Resources

Recent Publications in Krieger's Professional Practices Series

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Another six volumes have appeared in the Krieger series, Professional Practices in Adult Education and Human Resource Development (Krieger Publishing Company, P. O. Box 9542, Melbourne, FL 32902-9542; Phone—321/724-9542 or 800/724-0025; FAX—321/951-3671; e-mail: info@krieger-publishing.com). Michael Galbraith of Marshall University Graduate College served as founding Editor-in-Chief for this series. Sharan B. Merriam and Ronald M. Cervero are the current Series Editors. This series

> explores issues and concerns of practitioners who work in the broad range of settings in adult and continuing education and human resource development.

> The books provide information and strategies on how to make practice more effective for professionals and . . . are written from a practical viewpoint. (p. ii of each volume)

The first six volumes in this series were reviewed in *PAACE Journal of Lifelong Learning*, Vol. 4, pp. 85-88; the next six in Vol. 6, pp. 77-80; a third set in Vol. 8, pp. 85-89; a fourth set in Vol. 11, pp. 77-81; and a fifth set (including second editions of two earlier volumes) in Vol. 12, pp. 85-89.

Dilworth, Robert L., and Willis, Verna J. (2003). *Action Learning: Images and Pathways*. xxii + 213 pages; $29.50 (hardcover).

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This very helpful volume could well be summarized as "everything you always wanted to know about action learning but didn't know what or how to ask." Based on the premise that action learning really can be learned and understood only in practice, the authors describe the nature of action learning; action learning in various contexts; contextual implications of action learning; the action learning plan; phases of the action learning cycle; action learning in various domains, contexts, and cultures; and the transformative potential of action learning. A reflective section that brings everything together and a useful glossary conclude the text. Dilworth and Willis have established themselves as experts on the topic of action learning—and this book shows it. This volume is an outstanding primer for the uninitiated, yet it provides a thorough discussion of action learning.

English, Leona M., Fenwick, Tara J., and Parsons, J. (2003). *Spirituality of Adult Education and Training*. xiv + 181 pages; $29.50 (hardcover).

Kidd's *How Adults Learn* (1973) has been a favorite of this reviewer's, especially because of his attention to the affective and spiritual, as well as the cognitive and behavioral, development and learning of adults (see, in particular, his chapters on "The Affective Domain" and "Being and Becoming"). It took over 25 years, but the topic of spirituality again has surfaced in the adult education literature (for a more fully developed discussion of this idea, see Ferro, 2003). In addition to providing a working definition of spirituality, English, Fenwick, and Parsons introduce the concept as based on four key ideas:

> Spirituality is an integral part of the fabric of adult education and training.
> Spiritual practices can be fostered.
> Spirituality challenges the work of the educator and trainer.
> Spirituality has value for workplace education. (pp. 8-9)

These key ideas are developed in the body of the text: 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. Sprinkled throughout the text are "Starting Points for Further

Reflection"; the text concludes with an ample reference section of 15 pages.

Fenwick, Tara J. (2003). *Learning through Experience: Troubling Orthodoxies and Interesting Questions.* xiv + 213 pages; $29.50 (hardcover).

Here is another primer or introduction, but one done so well that Fenwick was named the winner of the 2004 Cyril O. Houle Award for Literature in Adult Education. Following a helpful introduction to the definition and history of experiential learning, Fenwick organizes the book around five perspectives or dimensions that she couches in the form of questions:

What is the individual's purpose? What are the various ways of interpreting and engaging in the experience? How do these different ways influence what is learned? What is the relationship of the experiencing individual's self to the context of the experience? How can we understand the experience and learning that are somehow processed through this relationship? (p. 12)

Fenwick also engages the reader in the various theoretical and pedagogical debates that surround this important topic. The thoroughness of her coverage of experiential learning is attested to by the 17 pages of references.

Brockett, Ralph G., and Hiemstra, Roger. (2004). *Toward Ethical Practice.* xvi + 149; $26.50 (hardcover).

As important as the topic of ethics is in all areas of professional practice, it is remarkable how little literature exists on the subject in the field of adult education. Within the limited number of books and articles devoted to the topic, Brockett has established himself as a leading authority (see, for example, Brockett, 1988). According to Brockett and Hiemstra, the present volume

is intended to serve as a tool that can help you to (1) recognize potential ethical dilemmas that may arise in your practice, (2) raise questions that you can use to negotiate your way through ethical

dilemmas you may experience, and (3) identify some strategies for demystifying and destigmatizing ethics in a way that can promote an environment where ethics is discussed in an open, non-confrontational manner. (pp. viii-ix)

After defining and describing ethics, the authors present their ethical decision-making model. Then follow discussions of ethical issues in practice, five ethical dilemmas, responding to ethical dilemmas, codes and standards for ethical practice, and creating an ethical environment. The volume closes with some concluding thoughts on ethical practice and guidelines for conducting a workshop on creating a statement of personal philosophy.

Gallo, Melina L. (2004). *Reading the World of Work: A Learner-Centered Approach to Workplace Literacy and ESL.* xviii + 142 pages; $24.00 (hardcover).

Gallo states her intention at the very beginning:

This book hopes to change notions of what it means to be literate in the workplace, to enlighten and educate practitioners about creative approaches to learning, and to help workplace literacy programs reach their potential as a positive means of educating workers and transforming the world of work. (p. ix)

She proposes a learner-centered approach, based on Paulo Freire's theories of critical literacy, and discusses the following topics: the politics and promise of workplace literacy, expanding definitions of literacies and learning, starting up a program, engaging literacy with workplace improvement projects, exploring literacy through personal histories and experiences, enhancing literacy with visual images, and program assessment and evaluation. Gallo includes a number of helpful lists, tables, and examples. Because of its emphasis on a practical approach to learner-centered literacy that starts with workers' strengths, this book should prove useful to all who teach literacy and ESL, not just those who are involved in the workplace.

DuCharme-Hansen, Barbara A., and Dupin-Bryant, Pamela A. (2004).
Web-Based Distance Education for Adults. xiv + 145 pages; price
not set (hardcover).

While the growth of technology is staggering, as is the application
of various technologies to the learning process, the literature that
addresses adult students and educators of adults specifically is still
relatively sparse. This volume, which emphasizes the development of
distance education plans, helps fill that void. The topic is divided into
three main process phases: before the web-based distance education
experience (assessing and matching student needs), during the web-
based distance education experience (providing guidance, building
community, facilitating communication, and humanizing the
experience), and after the web-based distance education experience
(evaluating and implementing change). In addition to providing a
framework for distance education plans, DuCharme-Hansen and Dupin-
Bryant demonstrate how to develop such a plan and provide a number
of examples. A variety of useful examples also accompany the various
other strategies recommended, especially in the "during" phase of the
process.

References

Brockett, R. G. (Ed.). (1988). *Ethical issues in adult education*. New
    York: Teachers College, Columbia University.
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    [Review of the book *Exploring Spirituality and Culture in Adult
    and Higher Education*]. *PAACE Journal of Lifelong Learning, 13*,
    86-88.
Kidd, J. R. (1973). *How adults learn* (Rev. ed.). New York: Cambridge,
    The Adult Education Company.