

Download Ebook Pioneers In
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Pioneers In Adult Education

***Provides current reflections
and reviews of the works of
the educational philosopher.***

"This book disseminates

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current issues and trends emerging in the field of adult e-learning and online instruction"--Provided by publisher.

This volume traces the socialization processes,

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professional development, career paths, and theories and research of contemporary pioneers in education and psychology. This volume contains interviews of leading

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scholars who are at the vanguard of teaching and learning. They shared how their childhood development influenced their theoretical paths and research endeavors and revealed

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their thoughts, beliefs, and experiences that made them who they are today. These scholars responded to questions pertaining to their childhood socialization, initial interest in education

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and psychology, role models, research interests and major findings, future direction of their research, educational implications derived from their research, and perception of their

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legacy. They are real people who have had experiences like anybody else, but who found homes and teachers who supported them. While in college, they found educators who mentored

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them. Readers will find that this volume offers them an opportunity to learn the background of contemporary pioneers in education and psychology, provides helpful sources where they can

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learn about how major theories developed and where they are moving, and reveals the personal anecdotes that influenced the conceptualization of contemporary theories and

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research. Educators and students will find that this book provides hope and a rejuvenated enthusiasm about the status of education and psychology and that they too can be

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***leaders in their own ways.
The roots and legacies of
Rachel and Margaret
McMillan, Maria Montessori
and Susan Isaacs
Facilitating Learning with
the Adult Brain in Mind***

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***The Meaning of Adult
Education
Moonlight Schools for the
Emancipation of Adult
Illiterates
Recollections and
Reflections of Professors of***

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Adult Education: Early 20th Century Leaders and Pioneers in the Field Stages of Reading Development

As individuals and societies try to respond to fundamental economic

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and social transformation, the field of adult learning and education is rapidly getting increased attention and new topics for research on adult learning have emerged. This collection of articles from the International Encyclopedia of

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Education 3e offers practitioners and researchers in the area of adult learning and education a comprehensive summary of main developments in the field. The 45 articles provide insight into the historical development of the field,

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its conceptual controversies, domains and provision, perspectives on adult learning, instruction and program planning, outcomes, relationship to economy and society and its status as a field of scholarly study and practice.

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Because school history often relies on reading and writing and has its own discipline-specific challenges, it is important to understand the language demands of this content area, the typical writing requirements, and the language

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expectations of historical discourse. History uses language in specialized ways, so it can be challenging for students to construct responses to historical events. It is only through a focus on these specialized ways of

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presenting and constructing historical content that students will see how language is used to construe particular contexts. This book provides the results of a qualitative study that investigated the language resources that 8th

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and 11th grade students drew on to write an exposition and considered the role of writing in school history. The study combined a functional linguistic analysis of student writing with educational considerations in the underresearched content area

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of history. Data set consisted of writing done by students who were English language learners and other culturally and linguistically diverse students from two school districts in California. The book is an investigation of expository

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school history writing and teachers' expectations for this type of writing. School history writing refers to the kind of historical writing expected of students at the pre-college levels. For more than sixteen years, Jeffrey Hollender has presided over

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Seventh Generation, a world leader in manufacturing environmentally friendly, nontoxic household products. What Matters Most illuminates the successful practices of Seventh Generation-and many other pioneering companies around

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the world-to demonstrate the pragmatic aspects of a corporate strategy that hardwires social and environmental concerns into the company's culture, operating systems, and business relationships. It shows business

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leaders how to assess their own company's performance, adopt a socially responsible approach to doing business, and embark on a path of long-term growth. "Jeffrey Hollender . . . has shown that doing the right thing does pay off both in

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terms of building a brand that generates great customer loyalty and a business that has consistently generated superior growth." -- Ben Cohen, Founder, Ben & Jerry's "What Matters Most stands out for its moderate and

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thoughtful analysis of a controversial issue . . . Hollender is a voice of reason in today's important debate on corporate responsibility." -- Soundview Speed Reviews

The Definitive Classic in Adult

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Education and Human Resource
Development

