

FOSTERING CRITICAL REFLECTION IN ADULTHOOD

A Guide to
Transformative
and Emancipatory
Learning

Fostering Critical Reflection In Adulthood A Guide To Transformative And Emancipatory Learning

Edward W. Taylor, Patricia Cranton



Fostering Critical Reflection In Adulthood A Guide To Transformative And Emancipatory Learning:

Fostering Critical Reflection in Adulthood Jack Mezirow, 1990-02-23 This book presents successful programs techniques and strategies for helping adult learners tap into their rich and diverse life experiences as a basis for growth and lifelong learning

Learning in Adulthood Sharan B. Merriam, Lisa M. Baumgartner, 2020-02-05 The new edition of the authoritative book in the field of adult education fully revised to reflect the latest research and practice implications For nearly three decades Learning in Adulthood has been the definitive guide in the field of adult education Now in its fourth edition this comprehensive volume is fully revised to reflect the latest developments in theory research and practice The authors integrate foundational research and current knowledge to present fresh original perspectives on teaching and learning in adulthood Written by internationally recognized experts this market leading guide draws from work in sociology philosophy critical social theory psychology and education to provide an inclusive overview of adult learning Designed primarily for educators of adults this book is accessible for readers new to adult education yet suitably rigorous for those more familiar with the subject Content is organized into four practical parts covering topics such as the social context of adult learning self directed and transformational learning postmodern and feminist perspectives cognitive development in adulthood and more Offering the most comprehensive single volume treatment of adult learning available this landmark text Offers a wide ranging perspective on adult learning Synthesizes the latest thinking and work in the field Includes coverage of the sociocultural perspectives of adult learning Explores the broader social implications of adult education Learning in Adulthood A Comprehensive Guide 4th Edition is an indispensable resource for educators and administrators involved in teaching adults as well as faculty and students in graduate programs in adult education

[Transformative Language Learning and Teaching](#) Betty Lou Leaver, Dan E. Davidson, Christine Campbell, 2021-01-21 A seminal work in the field this book shows how transformative education can be applied to world language programs

[The Routledge Handbook of Critical Pedagogies for Social Work](#) Christine Morley, Phillip Ablett, Carolyn Noble, Stephen Cowden, 2020-01-20 The Routledge Handbook of Critical Pedagogies for Social Work traverses new territory by providing a cutting edge overview of the work of classic and contemporary theorists in a way that expands their application and utility in social work education and practice thus providing a bridge between critical theory philosophy and social work Each chapter showcases the work of a specific critical educational philosophical and or social theorist including Henry Giroux Michel Foucault Cornelius Castoriadis Herbert Marcuse Paulo Freire bell hooks Joan Tronto Iris Marion Young Karl Marx Antonio Gramsci and many others to elucidate the ways in which their key pedagogic concepts can be applied to specific aspects of social work education and practice The text exhibits a range of research based approaches to educating social work practitioners as agents of social change It provides a robust and much needed alternative paradigm to the technique driven conservative revolution currently being fostered by neoliberalism in both social work education and practice The volume will be

instructive for social work educators who aim to teach for social change by assisting students to develop counter hegemonic practices of resistance and agency and reflecting on the pedagogic role of social work practice more widely The volume holds relevance for both postgraduate and undergraduate qualifying social work and human services courses around the world

Self-directed Learning Merryl Hammond, Rob Collins, 2013-09-05 Aimed at those educators who wish to make their practice more consistent with progressive educational principles namely helping learners to take greater control over planning and managing their own learning The book contains a balance of theory and practical suggestions The Handbook of Transformative Learning Edward W. Taylor, Patricia Cranton, 2012-04-06 The Handbook of Transformative Learning The leading resource for the field this handbook provides a comprehensive and critical review of more than three decades of theory development research and practice in transformative learning The starting place for understanding and fostering transformative learning as well as diving deeper the volume distinguishes transformative learning from other forms of learning explores future perspectives and is designed for scholars students and practitioners PRAISE FOR THE HANDBOOK OF TRANSFORMATIVE LEARNING This book will be of inestimable value to students and scholars of learning irrespective of whether or not their emphasis is on transformative learning It should find its way to the reference bookshelves of every academic library focusing on education teaching learning or the care professions PETER JARVIS professor of continuing education University of Surrey Can there be a coherent theory of transformative learning Perhaps This handbook goes a long way to answering this question by offering a kaleidoscope of perspectives including non Western that consider the meaning and practice of transformative learning SHAUNA BUTTERWICK associate professor University of British Columbia This handbook will be valuable and accessible to both scholars and practitioners who are new to the study of adult education and transformative learning and to more seasoned scholars who seek a sophisticated analysis of the state of transformative learning thirty years after Mezirow first shared his version of a then fledgling theory of adult learning JOVITA ROSS GORDON professor and program coordinator MA in Adult Education Texas State University **The Palgrave Handbook of Learning for Transformation** Aliko Nicolaides, Saskia Eschenbacher, Petra T. Buergelt, Yabome Gilpin-Jackson, Marguerite Welch, Mitsunori Misawa, 2022-01-24 This handbook offers an expanded discourse on transformative learning by making the turn into new passageways to explore the phenomenon of transformation It curates diverse discourses knowledges and practices of transformation in ways that both includes and departs from the adult learning mainstay of transformative learning and adult education The purpose of this handbook is not to resolve or unify a theory of transformation and all the disciplinary contributions that clearly promote a living concept of transformation Instead the intent is to catalyze a more complex and deeper inquiry into the Why of transformation Each discipline culture ethics and practice has its own specialized care and reasons for paying attention to transformation How can scholars practitioners and active members of discourses on transformative learning make a difference How can they foster and create conditions that

