

**PROFESSIONAL
PRACTICES**

Series

**PROFESSIONAL PRACTICES IN
ADULT EDUCATION AND HUMAN
RESOURCE DEVELOPMENT**

**PROFESSIONAL PRACTICES
IN ADULT EDUCATION AND
LIFELONG LEARNING SERIES**

KRIEGER PUBLISHING COMPANY

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IMPLEMENTING A CRITICAL APPROACH TO ORGANIZATION DEVELOPMENT

by *Laura L. Bierema*

This book provides an introduction to organization development theory and practice for human resource developers and adult educators. Taking a critical approach to analyzing organization development and change, the book addresses the inherent challenges in mitigating competing interests in the process. The book argues that the world is in trouble and prevailing organization practices are creating more debt, exploiting workers, disenfranchising marginalized groups, polluting the world, exploiting natural resources, perpetuating wars, and deepening poverty. The book provides a framework and strategies for those committed to practicing responsible OD that challenges the system, promotes equity, and improves the status quo.

Orig. Ed. 2010, 196 pp., ISBN 978-1-57524-266-8, \$34.25

TOWARD ETHICAL PRACTICE

by *Ralph G. Brockett & Roger Hiemstra*

Ethical dilemmas are part of the daily landscape. The authors' focus is on ethical issues relative to one area of professional practice — working with adult learners. Whether engaged in program development, administration, teaching, or advising, the educator or trainer who works with adults is continuously challenged by potential ethical dilemmas. This book is not intended to provide prescriptive answers to specific issues. Rather, it can serve as a tool to help you (1) recognize potential ethical dilemmas, (2) raise questions you can use to negotiate your way through ethical dilemmas, and (3) identify strategies to promote open, non-confrontational discussions of ethics. The discussion is directed to educators and trainers who work in the many diverse settings where adult learners are served, and to graduate students in master's and doctoral degree programs in adult education and training. The model also has general application and is relevant to ethical issues in a wide range of professional and personal settings.

Orig. Ed. 2004, 168 pp., ISBN 978-0-89464-993-6, \$31.00

EVALUATING HUMAN RESOURCES, PROGRAMS, AND ORGANIZATIONS

by *Byron R. Burnham*

The author provides a great service to continuing educators by building a bridge between the often theoretical world of evaluating and its many models, and the very practical world of continuing education. As the bridge is built, attention is given to values, problems, and leadership. Too often evaluating is treated as a scientific endeavor and little of the art of evaluating is examined. Grounded in the everyday practice of continuing education and evaluating, many of the points made and the examples provided here will be familiar to adult educators within university settings. The book moves to the heart of issues related to evaluating in an expeditious manner. Not only does the author provide the readers with his views, but he generously illustrates why he holds the views with examples from his experience with continuing education and human resource development. A needed bridge between the two fields, this book was written by an evaluating professional and continuing educator who understands both fields. Managers, administrators, and human resource practitioners will benefit from this book.

Orig. Ed. 1995, 142 pp., ISBN 978-0-89464-680-5, \$28.75

MANAGING and DEVELOPING PEOPLE in the VIRTUAL ORGANIZATION

by *Deborah Lavin Colky, Michael T. Colky, &
William H. Young, III*

As our business world becomes increasingly virtual, we are asked to meet the challenge of managing and developing those who work within this organizational structure. This book presents a customer-driven performance model for measuring performance of employees who are not co-located. Case studies illustrate the unique issues that managers of virtual workers face on a daily basis. The book is full of information and strategies to enable adult educators and human resource professionals to work within the virtual world in a more effective manner.

Orig. Ed. 2002, 134 pp., ISBN 978-1-57524-080-0, \$28.75

MANAGING the ADULT EDUCATION ORGANIZATION

by *Bradley C. Courtenay & Lorilee R. Sandman*

This book highlights recent concepts derived from research and practice in management and provides cases, examples, and illustrations to describe the application of those concepts in a variety of adult education settings. Emphasis is placed on how to manage an adult education organization that offers a diversity of educational programs for adult.

