

ANNOTATED BIBLIOGRAPHY

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Preface to Annotated Bibliography

Since I started this program almost two years ago, I have read numerous books and articles on a wide range of topics, primarily in the areas of adult learning, facilitation and learning, poststructuralism as it applies to teaching methodology, and queer and sexuality theory in the context of sociology. As I continued reading, I unconsciously veered towards writing that had as its focus the notion of marginalisation, exclusion, and stigmatisation; and how these can ~~impact on~~influence the student in any classroom setting. Does one's gender, class, race, or sexual orientation, for instance, place one at a disadvantage within social and professional environments? If so, in what ways does this disadvantage manifest itself and how can they be addressed? Great questions to ask

In my original Learning Intent, I had stated that research project possibilities would further explore the approach known as self-directed learning within the context of a traditional adult learning environment; and for the most part, the focus on this approach has remained intact. Since having relocated to a city, with a larger, more diverse demographic, and teaching within a college in which the student body is more heterogeneous, however, I have changed my tack slightly. As I am no longer teaching ESL students exclusively, I have decided to subsume this group into a greater one known simply as students. Good point English as a Second Language students who come to Canada to study have great challenges imposed on them. However, there are others who also face extraordinary challenges that are not being met at the post-secondary institution level. These challenges include learning disabilities left undiagnosed; biases as a result of age, gender, or sexual orientation; culture-based phenomena that render many Canadian students unable to self-identify; and a rapidly changing, technology-based society that induces conformity at any cost, and regardless of whether its offerings are well suited to the individual. As my readings have progressed, coupled with my own real-life experiences working with students with diverse cultural, professional, and academic backgrounds, one thing has become clear: obstacles result in the silencing of students. Well said Within the context of a self-directed learning approach, this phenomenon is significant because if students feel that their viewpoints and opinions are not solicited or valued within the classroom; if, in unwittingly imposing biases post-secondary institutions fail to cultivate an open, discursive environment, then how can self-directed learning be realised within its walls? It is these questions that have prompted me to focus on the readings I have chosen. They have helped me to explore, both in an historical as well as present-day context, some of the background that have led our society to collectively repress those it deems different, lacking, or un-normal. In so doing, questions may be posed as to whether these restrictions may be addressed.

ANNOTATED BIBLIOGRAPHY

Foundations:

Collins, M. (1989)???. *Critical returns: From andragogy to lifelong education*. In S. Scott, B.S. Spencer, & A. Thomas (Eds.), *Learning for life: Canadian readings in adult education*. Toronto: Thompson Educational Publishing.

Michael Collins's article is a critique of the traditional structures of conventional schooling, with its focus on a mechanistic and goal-oriented end, in favour of a more self-directed one. In this new approach, adult education is seen as a highly moral and liberating system where students are proactive and encouraged to think critically. It is a comprehensive and thorough discourse on the subject of adult education – from the point of view of self-directed learning – providing an historical background on this topic as well as its foremost proponents, including Malcolm Knowles and Edgar Faure. It is an article that shares its bias towards a less didactic, goal-oriented form of education to one where education is regarded as a lifelong pursuit with other modern-day proponents of self-directed learning. In addition, it brings to light another piece: that as individuals, our experiences contribute to form a sum total of the 'lifeworld'. This concept, attributable to Alfred Schutz, believes? that individual experiences are influenced by collective interactions with others, and which, in turn, create to form the world experience. Personally, I found this to be an affirming as well as an enlightening article. Its ideas were sound and thought provoking in that they provided varied and substantive points of references, quoting several prominent proponents in the field and drawing on the author's own experiences. It is a worthwhile read for educators interested in a more humanistic approach to andragogy, as well as for students looking to specifically do research on the topic of self-directed learning. Well done. Great choice of critical reading.

Cunningham, P.M. (1989) Making a more significant impact on society. In B.A. Quigley (Ed.), *Fulfilling the promise of adult and continuing education* (35-45). *New Directions for Adult and Continuing Education*, 44. San Francisco: Jossey-Bass.

Phyllis Cunningham's article on adult education contrasts the difference between this field and the field of conventional schooling, indicating how adult education has its roots, historically speaking, in grass roots movements – social, political and economic. It is an examination of the field in the same vein as Gordon Selman's *Foundations of Adult Education in Canada*, in that it places it within the context of its initiation and evolution. Unlike Selman's work, however, Cunningham goes on further to alert the reader to the current 'professionalizing' of the field with the continued focus of academic programs to turning it into a discipline, losing touch with the field's uniqueness as a thoroughly human activity. Like several of the articles I have already read about this field of study, this article confirms many of the attributes the concept of adult education possesses??name them. It acts as a reminder for the student or researcher of the contributions of this field to the general evolution of society. However, Cunningham's article, as comprehensive as it is, falls a little short of expanding on this reminder. good point. The emphasis is ostensibly on the historical context, within which adult education has impacted??don't use nouns as verbs. on many areas of society, but it fails to provide a more extensive account on ways educators or researchers can maintain it as a field of human activity. This lack of

specificity can leave readers wondering what they might do to help in this endeavour. That said, this would be a useful article for those in adult education, sociology, or history.

Elias, J.L. & Merriam, S.B. (1995). Introduction: Philosophy of education. In *Philosophical foundations of adult education*. Malabar, FL: Krieger. [pages?](#)

This introduction to philosophy in the context of adult education is an accessible overview of the concepts of philosophy and adult education. The chapter presents a clear definition of philosophy and how it differs from the practical application of an idea or thought; but also focuses on the difficulties of defining the philosophy of adult education. However, it does underscore the fact that neither philosophy nor the application of the idea being philosophised is mutually exclusive of the other. Indeed, much of what the chapter has to say encourages the study of both as complementary to each other. Sub-headings facilitate comprehension of the field's philosophies by placing the ideas within a particular context. This helps one to grasp the abstract ideas connected to philosophy, making them more real and applicable. Of note is how the chapter talks of the importance of philosophy as foundational in the clarification of issues ([name at least one](#)), informing all that we do; the lack of which results in mindless activism. The chapter would best serve a student or those interested in studying adult education, and how understanding the varied approaches and ideas behind it can serve to clarify the field. [Good point and good recommendation](#)

Elias, J.L. & Merriam, S.B. (1995). Philosophy of adult education, 1980-1994: A bibliographic essay. In *Philosophical foundations of adult education*. (2nd. ed., pp. 206-242). Malabar, FL: Krieger.

This chapter describes the field of adult education in the context of its functions, characteristics, proponents, and history. It's an accessible synopsis of the various philosophical movements in adult education through time. Of particular note is how this article explicates the various philosophies of the field that address specific ideals, practices, and approaches. [Name at least one](#) This informs the general overview provided about the field in the previous article on the philosophy of adult education by providing more details. Just as in the previous article, sub-headings are provided, facilitating comprehension of the various philosophies by taking a macro to micro approach to explanations. Another note has to do with adult education, being founded on the notion of life-long learning, which flouts the traditional notions of education as a 'banking' approach, emphasising process as opposed to end goals. This is the kind of work a researcher or graduate student should consider reading early on in his or her explorations of the field. [Good points](#)

Elias, J.L. & Merriam, S.B. (1995). Philosophy of adult education: Retrospect and prospect (2nd. ed., pp. 203-206). In *Philosophical foundations of adult education*. Malabar, FL: Krieger.

This short chapter describes how the philosophy of education is a constantly evolving question from one philosopher or system to the next; hence, its retrospective and prospective focus. It's an accessible synopsis of the various philosophical movements in adult education through time, giving the reader an overview of the field. In so doing, it proposes stances that the adult educator take in order to be more effective [such as](#). In advocating a more critical approach, the article highlights inquiry, analysis, and evaluations of the various philosophies in order to develop one's own theory-based approach to education, doing so with consistency. However, it doesn't preclude experimentation and the incorporation of various theories in order to come up with new, more relevant approaches. This short article informs the previous article on the philosophy of education by providing more details on the

field be specific. It's the kind of writing a researcher or graduate student should consider reading early on in his or her explorations.

Flannery, D. & Wislock, R. (1991). Why we do what we do: Our working philosophy of adult education. *Adult Learning*, 2 (8), 7-8.

This article gives a general overview of the practice of identifying one's philosophy of adult education for the purpose of self-reflection, analysis, application, and evaluation. It's a highly comprehensible, concise guideline of a valuable exercise, which all educators should engage in. What I particularly like about the article is how it proposes an exercise that can clarify my own role in the vast field of adult education and how I intend to fulfill this role. The article informs previous writings on the subject matter by focusing on the minutiae of the field. In so doing, there is a more practical angle to its message because it advocates self-reflection and self-awareness. Though the article is short, it is divided into sub-headings, which takes one through the stages of the exercise that can help ascertain one's own philosophy of adult education. Good point about the practicality

Freire, P. (1970, 1993). *Pedagogy of the oppressed*. (M.B. Ramos, Trans. 30th anniversary ed.). New York: Continuum International Publishing Group Inc.

