

Subject Index

A

- Access and opportunity, 187–189; age restrictions on, 192–193; cultural determinants of, 198–200; educational responses to, 204–208; geographic limitations on, 189–192; political responses to, 201–204; sex restrictions on, 193–195; socioeconomic restrictions on, 195–198; technological responses to, 208–212. See also Participation
- Action inquiry technologies, 155
- Action research, 155, 273
- Adult basic education (ABE), 11–12
- Adult development, 143–146; and life events, 144–145; phase theories of, 143–144; and psychosocial development of women, 145; and sequential patterns of change, 144; stage theories of, 144; and transitions, 145
- Adult education: definitions of, 7–10; informal, and globalized mass media, 293; and focus on individuals or society, 89–94; and the future of the field, 286–289; globalization trends and impacts on, 291–296; goals and purposes of, 17–22, 82; historical terms for, 8–9; holistic conceptions of, 301–306; human capital theory of, 297; and human resource development (HRD) practice, 296–301; imbalances of power and privilege in, 310–311; institutionalization of, 86–88, 95; international terms for, 13–15; marginal status of, 23, 86, 110–111, 201; program, 16; and related terms, 10–13; typologies of, 18–22, 104–109
- Adult Education Association of the United States of America (AEA/USA), 36, 61, 223–224, 228, 268
- Adult education field: adult education's alignment with, 84–89; critical theory analysis in, 306, 307–310; diversity in, 306–311, 315; graduate study trends in, 313–315; knowledge base growth in, 311–313; phases of development in, 306–307; professionalization of, 311–313; reflection and critique in, 307; unity and diversity in, 78–84
- Adult education program planning, critical perspective in, 308–309
- Adult Education Research Conference (AERC), 260, 313
- Adult education for social change, 248–249; and collaborative learning, 249–251; and knowledge

- production, 251–252; and power, 252–253; and praxis, 253–255; in workplace learning, 295, 296–301
- Adult educators, 265; academic preparation of, 88; certification of, 277–280; as facilitators, 16; as practitioners, 16; certification of, 277–280; as contrasted with educators of adults, 265
- Adult learning: as distinguished from adult education, 5–6; holistic conceptions of, 301–306; through meaning-making, 304
- Adult literacy education, 12
- Adult secondary education, 12
- Adulthood, meaning of, 4–5
- AEDNET (Adult Education Network), 231
- Affective learning, 303
- American Association for Adult and Continuing Education (AAACE), 224, 246, 260, 267, 268; diminished influence and membership of, 316
- American Association for Adult Education (AAAE), 36, 56, 60, 64, 66, 222–223, 227, 229, 267, 268
- American Philosophical Society, 33
- American Society for Training and Development, 224, 267
- Americanization movement, 60, 62–63, 66, 79, 117
- Andragogy, 85, 135–137; and assumptions of, 15, 136, 250. See also Self-directed learning
- Association for Humanistic Psychology, 40
- Association for Progressive Communications, 210
- Athabasca University (Alberta, Canada), 154
- Autodidaxy, 139. See also Self-directed learning
- B**
- Basic skills education, 113, 202
- Brazil: MOBREAL, 170
- Bread Winner's College, 33
- Bryn Mawr Summer School for Women Workers, 58
- C**
- Carnegie Corporation, 9, 56, 60, 222, 228
- Center for the Study of Liberal Education for Adults, 230
- Centers of Integrated Popular Education (Guinea-Bissau), 170
- Central New York Coalition for Adult Continuing Education, 225
- Chautauqua Institution, 56, 67
- Chautauqua Movement, 33, 60
- Civic education, 114
- Civil society, and adult education practice, 295
- Civil War, 4, 35, 244
- Civilian Conservation Corps, 58
- Clientele of the field, 117–118
- Coalition for Adult Education Organizations, 225
- Collaborative inquiry, 154–155
- Commission of Professors of Adult Education (CPAE), 231, 233, 235–236, 246, 259, 275
- Commission on Adult Basic Education (COABE), 315, 316
- Commission on Non-Traditional Study, 12, 133
- Community action, 247
- Community education, 12–13, 249
- Community-based development, 170, 176
- Community-based education, 29, 247, 248
- Comparative adult education, 182–184
- Constructivism, 46–47, 139
- Continuing education, 10–11
- Continuing professional education (CPE), 11, 113
- Cooper Union, 33
- Cooperative Extension Service, 12, 107, 116, 169, 184
- Credit for prior learning, 154. See also Experiential learning