Orig. Ed. 2011, ISBN 978-1-57524-305-4, In Preparation

BECOMING AN AUTHENTIC TEACHER IN HIGHER EDUCATION

by *Patricia Cranton*

Teachers must construct a personal ideal—the good teacher—based on who they are as people. Teacher development is presented here as a process of coming to know our Self, recognizing the archetype of the Good Teacher, and seeing how this archetype can lead us to feel we are the Bad Teacher. Coming to see the teacher that is a part of the Self and to find congruence between the authentic self and the teacher within the self is at the core of our personal and professional empowerment as educators. The process is illustrated with case studies of authentic teachers. Teaching is discussed in context, within our discipline, institution, community, and culture. The unique contribution of this book is to focus on the teacher as a person, encouraging teachers to understand their own preferences, values, and experiences and use them positively. The book concludes with a chapter on the transforming teacher, an exploration of how personal and professional growth intersect in working toward the ultimate goal of developing the Teacher as Self.

Orig. Ed. 2001 138 pp. ISBN 978-1-57524-119-7 \$28.75

SUCCESSFUL TRANSFER OF LEARNING

by *Sandra Ratcliff Daffron & Mary Wehby North*

Daffron and North incorporate their findings of the transfer process from case studies of 20 professional groups with theories and models for reaching transfer of learning. In doing so, they find variables that program planners can incorporate in the planning process, in the characteristics and motivation of the learner, the design and delivery of the program, and in the role the organization plays, to create praxis for the professional. The resulting dialogue is a changing context as the professional group changes. Lessons for educators, directly from the field, fill this book. It is an invaluable handbook for successful transfer of learning for educators of adults.

Orig. Ed. 2011, 204 pp., ISBN 978-1-57524-298-9, \$35.25

DESIGNING RESIDENTIAL WILDERNESS PROGRAMS FOR ADULTS

by *Michael Day & Ellen M. Petrick*

Physically and emotionally removed from everyday responsibilities, participants in adult residential education in wilderness areas are free to examine and even reevaluate their lives, their values, and their relationships. When adult learners accept that they are part of a complex and intimately connected web of life, they are much more likely to respect and preserve all remaining wilderness areas. Link residential living to wilderness, and the opportunity to contrast natural and civilized environments dramatically facilitates relationship building and self-examination. This book provides practical suggestions for successfully designing such experiences. Though many illustrations in the book come directly from the authors' experiences in residential programs in wilderness areas, the underpinning assumptions and programmatic techniques can be applied in many residential settings.

Orig. Ed. 2006, 150 pp., ISBN 978-1-57524-282-8, Paper \$23.00

Orig. Ed. 2006, 150 pp., ISBN 978-1-57524-261-3, Cloth \$34.50

DESIGNING INSTRUCTION FOR ADULT LEARNERS

by *Gary J. Dean*

Dean's work is a model to aid adult educators in the development of instructional activities for adult learners. The three-part model consists of gathering information, designing instruction, and evaluating the instructional plan. The data gathering phase emphasizes systematic reflection on the adult educator's knowledge and skills, the adult learners, the content to be learned, and the organizational context in which the learning takes place. In the designing instruction phase the development of instructional goals and objectives, learning activities, and

learner assessment is explored. Evaluation is accomplished by systematically reviewing the instructional plan and how it was developed. The model encourages the participation of adult learners in the process. It is a flexible approach to planning instruction and can be employed in a wide variety of educational settings such as higher education, business and industry, adult basic and literacy education, community colleges, health education, social service agencies, and community education organizations.

2nd Ed. 2002 154 pp. ISBN 978-1-57524-205-7 \$30.00

ACTION LEARNING: Images and Pathways

by *Robert L. Dilworth & Verna J. Willis*

Action Learning: Images and Pathways covers the essentials of action learning with a depth and breadth not found in other books. It returns to the fundamentals and most powerful aspects of action learning. It is not a book of theory, but rather of practice. Application of action learning in a variety of settings is explored, with guides to program design and how-to information. The book's reach extends beyond the large corporations, encompassing action learning in small businesses, community colleges, and new economy businesses involving the Internet. It is a must read for anyone looking for inside information in the designing and fielding of successful action learning programs.