Paulo Freire's seminal work on the education of the oppressed is profound reading. It's often idealized and aggressive. I found the information a lot to digest in one reading, though one reading may be sufficient. What is it about? Much of the information is reiterated in the book, often bordering on redundancy, continually attempting to counterbalance one claim by taking the converse stance. I found myself getting caught up in the fervour of its message, but then realized that one doesn't have to experience the degree of oppression Freire talks of in order to apply the idealism it promotes. The book is organised into four chapters, each with subheadings that reflect its macro to micro progression. I appreciate the way it introduces the notion of oppression, providing examples of its endemic existence in society, followed by a critical analysis of the "banking" concept of education. Good points and specific In doing so, each subtopic contextualises the issues, which then helps in conjuring possible ways to address them. Of note is how the author's voice – male and paternalistic – clearly comes through, perhaps indicative of sexism. I wonder whether this is a reflection of the time period in which the book was written. Regardless, I did find much that is liberatory in its philosophy, advocating the radical changes needed to transform society into a more egalitarian, humanistic experience for all. This book would be useful for anyone wanting to be more actively involved in social issues, education, and social criticism. Great ending

Imel, S. Brockett, R., & James, J. (2000). Defining the profession: A critical appraisal. In A. Wilson & E. Hayes (eds.) Handbook of adult and continuing education, pp. 628-642. San Francisco: Jossey-Bass.

This article focuses on adult education and implies how, thus far, it hasn't been regarded as an accessible option of study ?? Not clear. Details as to how the field excludes is proposed, and gives specific examples of umbrella organizations like the American Association for Adult Education, which has done little to rectify the image of the field. I felt that the article dwelt too much on this organization however, and in so doing inferred from it a feeling of exclusivity. However, it was interesting how the article came to choose ? its foci in the article, bringing to light a way of critically examining the field that could address some of its shortcomings. It does so cogently by presenting the

various arguments from an educational context, presenting three components – the knowledge base, graduate study in education, and professional associations – as a way to critically analyse the field. Of note is how this article, despite its abstract theorising, provokes one to think more about the shortcomings of the field, which individuals or groups tend to dominate the area of study, and who is being excluded. [What are the shortcomings?](#) This is significant because articles I've read thus far have not taken as profound a critical analysis of the field of study as this one. This article would be appropriate for those in the field of adult education, particularly in a graduate program or someone developing a curriculum.

Lindeman, E.C. (1982). To put meaning into the whole of life. In R. Gross (Ed.), *Invitation to lifelong learning* (pp.118-122). Chicago: Follett. [Great choice—very foundational reading.](#)

A general overview of the field of adult education in light of the misperceptions of what education has traditionally been regarded as. This article encourages a more expansive definition of the profession, and in so doing affirms people's - especially adults' - life experiences as worthy enough to act as a basis for true learning, despite its non-academic nature. As the article is short, it isn't organised in chapters or sub-headings, but instead has a flow between paragraphs that have specific foci. This article corroborates others on the same topic, though this is more of an overview. Lacking supporting evidence, it is more of a personal anecdote that is cogent enough. Comprehensible enough to internalize, the article is well suited for any student or lay person interested in expanding his or her understanding of what true education could be. [What is it about? IS it about meaning?Adult education?](#)

Merriam, S.B. & Brockett, R. (1997). Philosophical perspectives. In *The profession and practice of adult education* (pp. 27-50). San Francisco: Jossey-Bass.

This book chapter is a general introduction to educational philosophy, its history, merits and uses. I found it to be highly useful in the way that it defines philosophy and how it can be applied in an educational context. Its compartmentalising of the various branches of educational philosophy, in particular, was enlightening. However, I would have also appreciated an exploration of ways or approaches of applying educational philosophy to pedagogical contexts. In what ways could my lessons be more reflective of humanistic tendencies? How can I cope with unruly students in constructively critical ways, circumventing punitive measures? Having said that, I also realise that providing answers to specific circumstances is not necessarily the goal of developing a philosophy. Of note is how this article presents philosophy in the context of addressing questions of an existentialist nature. I thought this article was written in a comprehensible, accessible way; organised into sections with sub-headings that logically flowed one to another. It is well-suited for those interested in learning more about educational philosophy. [What does it say about philosophy? Which philosophies does it name?](#)

Selman, G., Selman, M., Cooke, M., Dampier, P.(1998). *The foundations of adult education in Canada (2nd ed.)*. Toronto: Thompson Educational Publishing

This book provides a general overview of adult education in Canada, spanning perspectives ranging from its historical and political impact as well as the challenges in its definition and application. Despite, and perhaps because of, its breadth, which precludes it from going into great detail about all

aspects of the field, the book still successfully encapsulates the field of adult education; rendering it easily digested by those reading about it for the first time. It is the kind of book that may also appeal to those interested in the unique history of the labour and women's movements in Canada. At times, the information presented was a bit pedantic, but this may have been reflective of the authors' attempt to be as inclusive of all aspects of the field of adult education as possible. It is this attempt that resulted in the organizational format of the book, which follows a moderately logical chronological sequence – the past, present and future effects and implications within and of the field. [What are the foundations? What topics does it cover? Not cover?](#)

Sork, T.J. & Welock, B. (1992). Adult and continuing education needs a code of ethics. In M.W. Galbraith & B.R. Sisco (Eds.), *Confronting controversies in challenging times: A call for action* (pp.115-122). New Directions for Adults and Continuing Education, no. 54. San Francisco: Jossey-Bass.

This highly insightful article introduces the notion of ethics into the field of adult education, where the authors feel there has been a lack. Citing adult education as a legitimate field, they argue that a code of ethics needs development and application in order that the field attains standards as well as professionalisation. The article is logically organised with the premise into the theory of developing an ethical code informed by arguments and research that support it. Sub-headings introduce key points and act as markers. Of note is how the authors dismiss the counter-argument that claims it is impossible to develop an ethical code when the field is so diverse that and that doing so would be restrictive. What I appreciate about the authors' stance is that it is ultimately the learner and consumer who benefit from this code, and not the educator or provider. This work is unlike the others I've read within the context of 'foundations' for the field of adult education in that it doesn't focus so much on the philosophy of adult education but rather on how it is practiced ([this is a good point which may reflect the type of publication—NDACE is introductory](#)). However, it is noted that this work is over ten years old. It is relevant reading for those doing graduate work in education, or those doing curriculum development.

Taylor, K. & Marienau, C. (1995). Bridging practice and theory for women's adult development. In K. Taylor & C. Marienau (Eds.), *Learning environments for women's adult development: Bridges toward change*. New Directions for Adult and Continuing Education (Vol. 65, pp. 5-12). San Francisco: Jossey-Bass.

This article focuses on the history of adult education in the context of women's education, and how it may be used to liberate individuals. It's a highly accessible, thought-provoking article in that it brings to the forefront issues about women's plight that have, heretofore, been ignored. Of note is how the article names six women of diverse cultural backgrounds, age, and life goals within the context of its arguments, reflecting the bridging of the theoretical with the practical as in the article's title. It is organised into sections, each with a sub-heading, which facilitates referencing of key information; and progresses logically from a general overview of the field's impact on women's education to the development of a theory of women's experience, and the role of education within these experiences. It's an article that would help researchers and educators alike to plan lessons that consider classroom goals, contingent on institutional ones. [Good job](#)

Reading and Writing Research:

American Psychological Association's publication manual (5th ed.).(2001). Washington, DC: American Psychological Association.

This highly comprehensive style book is helpful in ascertaining the formatting of citations, the correct way to punctuate, and cultivating writing style. It is a resource categorised into sections and sub-sections to facilitate accessing specific information, and contains samples of citations and document formatting. There have been instances when I couldn't find the formatting I needed, especially when the subject matter seemed to be contained in two different sections; however, these have been rare. This is an ideal book for those doing academic research and writing, particularly at the graduate and doctorate levels in the field of social sciences and the humanities. [Good point](#)

Gillespie, P. & Lerner, N. (2000). *The Allyn and Bacon guide to peer tutoring*. Toronto: Longman.

This book is a highly useful guide to the process of peer tutoring. It's divided up into chapters, with each topic expanded on to be applicable. The assertions it claims as worthy for consideration precludes the notion of 'talking down' to the student, but always maintains their sense of ownership of their work. The table of contents is organised logically, from the distinction between tutoring and editing, to mock tutorials, to discourse analysis. I feel it embodies the notion of self-directed learning and encourages independent thought. Of particular note is how accessible the information is; written in simple English, the concepts, which are predicated on a philosophical context, is easy to understand. It is a great book for teachers, researchers, students, and teaching assistants alike. [Good summary](#)

Hayes, E.R. (1991). A brief guide to critiquing research. In R.G. Brockett (Ed.), *Professional development for educators of adults* (pp.35-47). New Directions for Adult and Continuing Education, no. 51. San Francisco: Jossey-Bass.

