



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

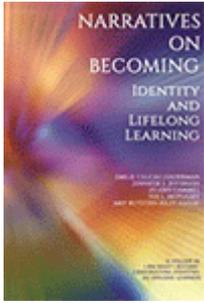
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Narratives on Becoming Identity and Lifelong Learning

Emilie Clucas Leaderman, Boston College; Jennifer S. Jefferson, Endicott College; Jo Ann Gammel, Lesley University; Sue L. Motulsky, Lesley University; Amy Rutstein-Riley, Lesley University

2021. Paperback 978-1-64802-480-1 \$45.99. Hardcover 978-1-64802-481-8 \$85.99. eBook 978-1-64802-482-5 \$65.

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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

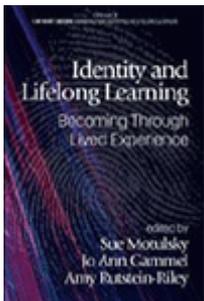
"This innovative series on adult development is inspiring and substantive. We hear voices from the margins and stories of courage. We read identity-formation narratives by young adults and experienced professionals who share impressive capacities for transparency, vulnerability, and self-reflection. 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

CONTENTS: Preface, *Jo Ann Gammel, Sue L. Motulsky, Amy Rutstein-Riley, Emilie Clucas Leaderman, and Jennifer S. Jefferson*. I Am the Warrior I Am Becoming Through Currere and Transformative Adult Learning, *Susan R. Adams*. Behind the Blackboard: Voices of Migrant Teachers, *Maria Aurora C. Bernardo, Diana-Lea Baranovich, and Maria Khristina Manuelli*. Four Daughters, One Mother: Stories of Revising Identities, *Gail Simpson Cahill*. Negotiating the Transition from High School to College: Two Narrative Accounts, *Patrick Flynn and Gabrielle Comeau*. Confessions of a Transplanted Mind: "Second Street" Stories of Transgressing, Transforming, and Integrating, *Allyson Eamer*. The Intersectionality of Race, Gender, and Urban Leadership: Four School Leaders (Re)constructing Self and Identity, *Yesenia Fernandez, Kitty M. Fortner, Antonia Issa Lahera, and Anthony H. Normore*. "Why We Must Continue in the Journey": A Conversation Between Two Literacy Educators, *Lorena Germán and R. Joseph Rodríguez*. Can a Bad Apple Lose Its Rot? *Sharon J. Hamilton*. Narrative of a White Middle-Class Male Principal: An Apologia, *James F. Lane, Jr.* Walking (Backward): Giving Identity a Moving Place, *Kate McCabe*. Our Brief Shared Narrative: Identity Development in the Context of Our Shared Environment and Individual Experiences, *Kathryn Medill and Anne Medill*. Developing a Professional Identity Among Your Perceived Own: An African American Woman's Journey From Public School Educator to HBCU Professor, *Denelle L. Wallace*. Teaching as Becoming: A Relational Way of Working With Undergraduate Students, *Zitong Wei*. Transformative Learning as Teachers: The Narratives of Two Teachers Becoming Critical Pedagogues, *Injeong Yoon and Benjamin Ramirez*. About the Editors and Contributors.



Identity and Lifelong Learning Becoming Through Lived Experience

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

2021. Paperback 978-1-64802-213-5 \$45.99. Hardcover 978-1-64802-214-2 \$85.99. eBook 978-1-64802-215-9 \$65.

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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*

"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

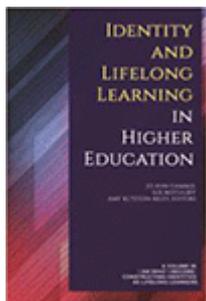
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CONTENTS: Preface. **PART I: DEVELOPMENTAL TRANSITIONS AND LIFE EXPERIENCE.** "Truly My Heart's Work": Rural Emerging Adults Constructing Meaningful Lives, *Donna M. San Antonio*. Becoming a Mother: Caregiving Identity Development, *Sarit Lesser*. "I'm Not Done in Any Way": Identity Growth, Revision, and Lifelong Learning in Late Midlife Women, *Diana Giglio and Sue L. Motulsky*. Growing up Hearing, Growing up Deaf, *Marie A. Lynch*. Exploring Late Adulthood Identity: Views of Lifelong Learning in Two Groups of Older Adults, *Jamie D. Stockton*. **PART II: MIGRATION, CULTURAL ADJUSTMENT, AND LANGUAGE LEARNING.** Becoming Care Workers: "We Are Not Only Domestic Workers," *Daphna Arbell Kehila*. Becoming an Active Learner: Reconstructing Identity of North Korean Millennial Defectors in South Korea, *Hyewon Park, JungHwan Kim, and Esther S. Prins*. Multifaceted Identities of an Immigrant Woman: An Educational Trajectory of Becoming, *Bita H. Zakeri*. Interstitial Spaces: A Case Study of English Language Learning and South African Domestic Work, *Anna Kaiper-Marquez*. **PART III: LEARNING AND IDENTITY IN WORK AND CAREER DECISION-MAKING.** 80/20: Making Identities in Making Spaces, *Eli Tucker-Raymond, Brian E. Gravel, and Ecco Pierce*. Under the Influence: The Familial Construction of Career Identity, *Porscha Jackson*. When Self Comes to the Surface: Identity for Women in Career Transition, *Sue L. Motulsky*. About the Editors. About the Contributors.



Identity and Lifelong Learning in Higher Education

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

2019. Paperback 978-1-64113-885-7 \$45.99. Hardcover 978-1-64113-886-4 \$85.99. eBook 978-1-64113-887-1 \$65.

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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.

CONTENTS: Me and You, You and Me: Examining Student Perception and the Evolution of Teacher Identity in the Community College, *Morgan Halstead and Crystal S. Rudds*. The Work of Girlhood: An Invitation to Examine Self and Identity, *Amy Rutstein-Riley and Ann Mechem Ziergiebel*. "One Lazy Day Would Cause Everything to Come Crashing Down": Stories From Underrepresented Students on Becoming a University Student, *Alyson King and Allyson Eamer*. How Place and Class Affect Identity Development as Life Long Learners: An Examination of Resilience in First-Generation, Adult College Students from Appalachia, *Deborah Thurman and Jeffrey S. Savage*. "I Know There Isn't Anything I Can't Do:" Adult Learners Find Identity Through Bachelor's Degree Completion, *Jennifer Serowick*. "I've Found My Own Identity Here!" Korean Graduate Student Mothers' Identity Transformations in the U.S. Higher Education Context, *Ji-Yeon Lee and Hyesun Cho*. Learning Doesn't Stop at 50: Lifelong Learning for Older Adults, *Marian Spaid-Ross and Caren L. Sax*.

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