Orig. Ed. 2003 236 pp. ISBN 978-1-57524-203-3 \$34.50

COLLABORATIVE PROGRAM PLANNING: Principles, Practices, and Strategies

by *Joe F. Donaldson & Charles E. Kozoll*

A growing concern with performance outcomes of adult and continuing education programs has created motivation for collaboration with organizations whose primary purpose may not be education. By developing partnership relationships, these organizations can more effectively design programs to foster transfer of learning from programs to practice. How not-for-profit organizations collaborate to develop and present adult and continuing education programs is the unifying theme in this book. It also provides guidance for those in adult and continuing education and related areas who must work with other organizations. In a sense, it is both a road map on what factors to examine as collaborative arrangements are considered and a guide developed from practice-based data. This text is intended for those professionals working in the areas of education, local government, parks and recreation, health care, economic development

agencies, and social service agencies. It may also be used as required reading material for undergraduate and graduate courses that prepare professionals for practice.

Orig. Ed. 1999 162 pp. ISBN 978-1-57524-012-1 \$31.00

WEB-BASED DISTANCE EDUCATION FOR ADULTS

by *Barbara DuCharme-Hansen & Pamela Dupin-Bryant*

Web-Based Distance Education for Adults is a practical guide for teaching adult learners via the Internet. Instructors will find this book useful in creating and fortifying effective teaching approaches that embrace the unique needs of adult learners in web-based (online) distance education environments. The text is based on current research as well as the combined distance education administrative, teaching, and adult learning experiences of the authors. Readers will learn to put research and theory into action through the creation of distance education plans. Step by step, the authors show how these immediately usable and effective plans incorporate strategies, methods, and activities. The goals are enhanced student learning and increased satisfaction for both instructor and learners. Reaching across education boundaries, this book is a useful resource for practitioners in higher education, government agencies, and private industry who have been assigned the task of teaching adult distance learners.

Orig. Ed. 2004 160 pp. ISBN 978-1-57524-221-7 \$28.25

SPIRITUALITY of ADULT EDUCATION and TRAINING

by *Leona M. English, Tara J. Fenwick, & Jim Parsons*

This book acknowledges that spirituality is an integral part of adult learning and development. Building on the history of adult education and training, which is laced with spiritual themes and motivations, the authors suggest that the profession needs to recover some of its early concerns for holistic, spiritually informed, and socially responsible practice. Adult educators and trainers need this text which addresses all facets of spirituality and assists them in making pedagogical choices. The authors challenge readers to examine their own spirituality before and while they are nurturing the spirituality of learners. Here educators and trainers can explore new ways to make sense of their own spiritual lives and those of their students. Chapters include: Introducing Spirituality, Reconciling Difference: Different Dimensions and Approaches to Spirituality, Developing Our Spirituality, Spirituality in the Work of the Educator and Trainer, Spirituality in the Workplace, and Adult Educators and Trainers as Leaders of Change.

Orig. Ed. 2003, 196 pp., ISBN 978-1-57524-180-7 \$34.50

LEARNING THROUGH EXPERIENCE: Troubling Orthodoxies and Intersecting Questions

by Tara J. Fenwick

Experiential learning is perhaps the most significant focus today for educators in the workplace, in communities, in literacy education, as well as in colleges and universities. Working from five perspectives of learning, the author examines their contributions to critiques and debates, suggested roles for adult educators, approaches to educational practice, and recent research in experiential learning. She discusses the nature of the intersection between individuals, situations, social relationships, and knowing; and asks, Where educators have an ethical role to play in experiential learning, what purposes and approaches should guide this role? For educators seeking explanations of various theoretical perspectives and current research in experiential learning, this book provides a solid introduction. For those interested in critique, the book also illustrates the oversights embedded in different experiential learning approaches. And for those who want examples, the book presents sample strategies and examples of practice.

Orig. Ed. 2004, 228 pp., ISBN 8-1-57524-196-8, \$34.50

ADULT LEARNERS WITH SPECIAL NEEDS: Strategies and Resources for Postsecondary Education and Workplace Training

by Nancy F. Gadbow & David A. Du Bois

Designed as an overview of the range of adult special learning needs, this book discusses the related tools and strategies that can help these adults to learn. It identifies resources to help the practitioner understand and deal effectively with these needs. This text is intended for teachers, trainers, HRD specialists, program developers, and administrators — all who may encounter a number of special needs in the course of providing education, training, and related support services in various postsecondary settings. It pulls together disparate sources of information into one compact guide, examines a very complex area, and offers a synthesis of key information and resources.