This article is essential reading for anyone interested in learning about the research process, and how to do it effectively. Various research methodologies are presented as well as how to read research purposefully. [Be specific and give an example](#) The sections that provided extensive information on the various forms of research were a little too dense, though the last section on optional ways of facilitating and expediting the reading process was particularly helpful. The sections were organised in a logical manner with the approach going from a general to a more specific examination of the subject matter. Of note is how thorough the insights are in this piece, advocating the importance of sound research skills as a way to convey objective information. However, the information provided doesn't preclude the human propensity to express subjectively. Indeed, it takes this into consideration as a natural and appealing aspect of the research process. One theme I noticed about this piece is how research corroborates the notion of philosophy in the way that the cultivation of a philosophy augments and informs the practical aspects of any approach that germinates from it. With research it is the same. This piece is essential reading for any undergraduate or graduate student with an elementary background on the research process.

Kincheloe, J. (1991). Introduction: Teachers as researchers, good work, and critical inquiry. *Teachers as researchers: Qualitative inquiry as path to empowerment*. London: Falmer Press.

This is a highly dense but insightful article on critical research that teachers should read. The arguments it presents take a more critical stance of the research process, advocating a more pro-active stance that defies the traditional deification of so-called experts and specialists, and doing so in a language that is highly accessible and cogent. Such a vocal stance adds to the existing research on this process by democratising it, reminding the reader that the responsibility for research that incites and provokes lies ultimately with the reader. It is well organised into sections; some into sub-sections that explicate common principles involved in an approach. It is most suited to students and teachers doing qualitative research in the field of social sciences and humanities. [Good summary --](#)

Merriam, S.B. & Simpson, E. (2000). Historical inquiry and philosophical inquiry: In *A guide to research for educators and trainers of adults* (2nd ed., pp. 75-96). Malabar: Krieger.

This chapter offers insights into the process of historical and philosophical inquiry within the context of research. It is highly comprehensible, using simple language to explain complex ideas and processes. This chapter informs the others in the book by taking a specific research area and expanding on it, providing details that distinguish historical inquiry from philosophical inquiry, and outlining methodology. [What does it say about history?](#) Of note is how thorough yet accessible is the methodology proposed, using a rational justification for embarking on it. The chapter is organised systematically, beginning with an overview of the process, its history, purpose, and possible outcomes. I particularly appreciated the section on linguistic analysis and phenomenology as part of the process used in philosophical inquiry. I was not, initially, clear on these two analytical processes, so have a better understanding of them now. This chapter would be essential reading to those interested in embarking on historical and philosophical inquiry, education, the social sciences, and the humanities.

[What specific points does it make?](#)

Merriam, S.B. & Simpson, E. (2000). Reviewing the literature: In *A guide to research for educators and trainers of adults* (2nd ed., pp. 31-50). Malabar: Krieger.

This is a helpful book for those interested in or are undertaking the process of research. The particular chapter referred to is one on conducting a literature review. It's highly intelligible and well-written with great suggestions on how to organize one's research process. It is highly accessible, organised in a systematic way from a general to a more specific overview of the process. Key points as to the definition, rationale, and benefits of conducting a literature review are also touched on providing insight on its unique characteristics, distinguishing it from forms of inquiries. [This is specific—good job](#) With a practical approach, the chapter provides a guideline which takes the researcher through the initial, middle, and final stages of the review. This is essential reading for anyone embarking on a literature review such as post-secondary or graduate students.

Rieman, P.L. (2000). *Teaching portfolios: Presenting your professional best*. New York: McGraw-Hill Higher Education.

This is a wonderful book for those starting out on the road to academic/professional portfolios. It's an easy, inspiring, yet thorough read and has everything one needs to get started. With plenty of sample

templates, plans, and approaches, this book ensures the novice all the options possible to create a portfolio. In addition, it also provides websites of more sample portfolios and resumes, though admittedly, some of these are no longer active. Another advantage is having a separate chapter on developing one's personal philosophy of education. **Very specific—good** This is an ideal resource for anyone interested in developing a teaching or professional portfolio, including education practicum students, teachers, and any professional.

Rooke, C. (2004). *The clear path: A guide to writing English essays*. Toronto: Nelson.

This guide book is a highly systematic guide to the writing process. It provides a breakdown of the process and does so in highly comprehensible language, providing the opportunity for self-application. The information, though easy to understand, is dense, with lots of examples for illustrating the author's points. These take the form of edited essays and explanations for why specific editing was carried out. This, I believe, facilitates free thinking on the part of the student for self-study and self-correction. The table of contents facilitates easy access to specific chapters and starts with an overview of the essay-writing process – with sample essay – right through to a short guide of grammar and punctuation, common errors, and even a brief chapter on poetry. This book may be especially useful for students in a creative writing course, researchers, or anyone interested in improving their essay-writing skills. **This seems to be an interesting read—I'll put it on my own list**

Adult Learning:

Brookfield, S.D. (2005). *Critical thinking in self-directed learning* (notes transcribed from lecture), McMaster University, Hamilton, Ontario. **Lucky you**

In this lecture, Brookfield proposes new methods on how to incorporate critical theory into a self-directed learning class environment. It was highly insightful, accessible, and well-organized, with a focus on the notion that self-directed learning need not preclude structure. Of note is how Brookfield believes that it is through structure that students can initially develop the confidence to then gradually allow the structure to fall away, leaving only the essence of the knowledge. This kind of approach informs previous notions of self-directed learning, which has consistently focused on an open-endedness devoid of any boundaries. However, as students have to interact with each other, the author isn't averse to imposing what he calls 'democratic intolerance', in order to allow the class's full participation and mitigate against earnest, overly vocal students monopolising class discussion. **Good point** Discussion amongst all participants is highly encouraged, adding to an inclusive, discursive atmosphere. This knowledge would be suitable to any student teacher **or experienced**, teachers doing an upgrade or graduate studies in ~~ent- of~~ education. **Very interesting**

Brookfield, S.D. (2000). The concept of critically reflective practice. In A. Wilson & E. Hayes (Eds.), *Handbook of adult and continuing education* (2nd ed., pp.33-48). San Francisco: Jossey-Bass.

This is an excellent? chapter which thoroughly gives a highly comprehensible account of critical reflection and its role in adult education. Referencing four intellectual traditions: ideology critique, psychoanalysis and psychotherapy; analytic philosophy and logic; and pragmatist constructivism, **very specific—great** Brookfield interprets critical reflection from divergent yet interrelated philosophies, confirming the notion that any belief or ideology is a construct. In addition, I liked how the author

provided a critical analysis of the concept of critical reflection as well as its critics and proponents. The concept itself could, at times, be difficult to grasp. However, the author's accessible writing style made it easier. It is well organised using sub-headings which facilitate referencing and progresses from a general overview of the subject matter to a more analytical examination of its claims. ~~Of note is how~~ ~~T~~his article is based on the premise that adult learning is not easily defined or compartmentalised for the sake of application. An approach that takes into consideration the instructor's/learner's unique situation is advocated, corroborating Brookfield's previous lecture that self-directed learning, as an offshoot of critical reflective practice should be approached with a degree of structure depending on circumstances. This is a must-read for any teacher or student of education. Good points

Candy, P.C. (1991). The growth of interest in self-directed learning. In *Self-direction for lifelong learning* (pp. 24-28). San Francisco: Jossey-Bass.

Candy's article outlines the recent interest in self-directed learning. In so doing she relates its philosophy from a historical perspective as well as defining its varied forms. It is a highly comprehensible article, well organised, and structured. The article also dismisses the misconception that traditionalists claim as self-directed learning's inferiority to formal (academic) education and cites the work of many researchers – including Maslow, Roger, Houle, and Merriam and Darkenwald – to substantiate her claim. This work corroborates those of others, notably the text on adult education in Canada by Selman, et al., though it is not as comprehensive (this is the most comprehensive work, to date, on SDL). Candy legitimizes both the concept and practice of self-directed learning as not only relevant, but a much-needed alternative to traditional educational practices. It is an article that an undergraduate or graduate education student in his or her initial stages of academic inquiry would find useful. Good summary

Chovanec, D. M. (1998). *Self-directed learning: Highlighting the contradictions*. In S.M. Scott, B. Spencer, & A.M. Thomas (Eds.). *Learning for life: Canadian readings in adult education*. (pp. 300-312). Toronto: Thompson.

The work of Malcolm S. Knowles and Alan Tough, which in turn, take their cue from Cyril Houle's *The Inquiring Mind* (1961), focusing on the phenomenon of self-directed learning, is the subject of this article. However, rather than give a summary or historical account of the subject matter from the perspective of the forefathers of SDL, Chovanec chooses, as her ~~focusum~~ focusum, the contradictions that much of the theories of SDL these writers and researchers had to the practical applications of such theories. It is clear, that Chovanec endeavours to provide a perspective to the study of self-directed learning for scholars, academicians and researchers to use in order to question – perhaps even nullify – the heretofore notions of SDL as espoused by Knowles and Tough. Relatively comprehensible, this article is helpful in providing a different, questioning perspective on the study of SDL, though it fails to provide solutions to the very contradictions on which it focuses. Excellent point.

