

Challenging Homophobia And Heterosexism Robert J Hill

Teaching Strategies in the Online Environment - Simone C. O. Conceição 2007-04-16
One of the challenges for adult educators who teach online is identifying teaching strategies that fit the needs of learners, content, and the environment. This volume describes a variety of teaching strategies, research on their use in the online environment, examples of how they have been used in online courses, a consideration of their effectiveness and limitations, and implications for the practice of adult and continuing education. --From cover.

Challenging Homophobia and Heterosexism: Lesbian, Gay, Bisexual, Transgender and Queer Issues - Robert J. Hill 2006

Designed for professionals interested in building safe and

inclusive work and learning environments for adults. Readers will gain knowledge, skills, tools, and resources to identify sexual minority needs.

Communities in Action - National Academies of Sciences, Engineering, and Medicine 2017-04-27

In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing,

poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. Communities in Action: Pathways to Health Equity seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

Disrupting Adult and Community Education - Robert C. Mizzi 2016-05-12
Reconceptualizes local, national, and transnational adult education practices in

light of neoliberalism and globalization. Honorable Mention, 2017 Phillip E. Frandson Award for Literature in the Field of Professional, Continuing, and/or Online Education presented by the University Professional and Continuing Education Association This groundbreaking book critiques the boundaries of where adult education takes place through a candid examination of teaching, learning, and working practices in the social periphery. Lives in this context are diverse and made through complex practices that take place in the shadows of formal systems: on streetscapes and farms, in vehicles and homes, and through underground networks. Educators may be family members, friends, or colleagues, and the curriculum may be based on needs, interests, histories, and cultural practices. The case studies presented here analyze adult education in the lives of sex workers, LGBTQ activists, undocumented migrants, disabled workers, homeless

youth, immigrants, inmates, and others. Focusing on learning at the social margins, this book challenges readers to reconceptualize local, national, and transnational adult education practices in light of neoliberalism and globalization. Robert C. Mizzi is Assistant Professor of Educational Administration at the University of Manitoba, Canada. Tonette S. Rocco is Professor of Adult Education and Human Resource Development at Florida International University. Her books include *Transforming the School-to-Prison Pipeline: Lessons from the Classroom* (coauthored with Debra M. Pane). Sue Shore is Professor in Education at Charles Darwin University in Australia and the coeditor (with Peter Kell and Michael Singh) of *Adult Education @ 21st Century. Lesbian, Gay, and Bisexual Identities over the Lifespan* - Anthony R. D'Augelli 1995-02-09

Over the last fifteen years, psychological research regarding sexual orientation

has seen explosive growth. In this book, Anthony R. D'Augelli and Charlotte J. Patterson bring together top experts to offer a comprehensive overview of what we have discovered--and what we still need to learn--about lesbian, gay, and bisexual identities. Writing in clear, nontechnical language, the contributors cover a range of topics, including conceptions of sexual identity, development over the lifespan, family and other personal relationships, parenting, and bigotry and discrimination. *Lesbian, Gay, and Bisexual Identities Over the Lifespan* is essential reading for researchers, students, social scientists, mental health practitioners, and general readers who seek the most up-to-date and authoritative treatment of the subject available.

Interrupting Heteronormativity - Mary Queen 2005

Aims to make visible the everyday, seemingly inconsequential ways in which classrooms become sites for

the reinforcement of heteronormative ideologies and practices that inhibit student learning and student-teacher interactions; and to aid educators in identifying, and working with students to avoid marginalization in the classroom.

Lifelong Learning as Critical Action - André P. Grace
2013-10-30

In this era of economic uncertainty, there has been renewed interest in the benefits of adult and higher education for economic and professional gain. André P. Grace questions this perspective and advocates for a holistic view that also incorporates the social, cultural, and personal benefits of learning as a lifelong pursuit. A detailed and thoughtful critique of the effects of neoliberalism and globalization on adult and higher education, this book examines the quality of lifelong learning in historical and contemporary contexts, with an emphasis on multivariate learner populations and

education as a platform for social engagement, ethics, and justice. Weaving together academic analysis and first-person reflections, the author addresses the diverse needs of learners from Canada and around the world in a variety of social and economic situations. An essential text for anyone interested in the development of lifelong-learning policy and practice, *Lifelong Learning as Critical Action* is a call to action that challenges readers to engage with lifelong learning as a critical, democratic, and inclusive process.