Orig. Ed. 1998, 160 pp., ISBN 978-0-89464-961-5 \$27.50

ADMINISTERING SUCCESSFUL PROGRAMS FOR ADULTS: Promoting Excellence in Adult, Community, and Continuing Education

by Michael W. Galbraith, Burton R. Sisco, & Lucy Madsen Guglielmino

The authors offer practical advice to novice and experienced administrators on the day-to-day duties and respon-

sibilities of organizing and administering successful programs in adult, community, and continuing education settings. *Administering Successful Programs for Adults* is designed to assist administrators in understanding various approaches to the administrative process, assessing clientele needs and interests, securing financing and developing budgets, selecting paid and voluntary staff, creating effective marketing and public relations strategies, evaluating learning, instructors, and programs, understanding legal and ethical administrative issues, and finally mapping out a professional development plan for remaining effective. Throughout this book, many practical and useful strategies, approaches, forms, and tips to assist the administrator to be more effective are provided. This book will prove to be a valuable resource for administrators who work in community-based adult, community, and continuing education organizations, deans and directors of continuing higher education, directors of adult and community school programs, trainers in business and industry, and educational consultants.

Orig. Ed. 1997 204 pp. ISBN 978-0-89464-886-1 \$38.00

READING THE WORLD OF WORK: A Learner-Centered Approach to Workplace Literacy and ESL

by Melina L. Gallo

The author describes the ways in which workplace literacy programs can use a creative learner-centered approach to facilitate language learning through problem posing and critical thinking. By using learners' own experiences as the basis for the curriculum in a critical approach to literacy, educators can provide a common ground for adults of differing language backgrounds and learning styles to better use their literacy skills in a workplace culture. Additionally, the book details the ways in which educators can help workers learn to negotiate the environment of their workplace and to use their communicative skills outside of work.

Orig. Ed. 2004 160 pp. ISBN 978-1-57524-217-0 \$28.25

IMPROVING HRD PRACTICE

by Jerry W. Gilley

Human resource development (HRD) has become a critical part of the success of many organizations. HRD professionals can use this text to examine their strategies, develop their skills as performance consultants, improve the perceptions of HRD within the organization, improve performance results, and improve client relationships. Other improvement goals discussed include linking HRD interventions to the organization's objectives, creating a transfer of learning strategy, and developing performance

management systems. Here is a resource for those responsible for improving organization performance. It is a primary text for university courses examining the critical issues facing the HRD profession.

Orig. Ed. 1998 168 pp. ISBN 978-0-89464-983-7 \$29.25

PROFESSIONAL WRITING: Processes, Strategies, and Tips for Publishing in Educational Journals

by Roger Hiemstra & Ellen M. Brier

This practical guide for writers presents insights, tips, strategies, and recommendations for publishing in educational periodicals. It will be useful for many professionals whose educational background has not adequately prepared them to write for a publication. The reader will be able to identify, understand, and work through the stages of writing and publication from prewriting through manuscript completion. This book will help in identifying the causes and types of typical writer's blocks, offering strategies to overcome them. It will also serve as a guide to understanding and improving writing styles, writing productively, and professional discourse. New ideas and suggestions for using personal computers in writing efforts are also provided.

Orig. Ed. 1994 152 pp. ISBN 978-0-89464-660-7 \$27.50

TEACHING ADULTS WITH LEARNING DISABILITIES

by Dale R. Jordan

Teaching Adults with Learning Disabilities is designed to teach literacy providers and classroom instructors how to recognize specific learning disability (LD) patterns that block reading, spelling, writing, and arithmetic skills in students of all ages. One of the major problems faced by literacy providers is keeping low-skill adults involved in basic education programs long enough to increase their literacy skills to the level of success. This book will show instructors at all levels, and especially instructors in adult education, how to modify teaching strategies and curriculum to accommodate the special needs of LD learners.

Orig. Ed. 1996 160 pp. ISBN 978-0-89464-910-3 \$32.25

UNDERSTANDING AND MANAGING LEARNING DISABILITIES IN ADULTS

by Dale R. Jordan

In Dr. Jordan's words: "This book is about replacing crushed spirits with cheerful hearts." It first explains how the brain functions in learning and remembering throughout one's life span. Individual chapters then describe the types of learning disabilities (LD) that exist throughout adulthood: dyslexia, attention deficit disor-

ders, Scotopic Sensitivity syndrome, Nonverbal LD, Social-Emotional LD, and mental health factors that frequently accompany learning disabilities. The discussion is two-fold. First, each type of LD is described and explained. Then management strategies are presented for helping learning-disabled adults of all ages. The *Jordan Index for Asperger's Syndrome* is published here for the first time.

