93

Resources

Recent Publications

Cynthia J. Zengler

Dirkx, John M., and Prenger, Suzanne M. (1997). **A Guide for Planning and Implementing Instruction for Adults: A Theme-Based Approach**. Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310; 159 pages; $29.95.

> This guide provides help to instructors who want to include integrated, theme-based instruction in their adult education classrooms. The text is not presented as a "how to" book but rather as a guide for instructors. The book is divided into eight chapters. The first three chapters provide a framework for theme-based instruction; they present an overview of the approach, assumptions of how adults learn, and definition of the instructor's role. The next four chapters provide practical suggestions for planning and implementing the approach. The chapters present ideas on how to select themes, examples of theme units, suggestions for instructional strategies, and alternatives for assessment. The last chapter discusses the challenges for instructors using this approach. In addition to the eight chapters, three resources are provided at the end of the book that provide the instructor with a way of recording valuable resources and personal notes of reflection. Adult educators will find this guide a valuable reference.

Galbraith, Michael W., Sisco, Burton R., and Guglielmino, Lucy M. (1997). **Administering Successful Programs for Adults: Promoting Excellence in Adult, Community, and Continuing Education**. Krieger Publishing Company, P.O. Box 9542, Melbourne, Florida 32950; 204 pages; $24.50.

> This book provides a guide to administering adult, community, and

Cynthia Zengler is Program Assistant, The Ohio State University.

continuing education programs. The chapters present practical suggestions for such areas as determining program content, budgeting, developing staff, marketing the program, and legal considerations. A new administrator would benefit from the suggestions in this book. The administrator who already has been engaged in practice could also benefit from this book because it offers a way for reflecting on one's own practice. Each of the nine chapters presents the basic principles for the area discussed as well as questions on which to reflect.

Quigley, B. Allan, and Kuhne, Gary W., Eds. (1997). **Creating Practical Knowledge through Action Research: Posing Problems, Solving Problems, and Improving Daily Practice.** New Directions for Adult and Continuing Education, Number 73. Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310; 95 pages; $22.00.

This volume provides adult and continuing educators with an introduction to action research. The authors take the reader from a framework for action research to the application. Chapter three includes several case studies that illustrate the application of action research by adult education practitioners. This volume also includes reflections on the methodology and presents some of the issues surrounding action research. Action research is one way that practitioners can identify areas for improvement in their practice.

Quigley, B. Allan. (1997). **Rethinking Literacy Education: The Critical Need for Practice-based Change**. Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310; 304 pages; $32.95.

Adult literacy education is necessary so that our changing society can continue to grow. "As it enters the twenty-first century, adult literacy education needs to assess where it has been, consider what it has become, and address some of the conflicting realities that not only have shaped it but continue to control it" (p. 4). Quigley presents three perceptions of literacy and literacy education. Part One discusses how society has constructed the field of literacy— how the attitudes of politicians, the media, and the public have influenced the practice of adult literacy education. Part Two presents the view of literacy from the practitioner's point of view. Quigley challenges

the readers to review their philosophy of literacy education and to understand how this philosophy affects the choices they make in their practice. Part Three presents the participant's point of view. This part addresses the issues behind learner retention and resistance. Part Four encourages practitioners to take control of their own field by conducting their own action research project. Quigley discusses ways practitioners can advocate for change at several levels. This book is a must for adult literacy educators because it clarifies the practice as it is and encourages a proactive posture in defining the practice.

Vella, Jane. (1995). **Training through Dialogue: Promoting Effective Learning and Change with Adults.** Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310; 224 pages; $29.95.

Vella, Jane, Berardinelli, Paula, and Burrow, Jim. (1998). **How Do They Know They Know?: Evaluating Adult Learning.** Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104-1310; 160 pages; $26.95.