Clark, C. (2001). Off the beaten path: Some creative approaches to adult learning. In S.B. Merriam (ed.). *The new update on adult learning theory*. New Directions for Adult and Continuing Education, No.89. San Francisco: Jossey-Bass.

This highly readable article focuses on two concepts: the body and how it may be used to gain new insights into knowing and learning, and narrative and how it may be used to achieve the same end. I

appreciate how the author uses two new different approaches to knowledge acquisition and learning as a whole, and feel an affinity to its teachings. I like how, in encouraging an exploration of knowing through both the body and narrative techniques, the practitioner can acknowledge an aspect of him or herself that has heretofore been ignored or repressed. It also corroborates previous articles' support of the diverse ways that adult education may be effected, legitimising the myriad ways they learn. This article is simply written and would be appreciated by both students and seekers of alternative ways of learning. It is well organised with sub-headings, facilitating referencing, and is logical in its sequencing. [Can you give specific examples. This is a very interesting article.](#)

Clinchy, B. M., Belenky, M., Goldberger, M.F., Tarule, J.M. (1985). Connected education for women. *Journal of Education*, 167 (3).

This article is similar to one I'd just read that has to do with making the classroom experience more real, natural and, therefore, humanistic. It proposes using the concept of connected education to address the ways women learn. Of note is how this article emphasises the inequalities inherent in the current educational systems of the world, with biases predicated on class, gender, age, and sexual orientation, and how these must be relinquished to become more inclusive, tolerant, and equitable. It is organised in a logical way with knowledge substantiated by many anecdotal references to women with diverse backgrounds and life experiences. It's a helpful article to read for anyone experimenting with alternative classroom experiences, and would even benefit classrooms with a majority of male students in it. [What points does it make about connections? Do you agree?](#)

Dubin, S.S. & Okun, M. (1973). Implications of learning theories for adult instruction. *Adult Education*, 24 (1), 3-19.

This article gives an overview of the various learning theories for adults and explicates their differences. It's comprehensible enough, though the subject matter is quite dry and is, therefore, difficult to read. [What is Particularly helpful areis](#) the two charts that categorise all the various learning theories, their characteristics, and their exponents. Despite its dense nature, this article corroborates other research on adult education and the highly diverse ways that adults learn. It, therefore, advocates the development of learning theories that would be suited to one's students, considering their unique circumstances in life. This is the kind of article best suited for those involved in the research of educational theory and is written in a highly academic way. [What are the implications of learning theories for adult instruction?](#)

English, L.M. (2000). Into the 21st century with spirit. *New Horizons in Adult Education*, 14 (1), 12-12.

This simple yet informative article is highly intelligible, succinct, and insightful. It dispels much of the myth surrounding conventional notions of spirituality, and provides suggestions on some creative methods to facilitate the development of authentic spirituality such as journal writing, critical reflection, inquiry, dialogue, and narrative. By shedding light on the spiritual aspect of learning, the article confirms the diverse ways adult can learn, using a variety of techniques that can facilitate growth that fall outside conventional means, yet are equally as effective. The article is well organised, following a logical approach that provides a historical context for the role of the spiritual dimension of adult education, progressing into a more profound examination of the various strategies one may

implement in the learning environment. Sub-headings facilitate referencing, whilst accessible prose makes for comprehensible concepts. This is suitable for any undergraduate or graduate student, instructor, or those interested in alternative forms of education. [I don't have enough distance to disagree!! Smile](#)

Fox, H. (1994). *Listening to the world: Cultural issues in academic writing* [Electronic version]. Urbana, IL: National Council of Teachers in English.

A highly enlightening book on the topic of cultural difference in academic writing and how these can often result in the marginalising of students whose first language is not English. The ideas presented are ones to which many instructors can relate as it is written in a simple style and the students' own voices are heard, lending much credibility to the author's research. I found this work corroborates my own experiences with ESL students, so it was doubly helpful in the way it presented circumstances that are plausible and realistic. It also informs other works I've read about similar circumstances that plague international students; not only in the medium of writing but in their lives in general. It is well organised, progressing from a general presentation of the issues and circumstances involved, to more specific attempts at resolution. Chapters are titled to facilitate accessing specific information, which are listed in the table of contents at the start of the book. I highly recommend this work as foundational in the fields of education, cultural theory, critical theory, sociology, and gender studies. [Good points](#)

Fritschner, L.M. (2000). Inside the undergraduate college classroom: Faculty and students differ on the meaning of student participation [Electronic version]. *The Journal of Higher Education*, 7 (3). 342-362.

This highly academic and statistical article on the undergraduate student experience is written in the context of student participation and the varied ways it is defined or interpreted by people. Conclusions drawn were based on a rigorous statistical survey taken, with outcomes indicating that it is verbal communication that is the most desirable and effective. However, the article is quite difficult to read unless one has a fairly analytical mind. It would be suitable only for serious researchers looking to do comparative analysis/surveys of students and the way they participate. The language is accessible but is that of the statistician (read: dry). [What differences do they actually have?](#)

Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.

Howard Gardner's follow-up to his seminal work on multiple intelligences attempts to revise some of his earlier findings as well as to add three more categories of intelligences to the pre-existing seven. This is a fairly comprehensible book, well organized and easy to follow. At times, I found the terminology a bit technical, but succinct. As I read, the information gave me a sense of affirmation about my own intellect [This is the ultimate in good reading.](#) Much of what I'd understood intelligence to be was something quantifiable in the traditional sense: by the use of isometric testing (ie: IQ tests); and felt diminished by it. However, this book, in its proposals, strives to expand the concept of intelligence and the myriad applications and implications it has on society as a whole. This knowledge has major implications for the future in that it could finally affirm those whose strengths may not necessarily be possible to evaluate using traditional means, but who do, nonetheless show great insight and intelligence. The book is well organised with chapter headings indicating subtopics that discuss intelligence from various contexts. In so doing, each chapter provides comprehensive

information that presents a critical analysis of constructs of intelligence, topical for those interested in sociology, psychology, and education.

Glastra, F., Hake, B.J., Schedler, P.E. (2004). Lifelong learning as transitional learning [Electronic version]. *Adult Education Quarterly*, 54 (4), 291-307.

This ~~highly thought-provoking~~ article focuses on the effects of globalisation and individualisation on information and how this affects how one learns. The ideas presented were initially difficult to follow, but with a bit of persistence, one can comprehend these concepts. The article is divided into different sections that focus on the aspects of globalisation, then individualisation, and finally, on how both have affected the way individuals learn, which, in turn, affects how societal perceptions about life-long learning can be initiated using the approaches outlined in the article. This is ideal reading for those interested in alternative ways in educations, as well as transformative learning. [How is lifelong learning transitional?](#)

Knowles, M. (1975). *Self-directed learning: A guide for learners and teachers*. Englewood Cliffs, NJ: Cambridge Adult Education.

Malcolm Knowles' seminal work on the concept of self-directed learning and its advantages over the traditional teacher-centred approach is the focus of this book. For the student and teacher alike, this book is a wealth of ideas about the concept of self-directed learning, including sections of suggested charts, tables and plans on how to implement the approach to today's classroom. Knowles' writing style is accessible, literate and intelligible, though I'm not sure if he takes the scope of his audience into consideration. It seems as I was reading the book, that there was the presumption of the homogeneity of its prospective target audience; a presumption that may no longer be applicable in today's heterogeneous and multicultural societies. There is enough flexibility in the approaches that underscore the notion of self-directed learning, however, that can readily accommodate application. In addition to that, the chapters are organized sequentially, one leading into the other with many of the practical tools provided in the appendices in the back of the book, ready for duplication. In all, this is an indispensable resource, which retains its relevance almost 30 years after its initial publication.

[Good points.](#)

Merriam, S.B. (2004). The role of cognitive development in Mezirow's transformation learning theory [Electronic version]. *Adult Education Quarterly*, 55 (1), 60-68.

Merriam's article takes its cue from Mezirow's work on transformative learning and goes a step further by positing how, in order for development to truly manifest, one must be cognitively able to process alternative viewpoints wrought from dialectical discourse, and to reflect on them. It's a highly accessible piece, with insights into the notion of transformative learning, primarily focused on Mezirow's work but also on the work of others. It's well organised with sub-headings that indicate a logical progression from general to specific, outlining the various theories and hypotheses, then applying these to the questions it poses. It's appropriate for students, researchers, and teachers wanting to know more about transformative learning and how interpretations of it can be greatly expanded.

[Do you really have to be "smart" to be transformed? We have been discussing this here. Cranton says this article should be challenged? What do you think?](#)

Merriam, S.B. & Caffarella, R.S. (1999). Ethics and adult learning. In *Learning in adulthood* (2nd ed., pp. 369-386). San Francisco: Jossey-Bass.