Orig. Ed. 2000 150 pp. ISBN 978-1-57524-108-1 \$31.00

RESPONDING TO ADULT LEARNERS IN HIGHER EDUCATION

by Carol E. Kasworm, Cheryl J. Polson, & Sarah Jane Fishback

Responding to Adult Learners in Higher Education offers higher and adult education practitioners an up-to-date handbook resource for serving adult students. Integrating current research and practice, it offers new insights and understandings regarding the growing diverse characteristics of adult students; best practices for admission, entry, service support, and retention of adult students; and further resources for professional development and reflective practice. Key discussions include unique characteristics of adult students; recruitment and admissions strategies; academic advisement and assessment options; effective support services; and opportunities for creating community and advocacy for adults.

Orig. Ed. 2002 208 pp. ISBN 978-1-57524-109-8 \$33.25

PLANNING FOR EFFECTIVE FACULTY DEVELOPMENT: Using Adult Learning Strategies

by Patricia A. Lawler & Kathleen P. King

Technology and distance education are changing classrooms. The student body, diverse in race, learning styles, ages, and cultures, demands new approaches to teaching and learning. Society calls for quality standards in teaching outcomes and fiscal responsibility. At the heart of these challenges is the faculty. The authors' perspective is to view faculty as adult learners and faculty development programs and initiatives as adult education. The book introduces the concepts of adult learning and program development in adult education and sets forth a useful model with strategies for success. Fundamental principles and their use are illustrated in an understandable framework. Here is a practical guide for administrators and teachers responsible for faculty development.

Orig. Ed. 2000 180 pp. ISBN 978-1-57524-105-6 \$30.00

TEACHING FOR LEARNING

by Huey B. Long

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.” — Albert Einstein.

With this quote, Dr. Long introduces his thoughts on teaching and learning, based on more than 35 years of experience as a professor. He structures the book on ten philosophical principles, ten design principles, and ten energizing principles. The goal is to present different ways to positively change the physical, social and psychological classroom context. This text is designed for courses dealing with the adult learner, instructional strategies and techniques, and staff development, as well as professionals in adult and continuing education, including ABE and ESOL programs.

Orig. Ed. 2002, 172 pp., ISBN 978-0-89464-979-0 \$32.25

Winner of the 1994 Georgia Adult Education Association Literary Award

FACILITATING COMMUNITY AND DECISION-MAKING GROUPS

by Allen B. Moore & James A. Feldt

Designed to provide understanding and practical suggestions about conducting community meetings, this book is an orientation to working with adult groups. It incorporates strategies, procedures, and techniques regarding discussing issues, identifying problems, searching for alternative solutions, deciding upon alternatives, implementing possible solutions, evaluating options, and feeding back corrective information.

Orig. Ed. 1993, 168 pp., ISBN 978-0-89464-650-8, \$29.25

TRANSFORMING YOUR COMMUNITY: Empowering for Change

by Allen B. Moore & Rusty Brooks

Drawing on over 25 years of experience helping communities develop their potential, the authors share a *framework for transformation*, covering historic preservation, tourism, recreation, government regulation, funding, networking, education, and follow-up. Using a *bottom up* approach, rather than a *top down*, local leaders and community groups are discovering that development need not come at the expense of the environment or quality of living. Let this book “load up your idea wagon” with personal examples of real people who moved from talking to taking action and developed their communities while maintaining what they valued most. This is an indispens-

able reference for chambers of commerce; community development practitioners and students; community business organizations; planning officials; tourism agencies; local governments; and adult and continuing education professionals. Examples and tips on successful community economic development projects are included.

Orig. Ed. 1996, 202 pp., ISBN 978-0-89464-899-1 \$34.50

ASSESSING ADULT LEARNING: A Guide for Practitioners

by Joseph J. Moran

This revised edition (with new material) of *Assessing Adult Learning: A Guide for Practitioners* shows adult educators how to use informal assessments to improve the learning of those they serve. It explains well-established assessment principles and demonstrates how educators can use those principles to devise and conduct assessments in collaboration with their learners. Great care is taken to illustrate how the techniques of informal assessment can be implemented across the full range of adult learning settings. Consideration is also given to several current issues and trends in assessing adult learning including multiculturalism, distance learning, learners with disabilities, and using performance/portfolio assessments.