Both of these books expand on Jane Vella's previous book, *Learning to Listen, Learning to Teach* (1994), which focuses on her principles of adult learning. Vella presents a model of popular education that is characterized by active learner participation in naming content via needs assessment, mutual respect, and dialogue. Her model has grown out of the work of Freire and is reflected in the work of Brookfield, Knowles, and Knox, among others. The second book discussing her model on popular education is *Training through Dialogue: Promoting Effective Learning and Change with Adults.* This book focuses on the principles and practices for adult educators. Many educators teach the way they were taught. Vella acknowledges this and encourages additional training for adult educators before using her model of popular education. In *How Do They Know They Know: Evaluating Adult Learning,* Vella and the other authors address evaluation. This book emphasizes the need for accountability while keeping in mind the importance of the learner in the process. The authors provide a theoretical background for evaluation and, more importantly, guidelines for evaluating adult education programs. Both books are written in the easy-to-read style that Vella

used in her first book. The examples she draws from her rich experience provide a context for the principles presented. The addition of co-authors Berardinelli and Burrow provides additional experience from which to draw rich examples.

The Internet offers the accessibility of many sources for improving classroom instruction and for planning curriculum. The following are resources on the Internet that offer assistance for educators of adult, continuing, and community education programs. Each address is current as of the end of November, 1997.

http://hub1.worlded.org/ This is the site for the Adult Literacy Technology Hub, Region 1, which represents the Eastern states. This site offers information for adult literacy educators and suggests links that provide resources for the teacher and learner.

http://ericae2.educ.cua.edu/search.htm This site provides information on how to do searches through the 16 ERIC Clearinghouses and 7 Adjunct Clearinghouses. These clearinghouses provide such valuable resources as indexing services for educational journals and documents. The clearinghouses also provide brief information sheets for various areas.

http://coe.ohio-state.edu/cete/ericacve/index.htm This is the site for the ERIC Clearinghouse on Adult, Career, and Vocational Education located at The Ohio State University.

http://www.ed.gov/ This site offers information about the primary federal education agency. Descriptions of new projects, past research efforts, funding opportunities, agency descriptions, and a fine search engine make this site a valuable reference for adult educators.

http www.nald.ca/ This is the Canadian site for literacy education and includes links to sites throughout the world.

There are many other resources available through the Internet. People with common interests have joined together in discussion groups called LISTSERVs. There is no cost to subscribe. To subscribe, interested people send an e-mail message to the LISTSERV's e-mail address. There are certain protocols for subscribing. The message line is left blank and the

message area should include the words: subscribe <name of list> <firstname lastname>. For example, to subscribe to AEDNET do the following:

> to: listserv@alpha.acast.nova.edu
> subject:
> message: subscribe AEDNET John Doe

Once subscribed, a message is sent to the new list member outlining the rules and procedures. Listed below are only a few of the lists available. To see a more comprehensive list, search for LISTSERVs on the Internet.

AEDNET (Adult Education Network), Nova University. AEDNET is an international network of individuals interested in adult education. To join this list send e-mail to: **listserv@alpha.acast.nova.edu** In the body of the message write only: **subscribe AEDNET <firstname lastname>**

NIFL-ALLD (National Institute for Literacy). The focus of this list is adult learning disabilities. To join this list send e-mail to: **listproc@novel.nifl.gov** In the body of the message write only: **subscribe nifl-ld <firstname lastname>**

NIFL-Family (National Institute for Literacy). The focus of this list is family literacy. To join this list send e-mail to: **listproc@novel.nifl.gov** In the body of the message write only: **subscribe nifl-family <firstname lastname>**

NIFL-Workplace (National Institute for Literacy). The focus of this list is workplace literacy education. To join this list send e-mail to: **listproc@novel.nifl.gov** In the body of the message write only: **subscribe workplace <firstname lastname>**

NLA (National Literacy Advocacy). The focus of this list is to keep literacy advocates informed about critical legislative and public policy issues so that timely, coordinated policy actions are possible. To join this list send e-mail to: **majordomo@world.std.com** In the body of the message write only: **subscribe nla <firstname lastname>**

Numeracy. The focus of this list is numeracy literacy education. To join this list send e-mail to: **majordomo@world.std.com** In the body of the message write only: **subscribe numeracy <firstname lastname>**