Book Series

*I Am What I Become: Constructing Identities as Lifelong Learners*

Series Editors
Jo Ann Gammel, *Lesley University*; Sue L. Motulsky, *Lesley University*; Amy Rutstein-Riley, *Lesley University*

Learning and identity development are lifetime processes of becoming. The construction of self, of interest to scholars and practitioners in adult development and adult learning, is an ongoing process, with the self both forming and being formed by lived experience in privileged and oppressive contexts. Intersecting identities and the power dynamics within them shape how learners define themselves and others and how they make meaning of their experiences in the world. *I Am Who I Become: Constructing Identities as Lifelong Learners* is an insightful and diverse collection of empirical research and narrative essays in identity development, adult development, and adult learning.

The purpose of this series is to publish contributions that highlight the intimate connections between learning and identity. Our aim is to promote reflection and research at the intersection of identity and adult learning at any point across the adult lifespan and in any space where learning occurs: in school, at work, or in community.

The series aims to assist our readers to understand and nurture adults who are always in the process of becoming. Adult educators, adult development scholars, counselors, psychologists, and sociologists, along with education and training professionals in formal and informal learning settings, will revel in the rich array of qualitative research designs, methods and findings as well as autobiographies and narrative essays that transform and expand our understanding of the lived experience of people both like us and unlike us, from the U.S. and beyond.

**Upcoming volumes:**
Volume One: See below

Volume Two: Identity and Lifelong Learning: Becoming through Lived Experience, focuses on identity and learning within informal settings and life experiences rather than formal educational environments

Volume Three: Narratives on Becoming: Identity and Lifelong Learning, contains extraordinary essays that share a personal narrative lens or autobiographical/ethnographic methodology

**Books in this series:**
- Narratives on Becoming
- Identity and Lifelong Learning
- Identity and Lifelong Learning in Higher Education

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**Special Paperback Set Price:**
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Narratives on Becoming: Identity and Lifelong Learning, Volume Three of the series, explores a myriad of ways that authors’ personal and professional growth has influenced identity development. These chapters provide insights into the intersectional identities and learning of writers. Drawing from the multiple paths that comprise the journey of lifelong learning, these authors present powerful stories that identify the ways relationships, environments, culture, travel, and values shape their identities; use literacy, teaching, and learning as vehicles for experimenting with new identities, negotiate multiple identities, contexts, and transitions involved in becoming, and construct meaning. Through their narrative essays and ethnographic/autobiographical accounts, the authors in this volume illuminate the power of transformational learning during life-changing events and transitions.

Praise for: Narratives on Becoming: Identity and Lifelong Learning

"The third volume in the I Am What I Become series, Narratives on Becoming: Identity and Lifelong Learning invites readers into the lives of educators from around the world. This book includes important narratives from students, secondary educators, and post-secondary educators alike, highlighting how race, class, gender, and a wide range of other intersectional identities shape the diverse lived experiences of educators and their students. This volume also serves as an important reminder for all of us that the learning process continues across a lifetime and transcends the limits of the traditional classroom."

Brian Bicknell, President
Manchester Community College

"We all pay lip service to the importance of lifelong learning, but what is it exactly and how does it come about? The connections between identity and learning are intriguing and complex, especially when it comes to adult learners. In this very thoughtfully organized collection, researchers present qualitative and narrative studies, along with personal narratives, to explore identity development in formal and informal learning environments. Contributions from varied cultural contexts, most with powerful and moving stories to tell, provide insight into how identity, meaning-making, and adult learning and development intersect and influence each other. Psychologists, scholars and educators interested in identity development and meaning-making will find inspiration and fresh understanding in this innovative and enlightening series."

Ruthellen Josselson, Author
Paths to Fulfillment: Women’s Search for Meaning and Identity

"This innovative series on adult development is inspiring and substantive. We hear voices from the margins and stories of courage. We read identity-formation narratives by young adults and experienced professionals who share impressive capacities for transparency, vulnerability, and self-reflection. Many of the narratives are embedded in rigorous qualitative research that highlights diverse ways that identity is shaped through social positionality, lived experience, the quest for individuation, and willingness to encounter life as a dynamic learning process."

Jared D. Kass, Lesley University, Author,
A Person-Centered Approach to Psychospiritual Maturation: Mentoring Psychological Resilience and Inclusive Community in Higher Education
Identity and Lifelong Learning: Becoming Through Lived Experience

Sue L. Motulsky, Lesley University; Jo Ann Gammel, Lesley University; Amy Rutstein-Riley, Lesley University


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Identity and Lifelong Learning: Becoming through Lived Experience, Volume Two of the series, focuses on identity and learning within informal settings and life experiences. The contributions showcase the many ways that identity development and learning occur within cultural domains, through developmental and identity challenges or transitions in career or role, and in a variety of places from assisted living facilities to makerspaces. These chapters highlight identity and learning across the adult lifespan from millennials and emerging adults to midlife and older adults. The authors examine cultural, relational and social identity exploration and learning in international contexts and within marginalized communities. This volume features phenomenological and ethnographic qualitative studies, autoethnographies, case studies, and narratives that engage the reader in the myriad ways that adult development, learning, and identity connect and influence each other.

Praise for: Identity and Lifelong Learning: Becoming Through Lived Experience

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Volume One, Identity and Lifelong Learning in Higher Education, contains chapters by and about post-secondary educators and students. Together these chapters enhance our understanding of the inextricable link between learning and identity.

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