EBay

A History of the Adult Education
Movement in the United States

Shaping the Reading Field

The Craft of Teaching Adults

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***Make informed decisions about
the future of reading
instruction by exploring the
lives and lasting contributions
of early literacy leaders who
helped shape the field.
Shaping the Reading Field***

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documents the lives of 16 reading researchers, reading practitioners, and specialists in children's literature and adult reading. You'll find vivid biographical sketches of such notable pioneers as James

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***McKeen Cattell, Charles
Hubbard Judd, Edmund Burke
Huey, Bernice Elizabeth Leary,
Ernest Horn, William Scott
Gray, and Ruth May Strang.
Using historical research
based on qualitative,***

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quantitative, and oral history approaches, the contributors interpret and sort the evidence of the past, revealing how the pioneers' work has helped define reading education.

Abstract: This book provides a

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comprehensive, practical guide to the theory and practice of adult education. The text is intended for students of adult education, teachers, trainers, administrators, program planners, and activity leaders.

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Topics include: the emerging role and technology of adult education; lifelong learning; organizing and administering programs of adult education; assessing needs and interests; evaluating programs; and,

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helping adults learn. This history of the adult education movement is liberally seasoned with footnotes and bibliographical references which can lead to other sources for further

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study, if desired. The book gives an insight into the role of adult education in shaping our national culture.

Contemporary Pioneers in Teaching and Learning Best Practices in Adult

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Learning

***The Modern Practice of Adult
Education***

***Pioneers in Alaskan Adult
Education***

***A Guide for Administrators,
Leaders, and Teachers***

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Ron K. Bailey and Beverly W. Bailey

"An example of a learning technique that is common in adult education. The technique is referred to in the adult education program at the Faculty of

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Education as 'project learning.'
Institutions of academia are experiencing a schism when it comes to adult learners—some recognize and foster the dynamism of this student population while others harbor animosity and

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frenetic attitudes toward adult learners. There is a compelling need to find benchmarks against which to compare and improve programs, while still maintaining the fast-paced competition for adult learners. This book identifies the

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best practices necessary to bring adult learning programs to a new level—especially as the stakes among competitors continue to rise. Best Practices in Adult Learning sets the stage by addressing institutional vision, asking the

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question “What do I want my program to contain or deliver?” It then provides a hands-on set of applications that are designed to strengthen daily practices, while underscoring the importance of faculty development to maintaining

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the health and vitality of successful adult programs. Next it presents straightforward, diverse, and immediate technological applications for adult learning programs, and finally it gives special attention to the increasing

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importance of senior learners—the fastest growing demographic in America today. This book is written for faculty and administrators already committed to adult learners but looking for that focused, hands-on guidance and applications for

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implementing principles of best practices in an adult learner-focused unit or institution. Rather than a cookie-cutter approach, these are the lessons learned over time from some of the most experienced practitioners in

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the field.

Pioneers in Adult
Education Chicago : Nelson-Hall
Publishers The Adult Learner The
Definitive Classic in Adult
Education and Human Resource
Development Routledge

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The Impact of Early Reading
Pioneers, Scientific Research, and
Progressive Ideas
A Conceptual and Practical Guide
An Autobiographical Journey
Online Education and Adult
Learning: New Frontiers for

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Teaching Practices

The Making of an Adult Educator

Essential Readings in International
and Comparative Adult Education

**Often in international
comparative studies, it
is difficult to refer to**

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older basic texts
because they are hidden
in old publications,
difficult to locate.
This book makes a
selection of such old
but 'essential' texts

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available and wants to document the long history of the international/comparative perspective. 'Standing on the shoulder of giants'

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allows not only a grounded look back but hopefully also a reliable and experience-based look in the future. The editor of this book, Jost

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Reischmann, Prof. em.,
Bamberg University,
Germany, has a long
history in international
and comparative adult
education. He presented
papers on conferences

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around the world, from San Diego (USA) to Soul (Korea). When the International Society for Comparative Adult Education (ISCAE) was founded in 1992, he

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became the first president and developed this society over many years. We hope this new book will help old-timers and new-comers to contribute to the

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enriching world of
international
comparative adult
education.

