Resources

Recent Publications in the Field of Adult Education

Trenton R. Ferro

Peterson, Elizabeth A. (Ed.). (2002). *Freedom Road: Adult Education of African Americans* (Rev. ed.). Malabar, FL: Krieger. xiv + 150 pages; $21.50 (hardcover). ISBN: 1-57524-208-7.

As with the original volume, which was first published in 1996, this revised edition has two purposes: to "give the reader insight into how some African American leaders saw the connection between education and the eventual freedom or uplift of the African American people" and to "introduce readers to individuals who have made a tremendous contribution to African American adult education" (p. 2). Seven chapters provide an introduction and overview to the contributions of persons, events, and movements involved in fostering the development of African American adults. Six of the chapters are repeats from the first edition: Fanny Copin, Mary Shadd Cary, and Charlotte Grimke (by Elizabeth A. Peterson); the DuBois-Washington debate (by Edward Potts); Marcus Garvey (by Scipio A. J. Colin, III); Alain Leroy Locke (by LaVerne Gyant); the influence of white philanthropy, through funding by the Carnegie Corporation and sponsorship of the American Association of Adult Education, on the Harlem and Atlanta Experiments in Adult Education (by Talmadge C. Guy); and Septima Poinsette Clark and the Civil Rights Movement (by Opal V. Easter). The seventh, and new, chapter (by Andrew P. Smallwood) explores the role that Malcolm X played as an adult educator.

Except for the additional chapter—and the necessary and accompanying revision, updating, and expansion of the introduction, concluding chapter, and index by the volume's editor—the remainder of the volume

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remains exactly the same as the first edition; the original chapters have not been changed in any way. That does not diminish the value of this volume, however. This book fills a void; very little has been published on the contributions of African Americans to the development of adult education in the United States. Of the books (Grattan, 1962; Jarvis, 1987; Long, 1991; Moreland & Goldenstein, 1985; Stubblefield, 1988) organized along the lines of Peterson's volume (i.e., biographical treatments of key contributers in the history of adult education), only Moreland and Goldenstein (1985) include a chapter devoted to an African American (in this case, Booker T. Washington).[1]

The general histories (Kett, 1994; Knowles, 1977; Stubblefield & Keane, 1994) do a little better. Although I could find in Knowles (1977) no discussion of any of the persons or movements mentioned by Peterson (Alain Locke's name appears, but only in a list of presidents of the American Association of Adult Education), Stubblefield and Keane's (1994) index includes a half column of citations under the heading "African American." However, within the context of those discussions (which demonstrate a vast improvement over the total absence of comment in Knowles), of the educators included in Peterson's book only DuBois (once), Garvey (three locations), Locke (two locations), and Washington (three locations) are mentioned. The index in Kett (1994), on the other hand, includes only two citations under the heading "African-Americans," although I did find brief discussions of "black literary clubs" and "black women's clubs." Of the educators described in Peterson's book, Kett's (1994) index mentions only Malcolm X (once, using him as an example of self-directed learning) and Washington (once, in the section on agricultural extension education).

Consequently, *Freedom Road* is a book of great importance. Those who have not purchased and/or read the first edition must do so as part of expanding their understanding of the roots and development of adult education in the United States. Those who have the first edition will certainly want to update themselves by reading the additional chapter and perusing the rewritten introduction and conclusion.

Galbraith, Michael W. (Ed.). (2004). *Adult Learning Methods: A Guide for Effective Instruction* (3rd ed.). Malabar, FL: Krieger. xx + 478 pages; $62.50 (hardcover). ISBN: 1-57524-232-X.

Adult Learning Methods has established itself as a staple in both the classroom as a text for such classes as Facilitating Adult Learning, Teach-

ing Adults, and—apropos the title of the book—Adult Learning Methods and the personal libraries of educators of adults at all levels. The fact that this volume now appears in a third edition underscores this observation. While the overall purpose remains as it was in the first (1990) and second (1998) editions, namely, "helping teachers of adults to think and improve their practice" (p. xi), this third edition "is oriented toward a more formal instructional classroom environment" (p. xi). Further, "another factor [contributing to the need for a third edition] was the realization that new adult learning methods are constantly being developed, and old methods are constantly being enhanced and changed to extend the repertoire of the teacher" (p. xi).