Critical consciousness, 43–44, 174–175
 Critical pedagogy, 156–167; and engaged pedagogy, 157. See also Feminist pedagogy
 Critical perspective in adult education: applications of, 307–310; evolution of, 306–308; research and theory on, 44–46, 255, 307–311; and social justice, 306
 Critical thinking, 250, 255, 284
 Cuban Missile Crisis, 69

D

Delivery of adult education: administration and management of, 122–123; financing of, 124–127; and program planning, 120–121. See also Online education
 Deterrents to Participation Scale (DPS), 133, 134
 Distance education. See Online education
 Diversity: in adult education field, 306–311, 315; and globalized mass media, 293; in graduate study, 315

E

Education for mobilization, 175
 Education Participation Scale (EPS), 132
 Education permanente, 14
 Educational Resources Information Center (ERIC), 230. See also ERIC Clearinghouse on Adult, Career, and Vocational Education
 Elderhostel, 20, 34, 118, 119, 204
 Embodied learning, defined, 302–303
 Empire State College (New York), 154, 208
 English as a second language (ESL), 12
 ERIC Clearinghouse on Adult, Career, and Vocational Education, 230. See also Educational Resources Information Center (ERIC)

Ethics in adult education, 280–283; code of, 280–282; and consequences, 282; and obligations, 282; and values, 282
 Experiential learning, 152–155; of adults in higher education, 154; Boud's three-part model of, 153; Kolb's four-stage model of, 153–154; process model of, 155
 Extension, 12

F

Feminist pedagogy, 45, 156, 157–158; and gender models, 157–158; liberatory models of, 157
 Feminist theory, 44–45
 Food and Agricultural Organization, 180
 Ford Foundation, 61
 Formal education, 14, 168–169, 197, 204–206
 Freedmen's Bureau, 244
 Frontier College (Canada), 105, 165–166
 Fund for Adult Education, 61

G

General education development (GED), 12
 Global context of adult education, 161–163, 291–296; and adult education delivery, 168–173; and adult education development, 164–166, 173–179; and adult education goals, 166–168; and adult education in other countries, 163–164; critical perspective on, 307–308
 Global mass media, inequality of access to, 308
 Graduate study in adult education, 70–71, 232–236; nontraditional students in, 314, 315; trends and concerns in, 313–315
 Great Books Program, 6, 18, 34, 79
 Great Depression, 59, 223, 228
 Great Society programs, 96
 Gulf War, 210

H

- Handbooks of adult education, 11, 227, 244, 306–307
- Highlander Center for Research and Education (formerly known as the Highlander Folk School), 21, 57, 72–73, 74, 94, 106, 244, 249, 274
- History of adult education: celebrationist history of, 63–64; comprehensive histories of, 54–55; critical history of, 65–66; historical interpretation in, 59–63; history of ideas in, 57–59; history of individuals in, 55–56; history of institutions in, 56–57; narrative history of, 64–65; and value of understanding history, 51–53, 66–74
- Holistic learning, 311; defined, 301; dimensions of, 303–304; facilitation of, 304–305; in non-Western epistemologies, 305; and somatic or embodied learning, 302–303
- Human resource development (HRD) practice, 10, 112; and adult education concepts and practices, 296–301; and critical theory, 300, 308; market-driven focus in, 295, 296–299, 308; myths associated with, 297–299