This title examines the
remarkable life of Craig
Newmark and his work

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building the groundbreaking company Craigslist. Readers will learn about Newmarks's background and education, as well as his early career. Also

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covered is a look at how Craigslist operates and issues the company faces, such as preventing crime, facing competition, and supporting the

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community. Color photos, detailed maps, and informative sidebars accompany easy-to-read, compelling text.

Features include a timeline, facts,

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additional resources,
web sites, a glossary, a
bibliography, and an
index. Technology
Pioneers is a series in
Essential Library, an
imprint of ABDO

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Publishing Company.

This book synthesizes
both the theoretical and
practical perspectives
of experienced
practitioners of the
craft of adult

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education. The book contains 14 chapters. "The New World of Continuing Education" (Alan Thomas) clarifies common terms in historical context. "We

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Have with Us Yesterday: Teaching Lessons from the Past" (Michael Welton) presents the achievements of some pioneers in Canadian adult education.

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"Valuing What We Do as Practitioners" (James Draper) describes and compares five philosophical stances and their link to adult education. "Women as

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Learners" (Dorothy Mackeracher) provides commentary from feminist research to illuminate and enhance the teaching of adults. "The Health Educator: Nurturing the

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Learning Link" (Thelma Barer-Stein, Carmen Connolly) provides a brief introduction to adult education principles within the framework of Barer-

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Stein's Five Step Learning Process.

"Holistic Learning & Teaching: 'Would You Play a One-String Guitar?'" (Virginia Griffin) explores how

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the capacities of the human mind may be applied in any learning situation. "Application of Learning Theory to the Instruction of Adults" (Donald Brundage

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et al.) provides more views of the differing ways that people learn as well as a look at some differences between teaching children and adults. "Culture in the

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Classroom" (Barer-Stein) explores the meaning and place of "culture" and "ethnicity" in the teaching-learning situation. "Planning for Learning: A Model for

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Creative Decision-Making" (Reg Herman) offers practical ways to place the adult's needs and learning experiences into the planning and evaluating of programs.

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"Program Evaluation for Adults" (Lynn Davie) explores the what, how, and by whom of evaluative processes.

"Compared to What? Comparison Studies as an

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Added Dimension for Adult Learning" (J. Roby Kidd) explains the meaning and implications of comparisons. "Adult Distance Learning: Challenges for

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Contemporary Practice"
(Elizabeth Burge)
outlines statistics and
lists the challenges of
balancing science and
craft while thinking
holistically. "The

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Future of Adult Learning" (Allen Tough) describes changes in process now and their future implications. Finally, "Advice and Empathy: Teachers

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Talking with Teachers about Adult Education" (Draper) presents insights from part-time teachers of adults. Appendixes include a listing of names and

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addresses of selected
international
associations in adult
education. Contains 140
Canadian references.

(YLB)

Includes Adult Education

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Institutions Through
1976

Keynote Address, Fourth
Annual Conference of the
Alaska Adult Education
Association, Anchorage,
Alaska, September 27,

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1978

New Frontiers for
Teaching Practices
The Company and Its
Founder
Service-Learning
Pioneers in Education

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This book examines how adult education is influenced by and has an influence on the society in which it takes place. It presents an analysis of the development challenges and sociological realities which is essential involved for

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educators are help African countries and communities achieve their developmental goals.--Publisher's description
How do you tailor education to the learning needs of adults? Do they learn differently from children? How

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does their life experience inform their learning processes? These were the questions at the heart of Malcolm Knowles' pioneering theory of andragogy which transformed education theory in the 1970s. The resulting principles of a

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self-directed, experiential, problem-centred approach to learning have been hugely influential and are still the basis of the learning practices we use today. Understanding these principles is the cornerstone of increasing motivation and enabling

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adult learners to achieve. The 9th edition of The Adult Learner has been revised to include: Updates to the book to reflect the very latest advancements in the field. The addition of two new chapters on diversity and inclusion in adult

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learning, and andragogy and the online adult learner. An updated supporting website. This website for the 9th edition of The Adult Learner will provide basic instructor aids. For each chapter, there will be a PowerPoint presentation, learning

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exercises, and added study questions. Revisions throughout to make it more readable and relevant to your practices. If you are a researcher, practitioner, or student in education, an adult learning practitioner, training manager, or

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involved in human resource development, this is the definitive book in adult learning you should not be without.

