

Confronting Racism And Sexism In Adult Education

The Handbook of Race and Adult Education - Vanessa Sheard 2010-05-24

The Handbook of Race and Adult Education While much attention has been given to inclusion, diversity, and multiculturalism within adult education, The Handbook of Race and Adult Education is the first comprehensive work to engage in a dialogue specifically about race and racism and the effect these factors have on the marginalization or oppression of groups and individuals. This landmark book provides the field of adult and continuing education with a model for the discussion of race and racism from social, educational, political, and psychological perspectives, and seeks to articulate a conceptual challenge to the ethnocentric

focus of the discussion in the field. It offers adult education scholars, as well as those engaged in research and teaching about race, an opportunity to engage in a discourse about race and racism, including examinations of how these factors have been seen through multiple theoretical frameworks; how they have affected many lived experiences at work, home, and within educational settings; and how they have served to privilege some and not others. The book offers an exploration into how these factors need to be centered in a discourse and perspective that can provide those in the margins as well as in the center with ways to think about creating changes in their classrooms, communities, and homes. This volume is a timely

addition to the intense racial debate occurring in this country today. It is a long overdue medium through which those in higher education, as well as the general adult education field, can engage in a discussion that leads to critical understanding and moves us into meaningful change.

[Exploring Spirituality and Culture in Adult and Higher Education](#) - Elizabeth J. Tisdell
2003-06-17

Exploring Spirituality and Culture in Adult and Higher Education is written from the unique perspective of teacher, researcher, and author Elizabeth Tisdell who has extensive experience dealing with culture, gender, and educational equity issues in secular adult and higher education classrooms, and formerly in pastoral and religious education settings on college campuses. This important book discusses how spiritual development is informed by culture and how this knowledge is relevant to teaching and learning. For

educators, an understanding of how spirituality is informed by culture, and how spirituality assists in meaning-making, can aid in their efforts to help their students' educational experiences become more transformative and culturally relevant.

Researching Widening Access to Lifelong Learning

- Beth Crossan 2004-07-15

This authoritative volume is a truly international contribution to the worldwide debate on how best to widen access to lifelong learning. The first section of the book comprises research studies from around the world, reflecting the diversity of contexts in which widening access is researched and considers issues central to the access debate, including different understandings of the concept of access, organisational and structural change, curriculum development, entry policies, performance and retention and labour market outcomes. The second section illustrates diverse and innovative methodological approaches

that have been employed by researchers in the field, and considers the range of approaches available. Given the growing concern around the world on the need to combat social exclusion and to improve economic circumstances through access to lifelong learning, this book acts as a unique reference point informing the ongoing debate, exploring the relationships between research, policy and practice.

The Handbook of Race and Adult Education - Vanessa Sheard 2010-04-16

The Handbook of Race and Adult Education While much attention has been given to inclusion, diversity, and multiculturalism within adult education, The Handbook of Race and Adult Education is the first comprehensive work to engage in a dialogue specifically about race and racism and the effect these factors have on the marginalization or oppression of groups and individuals. This landmark book provides the field of adult and continuing

education with a model for the discussion of race and racism from social, educational, political, and psychological perspectives, and seeks to articulate a conceptual challenge to the ethnocentric focus of the discussion in the field. It offers adult education scholars, as well as those engaged in research and teaching about race, an opportunity to engage in a discourse about race and racism, including examinations of how these factors have been seen through multiple theoretical frameworks; how they have affected many lived experiences at work, home, and within educational settings; and how they have served to privilege some and not others. The book offers an exploration into how these factors need to be centered in a discourse and perspective that can provide those in the margins as well as in the center with ways to think about creating changes in their classrooms, communities, and homes. This volume is a timely addition to the intense racial

debate occurring in this country today. It is a long overdue medium through which those in higher education, as well as the general adult education field, can engage in a discussion that leads to critical understanding and moves us into meaningful change.

Theory and Practice of Adult and Higher Education -

Victor C.X. Wang 2016-10-01

A volume on Theory and Practice of Adult and Higher Education or Foundations of Adult and Higher Education will appeal to both our graduate students and faculty as so many of them have been taking courses in both program areas and have been concerned with their defined areas of expertise. Although theories and practices in Adult Education, and in Higher Education are being used interchangeably, there is a lack of scholarly work that connects existing theories and practices across the two fields. The proposed ground-breaking volume will cover topics/theories/practices in

both fields of Adult Education and of Higher Education, and in doing so will bring to the fore the connections that make these two fields truly inseparable. The proposed volume will therefore generate new knowledge to share among faculty, graduate students and other researchers who practice not only in Adult Education, but also in Higher Education.