Possible Selves and Adult Learning: Perspectives and Potential - Marsha Rossiter
2007-07-27

This issue introduces practitioners, scholars and students to the construct of possible selves and its potential applications in the field of adult education. The possible selves construct offers a useful and largely unexplored framework for understanding adult learning as the medium through which change, growth

and goal achievement occur. The chapters in this volume outline in practical terms the research-based applications of possible selves that have relevance for adult educators. Introduced by Hazel Markus and Paula Nurius in 1986, possible selves refer to the future-oriented components of an individual's self-concept; they are imagined future selves, including the selves that are ideal and hoped for. In the past twenty years, a substantial body of research has explored the connections between possible selves and life span development, race and gender, career development, and academic achievement. As a result, a variety of possible selves approaches has been applied in fields of practice corresponding to adult education, although the construct remains relatively unknown in adult education itself. This is the 114th issue of the Jossey-Bass quarterly report series *New Directions for Adult and Continuing Education*.

Women Take Care - Katie

Hogan 2018-08-06

Self-sacrificing mothers and forgiving wives, caretaking lesbians, and vigilant maternal surrogates—these "good women" are all familiar figures in the visual and print culture relating to AIDS. In a probing critique of that culture, Katie Hogan demonstrates ways in which literary and popular works use the classic image of the nurturing female to render "queer" AIDS more acceptable, while consigning women to conventional roles and reinforcing the idea that everyone with this disease is somehow suspect. In times of crisis, the figure of the idealized woman who is modest and selfless has repeatedly surfaced in Western culture as a balm and a source of comfort—and as a means of mediating controversial issues. Drawing on examples from journalism, medical discourse, fiction, drama, film, television, and documentaries, Hogan describes how texts on AIDS reproduce this historically entrenched paradigm of sacrifice and care, a paradigm

that reinforces biases about race and sexuality. Hogan believes that the growing nostalgia for women's traditional roles has deflected attention away from women's own health needs. Throughout her book, she depicts caretaking as a fundamental human obligation, but one that currently falls primarily to those members of society with the least power. Only by rejecting the stereotype of the "good woman," she says, can Americans begin to view caretaking as the responsibility of the entire society.

Destructive Desires - Robert J. Patterson 2019-04-05

Despite rhythm and blues culture's undeniable role in molding, reflecting, and reshaping black cultural production, consciousness, and politics, it has yet to receive the serious scholarly examination it deserves.

Destructive Desires corrects this omission by analyzing how post-Civil Rights era rhythm and blues culture articulates competing and conflicting political, social, familial, and

economic desires within and for African American communities. As an important form of black cultural production, rhythm and blues music helps us to understand black political and cultural desires and longings in light of neo-liberalism's increased codification in America's racial politics and policies since the 1970s. Robert J. Patterson provides a thorough analysis of four artists—Kenneth "Babyface" Edmonds, Adina Howard, Whitney Houston, and Toni Braxton—to examine black cultural longings by demonstrating how our reading of specific moments in their lives, careers, and performances serve as metacommentaries for broader issues in black culture and politics.

The Psychology of Sub-Culture in Sport and Physical Activity - Robert J. Schinke 2014-08-21

International Perspectives on Key Issues in Sport and Exercise Psychology is a series of edited books, with a global focus, which reflect the state of

art in areas of current and emerging interest in the study of sport and exercise psychology. Each volume in the series contributes to the better understanding of a key issue facing researchers and practitioners in sport psychology. This volume in the series focuses upon the sociocultural issues that challenge and often undermine participation, performance, and well-being in sports.

Contributors address a number of important issues, such as exclusion, miscommunication, and ineffective practice in sport. The book extends the recent interest in culture within sport psychology by using a critical approach to highlight less mainstream sports such as martial arts, circus arts, extreme sports, and dance, and it will help sports participants and social scientists to gain an understanding of these marginalized sporting identities. By highlighting "subcultural" contexts, with their individual practices and values, it is hoped that the

volume will promote the goal of achieving a more just, inclusive, and ethical sport psychology. The *Psychology of Sub-Culture in Sport and Physical Activity* will be ideal reading for sport and exercise academics and practitioners, advanced students of applied sport psychology, and related fields such as sport science, critical studies, sociology, cultural studies and social anthropology.