The book is divided into two major sections. The first, Understanding and Facilitating Adult Learning, includes the following chapters: "The Teacher of Adults," by Michael W. Galbraith; "Understanding Adult Learners," by Huey B. Long; "Exploring Your Philosophical Orientation," by Lorraine M. Zinn; "Identifying Your Teaching Style," by Gary J. Conti; "Designing Instruction," by Gary J. Dean; "Creating Motivating Learning Environments," by Raymond J. Wlodkowski; and "Ethical Reasoning in Teaching Adults," by Daniel D. Pratt.

The second section, Methods and Techniques, includes "Guidelines for Selecting Methods," by Conti and Rita C. Kolody; "Case Story," by Patricia Maslin-Ostrowski and Richard H. Ackerman; "Discussion," by Stephen D. Brookfield; "Lecture," by Shirley J. Farrah; Interactive Television," by James E. Witte and Maria Martinez Witte; "Distance Learning Techniques," by Barbara A. White and Cathy Bridwell; "Learning Contracts," by Nancy O. Berger, Rosemary S. Caffarella, and Judith M. O'Donnell; "Course Portfolio," by Barbara L. Nicholson; "Critical Thinking Techniques," by Brookfield; "Demonstration and Simulation," by Jerry W. Gilley; "Case Study," by Victoria J. Marsick; "Forum, Panel, and Symposium," by Burton R. Sisco; "Enhancing Learning Communities in Cyberspace," by Michael J. Day; and "Mentorship," by Laurent A. Park Daloz.

Adult Learning Methods is one of those volumes that belongs on the shelf of everyone who works in group settings to help adults learn, grow, and develop. This assertion applies even to those educators who may own one or both of the previous editions. This volume is both comprehensive and up to date. Fully 45% of the chapters (10 of 22) are new since the first edition; half of those (the chapters by Dean, James and Maher, Witte and Witte, Nicholson, and Day) are new to this third edition. Conversely, eight chapters that appeared in one or both of the previous

editions do not appear in the third. Consequently, those who own all three editions possess a total of 30 chapters dedicated to the facilitation of adult learning. Furthermore, while a number of the repeated chapters remain unchanged, others have been revised and updated; some also have undergone changes or modification of their titles. Even the "heft" of the current edition has increased; it is 478 pages in length, compared to 408 pages in the second.

Tisdell, Elizabeth J. (2003). *Exploring Spirituality and Culture in Adult and Higher Education*. San Francisco: Jossey-Bass. xx + 294 pages; $30.00 (hardcover). ISBN: 0-7879-5723-2.

One of the features of J. Roby Kidd's (1973) book, *How Adults Learn*, that has appealed to me since the first time I read it was his inclusion of the chapter, "Being and Becoming." While based solidly on a foundation built by humanistic psychology, a base that has also been used by many other educators of adults, Kidd certainly underscored the fact that the adults entering our classrooms are complex beings. Teaching and learning are not just cerebral exercises; whole persons are involved in that process. This understanding has come to the fore with the recent appearance of a number of books connecting spirituality and adult education, including, for example, English, Fenwick, and Parsons (2003)[2] and English and Gillen (2000), preceded a decade ago by Jarvis and Walters (1993). A growing number of articles, chapters in edited volumes, and presentations at professional conferences have also been dedicated to the intersection of adult education with spirituality and related topics. To this list must be added this fine volume by Elizabeth Tisdell, Associate Professor of Adult Education at The Pennsylvania State University, Harrisburg.

Tisdell posits that both spirituality and culture are part of human experience. Therefore, she continues, "If one wants to understand the processes of teaching and learning, it is important to pay attention to how people understand new knowledge, and ultimately, to how they construct knowledge. . . . Therefore, learning will be better anchored if teaching is approached in a way that is culturally relevant to learners' lives." (pp. ix-x). In order to help her readers situate her discussion, Tisdell offers brief descriptions of these two constructs. First, stating that "*spirituality is* not *about pushing a religious agenda*" (p. xi; emphasis in the original), she makes seven assumptions about spirituality:

(1) Spirituality and religion are not the same, but for many people they are interrelated; (2) spirituality is an awareness and honoring of wholeness and the interconnectedness of all things through the mystery of what many refer to as the Life-force, God, higher power, higher self, cosmic energy, Buddha nature, or Great Spirit; (3) spirituality is fundamentally about meaning making; (4) spirituality is always present (though often unacknowledged) in the learning environment; (5) spiritual development constitutes moving toward greater authenticity or to a more authentic self; (6) spirituality is about how people construct knowledge through largely unconscious and symbolic processes, often made more concrete in art forms such as music, image, symbol, and ritual, all of which are manifested culturally; (7) spiritual experiences most often happen by surprise. (p. xi)

Second, "*culture* is the shared beliefs, values, behaviors, language, and ways of communicating and making meaning among a particular social group" (p. xi).

This book is the result of extensive, qualitative interviews that Tisdell conducted with 22 women and 9 men who are active in adult, community, and higher education settings and consider spirituality to have a strong influence on their work. These participants represent a variety of ethnic and cultural groupings (white, African American, Latina, Filipino, Asian American, American Indian, Puerto Rican, and East Indian) and religious backgrounds (Roman Catholic, Protestant, Mormon, Buddhist, and Muslim). Tisdell divides this report of her findings into three parts, each composed of four chapters. In Part One, Breaking the Silence, she provides further definitions of spirituality and culture and describes how these constructs are central to both adult meaning making and the educational task. Part Two, Claiming a Sacred Face, "focuses on identity issues related to spiritual development as *change over time*" (p. xv; emphasis in the original). In Part Three, Spirituality in a Culturally Relevant and Transformative Teaching Practice, Tisdell offers guidance, based on the research reported in this volume and on her own experience (informed progressively by her research), on the development and facilitation of what she calls "a spiritually grounded and culturally relevant pedagogy" (p. xv).

This should prove to be a groundbreaking volume. It is based on solid research, tied into various theoretical bases and paradigms, and connected with culture, and it leads to improved practice. Every adult educator will benefit from engaging in the conversation. Whether or not that educator actually incorporates specific spiritual and culturally-related prac-

tices into her classroom, she will certainly become more perceptive and understanding in dealing with and relating to her students.

Knox, Alan B. (2002). *Evaluation for Continuing Education: A Comprehensive Guide to Success*. San Francisco: Jossey-Bass. xviii + 334 pages; $38.00 (hardcover). ISBN: 0-7879-6143-4.

This volume is written by one of the recognized leaders in the field of adult education. Knox's publication output has touched on almost every major aspect of our discipline, including adult development and learning (Knox, 1977), the organization and administration of adult education programs (Knox, 1980), facilitating adult learning (Knox, 1986), and leadership in adult education from an international perspective (Knox, 1993); he was the founding and long-time editor-in-chief of the New Directions in Adult and Continuing Education source book series published by Jossey-Bass, to which he also made considerable written contributions; and he has held any number of leadership positions in the Commission of Professors of Adult Education and the American Association for Adult and Continuing Education, serving as president of the latter group in 1984-1985.

While the amount of literature devoted to program planning has grown almost exponentially over the last 20 to 25 years, there has been a paucity of book-length works devoted specifically to program evaluation in adult, continuing, and community education, due, possibly, to the fact that evaluation is a process that can be applied in any setting. As a case in point, when I took my doctoral level course on program planning some 20 years ago, the required text was generic: *The Profession and Practice of Program Evaluation* (Anderson & Ball, 1978). While there may be unique aspects of conducting evaluation in adult, continuing, and community education, the process itself really is not that different from the evaluation of programs in any setting. For example, the several chapters I have written on the topic (Ferro, 1995a, 1995b, 1998a), although each has been updated from the previous iteration to include pertinent illustrations and examples and to describe specific applications, describe the same basic process.

Nevertheless, this volume is a most welcome addition to the literature since it draws on the extensive experience of a practitioner in the field. The book is divided into three parts: Basic Evaluation Concepts and Rationale, Applications to Various Program Aspects, and Guidelines for Improving Evaluation Practice. Part One "introduce[s] basic con-

cepts and relationships to help [the reader] focus on the aspects of evaluation to emphasize so that the evaluation process is both manageable and well worth the effort in a specific instance" (p. xiii). The various program aspects included in Part Two include needs assessment, contextual analysis, goals and policies, staffing assessment, participation, program, materials, and outcomes and impact. "Part Three reviews the main procedures and rationale regarding program evaluation and explores implications for strengthening continuing education program evaluation in a specific setting" (p. xiii).