Swimming Upstream: Black Males in Adult Education -

Dionne Rosser-Mims

2014-12-22

Here is an introduction to salient topics and issues affecting Black males as they engage in adult basic education programs, pursue employment, and obtain higher education. The chapters include academic research as well as program descriptions and personal narratives with a concern for the “lived experiences” and the voices of the men. While not exhaustive, this volume does hope to challenge commonly held stereotypes, interactions, and policies. It is designed to raise questions about the unique experiences of this

specific population and to explore the sociocultural dynamics that impact their education. This is the 144th volume of the Jossey Bass series *New Directions for Adult and Continuing Education*. Noted for its depth of coverage, it explores issues of common interest to instructors, administrators, counselors, and policymakers in a broad range of education settings, such as colleges and universities, extension programs, businesses, libraries, and museums.

[The Profession and Practice of Adult Education](#) - Sharan B. Merriam 2011-02-17

The Profession and Practice of Adult Education is a timely book and an excellent introduction to the field. Drawing from an extensive volume of literature, it provides comprehensive coverage and a clear guide. Graduate students will benefit from it and practitioners will be kept abreast of changes that are occurring. —Peter Jarvis, professor of continuing education and senior research

professor, University of Surrey, United Kingdom

Understanding the Adult Learner - Alisa Belzer
2023-07-03

Adults seek out learning for very different reasons in different contexts, and this book is intended to support adult educators' development in responding to this rich array. There is no single way to be an adult learner, and so it should not be surprising that there is no single way to be an adult educator. However, the authors believe that all educators must demonstrate a commitment to meeting adult learners where they are. Adult educators should help learners move forward not only with new content knowledge, information, and skills, but also with new ways of making meaning and seeing themselves, their role, and the world. This volume introduces many theories and concepts that can help adult educators do this effectively.

Adult Education for Health and Wellness - Lilian H. Hill
2011-07-15

This volume addresses the relationship of adult education and health from different perspectives. One task of adulthood is caring for one's health and, for many, caring for the health of children, a partner or spouse, and/or aging parents. Changes in health or the desire for improved health often prompt the need for individuals to learn--and adult education can play a vital role in enabling this learning. Editor Lilian H. Hill, associate professor of adult education at the University of Southern Mississippi, and contributing authors assemble a comprehensive review of the critical issues involved including How adults learn while coping with chronic illness Health education within adult literacy, adult basic education, and English as a Second Language classes Approaches to help adults evaluate and learn from online information The influence of globalism on health and more. Concluding with Hill's own argument that health is a social justice issue, the volume

illustrates how adult educators need to be involved in health education because they have valuable skills and knowledge to contribute, and because it is a meaningful arena in which to demonstrate the field's commitment to equity and social justice. This is the 130th volume of the Jossey-Bass quarterly report series New Directions for Adult and Continuing Education. Noted for its depth of coverage, New Directions for Adult and Continuing Education is 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.

White Privilege and Racism: Perceptions and Actions -

Carole L. Lund 2010-04-19
White privilege is viewed by many as a birthright and is in essence an existentialist norm that is based upon the power

and privilege of pigmentation. Because it is the norm for the white race, this privilege is virtually invisible, but its racist byproducts are not. It becomes common for white to believe falsely that their privilege was earned by hard work and intellectual superiority; it becomes the center of their worldview. The reality is that when they defend their pigmentary privilege, what they are really saying is that peoples of color have earned their disadvantage. This volume focuses on facilitating our understanding of the conceptual correlation between white privilege and racism and how these intertwined threads are manifested in selected areas of adult and continuing education practice. Chapters include: White Racist Ideology and the Myth of a Postracial Society The Nature of White Privilege in the Teaching and Training of Adults Racism and White Privilege in Adult Education Graduate Programs: Admissions, Retention, and Curricula Whiteness at Work in Vocational Training in

Australia White Privilege in Human Resource Development Immigration, Racial Profiling, and White Privilege: Community-Based Challenges and Practices for Adult Educators A Living Spiral of Understanding: Community-Based Adult Education The Intersections of White Privilege and Racism: Moving Forward Together the contributors have assembled a volume to ignite the much-needed discussion of linkages between the white racist ideology, white privilege, and white attitudes and behaviors behind that racism. This is the 125th volume of the Jossey-Bass higher education quarterly report series New Directions for Adult and Continuing Education. Noted for its depth of coverage, New Directions for Adult and Continuing Education is 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.