Merriam and Caffarella's article on ethics in the field of adult learning is a highly interesting introduction to the concept of ethics and its specific application to this field. The information was presented logically with all the variants involved in its application thoroughly discussed, inviting the reader to ruminate on their effects. This article would best suit a student of education looking to applying specific approaches to teaching and wondering about their impact. It is also an enlightening article for those researching the field of ethics and the challenges of its application in an educational setting. One of the frustrations I had with this article, however, was its lack of attempt at suggesting or proposing possible approaches to take when dealing with specific issues related to ethics (excellent point). Instead, it merely presented instances that illustrated the inherent challenges of applying ethical principles to certain circumstances that may warrant them. Perhaps an example of a possible ethical approach to a specific issue may have helped confirm the validity and effectiveness of utilizing ethics within the field of adult learning. This book is a summary, not a critical reading, so that might explain its limits. You'll find the strongest and most critical readings in research journals, by and large.

Mezirow, J. (2002). Learning to think like an adult: Core concepts of transformation theory. In Jack Mezirow & associates (Eds.), *Learning as transformation* (pp.3-33). San Francisco: Jossey-Bass.

This is a highly accessible and readable introduction to the concept of Transformation Theory. As one of the elements of adult education, the author emphasises the importance of context in order to understand key concepts of knowledge, belief, values and feelings. Such an approach, the author believes, underscores the idea of Transformation Theory as a legitimate study within the realm of adult education. Of note is how this article focuses on meaning as an important component of the learning process as there are no fixed rules on how to define knowledge. By starting with this notion, the article endeavours to clarify the premise of Transformation Theory, providing approaches that can bring it about. As such, this chapter is most suited to readers specifically interested in the study of Transformative Theory or Learning as it clearly and systematically outlines the process of this theory. Good points

Ponton, M.K., Derrick, M.G, & Carr, P.B. (2005). The relationship between resourcefulness and persistence in adult autonomous learning [Electronic version]. *Adult Education Quarterly*, 55, (2) 116-128.

This article discusses the relationship between what motivates adult autonomous learning and how that motivation is sustained. It's a highly statistical work with plenty of empirical evidence that support the theories presented about adults and how they learn. Of particular note is how the article distinguishes between the way children and adults learn. Although structured and pedantic at times, the article is highly credible in its rigour. It corroborates existing research on the varied ways students learn and participate, confirming the fact that creating learning theories that address students' individual needs are key to effective and transformational learning (Very specific and good points). Notions of self-directed learning are also addressed in this article. It is organised in a highly systematic way with claims and methodologies substantiated with statistical analysis, charts, and tables. Though better suited to a more academic audience, most of the article is comprehensible, enabling both teacher and

researcher alike to expand their horizons when designing a curriculum or program planning. [What is the relationship between resourcefulness and autonomy?](#)

Rossman, M.H. (2000). Andragogy and distance education: Together in the new millennium. *New Horizons in Adult Education*, 14 (1), 4-11. [You will note that this is a fairly light journal.](#)

This article individually focuses on the ideas of andragogy and distance education and examines how they can facilitate the learning process for adults and their unique learning needs. It's well written and intelligible and refers to Malcolm Knowles' work to substantiate his arguments. Of particular interest is the notion of distance education meeting the needs of the student and not the converse effect. This would, therefore, have implications on, not only the learning environment, but the employment of a variety of resources and unconventional teaching approaches to facilitate learner involvement. In this instance, the focus is on a student-centred approach to teaching, with the teacher acting more as facilitator. This is work most suited to those interested in learning more about self-directed learning, alternative education, and learning theories. [Good points](#)

Facilitation and Teaching:

Byrd, P. (1997). Grammar from context: re-thinking the teaching of grammar at various proficiency levels [Electronic version]. *JALT Journal*, December 1997, 1-20.

This is an insightful article on the re-thinking of the traditional teaching methodology of English grammar. The author believes that a contextual, discursive approach should replace the traditional system which ignores the communicative nature of English. [Do you agree?](#) Some sections require some background in elements of grammar in order to fully comprehend them. However, upon re-reading, the overall meaning becomes clear. Sub-topics outline the current problems with organising the teaching of grammar, the problems that this causes, the proposed solutions, and the difficulties of identifying student goals. The article comprehensively proposes design schemata for the creation of grammar teaching curricula, even going so far as to provide sample tables and charts. This article would be ideal for anyone researching the teaching of grammar and ways to improve it, as well as for those looking to incorporate a poststructural, humanistic stance to traditional teaching.

Brookfield, S.D. (1998). Being a skilled facilitator of critical thinking. In *Developing critical thinkers* (pp.228-241). San Francisco. Jossey-Bass.

This chapter provides an overview of how to facilitate critical thinking skills in one's students. Although it does an effective job of delineating some of the approaches a teacher ought to take in facilitating these as well as some of the potential outcomes, it didn't provide examples of facilitating actual critical thinking skills [GOOD POINT](#). I realize that in doing so, it may provide readers with too limited a scope of how to facilitate these skills. However, it would have been helpful for the author to have given even just one scenario. For the most part, however, this was a well-organized and well-written article, comprehensible and well-suited for anyone learning about new approaches to teaching at the post-secondary or graduate level.

Brookfield, S.D. & Preskill, S. (1999). Discussion in a democratic society. In *Discussion as a way of teaching* (pp. 1-21). San Francisco: Jossey-Bass.

This chapter explicates the benefits of discussion within an educational context. It is well structured, comprehensible, and critical in its stance. What I particularly liked about it, apart from its wide scope, is that it presents arguments from at least two perspectives – advantages and disadvantages –, as well as acknowledging its highly idealistic stance [good points](#). It also suggests ways to apply some of these philosophical ideas in a practical context. However, it doesn't do this extensively enough, so one would have to access the rest of the book this chapter comes from in order to benefit from its practical uses. This chapter is organised into sub-sections with headings that facilitate access to specific information, and the chapter proceeds in a logical fashion. It is relevant in that it presents information that informs the concept of self-directed learning by providing another way of [affecting](#) it. This is well suited to education students doing either an undergraduate or graduate level degree, or any teacher wishing to learn more about the theory behind what they practice.

Cranton, P. (2002). Teaching for transformation. In J.M. Ross-Gordon (ed.) *Contemporary viewpoints on teaching adults effectively*. New Directions for Adult and Continuing Education, no. 93. San Francisco: Jossey-Bass.

This is a highly readable article on the premise of transformative learning. It is very helpful in explicating the background of transformative learning and theories that underscore its principles. It is well-organised into sub-categories which proceed from a general, historical fashion to a more specific, specialised one. Of note is how the article takes a critical approach to transformative learning, providing strategies that may aid in its manifestation. [Good points](#) Like the other articles on self-directed learning, this one informs the concept by providing another potential outcome of praxis. Sub-headings help to organise the article into a logical sequence. It is particularly helpful for those new to the field as an introduction, and is best for education students, teachers, and researchers looking for alternative teaching approaches. [What does it say about teaching for transformation??](#)

Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard Educational Review*, 59 (3), 297-324.

Ellsworth's premise that critical pedagogy approaches which are intended to empower students achieve just the opposite is the subject of this article ([this is a very important article—good choice](#)). Ellsworth had been a professor at the University of Wisconsin at Madison for some time when she experienced the effects of blatant racism on campus. This provided the impetus for the creation of a course to address such issues. This resulted in a thorough examination of traditional approaches used in the area of critical pedagogy, which, in turn, resulted in a rethinking of its impact. The article is a highly thorough one with plenty of new concepts introduced in the field of critical pedagogy. At times, I felt lost in the highly convoluted writing style, at others, I had to mull over the new concepts and approaches she was proposing. Despite these challenges, however, I feel this is a very important article to read; in part because of the radical nature of her proposals, and the outcomes that result from her applications of them. This would be suitable reading for anyone doing graduate work in education, critical theory, or sociology.

hooks, b. (2003). *Teaching community: A pedagogy of hope*. New York: Routledge.

A continuation of her previous work (“Teaching to Transgress: Education as the Practice of Freedom”), this book focuses on the theme of community and hope in education, where boundaries that separate dissipate even further. It is highly accessible reading that anyone can appreciate and comprehend, as it also informs and augments other work of similar themes. Of particular note is the chapters on sexuality and spirituality that can impact and have a positive effect on the way we learn and interrelate to one another; aspects once considered irrelevant to education. In other words, its scope is wide, touching on both the theoretical as well as the practical aspects of education. Organised into titled chapters to facilitate specific information, this book is formatted to be like a dialogue, not only between the personalities within it, but also between these and the reader. As such, it is the kind of book that crosses lines of discipline, rendering it essential reading for anyone interested in the practice of teaching more inclusively, democratically, and peaceably. [What does it say about hope?](#)

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

This is a highly inspiring book containing radical ideas about how to transgress current boundaries in education with the intention of implementing more humanistic approaches in teaching. hooks writes with a passion about her subject which is both insightful and thought-provoking. She also writes in a succinct and clear way, providing her reader with a comprehensible sense of her vision. The book is organised in a logical fashion with chapter titles, though there isn’t a sense of continuity between chapters. Rather, each forms an integral piece that makes up the overall message of the book. Of note is how this book takes a passionate stance on the beliefs it espouses, using language that is accessible and compelling with which to do so. This book is ideal for those looking to enhance their teaching skills, particularly with the intention of breaking down conventional approaches. [Good summary](#)

Moore, J. (2005). Is higher education ready for transformative learning? A question explored in the study of sustainability [Electronic Version]. *Journal of Transformative Education*, 3,(1), 76- 91.