This publication provides a historical perspective on the current educational context. It discusses

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the impact of the colonial past and the changing practices of the present, highlighting as it does the key concepts, information and principles in the African context. The book touches on such issues as the history of adult education in

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Africa, philosophy and adult education, socio-cultural, political and economic environments, opportunities and access for adult learners, gender and development in adult education, and adult education as a developing

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profession. It further considers the impact of information and communication technology and globalization on the policies and structures of lifelong learning.--Publisher's description. Pioneers in Adult Education in

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Canada

The Pioneers

*The Social Context of Adult
Learning in Africa*

The Language of Students'

*Expository Writing and Teachers'
Expectations*

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O Pioneers! Some Reflections on Defining Adult Education

Rachel and Margaret
McMillan, Maria Montessori
and Susan Isaacs have had
a major impact on

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contemporary early years curriculum theory and practice. This new book, introduces students and practitioners to the ideas, philosophies and writings of these key

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early thinkers in early childhood education and show how they relate to quality early years provision today. The book explores the influences that shaped the ideas,

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values and beliefs of each pioneer and clearly demonstrates how they have each contributed to our knowledge of young children's learning and development. It then

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examines these in the context of current policy to highlight the key ideas that practitioners should consider when reflecting on their own practice.

Features include:

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Summaries of each
pioneers' ideas and their
influence on contemporary
practice Practical
examples to illustrate key
principles Reflective
questions to encourage

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practitioners to develop and improve their own practice Written to support the work of all those in the field of early childhood education, this book will be

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invaluable to students and practitioners that wish to fully understand the lasting legacies of these four influential women. This title examines the remarkable lives of Steve

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Chen, Chad Hurley, and Jawed Karim and their work building the groundbreaking company YouTube. Readers will learn about Chen, Hurley, and Karim's backgrounds

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and education, as well as their early careers. Also covered is a look at how YouTube operates and issues the company faces, such as handling copyright violations, controlling

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inappropriate content, and selling the company to Google. Color photos, detailed maps, and informative sidebars accompany easy-to-read, compelling text. Features

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include a timeline, facts, additional resources, web sites, a glossary, a bibliography, and an index. Technology Pioneers is a series in Essential Library, an imprint of

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ABDO Publishing Company.
This volume traces the socialization process, professional development, career paths, and theory and research of contemporary pioneers in

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education and psychology. This volume contains interviews with leading scholars who are at the vanguard of teaching and learning. They shared how their childhood

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development influenced their theoretical paths and research endeavors and revealed their thoughts, beliefs, and experiences that made them who they are today. These scholars

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responded to questions pertaining to their childhood, initial interest in education and psychology, role models, research interests and major findings, future

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students will find that this book provides hope and a rejuvenated enthusiasm about the status of education and psychology and that they too can be leaders in

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their own ways.

Pioneers in Adult
Education

Company and Its Founders
Essays in Honor of Paulo
Freire

Adult Learning and

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Education

Contemporary Pioneers in

Human Learning and

Development

Identity and Lifelong

Learning

In this landmark of

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American fiction, Cather tells the story of young Alexandra Bergson, whose dying father leaves her in charge of the family and of the Nebraska lands they have

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struggled to farm.