The resources and counsel that Knox provide are drawn from extensive practice over a long and distinguished career (as indicated above). According to Knox, "The intent of this book is to give [the reader] such useful and practical guidelines and sufficient rationale to indicate the *why* of evaluation as well as the *how*" (p. xi). In providing guidance, Knox points out that each evaluation is distinctive regarding program history and goals, stakeholder expectations, evaluation focus and resources, and desirable timing and procedures. A successful evaluation is responsive to distinctive program features. With each evaluation, you are likely to more readily recognize program features that you hope to better understand through evaluation. (p. x)

At the same time, "some features of evaluation are generic" (p. x). It is these generic features that, in turn, make it possible for such a seasoned veteran to write this book—he can provide general guidance while offering specific examples.

Knox builds on long experience with, and writing about (Knox cites in his references some one dozen other of his works), evaluation. I did find it a bit odd that there was no mention of, or reference to, Sara Steele, Knox's one-time colleague at the University of Wisconsin-Madison and recognized expert in the area of evaluation (see, for example, Steele, 1989). Notwithstanding, practitioners in the field will find this volume a most helpful resource.

Comings, John, Garner, Barbara, & Smith, Cristine. (Eds.). (2002). *Annual Review of Adult Learning and Literacy, Vol. 3*. San Francisco: Jossey-Bass. xxviii + 319 pages; $37.00 (hardcover). ISBN: 0-7879-6062-4.

This volume belongs to one of the projects of The National Center for the Study of Adult Learning and Literacy (NCSALL). According to

its website (http://gseweb.harvard.edu/~ncsall/), NCSALL's work focuses on four purposes:

> •*Increasing knowledge* through research examining critical issues that affect program success and adult learning;
> •*Improving practice* through such efforts as ESOL and ABE/GED labsites and the Practitioner Dissemination and Research Network;
> •*Providing leadership* by bringing a research perspective to improving policy and practice, through such means as the Connecting Practice, Policy, and Research initiative, the National Adult Literacy Summit, scholarships, and participation in professional meetings and national advisory panels; and
> •*Sharing expertise* through informative publications, videos, and face-to-face communications.

As noted in point four, NCSALL supports an extensive publication agenda that includes a semi-annual magazine, a quarterly journal, full-length reports of studies and research (No. 25 arrived in my mail while I was writing this review, and No. 26 is online), research briefs, occasional papers, teaching and training materials, and *The Annual Review of Adult Learning and Literacy*. The document under current consideration is the third volume in this series; the previous two, also published by Jossey-Bass, appeared in 1999 and 2001. All of these items are available in print format or can be accessed through NCSALL's website.

The current volume contains seven review chapters: "The Year 2000 in Review," by Lennox L. McLendon; "The Rise of the Adult Education and Literacy System in the United States: 1600-2000," by Thomas G. Sticht; "Adults with Learning Disabilities: A Review of the Literature," by Mary Ann Corley and Juliana M. Taymans; "Literacy Education in Adult Basic Education," by John Kruidenier; "The Inclusion of Numeracy in Adult Basic Education," by Dave Tout and Mary Jane Schmitt; "Professionalization and Certification for Teachers in Adult Basic Education," by John P. Sabatini, Lynda Ginsburg, and Mary Russell; and "Current Areas of Interest in Family Literacy," by Vivian L. Gadsden. Appended to Gadsden's article is a 20-page annotated listing of "Resources on Family Literacy." As one can tell from the titles of the various chapters, all are dedicated to adult literacy, and all are attempts to bring up-to-date information to the reader. Each chapter provides thorough coverage of the topic and concludes with an extensive list of references.

Four of the chapters, in particular, struck me—those on adults with disabilities (Corley & Taymans), numeracy (Tout & Schmitt), and family

literacy (Gadsden and Sabatini, Ginsburg, & Russell). When I began teaching adult education at the university level in the 1980s, these topics were barely on the horizon; the literature base was practically nil. This observation is born out by a quick perusal of the resources listed in these chapters. Practically all references to books, chapters, articles, and papers dedicated to these special topic areas have appeared in the last decade. The entire volume is quite current.