Retaining African Americans in Higher Education - Lee Jones

2023-07-21

Retention of African Americans on campus is a burning issue for the black community, and a moral and financial one for predominantly white institutions of higher education. This book offers fresh insights and new strategies developed by fifteen scholars concerned by the new climate in which affirmative action is being challenged and eliminated. This is the first book devoted specifically to retention of African Americans in higher education, and is unique in addressing the distinct but inter-related concerns of all three affected constituencies: students, faculty and administrators. Each is considered in a separate section. The student section shifts attention from, to paraphrase McNairy, "fixing the student" to focussing on higher education's need to

examine and, where appropriate, revise policies, curriculum, support services and campus climate. Responding to the new agenda shaped by the opponents of affirmative action, but rejecting the defensive "x percent solutions" espoused by its proponents, this book puts forward new solutions that will provoke debate. Section II begins with a survey of the literature on African American administrators, and presents a Delphi study of twelve administrators to provide an understanding of pathways and barriers to success. The contributors then consider the importance of developing community support and creating alliances, the role of mentoring, and the setting of clear expectations between the individual and the institution. Starting with the recognition that African Americans represent less than five percent of full-time faculty, the chapters in the final section examine the effects of the dismantling of affirmative action, the consequences of

faculty salaries trailing more lucrative non-academic employment, the declining enrollment of students of color, the politics of promotion and tenure, and issues of identity and culture. The book concludes by stressing the roles that parents, faculty and administrators must play to empower African American students to take responsibility for their own academic performance. This is a compelling, controversial and constructive contribution to an issue of national importance.

Confronting Racism and Sexism - Elisabeth Hayes 1994

Handbook of Adult and Continuing Education - Carol E. Kasworm 2010-05-27

Drawing on the contributions of 75 leading authors in the field, this 2010 Edition of the respected Handbook of Adult and Continuing Education provides adult education scholars, programme administrators, and teachers with a solid foundation for understanding the current guiding beliefs, practices, and

tensions faced in the field, as well as a basis for developing and refining their own approaches to their work and scholarship. Offering expanded discussions in the areas of social justice, technology, and the global dimensions of adult and continuing education, the Handbook continues the tradition of previous volumes with discussions of contemporary theories, current forms and contexts of practice, and core processes and functions. Insightful chapters examine adult and continuing education as it relates to gender and sexuality, race, our aging society, class and place, and disability.

Handbook of Adult and Continuing Education - Arthur L. Wilson 2009-04-27

Sponsored by the American Association of Adult & Continuing Education "This monumental work is a testimony to the science of adult education and the skills of Wilson and Hayes. It is a veritable feast for nourishing our understanding of the current field of adult

education. The editors and their well-chosen colleagues consistently question how we know and upon what grounds we act. They invite us to consider not only how we can design effective adult education, but also why we practice in a particular socio-economic context." —Jane Vella, author of *Taking Learning to Task and Learning to Listen, Learning to Teach* "This new handbook captures the exciting intellectual and professional development of our field in the last decade. It is an indispensable resource for faculty, students, and professionals." —Jack Mezirow, emeritus professor, *Adult and Continuing Education*, Teachers College, Columbia University For nearly seventy years, the handbooks of adult and continuing education have been definitive references on the best practices, programs, and institutions in the field. In this new edition, over sixty leading authorities share their diverse perspectives in a single volume--exploring a wealth of topics, including: learning from

experience, adult learning for self-development, race and culture in adult learning, technology and distance learning, learning in the workplace, adult education for community action and development, and much more. Much more than a catalogue of theory and historical facts, this handbook strongly reflects the values of adult educators and instructors who are dedicated to promoting social and educational opportunity for learners and to sustaining fair and ethical practices.

