring the complex scope of issues face by low-income, low-literate adults as they seek learning for economic self-sufficiency.

The overall objective of the book is to help readers explore economic self-sufficiency for low literate and low-income adults from various contexts and the role of adult and higher education in developing these learners for greater economic independence. Noting that literacy is only a first step to economic, mental, and physical health as well as responsible citizenship, each chapter provide specific case examples and recommendations to educators and trainers of adults for creating learning programs and environments to facilitate the development of a more literate and economically stable population.

**CONTENTS:** Introductory Chapter--Low-Income, Low-Literate Learners in Adult Education: A Portrait, *Mary V. Alfred and Noelle Eason*. Promises and Challenges for Institutions of Higher Education in Educating Low-Income Adult Learners, *Catherine A. Hansman*. The Role of the Community College in Redirecting Careers of Low-Literate, Low-Income, and Low-Skilled Citizens, *Liliana Mina, Deryl Davis-Fulmer and Regina Smith*. Riches from the Poor: Teaching Humanities in the

Margins, *Janet Groen and Tara Hyland-Russell*. Using Technology to Improve Pedagogy and Empowerment with Low-Literacy Adults, *Kathleen P. King*. The Connection Between Health Literacy and Adult Literacy in Developing Economic Self-Sufficiency, *Lilian H. Hill*. Adult Learners in Urban Communities: Challenges and Opportunities for Economic Independence, *Larry L. Martin*. No Worker Left Behind: Providing Low-Wage Workers Equitable Access to Workplace Learning, *Laura L. Bierema*. The Role of the Black Church in Developing Congregants for the Workplace, *E. Paulette Isaac-Savage*. Learning on the Move: Migrant Workers in Adult Education, *Aida A. Nevárez-La Torre*. Consumption, Gendered Stereotypes, and the Struggle for Respect: Controlling Images of Poor Women as Consumers in Popular, Political, and Adult Education Discourses, *Jennifer A. Sandlin*. Learning for Self-Sufficiency Among Immigrants in Canada: The Role of Community-Based Adult Education, *Shibao Guo*. Literacies from the Inside: Learning From and Within a Culture of Corrections, *Dominique T. Chlup and Irene C. Baird*. Beyond Education and Training: The Role of Social Capital in Developing Economic Self-Sufficiency, *Mary V. Alfred*.



## The Power of Learning from Inquiry

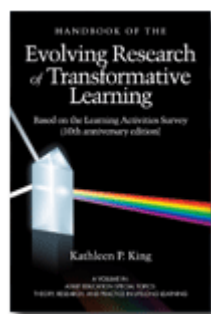
### Teacher Research as a Professional Development Tool in Multilingual Schools

Aida A Nevárez-La Torre, TESOL Program, Fordham University

2010. Paperback 978-1-60752-280-5 \$52.99. Hardcover 978-1-60752-281-2 \$94.99. eBook 978-1-60752-298-0 \$85.

The power of teacher inquiry is revealed when educators examine their practices with the purpose of making necessary changes to improve the learning opportunities of their multilingual students, and working conditions in schools. Dr. Nevárez-La Torre, proposes a model for conducting classroom inquiry that teachers may follow to pursue important questions about their practice and multilingual students' learning process.

There are eight chapters in this book divided into three sections. The first section introduces the idea for the book a model for using teacher inquiry as a tool for professional development. The second section includes the analyses of the trajectory followed by three teachers into using teacher inquiry to grow as professionals in ESL and bilingual classrooms. The third section of the book situates professional development using teacher inquiry within a broader theoretical framework and examines some key implications of this work for the education of in-service and pre-service teachers.



## The Handbook of the Evolving Research of Transformative Learning

### Based on the Learning Activities Survey (10th Anniversary Edition)

Kathleen P. King, University of Central Florida

2009. Paperback 978-1-60752-085-6 \$52.99. Hardcover 978-1-60752-086-3 \$94.99. eBook 9781607522027 \$85.

Associate Editor: **Seamus King**

This handbook is a much expanded version of the original Learning Activities Survey published by Dr. Kathleen P. King of Fordham University in 1998. Based on her ground breaking research in this field where she used a mixed methodology research approach to study transformative learning, the book will provide a model of research, firsthand perspective of how research design develops, reprints of articles based on the related research and specific assistance in conducting further research in this area. Over 50 studies around the world have been conducted base on King's original research, and her work has extended across more than 12 studies since the original publication.

Moreover, this volume is a vital research companion book to King's popular book, *Bringing Transformative Learning to Life* (Krieger, 2005). Based on our history with the prior edition (it is sold out); this book will have wide appeal among adult education human resource development, psychology and counseling researchers, students, professors, and practitioners, and it serve as an excellent textbook or personal introduction studies of foundations of adult learning, applied research or transformative learning. Professors and students of adult learning, counseling, human resource development, staff development, educational administration and leadership, psychology and other social sciences use this as a guide for



research studies especially in the area of adult learning and/or transformative learning.