I

- Immigrant education, 117, 244
- Individualizing instruction model, 140
- Informal education, 14, 168, 171, 247
- Institutions and agencies, 104–109; characteristics of, 109–111; content areas of, 111–115
- Integrated community-based development, 176
- Intelligence, 147–148; crystallized and fluid, 147; multiple, 147; and triarchic theory, 148
- International Council for Adult Education, 181, 226
- International Labor Organization, 180

- Internet, 115, 161, 308, 311. See also Online learning

J

- Job training, 202
- Jossey-Bass Publishers, 230
- Junto, 33, 105

K

- Kettering Foundation, 21, 126, 207
- Kinesthetic learning, 303
- Knowledge construction, emotions and feelings in, 302–303
- Knowledge in adult education, 268–269; contribution of graduate study to, 275–276; formal knowledge base of, 269–271; informal knowledge sources in, 271–274; and knowledge base expansion, 311–313
- Krieger Publishing, 230

L

- Laubach Literacy International, 106, 162
- Learner control, 139. See also Self-directed learning
- Learning environment, 149–151; physical aspects of, 149–150; psychological aspects of, 150; social aspects of, 150
- Learning-in-Retirement Institutes, 20, 34, 118
- Lesotho, distance learning in, 170
- Less developed countries (LDCs), 164
- Liberal education, 33
- Lifelong learning, 13–14; in non-Western epistemologies, 305
- Lifelong Learning Act (1976), 13
- Literacy education, 197
- Literacy Volunteers of America, 106
- Literature and information resources, 226–232; types of, 229–231; uses of, 231–232
- Local education, 248
- Lowell Institute, 33
- Lyceum Movement, 33, 60

M

- Malaysia: university's cooperative agreement with the University of Georgia, USA, 182
- Mandatory education, 204
- Marcus Garvey movement, 244
- Marginalized adult educators, 239–240; and invisibility and professionalization, 243–246; and movement toward a more visible presence, 257–260; reasons for exclusion of, 241–243; who are invisible by what they do, 246–248; who are invisible by who they are, 240. See also Diversity
- Meiklejohn's Experimental College, University of Wisconsin, 33
- Memory, 148–149
- Missouri Valley Adult Education Association, 225
- Montana Study, 57, 70
- Mott Foundation, 13
- Mountain Plains Adult Education Association, 225

N

- National Association for Continuing and Adult Education (NAPCAE), 224
- National Association for Public School Education (NAPSAE), 223
- National Center for Education Statistics (NCES), 130–131
- National Education Association (NEA), 222; Department of Adult Education of, 222–224, 228; Department of Immigrant Education of, 222
- National Institute for Peace, 126
- National Issues Forum, 21, 126, 207
- National Open School (India), 209
- National University Continuing Education Association (NUCEA), 57, 222
- National University Extension Association, 222

- Neighbors in Action, 73–74
- Netherlands Center for the Study of Education in Developing Countries, The 176
- Neuroscience of learning, 302–303
- New Deal legislation, 58, 68, 69, 96
- New School for Social Research, 36, 57
- New York University, 233
- Nonformal education, 14–15, 168, 169–171, 174, 204, 206–208, 247, 249
- Nontraditional education, 12–13
- Northwest Adult Education Association, 225
- Nova Southeastern University, 231

O

- Ohio State University, 230, 233
- Older adults, 118
- Online education, 10, 208–209; access issues in, 308; globalized mass media facilitation of, 293–294
- Open University (Great Britain), 165, 169, 208
- Oppression: and cultural imperialism, 242–243; exploitation and marginalization in, 242; powerlessness and violence in, 243
- Organization for Economic Cooperation and Development (OECD), 14, 181

P

- Participation: barriers to, 133–134; dispositional barriers to, 133–134; informational barriers to, 134; institutional barriers to, 133; and participation studies, 130–131; reasons for, 132–133; situational barriers to, 133; and who participates, 130–131
- Participatory research, 155, 176, 273–274
- Participatory Research Group (Toronto), 274
- People's Institute, 33