Revised Ed. 2001, 204 pp., ISBN 978-1-57524-195-1 \$33.25

COLLABORATIVE PROFESSIONAL DEVELOPMENT FOR TEACHERS OF ADULTS

by Joseph J. Moran

This step-by-step guide is for teachers interested in collaborating with their peers to promote mutual professional development and share in the satisfactions of the profession. It integrates the principles of self-directed learning and critical reflection into a system in which teachers alternate in serving as coaches to one another. The book explains how to select professional development goals, how to reach those goals, and how to document growth. It details several strategies for effective face-to-face coaching. It also addresses the personal aspects of collaboration, including how to connect with a suitable peer, how to support one another, and how to end a collaborative relationship productively.

Orig. Ed. 2001, 190 pp., ISBN 978-1-57524-121-0 \$31.00

DEVELOPING LITERACY PROGRAMS FOR HOMELESS ADULTS

by Joye A. Norris & Paddy Kennington

Traditional programming approaches to literacy education may be inadequate when dealing with the complexities of homelessness. Among the factors affecting program design for homeless adults are the trauma of homelessness and the difficult environments in which instruction takes place. These factors combined with the broad range of homeless adults' educational needs have led to a fresh approach to both literacy education and program design. This book offers readers an examination of eight roles of literacy education in the overall services to homeless adults. It suggests program goals, teacher training guidelines, and six proven models of instruction. The authors, based on their experience, have developed strategies such as "multiple points of entry" and "multiple points of staying" that should enhance program effectiveness, regardless of the barriers and challenges.

Orig. Ed. 1992, 128 pp., ISBN 978-0-89464-679-9, Cloth \$23.00
Orig. Ed. 1992, 128 pp., ISBN 978-0-89464-794-9, Paper \$16.50

MAXIMIZING PARAPROFESSIONAL POTENTIAL

by Joye A. Norris & Susan S. Baker

More and more private and public organizations are realizing the value of paraprofessionals — defined here as employees who have high school educations and for the most part do not have four-year college degrees. As downsizing and budget reductions have eliminated many professional positions, paraprofessionals have brought both economic and social benefits to their employers. When organizations recognize the benefits of employing paraprofessionals, they then need assistance in training and supervising their new type of employee. This book presents a model of this specialized training that will guide trainers' efforts from the start-up phase through ongoing training. It will also help supervisors with specific issues related to training and supervision, such as maximizing productivity; dealing with conflict; creating job descriptions; conducting meaningful evaluations; identifying specific performance deficits; rewarding outstanding performance; and motivating paraprofessionals toward excellence.

Orig. Ed. 1998, 144 pp., ISBN 978-1-57524-027-5 \$32.75

TEACHING ADULT ENGLISH LANGUAGE LEARNERS

by Richard A. Orem

This resource brings together information about policy, second language acquisition theory and research, methods and materials for teaching adult English language learners, program design, and cross-cultural issues that effect learning in adult ESL classrooms. It also discusses the context within which adult ESOL instructors work and in which adult ESOL programs function. The framework for this discussion of context draws from the developing framework of standards for teachers of adult learners under consideration by TESOL (Teachers of English to Speakers of Other Languages, Inc.). This book is designed for faculty and students in adult education graduate programs and other TESOL preparation programs at the undergraduate and graduate levels that target adult learners. Other audiences are adult ESL program directors and policy makers as well as educators working in elementary and high school, many of whom are connected to populations of adult learners through the parents of the children they serve.

Orig. Ed. 2005, 166 pp., ISBN 978-1-57524-219-4 \$27.75

BUILDING PROFESSIONAL PRIDE in LITERACY: A Dialogical Guide to Professional Development for Practitioners of Adult Literacy and Basic Education

by B. Allan Quigley

Building Professional Pride in Literacy brings a fresh hands-on approach to adult literacy professionals. It uses a conversational method so the practitioner can build skills and knowledge through self-directed professional development. Readers will learn ways to teach adults with low literacy and ways to conduct their own problem-posing, problem-solving research on teaching problems. They will see how today's programs have built on the rich history of adult literacy. Dr. Quigley says, "Ours is a field of hope in a cynical, fearful time. This book will build pride in practitioners and across the field of practice and in policy."