Readers will find that this handbook provides an overview of King's transformative learning research dating back to 1997, a manual for use of the research tools, a research methodology and an approach to open new vistas of research. The first manual (published in 1998) is now out of print and this 10th anniversary edition not only fills the gap, but also continues where it stopped. This handbook delineates the original model and the expanding and evolving research which has developed from 1997 to 2008.

More than a manual, instead this book uses a variety of formats to accomplish this goal: reflection, formal discussion, instructions, technical information, personal and learner stories, selected research articles, and several modified forms of the original Learning Activities Survey (LAS) instrument.

**CONTENTS:** Introduction. 1 Transformative Learning and the Learning Activities Survey. 2 The Learning Activities Survey: Presented and Reviewed. 3 Applications, Instructions, and Technical Information: The Learning Activities Survey. 4 Overview of Research Findings and Reprints. 5 The Adult ESL Experience: Facilitating Perspective Transformation in the Classroom. 6 A Journey of Transformation: A Model of Educators' Learning Experiences in Educational Technology. 7 Professors' Transforming Perspectives of Teaching and Learning While Learning Technology. 8 Exploring Feminist Research and Pedagogy in the Shadow of Tragedy: International Perspectives Construct a Response in Lifelong Learning. 9 Anytime? Anywhere?: What Needs Face Us in Teaching Professional Educators Online? *Kathleen P. King and Marlene D. Dunham*. 10 Models Emerging from this Research. 11 LAS-Related Research Conducted by Others. 12 Interviews and Revelations from Adventures in Transformative Learning Podcast. 13 Modified Forms, Interview Formats, and Related Documents. 14 Looking Forward: Conclusions. About the Author



## Empowering Women Through Literacy Views from Experience

Mev Miller, WE LEARN; Kathleen P. King, University of Central Florida

2009. Paperback 978-1-60752-083-2 \$52.99. Hardcover 978-1-60752-084-9 \$94.99. eBook 9781607528609 \$85.

This unique volume of writings by educators in the field working with women's literacy reveals the many ways in which addressing women's empowerment through literacy continues to impact lives. Not only are teachers and learners in adult basic education (ABE), literacy and English language learning (ELL) classes affected, but also those who value and support women's learning and equity, and education for social change.

### Revelations--

More than half of the 3.6 million students in adult basic/literacy education (ABE) programs across the U.S. are women (Sticht, 2001). Research outlines many barriers for women pursuing basic education and literacy, and recommends using woman-positive approaches (Sheared, 1994). However, there exists little research on how educational systems and policies, instructional materials, and pedagogical practices best support the literacy and educational achievement of women literacy learners. Writings and curriculum by individual educators outline and describe innovative activities/programs focused specifically on the needs of women learners (Cuban & Hayes, 1996; Hayes & Flannery, 2000; Miller & Alexander, 2004; Young & Padilla, 1990). In recent years, educators have been developing innovative curriculum to address such issues as trauma and violence (e.g., Take on the Challenge), work-readiness (e.g. Ready for Work), or women's issues in general (Making Connection).

### New Directions--

Empowering Women through Literacy: Voices from Experience is the first comprehensive collection of writing from the field by everyday educators who experience the joys and challenges, creativity and barriers to acknowledge or integrate innovative solutions to support women's learning needs in adult basic education and literacy settings.

Mirroring the power of community-based and grassroots organizations, this volume has had a remarkable history. It has emerged from five years of work by WE LEARN (Women Expanding Literacy Education Action Resource Network) to address the needs of literacy educators and students alike through the organization. The vibrant collective of the WE LEARN network provides consistent visibility for women's literacy issues, creates connections among educators and activists, supports self-efficacy among learners, encourages new research relevant to women in ABE, and develops and distributes women-focused literacy materials and curriculum resources. It continues to be the only national U.S. organization directly addressing issues of adult women's literacy and the educational needs of women in ABE.

We know you will enjoy this volume that provides an opportunity to hear from 47 contributors from around the world who reflect on their experiences with critical topics of adult literacy practices; how to empower women through literacy and current research based practice. From Belize to Australia, Brazil to Germany, and USA to Turkey, the voices of women engaged in empowerment are awaiting you through these pages. Literacy can change lives, how can we better reach those who desire this empowerment? Join us we explore the breadth of vision and knowledge captured within this groundbreaking volume.

The Editors: Dr. Mev Miller and Dr. Kathleen P. King are co-editors of this volume within the Adult Education Series of Information Age Publishing. Mev Miller is the founder and director of WE LEARN, headquartered in Cranston, RI ([www.litwomen.org](http://www.litwomen.org)). Kathy King is a professor of adult education at Fordham University's Graduate School of Education in New York City. They and 45 other contributors join together in this volume to celebrate the unheralded capacity of literacy's empowerment in women's lives.



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