This article is a highly accessible, informative, and enlightening look at the concept of transformative learning and its possible application to classroom situations. It presents both theoretical and practical aspects of the concept, with substantive support for both. I particularly like how honest and clear the author’s writing is, making this piece accessible for anyone looking to do research into the approach, as well as those who would like the challenge of implementing it in their classroom routine. Of note is how this author approaches the theory of transformative learning from a science background as this is where her previous degree is in. As a result, her viewpoints inform the practice in confirming the practical nature of transformative learning. This article is very much in the form of personal anecdotes which lend credence and accessibility to the notion of transformative learning. It is organised logically, proceeding from a general to a more specific continuum, using sub-headings to facilitate access to specific information. The author could have added a few more examples of practical activities, but otherwise the ones provided are sufficient, relative to the magnitude she is trying to cover. [Does she answer her own question?](#)

Mutch, A. (2003). Exploring the practice of feedback to students. *Active learning in higher education*, 4 (1), 24-38.

This article focuses on the importance of providing feedback to students in a way that results in effective internalizing. The author uses the results of a specific study to give credence to his findings. However, he does acknowledge the limitations of doing so and admits that more research needs to be done in this particular field of study. I found most of this article to be fairly dense and hard to understand. Indeed, the sections I found most relevant to the premise of the article is found in the conclusion, which succinctly summarizes key points. Of relevance was the outline of important steps that one ought to take into consideration when devising a system of providing effective feedback to students. Much of the article remained inaccessible to me, though it could be useful to someone with a more analytical way of thinking. [What does it say about feedback? This looks like a very interesting choice of article.](#)

Vella, Jane. (2002). *Learning to listen learning to teach: the power of dialogue in educating adults (revised edition)*. San Francisco: Jossey-Bass

Jane Vella as an innovative adult educator is the basis of this highly intelligent and intelligible book. Her theme is the notion of teaching and learning as analogous with quantum theory, the belief that all in the universe is expanding, all-inclusive energy. Yet rather than focusing on the theoretical aspect of her belief, she applies it, organizing it into twelve components, each essential to the success of the learning and teaching experience. Such a model corroborates the few other readings I have done pertaining to a humanistic, learner-centred approach to teaching, emphasising the notion of the learner as participant in his or her own learning. [excellent integration of your own practice with the expert.](#) However, this book isn't so much a proponent of self-directed learning in the tradition of Malcolm Knowles, but rather one that recognizes the potential for anyone to learn as long as elements of their living and learning conditions are taken into consideration. It is a comprehensible book because not only is Vella an innovator, she is also a gifted storyteller, using to illustrate her points, her past teaching experiences in the many countries of the world to which she was invited. Not surprisingly, it is Vella's respect for the learner, regardless of his or her background, that makes this book appealing to anyone. From those being introduced to the topic of adult education for the first time, to those who are established teaching professionals, to those looking to employ new approaches to teaching, anyone can learn something new from this book. One may also utilize this book as a resource as its organization and layout – using clear, bold titles, a logical table of contents, and consistent annotations – facilitate discovery. This is highly impressive work.

Wang, V.C.X. & Sarbo, L. (2004). Philosophy, role of adult educators, and learning: How contextually adapted philosophies and the situational role of adult educators affect learners' transformation and emancipation [Electronic version]. *Journal of Transformative Education*, 2, (3), 204-214.

Wang and Sarbo's article places much emphasis on the importance of taking into consideration the objective of adult education that a particular educator espouses together with what the learners' needs are when engaging in program planning and adopting an approach. It's a highly accessible article, with plenty of thought-provoking? ideas for implementing the varied philosophies of adult education. At times, however, I found it talked in circles, often sounding repetitive, without substance([example?](#)). However, I do appreciate the way it dealt with the various forms of adult educational approaches,

encapsulating all of them into one paragraph and suggesting ways they might be applied. This is an article that may be useful for research students, and those who embrace a more humanistic approach to adult education. [Good points](#)

Planning and Development:

Barr, J. (1999). Becoming an adult educator. In *Liberating knowledge* (pp. 35-48). Leicester, UK: NIACE.

This article, focusing on feminist educational research, exposes disparities between how female and male academics and students are regarded in the post-secondary environment and underscores the need for a more balanced approach to teaching. At times, the article is difficult to comprehend, though I'm not sure to what this is attributable. Perhaps it is because the writer's teaching/learning environment is British, and my limited knowledge of that system becomes self-evident. However, as I progressed in my reading of it, the article became more intelligible ([good point](#)). It is well organised with sub-headings facilitating access to specific information and a way of conveying information that ranges from generic to specific, again facilitating intelligibility. This article is most suitable for those engaged in research on feminist studies/issues, though anyone with an interest in adult education and how it can be implemented in practical settings will also find it insightful. [What does she say about becoming an adult educator?](#)

Caffarella, R.S. (2002). The interactive model of program planning. *Planning programs for adult learners* (2nd ed., pp. 20-36). San Francisco: Jossey-Bass.

This is a highly readable article on the interactive model of program planning. It is suited for those (students, researchers, teachers) interested in alternative forms of providing students with a more flexible, open-ended model of the learning process. It is simple to comprehend as it gives detailed explanation of each process, and what its benefits are, as well as being brief. A checklist of planning programs is also provided. [Yes, this is about as much as you could say—it really is a nuts and bolts piece.](#)

Cervero, R.M. & Wilson, A.L. (1994). Planning responsibly for adult education: A guide to negotiating power and interests. (3 chapters, pp. 3-13, 13-33, 171-193). San Francisco: Jossey-Bass.

These book sections focus on the three types of approaches to planning programs, their histories, rationale, and strengths and weaknesses, as well as the characteristics each possesses, which could lend themselves to integration with other approaches. Of note is the importance of taking into consideration the context and/or circumstances one is in when developing a program, hence the authors belief in the necessity of negotiation when program planning ([good specific comment](#)). It is a well-organised set, with clear sub-headings facilitating access. Information is initially conveyed generically, then specifically. Though the concepts may be abstract, the language is comprehensible, and would be appropriate for anyone in the fields of education, social sciences, or non-profit organisations.

Crowe, J. L. (2000) Evaluation of adult learners: Ethical issues [Electronic version]. *New Horizons in Adult Education*, 14, (3), 4-10.

This article suggests the various methods of evaluation common in a university setting. It strives to compare and contrast these methods and focuses on the one that synthesizes the benefits and advantages of the other two. Three types of learning are also discussed to provide the foundation on which these methods are predicated. In the article, Crowe elaborates on how, of the three forms of popular teaching approaches – teacher-directed learning, student-directed learning, and learner-centred learning – learner-centred or collaborative learning is gaining popularity. This form of learning combines the benefits and advantages that most students would find comfortable to work in since it is ostensibly a balance of the familiar (teacher-directed learning) and the new (student-directed learning). They would, therefore, be able to make the transition into a more learner- or self-directed approach to learning more easily. This article provides a concrete, practical approach to student evaluation that corroborates my increasing faith in the efficacy of self-directed learning. It is a well-organized, intelligible article that presents the information in a light that does not pretend to be objective, favouring instead the balanced approach of learner-centred learning. In so being the arguments in favour of this form of evaluation are clearly stated and applicable in a real classroom setting. It is an article that many instructors – particularly those new in the field open to new forms of evaluation, in contrast to conventional testing – would find thought provoking and useful. In its simplicity, I found this article affirming of my burgeoning interest and belief in self-directed learning.

Johnston, R. (1992). Evaluation: The problem that won't go away. *International Journal of University Adult Education*, 31 (1), 63-74.

This short article focuses on evaluation, its various forms, purposes, and processes in today's educational settings. It not only highlights the advantages and disadvantages of traditional approaches, but also specifies shortcomings, arguments for why they are, and proposes alternatives. The article is highly accessible, written in plain language, with few technical terms. It is also well organised, with a generic to specific format, and plenty of sub-headings and flowcharts to illustrate hypotheses. At times I did find the topic fairly dry, though that may be the nature of the topic itself. The ideas were interesting and worthy of consideration, particularly for those in the fields of education – specifically practicum teachers, curriculum developers, program co-ordinators, and teachers – or administration. Of note is how the article pointed out that evaluation conducted today targets individuals when, in fact, much of the work going on is collaborative or collective; hence the need for further research on this topic.