Orig. Ed. 2006, 244 pp., ISBN 1-57524-262-0 \$38.00

DEVELOPING INTERCULTURAL COMMUNICATION SKILLS

by Virginia B. Ricard

The three-part framework for growth presented in this book is focused on the user (needs, values, preferences, and roles), the user's intercultural communication skills, and future skill development. The framework for growth introduced in chapter one is followed by an overview of key factors that impact cultural relationships. Six skill areas common to all cultures are highlighted: valuing,

observing, listening, thinking, speaking, and gesturing. The final chapter focuses on intercultural skill development as an ongoing learning experience within the U.S.A. and abroad.

Orig. Ed. 1993, 198 pp., ISBN 978-0-89464-663-8 \$31.00

NARRATIVE and the PRACTICE of ADULT EDUCATION

by Marsha Rossiter & M. Carolyn Clark

Within at least the past twenty years there has been a dramatic “narrative turn” in the humanities and social sciences which finds its source in the understanding of narrative as the primary structure of human meaning making. Researchers and practitioners in psychology, adult development, and education have given increasing attention to the power and pedagogical effectiveness of narrative. The purpose of this book is to apply these insights to our understanding of adults as learners. We know that the telling of the personal experience narrative is a powerful avenue to self-understanding, transformative learning, and personal growth. We explore these and other ways in which narrative can inform the practitioners of adult education, as well as how we can understand learning as a narrative process.

Orig. Ed. 2007, 200 pp., ISBN 1-57524-222-4 \$32.25

WORKPLACE LEARNING: Principles and Practice

by Robert W. Rowden

This book intends to expand the perception of learning in the workplace and refocus the efforts of HRD practitioners and adult educators to cover all types of learning — beyond formal training to include informal and incidental learning. While integrating theory and practice about the process of how adults acquire the knowledge and skills that help them perform their jobs better, the book also examines the context within which adults form communities of practice, presenting such concepts as knowledge management and the learning organization. It is designed to help the novice as well as more experienced trainers, adult educators, and others develop workplaces conducive to learning.

Orig. Ed. 2007, 160 pp., ISBN 978-1-57524-268-2 \$31.00

COHORT PROGRAMMING and LEARNING: Improving Educational Experiences for Adult Learners

by Iris M. Saltiel & Charline S. Russo

A cohort consists of a group of students who enter a program of studies together and complete a series of common learning experiences over a period of time.

Designed as a practical guide for faculty, administrators, and students, this book addresses the concerns, issues, and “how to” questions pertaining to cohort-based programs. The authors introduce the concept, develop the cohort program model, and discuss implications for practice and the professions. The book examines this unique program design that respects the self-directed aspect of the adult learner and provides the context in which social support can nurture learning.

Orig. Ed. 2001, 138 pp., ISBN 978-1-57524-019-0 \$26.25

NONFORMAL EDUCATION: Teaching Adults in Public Places

by Edward W. Taylor

The purpose of this book is to shed light on an area of adult education often overlooked and inadequately understood, that of education that takes place outside the formal system-local nonformal education within North America. Through an intensive investigation of five nonformal educational sites (e.g., museums, state parks, literacy, consumer education) involving teaching observations, interviews with educators and learners this book provides a reconceptualization of nonformal education as is presently understood. It offers a clearer and more responsive framework for making sense of different forms of adult education, a better understanding of effective practice in nonformal settings, and insights into how nonformal education can contribute to the practice of formal education.

Orig. Ed. 2011, ISBN 978-1-57524-291-0 In Preparation

ACCESSING INFORMATION IN A TECHNOLOGICAL AGE

by Donna L. Whitson & Donna D. Amstutz

Adult educators and learners need a practical guide for accessing and using information sources. This book presents specific information sources and conceptual searching strategies for using print and electronic resources. The impact of technology on accessing, storing, manipulating, and managing information is a focus. Since just finding information is not sufficient for effective use, the authors also discuss strategies for evaluating and applying the information. The book is a how-to guide aimed at helping adults become proficient information consumers. Academic faculty, literacy program instructors, librarians working with adults, religious educators, human resource developers, cooperative extension personnel, and program administrators will find it an excellent resource.

Orig. Ed. 1997, 192 pp., ISBN 978-0-89464-934-9 \$28.75

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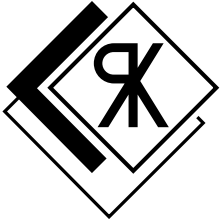
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