allow us to move on to other unaddressed or understudied questions To answer these questions the editors and their authors employ the metaphor of the many turns into passageways to convey the potential of transformation that may emerge from the many connecting passageways between for instance people and society theory and practice knowledge created by diverse disciplines and fields professions individual and collective transformations and individual and social action

Learning, Teaching and Social Justice in Higher Education Noah Riseman, Sue Rechter, Ellen Warne, 2010 This book brings together a wide range of higher education practitioners from across disciplines Their chapters suggest innovative approaches to learning teaching and delivering a tertiary education experience that centres social justice as a core mission of universities The authors address the ways in which universities grapple with the challenges involved in the selection processes administration teaching and learning and student support associated with an increasingly large student population drawn from a broad range of socioeconomic and cultural backgrounds including many students who will be returning to live overseas Some of the specific challenges of these developments have included those of selection academic literacy independent learning student support and student engagement A second dimension is the traditional role of the universities as sources of independent intellectual and ethical critique of social institutions both in terms of research and public intellectual contribution to political and social policy debates and in terms of the formation of students in their capacities as critical ethical citizens and professionals This social ethical critique has traditionally been built into the humanities and the social science disciplines and the helping professions but has now found its way into other disciplines and professional areas such as business and engineering As well broader social policy and political discourse has more explicitly embraced social ethical agendas of inclusiveness and marginalisation of social groups recognition of the damage to the overall society of enduring and increasing social inequality

BOOK JACKET

Applied Drama and Theatre as an Interdisciplinary Field in the Context of HIV/AIDS in Africa Hazel Barnes, 2014-03-25 Drama for Life University of the Witwatersrand aims to enhance the capacity of young people theatre practitioners and their communities to take responsibility for the quality of their lives in the context of HIV and AIDS in Africa We achieve this through participatory and experiential drama and theatre that is appropriate to current social realities but draws on the rich indigenous knowledge of African communities Collected here is a representative set of research essays written to facilitate dialogue across disciplines on the role of drama and theatre in HIV AIDS education prevention and rehabilitation Reflections are offered on present praxis and the media as well as on innovative research approaches in an interdisciplinary paradigm along with HIV AIDS education via performance poetry and other experimental methods such as participant led workshops Topics include the call for a move away from the binaries of much critical pedagogy a project undertaken in Ghana and Malawi with people living with AIDS to create and present theatre the contradictions between global and local expectations of applied drama and theatre methodology in relation to folk media participation and syncretism Three case studies report on mapping as a creative device for playmaking

the methodology of Themba Interactive Theatre and applying drama with women living with HIV in the Zandspruit Informal Settlement The essays validate the importance of play in both energizing those in positions of hopelessness and enabling the distancing essential to observe one's situation and enable change The book stimulates the ongoing investigation of current practice and extends an invitation to further develop innovative approaches Hazel Barnes is a retired Head of Drama and Performance Studies at the University of KwaZulu Natal where she is a Senior Research Associate Her research interests lie in the field of applied drama including the contexts of interculturalism and post traumatic stress The Oxford Handbook of Reciprocal Adult Development and Learning Carol Hoare, 2011-09-06 One of the Best Books of 2011 from the Center for Optimal Adult Development The fields of adult development and the study of learning have traditionally been considered separate with development falling under psychology and learning under education However recent ideas research and practices that have emerged in these fields of study effectively emphasize the inherent reciprocal relationship that exists between them advances in development frequently lead to learning and conversely learning almost necessarily fuels development In this second edition of The Oxford Handbook of Reciprocal Adult Learning and Development the synchronicity between development and learning is explored further as expert authors advance the latest theories to provide a rich foundation for this new area of study and practice for this interrelated field of study At the border of two disciplines this handbook focuses on the capacities of intelligence meta cognition insight self efficacy spirituality interpersonal competence wisdom and other key adult attributes as they relate to positive changes and personal growth in adults Contexts for development and learning e.g the work role and environment are also addressed and mixed in throughout the volume are emanating implications for research practice and policy What emerges is a thoughtful handbook for all who promote optimal aging and is a must read for academics psychologists and practitioners in adult development **Self-directed multimodal learning in higher education** Jako Olivier, 2020-12-31 This book aims to provide an overview of theoretical and practical considerations in terms of self directed multimodal learning within the university context Multimodal learning is approached in terms of the levels of multimodality and specifically blended learning and the mixing of modes of delivery contact and distance education As such this publication will provide a unique snapshot of multimodal practices within higher education through a self directed learning epistemological lens The book covers issues such as what self directed multimodal learning entails mapping of specific publications regarding blended learning blended learning in mathematics geography natural science and computer literacy comparative experiences in distance education as well as situated and culturally appropriate learning in multimodal contexts This book provides a unique focus on multimodality in terms of learning and delivery within the context of self directed learning Therefore the publication would not only advance the scholarship of blended and open distance learning in South Africa but also contribute to enriching the discourse regarding self direction From this book readers will get an impression of the latest trends in literature in terms of multimodal self directed learning in South Africa