An updated version of
Knowles' classic
discussion of adult
education

Examines the basic
stages in a child's

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development of reading
skills and suggests
methods for aiding this
learning process in
school and at home
Adult Educators, Online
Pioneers,

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Philanthropists, and
Adult Education
Entrepreneurs
Craiglist: Company and
Its Founder
From Pedagogy to
Andragogy

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Company and Its Founder
How a Small Group of
Pioneers Is Teaching
Social Responsibility to
Big Business, and Why
Big Business
Class Project 2001/2002

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"A frank, thorough history and review of service-learning....Service-Learning is a critical piece of the large service-learning movement. It is an ideal guide for new service-learning professionals, faculty members, academic or service

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administrators, and hopefully, public policymakers." --Pade Informer In this fascinating collection of stories, leaders inservice-learning describe their early efforts to combine education with social action. Their reflections help construct a pedagogy

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of service-learning that will inspire newcomers and guide program development. The authors assess pioneering experiences and recommend steps for future policy and practice, emphasizing the critical need to preserve an

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activist commitment as programs become increasingly institutionalized. This highly readable book will assist academic leaders, faculty members, student services professionals, educational researchers, adult educators, and public policymakers

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who seek a common understanding of the origins, purposes, and objectives of this vital learning initiative.

Learning and identity development are lifetime processes of becoming. The construction of self, of interest

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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

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within them shape how learners define themselves and others and how they make meaning of their experiences in the world. The series, I Am What I Become: Constructing Identities as Lifelong Learners, is an insightful and diverse collection of

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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 and intricate connections between learning and

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identity. The series aims to assist our readers to understand and nurture adults who are always in the process of becoming. We hope to promote reflection and research at the intersection of identity and adult learning at any point across the adult

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lifespan. The rich array of qualitative research designs as well as autobiographic and narrative essays transform and expand our understanding of the lived experience of people both like us and unlike us, from the U.S. and beyond.

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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

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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

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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

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**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:**

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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**and Inclusive Community in Higher
Education**

**Examines the life of Pierre Omidyar
and the company he founded, eBay.**

What Matters Most

**Canadian Pioneers in Adult
Education**

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The Adult Learner

**Knowing and Writing School
History**

**YouTube: Company and Its
Founders**

**Foundations of Adult Education in
Africa**

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Practical "brain-aware" facilitation tailored to the adult brain Facilitating Learning with the Adult Brain in Mind explains how the brain works, and how to help adults learn, develop, and perform more effectively in various settings. Recent neurobiological discoveries have

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challenged long-held assumptions that logical, rational thought is the preeminent approach to knowing. Rather, feelings and emotions are essential for meaningful learning to occur in the embodied brain. Using stories, metaphors, and engaging illustrations to illuminate technical

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ideas, Taylor and Marienau synthesize relevant trends in neuroscience, cognitive science, and philosophy of mind. Readers unfamiliar with current brain discoveries will enjoy an informative, easy-to-read book. Neuroscience fans will find additional material designed

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to supplement their knowledge. Many popular publications on brain and learning focus on school-aged learners or tend more toward anatomical description than practical application. This book provides facilitators of adult learning and development a much-needed

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resource of tested approaches plus the science behind their effectiveness. Appreciate the fundamental role of experience in adult learning Understand how metaphor and analogy spark curiosity and creativity Alleviate adult anxieties that impede learning

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Acquire tools and approaches that foster adult learning and development Compared with other books on brain and learning, this volume includes dozens of specific examples of how experienced practitioners facilitate meaningful learning. These "brain-aware"

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approaches can be adopted and adapted for use in diverse settings. Facilitating Learning with the Adult Brain in Mind should be read by advisors/counselors, instructors, curriculum and instructional developers, professional development designers, corporate trainers and

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coaches, faculty mentors, and graduate students—in fact, anyone interested in how adult brains learn. With the purchase of a one of the first proprietary, regionally, accredited college, Beverly and Ron added the role of adult education entrepreneurs to their curriculum vitae. Ron's

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positions of adult educator and adult education administrator already gave him the ability to design, develop, plan, conduct, and manage degree and non-degree classes. Beverly's experience with the United States Army Corps of Engineers gave her the keen organizational skills necessary

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to direct the executive activities at a growing college. In addition to gaining the responsibility of assuring the survivability of Strayer College, they also acquired the flexibility needed to respond to demands for accounting, business, and information systems talent in the local area.

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The Foundations of Adult Education in
Canada

Informal Adult Education

Narratives on Becoming

Pioneers in Early Childhood Education

A Movement's Pioneers Reflect on Its

Origins, Practice, and Future