Third Update on Adult Learning Theory - Sharan B. Merriam 2011-01-11

This Third Update on Adult Learning Theory follows two earlier volumes on the same topic, the first published in 1993 and the second in 2001. Only one topic, transformative learning theory, can be found in all three updates, representing the continuing developments in research and alternative theoretical conceptions of TL. Thanks to a growing body of research and theory-building, three topics

briefly touched on in 2001 are now separate chapters in this third update: spirituality and adult learning learning through the body narrative learning in adulthood Also new in this update is a chapter on non-Western perspectives on learning and knowing. New developments in two other areas are also explored: understanding the connection between the brain and learning, and how modern and postmodern ways of knowing are converging and are bring expressed in social movements. The concluding chapter identifies two trends in adult learning theory for the twenty-first century: attention to context, and to the holistic nature of learning in adulthood. This is 119th volume of the Jossey-Bass quarterly report series New Directions for Adult and Continuing Education. Noted for its depth of coverage, New Directions for Adult and Continuing Education is 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 and the Pursuit of Wisdom - Elizabeth J. Tisdell 2011-10-18

Delve into the nature and mystery of wisdom in adult education, and what it might mean for the practice of adult education in the complexity of changing times. This issue begins with a look at the nature of wisdom, the wisdom of nature, and how it relates to current issues in the field of adult education. It then looks to neuroscience and the evolution of sacred knowing to explore the connection between learning and wisdom. Covering transcendent and practical wisdom, the issue then draws on Eastern, Western, and Mideastern cultural and religious perspectives to develop a fuller understanding of wisdom. Finally, it covers the aspects of

gender and/or culture in relation to wisdom, though in quite different ways. This is the 131st volume of the Jossey-Bass higher education quarterly report series *New Directions for Adult and Continuing Education*. Noted for its depth of coverage, this indispensable series 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.

Review of Adult Learning and Literacy, Volume 4 -

John Comings 2004-07-13

The *Review of Adult Learning and Literacy: Connecting Research Policy, and Practice*, Volume 4 is the newest addition to a series of annual publications of the National Center for the Study of Adult Learning and Literacy (NCSALL) that address major issues, the latest research, and the best practices in the field of adult literacy and learning.

Volume 4 opens with an overview of significant recent developments in the field. Subsequent chapters cover a wide range of topics critical to the success of adult education and literacy services in the United States: *issues of race, class, gender, and sexual orientation; *the role of workplace education in building adults' basic skills; *the role of new learning technologies in adult education and literacy; *adult developmental theories and their implications for the teaching of adult basic education and English for speakers of other languages; and *traditional and contemporary adult learning theories, including an annotated bibliography of key resources. Intended for policymakers, scholars, and practitioners dedicated to improving the quality of adult basic education, adult English for speakers of other languages, and adult secondary education programs, *Review of Adult Learning and Literacy, Volume 4* is an essential

resource for the field.

Thirty-eighth Annual Adult Education Research Conference Proceedings - 1997

The Jossey-Bass Reader on Contemporary Issues in

Adult Education - Sharan B. Merriam 2011-04-05

THE JOSSEY-BASS READER ON Contemporary Issues in Adult Education With contributions from leading experts in the field, The Jossey-Bass Reader on Contemporary Issues in Adult Education collects in one volume the best previously published literature on the issues and trends affecting adult education today. The volume includes influential pieces from foundational authors in the profession such as Eduard C. Lindeman, Alain Locke, and Paulo Freire, as well as current work from authors around the world, including Laura L. Bierema, John M. Dirks, Cecilia Amaluisa Fiallos, Peter Jarvis, Michael Newman, and Shirley Walters. In five sections, the book's thirty chapters delve into a

wide range of compelling topics including: social justice, democracy, and activism
diversity and marginalization
human resource development
lifelong learning
ethical issues
the meaning and role of emotions
globalization and non-Western perspectives
the role of mass media, popular culture, and "social learning"
technology health, welfare, and environment
Each piece is framed within its larger context by the editors, and each section is accompanied by helpful reflection and discussion questions.

Creating Inclusive Adult Learning Environments -

Elizabeth J. Tisdell 1995

Discusses the complex issues surrounding the creation of inclusive learning environments for diverse participants. The developing body of literature on multicultural concerns in adult education, on feminist theory, & on critical & feminist pedagogies provides insights for curriculum & instructional development. Contents: planning & implementing an

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inclusive curriculum;
pedagogy: facilitating
inclusivity in the learning

environment; epilogue:
implications for practice,
summary, & conclusions.
Extensive references.

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