Poststructuralism:

Agger, B. (1991). Critical theory, poststructuralism, postmodernism: Their sociological relevance [Electronic version]. *Annual Review of Sociology*, 17, 105-131.

This article gives an overview of the notions of critical theory, poststructuralism and postmodernism, and does so in a comprehensible and accessible way. Some of the terminology is academic, but the way the concepts are presented is such that they are clear and succinct. Of note is the focus on how the three theories form a critique of positivism, and traditional educational approaches based on meta narratives ([good specific comment](#)). The book is organised in a highly logical fashion, progressing from a more general -overview of the topic at hand to a more specific one. A logically-organised table

of contents and sub-headings within chapters facilitate access to key concepts and information. Examples also help to crystallize some of these ideas. This is a great article for those becoming familiar with these concepts as well as those doing research in the fields of the social sciences, education and critical theory. [I think I will try to find this for myself—looks very interesting](#)

Brookfield, S.D. (2003). Racializing criticality in adult education [Electronic version]. *Adult Education Quarterly*, 53,(3), 154-169.

This is a highly readable, interesting article on the notion of considering racialism to one's view of the world as a way to affirm one's validity. It is an interesting exploration of relevant topics, previously unknown. The writing style is highly readable with many references to insightful Afro-American philosophers, thinkers, writers. The article also provides a glimpse of the world of German philosophers and intellectuals who first explored this notion in the past. It could be lacking some contemporary voices including the work of bell hooks and the more historical work of the Alain LeRoy Locke and the Harlem Renaissance. However, it still stands as an interesting perspective that is well organised using sub-headings to facilitate access to specific information. It's an article well suited for students doing research on educational topics, particularly in the areas of critical and cultural theory. [What does it mean to racialise?](#)

Cherryholmes, C. (1988) *Power and criticism: Poststructural investigations in education*. New York: Teachers College Press.

This book provides a highly accessible look at the concept of poststructuralism in an educational context. It's well written, thoroughly researched and comprehensive in its scope; in its examination of the approach as it exists in a specific context; and would be well worth the time to peruse for any teacher or researcher. At times, however, the language and terminology tend to be academic and difficult to understand without re-reading or consulting a dictionary. However, that may be attributable to my own ignorance about the subject matter at this stage of my readings. It certainly compels me to seek out other writings on this important approach. The chapters are entitled according to the topics discussed in them, with corresponding sub-topics, which indicate the profundity with which each topic is discussed. Of note is how the first chapter contains an argument which advocates for this approach in the classroom setting, which, from a novice's perspective aids in understanding the various voices at play regarding education philosophy and approach. [Looks interesting](#)

Gruber, D.F. (1989). Foucault's critique of the liberal individual [Electronic version]. *The Journal of Philosophy*, (86), (11), 615-621.

This article focuses on Foucault's criticism on the notion of the liberal individual, positing that in contrast to its presumed benefits, current notions of liberalism actually achieve the opposite effect, by insidiously compelling individuals to become imprisoned within the conformist paradigms that purport itself to be liberating ([good specific notes](#)). It's an article with some radical ideas, and in so being I found it difficult to follow at times. However, I am particularly impressed with Foucault's beliefs in the pervasiveness of the social controls which prevent individuals from recognising their own complicity in keeping themselves subjugated. The article follows a fairly logical organisation, though it presents the ideas as a whole as opposed to breaking them up into categories, which added to the

challenges in understanding it. This article would be most suited to those interested in philosophy, alternative ways to educate, and the social sciences.

hooks, b. (1994). *Outlaw culture: Resisting representations*. New York: Routledge.

bell hooks' analysis of contemporary popular culture is thorough, critical, and thought-provoking as she closely examines pop culture from a radical feminist perspective. It's a highly inspiring approach as it de-bunks much of the commonly-held views about what it means to be a radical feminist/revolutionary. Her ideas that people resist the false representations societal icons like Madonna, Camille Paglia, Spike Lee, and even Malcolm X present as 'truths' are revolutionary and incite further self reflection on how we view ourselves. This book is required reading for anyone wanting to make an impact in the classroom because it can inspire students to be more critical in their thinking, resisting false notions of what it means to be a feminist, and re-examining one's anti-sexist, anti-racist viewpoints to confirm their legitimacy [good points](#). It can also help students to reflect on how we tend to take on a deferential stance towards our pop icons, conferring on them far too much adulation whether they are deserving of these or not.

hooks, b. (1997). *Wounds of passion: A writing life*. New York: Henry Holt and Company.

bell hooks' autobiography about her childhood and early academic careers, lends insight into her professional career as English Professor at New York University as well as the esteemed author of some 15 books. It's a book that traces her early beginnings, growing up poor in rural Kentucky, interwoven with her burgeoning academic career in California and tumultuous relationship with a man she admired, adored, and vilified. It's an easy-to-read, accessible book, with profound insight into her self-reflective, critical approach to life and human interaction. What I particularly liked about the way the book is organised is that it doesn't simply tell her life story chronologically but rather as vignettes, which illustrate and give more credence to her life philosophy. It's essential reading for any admiring fan of bell hooks, and since it's highly readable, a fast read as well. [You really do like hooks](#).

Namaste, K. (1994). The politics of inside/out: Queer theory, poststructuralism, and a sociological approach to sexuality [Electronic version]. *Sociological Theory*, 12, (2), 220-231.

This article contains insights into the notion of sexuality in the context of identity and marginalization. Specifically, it focuses on how poststructuralism may be used to develop a new approach to the study of 'queer theory'. It is clearly and succinctly written, making it quite comprehensible and accessible. The concepts are well substantiated with allusions to Foucault and Derrida as the author's main influences. It presents a perspective or approach that takes into consideration all aspects of sexuality, and does so from the basis of binary opposites. Of note is how this article, like the others on poststructural thinking clarifies that approach; a concept I continue to have difficulty grasping. In providing examples and using clear language as well as placing the concept within an historical context, makes it more accessible. A great paper to start off with for any educator, student, or researcher interested in exploring new approaches to Queer Theory. [Very interesting. Andre Grace wrote the article on queer theory in the Encyclopedia—you may be interested in it some time.](#)

Tanaka, G. (2002). Higher education's self-reflexive turn: Toward an intercultural theory of student development [Electronic version]. *The Journal of Higher Education*, (72), 2, 263-294.

Greg Tanaka's article is about the process of assessing the progress of college experience for its students, particularly those not part of the dominant culture. Suggesting a more poststructural approach to creating an assessment tool that takes into consideration all – including the dominant – groups and their unique qualities, along with their inevitable coalescing, this article is a well-written, well researched account of methodology and approach. It is also well organised into sections, beginning with an overview and historical account of theories in student development to a critical approach to research on the topic and ways to construct academic structures and mechanisms. It contains great insight for researchers, students and academics looking into an oft-neglected topic.

What does it say about intercultural theory

Tisdell, E. (1998). Poststructural feminist pedagogies: The possibilities and limitations of feminist emancipatory adult learning theory and practice. *Adult Education Quarterly*, 48 (3), 139-156.

This paper presents a comparative analysis of the theory behind the three aspects of feminist pedagogy as they relate to critical pedagogy and to adult education as a whole. It is a fairly accessible paper, which is best suited to those studying adult education theory and specifically to how feminist pedagogy can be ~~approached to include issues relevant to women, but applied~~ to humanity as a whole. Of particular note is how inclusive this paper felt to me, especially in light of my expectations that it had a specific agenda. Another note is how the paper emphasises feminist poststructural theories, which places an emphasis on connections between people, the reality of the 'shifting' identities of people, and their positionality. Charts in the paper endeavour to clarify things, though to me, they were initially confusing. Having said that, the article is well-organised with an abstract at the beginning, and sub-headed sections that facilitate referencing specific information. This is a very good journal so it often takes a while to read the articles. It's great that you have challenged yourself so much in your reading.

Queer Theory and Sexuality:

Dowson, T.A. (2000). Why Queer Archaeology? An introduction [Electronic version]. *World Archaeology*, 32 (2), 161-165.

This article gives an overview of how applying Queer Theory in the field of archaeology can bring focus on the heterocentric, and therefore, exclusive nature of current practices; and how this has tremendous impact on how our society responds to current issues predicated on its foundations (how can QT be applied to archaeology?). It's a short, highly accessible article with enough insight to persuade one to explore this issue further. Of note is how this article, by applying the concept of Queer Theory to one field, actually encourages the reader to apply it to others, with the potential to come to the same conclusions about the pervasiveness of heteronormativity. It is well organised into titled sub-sections, which make for easy access of specific information, and progresses along a generic to a more specific line of thought. This is a must read for those looking into the notion of marginalization, education and even political activism.

Epstein, S. (1994). Queer encounters: Sociology and the study of sexuality [Electronic version]. *Sociological Theory*, 12 (2), 188-202.