as well as unique empirical work being done in this regard

Teacher Educators' Professional Learning in Communities Linor Hadar, David Brody, 2016-11-10 Teacher Educators Professional Learning in Communities explores teacher educators professional development in the communal model of learning Learning in groups has proved to be a major avenue for supporting such development and change among teachers and other professions but one which has received sparse attention with regards to teacher educators development This book aims to examine such communities in order to identify factors that promote or hinder professional learning for teacher educators Blending research on communal learning with seven years of practical experience in these contexts the authors present their analysis of the communal professional development process and provide a conceptual basis for understanding this type of professional learning for teacher educators The book addresses organizational aspects of teacher educators learning in communities such as creating a safe environment group reflection feedback and discussion about student learning Personal professional learning aspects are also explored including the reduction of personal isolation the process of transition towards change and withdrawal from the goals of the community Finally influences and implications for professional learning among teacher educators are discussed Teacher educators stand at the crux of the entire educational enterprise because of their responsibility in training the next generation of teachers As such their professional development is increasingly important in promoting and advancing educational practice Integrating current literature with pictures of practice about the use of the communal model in professional development in educational settings it will be of key interest to researchers and postgraduate students in several fields professional development teacher educators and communities of learners Practitioners who are involved with the professional development of teacher educators will also find this book extremely useful

Encyclopedia of Strategic Leadership and Management Wang, Viktor, 2016-12-12 Strategic leadership techniques are the cornerstone to positive growth and prosperity within businesses and organizations Implementing new management strategies and practices helps to ensure managers are optimizing their resources and driving innovation The Encyclopedia of Strategic Leadership and Management investigates emergent administrative techniques and business practices being utilized within corporate and educational settings Highlighting empirical research and best practices within the field this encyclopedia will be an authoritative reference source for students researchers faculty librarians managers and leaders across various disciplines and cultures

Critical Reflection In Health And Social Care White, Sue, Fook, Jan, Gardner, Fiona, 2006-07-01 the book makes an excellent contribution to the library of those keen to delve further into the realm of critical reflection understand various interpretations of interdisciplinary practices and use these to aid their own and others professional practice exploration and development Learning in Health and Social Care How can professionals reflect critically on the aspects of their work they take for granted How can professionals practise with creativity intelligence and compassion What current methods and frameworks are available to assist professionals to reflect critically on their practice The use of critical reflection in

professional practice is becoming increasingly popular across the health professions as a way of ensuring ongoing scrutiny and improved concrete practice skills transferable across a variety of settings in the health social care and social work fields This book showcases current work within the field of critical reflection throughout the world and across disciplines in health and social care as well as analyzing the literature in the field Critical Reflection in Health and Social Care reflects the transformative potential of critical reflection and provides practitioners students educators and researchers with the key concepts and methods necessary to improve practice through effective critical reflection Contributors Gurid Aga Askeland Andy Bilson Fran Crawford Jan Fook Lynn Froggett Sue Frost Fiona Gardner Jennifer Lehmann Marceline Naudi Bairbre Redmond Gerhard Reimann Colin Stuart Pauline Sung Chan Carolyn Taylor Susan White Elizabeth Whitmore Angelina Yuen Tsang