Progressive Black Masculinities

- Athena D. Mutua 2006
Progressive Black Masculinities brings together leading black cultural critics including Michael Eric Dyson, Mark Anthony Neal, and Patricia Hill Collins to examine an alternatively demonized and mythologized black masculinity.

Teaching Fairly in an Unfair World - Kathleen Gould Lundy 2008

This powerful book helps teachers redefine an inclusive curriculum by questioning what is taught, how it is taught, to whom, and under what conditions. It offers

teachers a wealth of challenging, open-ended pursuits that give students "voice" and help them better understand their world. It explores opportunities for students to connect with social justice issues in the real world through imagined experiences found in short stories, novels, plays, picture books, graphic novels, and primary source documents, such as letters.

Bibliographic Guide to Education - 2002

... lists publications cataloged by Teachers College, Columbia University, supplemented by ... The Research Libraries of The New York Public Library. [New Directions for Adult and Continuing Education](#) - 2006

Popular Culture and Entertainment Media in Adult Education - Elizabeth J. Tisdell 2007-10-19

Popular culture and entertainment media create an environment that has an enormous influence on all of us. We are constantly bombarded with messages that affect how we think,

consciously and unconsciously, about ourselves, others, and the wider world. This environment has far more power to educate--or miseducate--than all adult education programs combined, simply because virtually everyone is immersed in it. Scholars and practitioners have paid relatively little attention to the role of popular culture in the field of adult education, even though many educators of adults use it in their work to teach critical media literacy, to discuss diversity and equity issues, and to explore many aspects of adult development and learning. In this volume, several practitioners illustrate and explain the ways in which they use popular culture in various adult education settings. This is the 113th volume of the Jossey-Bass quarterly report *New Directions for Adult and Continuing Education. Arts and Societal Learning: Transforming Communities Socially, Politically, and Culturally* - Sandra Hayes 2007
The literature on adult

education reflects a growing recognition of the role that the arts can play in facilitating adult and societal learning. This volume further explores that role. Much adult learning takes place in settings other than formal classrooms, and the contributors to this volume represent diverse educational arenas. In putting together this volume we deliberately approached contributors whose work is relevant to the theory and practice of adult education, regardless of their professional pedigree. Although all the contributors see adult and societal learning as an important aspect of their work, not all would define themselves as "professional adult educators." There is much to be learned by connecting the formal theories and practices of adult education to the work of these educators and activists. Some of the chapters are more analytical and other chapters are more expressive, but each includes a story of the author's personal experience integrating the arts with the

theory underlying adult education practice. The final chapter pulls together the themes that emerge from these chapters, suggesting how they connect with and contribute to adult education theory. Taken in its entirety, the volume demonstrates the power of the arts for bridging boundaries, broadening perspective, and deepening understanding across disciplines. We hope that readers will find the experiences reported in this issue relevant and stimulating for their own practice. This is the 116th volume of the Jossey-Bass quarterly report series *New Directions for Adult and Continuing Education*, an indispensable series that explores issues of common interest to instructors, administrators, counselors, and policymakers in a broad range of adult and continuing education settings, such as colleges and universities, extension programs, businesses, libraries, and museums.

Adult Education in the Rural Context: People, Place, and

Change - Jeffrey A. Ritchey
2008-04-11

Although there has recently been a relative abundance of material produced on adult education in rural areas outside the United States, little work has been done that focuses on the changing nature of rural adult learning and instruction in the States. Such neglect, however, does not suggest that rural issues and rural places lack relevance in contemporary U.S. society. This volume seeks to expand our concept of the rural United States as it explores the role that adult educators might play in this complex context. Indeed, complexity is the hallmark of this volume. Although rural areas are still composed of large expanses of open space, a continuing process of suburbanization is resulting in demographic,

economic, and cultural changes that challenge those teaching and learning in rural places. This is the 117th volume in the Jossey-Bass quarterly report series New Directions for Adult and Continuing Education, an indispensable series that explores issues of common interest to instructors, administrators, counselors, and policymakers in a broad range of adult and continuing education settings, such as colleges and universities, extension programs, businesses, libraries, and museums.

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