This article compares and contrasts the traditional sociological study of sexuality with the more recent trend of Queer Theory and its applications, with some interesting insights on both. It's fairly accessible, though much of what it discusses would be more comprehensible to someone who's studied sociology more extensively (I think this journal is for specialists). However, it does explain queer theory to a great extent, providing lots of details. Its target audience would largely be researchers, activists, social scientists and educators. I wonder what this all might mean for adult education?

Foucault, M. (1978). *The history of sexuality: An introduction (volume 1)*. New York: Random House.

This highly insightful seminal work on sexuality and how its history continues to have an impact on societal conventions today is both insightful thought provoking as well as controversial. The writing is philosophical in tone and dense, at times requiring re-reading in order to internalise the information. Because ideas are often abstract, they are often difficult to comprehend. However, this work proposes original thoughts that are inspirational. The overall organisation of the book is good, with three sections, each divided up into titled chapters that encapsulate the topic; from a hypothetical, scientific, and practical context. Each one shows the intrinsic link between the other, illustrating how each plays a role in the construct of society's stance on sexuality issues. This work is most suited to those doing research in the fields of sociology, psychology, sexuality, and education. What does it say about sexuality?

Geller, T. (2004). Queering Hollywood's tough chick: The subversions of sex, race, and nation in *The Long Kiss Goodbye* and *The Matrix* [Electronic version]. *Frontiers*, 25 (3), 8-34.

This article provides an analysis of the recent Hollywood focus on roles for women that present them in a strong, favourable light. It is highly comprehensible and substantial, cogently recounting the progress that is being made in Hollywood. Specifically, it takes a highly critical review of this genre of filmmaking presenting arguments that are not only focused on the protagonists, but also the environments and circumstances within which they exist, and how these affect them. Of note is how this article, in focusing on a specific topic, informs the topic of Queer Theory as a whole, by providing insight into aspects of the puzzle that are still missing, that still render certain groups voiceless and unheard. This article is ideal for anyone interested in critical film analysis or the role that media plays in provoking a proactive stance in spectators. Interesting reading

Harper, P.B., McClintock, A., Munoz, J.E., Rosen, T. (1997). Queer transexions of race, nation, and gender: An introduction [Electronic version]. *Social Text*. 52/53, 1-4.

A highly thought-provoking article about the redefining of the term Queer Theory and how doing so can help to liberate others who were formerly marginalised by its narrow borders. Initially this article was fairly dense and difficult to read because of its profound analysis of the subject matter. However, with persistence, and a bit of transcription, most of the information is accessible. Of note was how, in focusing in on some of the communities outside of the mainstream, a lot of experimentation by whom? is going on at the informal level; experimentation that is reflective of the malleability of these communities. As the article is short, it isn't divided into sections, though its natural progression is one which provides an overview of Queer Theory, its historical beginnings, reasons for being, and traditional applications to one where alternative ideas are introduced and debated. Like the other

articles I read in this area, this article informs the others by providing one perspective that has, thus far, been overlooked. It is ideal for those in the fields of education, sociology, and gender studies.

Good points

Kitzinger, C. & Wilkinson, S. (1994). Virgin queers: Rehabilitating heterosexuality [Electronic version]? *Gender and Society*, 8 (3), 444-462.

This article explores the possibility of reforming heterosexuality within the context of including currently marginalized groups such as the LGBT. It is highly provocative in its proposal for a more radical stance against the heteronormative society we live in, and in so being, is insightful. However, some of the concepts are a little too abstract to comprehend and I found myself having to re-read them. Of note is how theories proposed entail having to subvert current notions of heterosexuality, turning them on their heads to be re-defined so as to be more inclusive. This article is ideal for those exploring the realm of queer theory, education, gender studies, and human rights. I wonder how this might connect to adult education?

Leung, H.H. (2001). Queerscapes in contemporary Hong Kong cinema [Electronic version]. *East Asia Cultures Critique*, 9 (2), 423-447.

In this highly insightful and enlightening article, the author talks of the differences between interpretations of being queer in Hong Kong and Western filmmaking. It is highly accessible and comprehensible with a critical perspective on film culture and its influences on and reflections of society. It is well organised with titled sub-sections that access specific information and progresses along a line from the generic to the more specific. Voices left out are obviously those of the heteronormative stream, (good point) particularly any reference to Hollywood films, though given the context of the topic, it is not something that detracts from its credibility. Anyone interested in a critical approach to film review or research into contemporary queer life in Hong Kong, as well as those in the fields of film studies, education, and sociology would benefit from this article's message.

Lorde, A. (1984). *Sister outsider: essays and speeches*. Trumansberg, NY: The Crossing Press.

In a collection of essays, interviews, and speeches, this small book recounts the life experience of the author's struggles with being female, Black, a mother of two, and a lesbian in the late 1960's. In so doing, it underscores the difficulties and triumphs of the marginalised in society, not only during that time but also today, powerful in its relevance. The narratives are highly intelligible, moving, and visceral. One can truly feel the author's rage, frustration, and feelings of futility buoyed by hope as she tells of her stories of childhood, as a student advocate for women's rights, and the lessons learned about raising two children in an unconventional household. It is well organised into titled chapters, that are self-contained and lend a semi-autobiographical flavour to the book. There is definitely a subjective voice speaking here. It's a book that would appeal to anyone interested in human rights, particularly in the context of education, women's studies, and gender studies. good review

Robinson, M.J. (2000). The poetics of camp in the films of Alfred Hitchcock [Electronic version]. *Rocky Mountain Review of Language and Literature*, 54, (1), 53-65.

This is a readable article on how the notion of "camp", a pre-cursor to "queer" and Queer Theory, is arguably found in the films of Alfred Hitchcock, and how such implications have provoked the

subconscious to ponder possibilities of gay and lesbian characters – indeed those in the margins of society – playing significant roles in his films. The article provides evidence based on research on how camp was incorporated into the films, subtly advocating tolerance during a time of sexual repression and subjugation. It informs the other readings within this section by presenting another voice that enlightens and provokes thought. This is a highly interesting article, progressing along thematic lines that build on a previous idea or argument, and provides supporting detail that refers to specific films. In so doing it presents a cogent case for its claims and would be of interest to film buffs, researchers into queer theory, sociology, psychology, education, and film studies.

Weeks, J. (1995). *Invented moralities: Sexual values in an age of uncertainty*. Manhattan: Columbia University Press.

This book focuses on the idea of constructs and how these are often used as a way to exercise power over others, particularly when they are presented within the pretext of morality, values, and notions of right and wrong. The author presents the issues clearly and cogently, underscoring the need to consider society's ever-evolving dynamic, which must be considered when engaging in debate about morality. The underlying notion of uncertainty is one I found particularly topical as the author implies it to lie at the crux of the debate on sexuality. good point Of note, too, is how the author's voice is biased towards queer issues, particularly when explicating on the erotic imagination, and how this is often neglected as a legitimate part of the human psyche on which any debate on morality must consider. Chapters are entitled according to topic and sub-topics, making this book an ideal reference source. The issues presented are also substantive enough to spark academic debate, as opposed to appealing to mild interest. This would be highly useful for those studying queer theory, sexuality, and education for the purpose of transformative learning. It is accessible and comprehensible.

Additional Readings:

Gorringe, T. (1996). *God's just vengeance* (Vol.9). Cambridge: Cambridge University Press.

Gorringe's book examines the relationship between the justice system and religion, and how the latter has been a heavy influence on the former throughout much of western history. It traces the role of religion as delineator of class from the early days of Anselm (10th century) to the more recent works of John Locke (18th century) to John Braithwaite (20th century) and how this role affected punitive measures along class lines. It's highly insightful, well-researched, and thought provoking. It isn't an easy read and presupposes knowledge of the various philosophers and theologians on which it touches. Indeed, Gorringe consistently introduces the surnames of significant individuals without a context, resulting in a bit of confusion. His prose is dense and academic, necessitating the use of a good dictionary, as well as patience. In the end, however, it's reading that's worth a methodical approach and time. Each chapter is entitled according to a specific topic, and is organised along an historical timeline/continuum. As an educator, I found this valuable reading in that it also sheds light on how current approaches to teaching may, indeed, be biased along class, race, and economic lines, and how by maintaining the status quo society is being exclusionary. It would be appropriate for anyone in the fields of cultural studies, sociology, history, psychology, and education. Good points

Wright, R. (2004). *A short history of progress*. Toronto: Anansi.

This book provides a brief overview of how history repeats itself, and how we have learned little from the mistakes of our ancestors. It is highly readable and moves at a good pace, one chapter flowing easily into the next. Each chapter informs the previous and is presented along a historical continuum. The subject matter may be academic but this book doesn't feel overwrought. It is definitely for the lay person who is interested in making personal changes in their lifestyles for the sake of the planet. It may also prove relevant to those in the fields of sociology, anthropology, cultural theory/studies, education, and history. Of notes are Wright's notes at the back of the book, which are so extensive and interesting that they're just as appealing as the rest of the book.

[I missed this when it was on –air. Glad to see it here.](#)