Exploring Education at Postgraduate Level Anne O'Grady, Vanessa Cottle, 2015-09-25 There is a growing demand for educational professionals to develop a more critical understanding of the key and emerging debates in education so that they can better meet the challenges and demands placed upon them Exploring Education at Postgraduate Level represents a range of perspectives from educational experts to academic researchers and highlights the key issues surrounding contemporary education Organised into three parts and drawing on key issues in education theory policy and practice the book considers areas such as SEN evaluating learning ESOL and gender Featuring reflective questions case studies and summaries of core ideas the chapters include Troublesome learning journey Applying educational thinkers to contemporary educational practice Values production through social and emotional learning Policy research In defence of education We are all critically reflective now The politics of critical reflection in higher education and in the work place Developing critical thought about SEN The refuge of relativism Aimed at supporting students on Masters level courses this accessible but critically provocative text is an essential resource for those wishing to develop a more critical understanding of the role purpose and function of educational systems and practices

The Routledge International Handbook of Learning Peter Jarvis, Mary H. Watts, 2012 The aim of this handbook is to present an overview of the work on learning written by leading scholars from all these different perspectives and disciplines

Dispositions in Teacher Education Anita G. Welch, Shaljan Areepattamannil, 2016-07-25 This book is designed as a text for teacher education graduate programs as well as a resource for school administrators and researchers and provides a global perspective to the current issues related to teacher dispositions their place in teacher education programs and impact on education reform around the world Drawing from researchers around the globe the text provides a comprehensive examination of the theoretical aspects of dispositions in education including discussions on the social cognitive perspectives in dispositional development and the pedagogical practices used in conjunction with teacher dispositions Practices for assessing teacher dispositions will be included focusing on methodologies for instrument development and the challenges of language and meaning when constructing items to assess dispositions The text also includes a discussion of the virtual online classroom and how teacher dispositions are

influencing teacher and student relationships These topics are explored from a global perspective with special emphasis on how the awareness of teacher dispositions and their role in the classroom are making transformative changes to teacher education programs educational practices and student outcomes around the world Part 1 provides a descriptive progressive narrative of dispositions in teacher education including social and cognitive theories in dispositional development assessment of dispositions and the role of dispositions in teacher preparation and teacher program certification Part 2 takes the reader around the globe as scholars from around the world provide insight into how teacher dispositions impact teaching and learning from Finland to Japan and points in between The chapters highlight case studies and research related to teacher dispositions from traditional and alternative teacher certification program as well as online classrooms Part 3 concludes with a discussion on the global and intercultural connection as related to teaching dispositions

Unlearning at Work Makoto Matsuo,2021-07-17 This book is to provide insights into the process of individual unlearning which is little known in previous studies This is the first book that described how employees should unlearn i e abandon obsolete and outdated beliefs or routines to acquire new ones at workplace Updating old knowledge and skills to new one is crucial not only for organizations but also for individuals to survive in today s competitive and turbulent environment It provides readers with mechanisms by which personal factors such as goal orientation reflection and critical reflection and promotes employees unlearning under the influence of situational factors such as supervisors behaviors and promotion of the positions Based on the findings by quantitative and qualitative analyses using questionnaire survey and interviews this book is highly recommended to readers who are interested in higher order learning process for self change at work in the fields of organizational behavior and human resources development

Learning, Design, and Technology J. Michael Spector,Barbara B. Lockee,Marcus D. Childress,2023-10-14 The multiple related fields encompassed by this Major Reference Work represent a convergence of issues and topics germane to the rapidly changing segments of knowledge and practice in educational communications and technology at all levels and around the globe There is no other comparable work that is designed not only to gather vital current and evolving information and understandings in these knowledge segments but also to be updated on a continuing basis in order to keep pace with the rapid changes taking place in the relevant fields The Handbook is composed of substantive 5 000 to 15 000 words peer reviewed entries that examine and explicate seminal facets of learning theory research and practice It provides a broad range of relevant topics including significant developments as well as innovative uses of technology that promote learning performance and instruction This work is aimed at researchers designers developers instructors and other professional practitioners

The Social Medicine Reader Gail Henderson,1997 To meet the needs of the rapidly changing world of health care future physicians and health care providers will need to be trained to become wiser scientists and humanists in order to understand the social and moral as well as technological aspects of health and illness The Social Medicine Reader is designed to meet this need Based on more than a decade of teaching social

medicine to first year medical students at the pioneering Department of Social Medicine at the University of North Carolina. The Social Medicine Reader defines the meaning of the social medicine perspective and offers an approach for teaching it. Looking at medicine from a variety of perspectives, this anthology features fiction, medical reports, scholarly essays, poetry, case studies, and personal narratives by patients and doctors, all of which contribute to an understanding of how medicine and medical practice is profoundly influenced by social, cultural, political, and economic forces. What happens when a person becomes a patient? How are illness and disability experienced? What causes disease? What can medicine do? What constitutes a doctor-patient relationship? What are the ethical obligations of a health care provider? These questions and many others are raised by The Social Medicine Reader, which is organized into sections that address how patients experience illness, cultural attitudes toward disease, social factors related to health problems, the socialization of physicians, the doctor-patient relationship, health care ethics, and the provider's role, medical care financing, rationing, and managed care.

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