This volume is a most valuable resource, presenting and discussing major issues, the latest research, and best practices in the field of adult learning and literacy. It certainly belongs on the shelves of every agency involved in the delivery of literacy and adult basic education, as well as in the library of every educator of adults who is committed to improving her or his skills as a practitioner and to expanding his or her understanding of the history and theory of the discipline.

Palloff, Rena M., & Pratt, Keith. (2003). *The Virtual Student: A Profile and Guide to Working with Online Learners*. San Francisco: Jossey-Bass. xxiv + 191 pages; $29.00 (paper). ISBN: 0-7879-6474-3.

One need only attend sessions at professional conferences of adult educators at the state, regional, and national level to grasp how quickly and thoroughly technology has become an integral part of the adult education enterprise. In *The Virtual Student*, Palloff and Pratt, authors of two other books (Palloff & Pratt, 1999, 2001) and any number of articles devoted to online learning, intend to provide a thorough guide to understanding and reaching the online learner. As the authors note:

> When online learning was in its infancy, the focus in the field was to orient faculty to the use of technology and how to develop an online course. With the realization, however, that in an online course students will not simply know how to engage with the instructor, the material, or one another, the emerging focus is on the student. (p. xiii)

This book is directed to all who are involved in the process of online learning—teachers; developers and designers of courses; marketers of, and recruiters to, online courses and programs; and those providing e-training in the corporate sector.

Several years ago I used *Building Learning Communities in Cyberspace* (Palloff & Pratt, 1999) as one of the textbooks in a seminar

course devoted to adult learning and technology. While I found the book instructive and useful, I was troubled by Palloff and Pratt's recurrent theme that they were offering a "new" way to work with online students. This "new" way sounded to me very much like what was and is already present in the literature of our field. Further, I asked the question: Is "electronic pedagogy" a "new form of pedagogy" (Palloff & Pratt, 1999, p. 159)? Or is this pedagogy just the application, to/within a different medium, of good, adult education principles? At that time I came down in favor of a positive response to the latter question, and I felt (and still feel) that the rather extensive citations by Palloff and Pratt to literature in the fields of adult education, higher education, community, and organizational development supported my conclusion.

In *The Virtual Student* Palloff and Pratt are a little more forthright. In defense of their use of the term "*electronic pedagogy* rather than andragogy when what we have been promoting is learner-centered, adult-focused learning" (p. xiv), they indicate that they have "avoided becoming enmeshed in this debate by responding simply that what we are promoting is the use of best practices in the online classroom" (p. xiv). While I can agree with not wanting to get "enmeshed in this debate," it is still incumbent that Palloff and Pratt acknowledge the long history of contributions of adult educators to concepts and practices related to learner-centered practices. They are building on that foundation, not creating a new perspective. Palloff and Pratt continue, "As we have looked at this debate anew, however, we have come to realize that what we are promoting as we focus more on the learner and a learner-centered educational process is neither pedagogy nor andragogy, but instead *heutagogy*, or self-directed learning (Hase and Kenyon, 2000)" (p. xv). Although this is my first introduction to both the article by Hase and Kenyon and this newly devised term (which I shall need to investigate; see Ferro, 1997, 1998b), self-directed learning is one of the areas that has received the most extensive attention in the field of adult education; nevertheless, this body of research and writing is neither acknowledged nor referenced by Palloff and Pratt.

Once adult educators gets past these hurdles, they will find helpful guidance in this volume, which is divided into three major sections: The first gives A Profile of the Virtual Student, including a chapter on learning styles that, once again, is devoid of any recognition of the rather extensive literature in the field of adult education on the topic; most of the literature cited discusses learning styles in relation to learning via electronic and technologically based media. The second section offers A Guide to Work-

ing with the Virtual Student, including a discussion of issues and concerns and suggesting various strategies. The third provides A Toolkit for a Successful Online Student, actually, sets of resources or tools that can be utilized by faculty and students, respectively, to enhance the online learning experience. These resources should prove especially helpful to any person or agency offering, or considering the offering of, "electronic pedagogy."

