Curriculum Development for Adult Learners in the Global Community: Volume II Teaching and Learning

edited by Victor C.X. Wang


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Adult and continuing education continues to evolve as both a strong discipline and a professional field of practice throughout the global community. Both adult educators and adult learners require a common and informed conceptual and theoretical framework to assist them in developing meaningful curricula for adult learners. This book, in a collective and unified manner, describes innovative strategies for developing curricula for adult learners in diverse social, cultural and economic contexts.

ABOUT THE AUTHOR

Victor C.X. Wang, Ed.D., is an assistant professor/credential director of vocational and adult education at California State University, Long Beach. Wang’s research and writing activities have focused on workforce education, the foundations of adult education, adult teaching and learning, training, transformative learning, curriculum development and cultural issues in vocational and adult education. He has published more than six books and dozens of chapters and refereed journal articles in national and international journals.
CURRICULUM DEVELOPMENT FOR ADULT LEARNERS
IN THE GLOBAL COMMUNITY:
Vol I, Strategic Approaches

Edited by Victor C.X. Wang

Other Titles of Interest

PROGRAM PLANNING FOR THE TRAINING AND CONTINUING
EDUCATION OF ADULTS: North American Perspectives
Edited by Peter S. Cookson
Orig. Ed. 1998 528 pp. ISBN 978-0-89464-767-3 $73.00

The program planning process touches on all forms of organized learning for men and women, regardless of the institutional or program context. The ways in which that process applies to different settings, however, can vary greatly, so examples are provided from different fields of practice. The text will familiarize readers with conceptual and theoretical underpinnings of program planning. It examines particular tools for the systematic design of learning activities for adults, and explores options for specific steps in planning education or training programs. The intended readers for this guide are those professionals, managers, educators, and trainers who attempt to understand and increase their skills and knowledge with respect to the training or educational design for adults.

NON-WESTERN PERSPECTIVES ON LEARNING
AND KNOWING
by Sharan B. Merriam & Associates
Orig. Ed. 2007 204 pp. ISBN 978-1-57524-280-4 $29.00

As with other areas of education, the knowledge base that has developed around adult learning and education has been firmly lodged in Western values and culture. But we need only look beyond our borders as well as to our own indigenous Native Americans to find major systems of thought and beliefs embedded in entirely different cultural values. Chapters on Native American perspectives, and African indigenous knowledge will acquaint readers with alternative understandings of learning and lead, it is hoped, to a more holistic understanding of adult learning.

FIVE PERSPECTIVES ON TEACHING IN ADULT AND HIGHER
EDUCATION
by Daniel D. Pratt & Associates
Foreword by Stephen D. Brookfield

Five Perspectives on Teaching in Adult and Higher Education is a blend of theory and practice, derived from several years of studying the teaching of adults in Asia and North America. It presents five different perspectives on teaching adults. Perspectives are explained as "something we look through, rather than at" as we go about the business of teaching. Each perspective is described as an interrelated set of actions, intentions, and beliefs and then is illustrated within contexts of adult education practice. 1998 Cyril O. Houle Award for Outstanding Literature in Adult Education

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