Personal Philosophy Worksheet, 48
 Personal Responsibility Orientation (PRO) model, 138–139
 Personnel of the field, 115–117
 Perspective transformation, 47, 91, 141, 255
 Phenomenology, 42
 Philosophy: aim of, 28; behaviorist perspectives of, 38–39; critical, 42–47; of education, 28; and engaging in philosophical thinking, 29–31, 47–50; humanist perspectives of, 39–42; liberal education approaches to, 33–35; major approaches of, 31–33; progressive approaches to, 35–38, 152
 Philosophy of Adult Education Inventory (PAEI), 47
 Popular education, 170, 175, 206, 247, 249; definitions of, 15
 Professional adult education, 311
 Professional artistry, 283
 Professional associations in adult education, 222–226; challenges to adult education profession in, 315–316; impact of, 266–268; role and scope of, 224–226. See also specific association
 Professionalization of adult education, 23, 80, 116, 217–221, 239, 249, 311–313; debates about, 220–221; definitions of, 218–220; impact of, 236–238; reframing of, 264–266
 Professions: process approach to defining, 218–219; socioeconomic approach to defining, 219; static approach to defining, 218
 Professions and society: conflict view of, 220; critical view of 220; functionalist view of, 219–220
 Progressive education movement, 35; impact on adult education of, 36–37
 Public policy, 94–99

R

Recurrent education, 14
 Reflective practice, 283–286

Remedial education, 197
 Research: evidence-based, 312–313; and knowledge base expansion, 311–313; participatory, 155, 176, 273–274
 Revolutionary War, 79

S

San Francisco School of Social Studies, 33
 Self-directed learning, 15–16, 90, 137–140; definitions of, 138; research on, 139–140. See also Andragogy and Autodidaxy
 Self-Directed Learning Readiness Scale (SDLRS), 139
 Sensory learning, 303
 “She-She-She Camps”, 58
 Situated cognition, 155–156; and transfer of learning, 156
 Social justice, adult education’s concern with, 295, 296–301, 306–311
 Somatic learning: defined, 302–303; four-part model of, 303
 Southern School for Women Workers, 58
 Soviet Union, attempted coup of 1990, 210
 Spirituality in learning, 303–304
 Staged Self-Directed Learning Model, 140
 Summer Olympics in Atlanta (1996), 22
 Syracuse University Publications in Continuing Education, 230
 Syracuse University, 231

T

Tacit knowledge, 283
 Tanzania, community schools, 170
 Teachers College, Columbia University, 233
 Technology education, 114–115
 Thailand, out-of-school youth in, 170
 Third World nations, 164
 Thomas Edison State College (New Jersey), 154, 208–209

Tiananmen Square uprising (China), 210
 Training and development, 151–152;
 and the learning organization, 152;
 and performance-based models,
 151–152
 Transformation theory, 140–143, 250.
 See also Perspective transformation
 Transformational learning, critical
 perspective in, 308
 Transformative Research Network, 94

U

United Nations Educational, Scientific, and Cultural Organization (UNESCO), 13, 14, 180
 United States Department of Commerce's Bureau of the Census, 257
 United States Department of Education, 230
 University extension, 12
 University of California, Berkeley, 233
 University of Chicago, 61, 233
 University of Georgia, 182
 University of Montana, 70

University of Tennessee, Knoxville, 284
 University of the Third Age, 204

V

Volunteers in Service to America (VISTA), 126

W

Watergate, 280
 Workplace learning domain: adult education's social change emphasis in, 296–301; human resource development's economic emphasis in, 295, 296–299; ownership dispute over, 296
 World Association for Adult Education, 9, 161–162
 World Bank, 180
 World Health Organization, 180
 World War I, 9, 228
 World War II, 173, 223, 228
 World Wide Web, 115, 161, 230, 231

Y

YMCA, 4, 108, 124
 YWCA, 108, 124