Piskurich, George M. (Ed.). (2003). *Preparing Learners for e-Learning*. San Francisco: Pfeiffer. xii + 180 pages; $50.00 (hardcover). ISBN: 0-7879-6396-8.
Piskurich, George M. (Ed.). (2004). *Getting the Most from Online Learning*. San Francisco: Pfeiffer. xviii + 170 pages; $30.00 (hardcover). ISBN: 0-7879-6504-9.

Almost as if using the quotation from Palloff and Pratt (p. xiii, cited in the previous review), as a launching pad, these two volumes form a set, as it were, of bookends. According to Piskurich, the first volume is directed toward "those who create and deliver e-learning in the business sector and their managers, as well as distance learning professors and administrators in public education" (p. viii). The editor claims that a secondary audience is the learners themselves, although the second volume is geared directly to that audience. (I do recognize that the first volume come out a year earlier.)

I was most encouraged to see that the first chapter, "Preparing e-Learners for Self-Directed Learning," was written by Huey B. Long and the second, "Identifying Learners Who Are Ready for e-Learning and Supporting Their Success," was by Lucy M. Guglielmino and Paul J. Guglielmino. These authors are among the foremost experts in the field of adult education on the topic of self-directed learning. These chapters provide a useful counterbalance to my concerns expressed above in the review of Palloff and Pratt. The next eight chapters (the last of which is by Terrence R. Redding, another practitioner, whose name I recognize, with solid roots in the field of adult education) provide a variety of guidance and suggestions for facilitating e-learning based on the knowledge, learning, and experience of a variety of practitioners in the field, especially those located in the corporate sector. Although each chapter begins with a few learner comments, the final, and rather intriguing chapter, offers more extensive series of quotations in which learners themselves react to their e-learning experiences.

Prompted, it seems, by this list of, often quite critical, comments, Piskurich has edited the second volume that is aimed directly at the learner. Janet F. Piskurich provides the connection in her chapter, "Voices from the Edge of E-Learning." Again, there are chapters by Long ("E-Learning: An Introduction") and the Guglielminos ("Becoming a More Self-Directed Learner: Why and How"). Other chapters include "How to Prepare to Attend a Synchronous E-Learning Course" and "How to Attend a Synchronous E-Learning Course" by Bill Knapp; "Succeeding in an Asynchronous Learning Environment," by Harvey Singh; "Chat Rooms and Discussion Boards," by George M. Piskurich; "Online Readings: Gaining the Most from What You Read," by Ryan Watkins; "How to Handle E-Learning Peer Evaluation," by Russ Brock; "Building Successful Online Relationships," by Doug Liberati; "Participating in Group Projects Online," by Carole Richardson; and "Managing Distractions for E-Learners," by Wayne Turmel. The volume concludes with a helpful glossary of terms that may be new and unfamiliar, especially to first-time online learners.

Both books include helpful tables and figures. Among the figures in the second volume are helpful exercises geared for use by online learners (or "e-learners," a term that doesn't exactly "grab" me). Both are quite readable, especially the latter. They provide practical help and guidance without being time consuming. Such a commendation, of course, also has a downside—there is so much more that could be said on the various topics; in this regard Palloff and Pratt will prove to be more thorough. However, because of their concise nature, these two volumes should find their way to the bookshelves of all those involved in online learning, especially in the business sector. One inhibiting factor is the cost of *Preparing Learners for e-Learning*. Both my graduate assistant and I have double checked the price: $50.00 is correct. This price will remove the book from the budget of quite a few members of the secondary audience, the learners themselves. Two possible reasons come to mind for the $20.00 discrepancy in the cost of the two volumes: one is that the publishers don't expect to sell as many of the first volume as the second; the second reason is that the publishers think that most of those who will purchase the volume have access to the supposedly deeper pockets of the company for which they work.

Endnotes

[1] Moreland and Goldenstein (1985) also devote a chapter to Sequoyah. In fairness, I should point out that two of the references cited here do include chapters devoted to women, another group whose contributions to the

growth and development of adult education in the United States has been slighted. Moreland and Goldenstein (1985) have a chapter on Margaret Fuller Ossoli, and Long (1991) has chapters on Anne Marbury Hutchinson, Ossoli, and Ida Tarbell.

[2]This volume will be reviewed in Volume 14 (2005) of the *PAACE Journal of Lifelong Learning*.

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