

Power In Practice Adult Education And The Struggle For Knowledge And Power In Society

People, politics, and variable funding all contribute to the complexity of the program planning process for continuing education. In this book, Cervero and Wilson articulate a theory of program planning as a social—rather than scientific—process. In so doing, they open up dialogue in an area where debate is badly needed—Must reading for practitioners and professors of adult and continuing education. —Von Pittman, associate dean, Division of Continuing Education, University of Iowa

In this updated version of her landmark book *Learning to Listen, Learning to Teach*, celebrated adult educator Jane Vella revisits her twelve principles of dialogue education with a new theoretical perspective gleaned from the discipline of quantum physics. Vella sees the path to learning as a holistic, integrated, spiritual, and energetic process. She uses engaging, personal stories of her work in a variety of adult learning settings, in different countries and with different educational purposes, to show readers how to utilize the twelve principles in their own practice with any type of adult learner, anywhere.

No rational field of study or practice would choose to occupy organizational or social margins. Or would it? Adult educators increasingly risk and resist being placed at the margins of academic and other organizations. This volume argues that depending on how those margins are defined, margins can be a place of creativity and power from which to examine and challenge dominant ideology and practice. — Chapters explore advances and effective practices being made in the margins of adult education from several perspectives including community-based programs, interreligious learning, human resource development, African-American underrepresentation in the academy, and degree granting adult education programs. — Other areas explored include an interdisciplinary Web-based patient education research program and educational focus on citizenship and public responsibility skills. This volume moves beyond the traditional definition of the margin as a power- and resource-poor position in which individuals are relegated to supporting roles and demonstrates how to embrace, expand, and blend the margins of adult education by collaborating with others to influence the mainstream. This is the 104th issue of the Jossey-Bass quarterly series *New Directions for Adult and Continuing Education*. —

This is the eighth comprehensive handbook that has been produced by the national organizations for Adult Education, all of which are now grouped together as the American Association for Adult and Continuing Education. The new edition contains 42 chapters by specialists, the topics of which reflect the diversity that is now true of the field. Topics include the role of critical reflection in professional practice, linking adult learning to context, learning from experience, adult learning for self-development, race and culture in adult learning, perspectives on teaching adults, planning and administering adult educational programs, technology and distant learning, adult literacy and ESL, and adult education and resource development. The book will be useful to administrators, instructors, and community planners, among others.

A research-based foundational overview of contemporary adult education Foundations of Adult and Continuing Education distills decades of scholarship in the field to provide students and practitioners with an up-to-date practical resource. Grounded in research and focused on the unique needs of adult learners, this book provides a foundational overview of adult education, and an introduction to the organizations and practices developed to support adult learning in a variety of contexts. The discussion also includes select understandings of international adult education, policy, and methods alongside theoretical frameworks, contemporary and historical contexts, and the guiding principles of adult education today. Coverage of emerging issues includes the aging society, social justice, and more, with expert insight from leading authorities in the field. Many adult educators begin practice through the context of their own experiences in the field. This book provides the broader research, theory, and practice needed for a deeper understanding of adult education and its place in society. Learn the key philosophical and theoretical frameworks of adult education Survey the landscape of the field through contemporary and historical foundations Examine key guiding understandings and practices targeted to adult learners Delve into newer concerns including technology, globalization, and more Foundations of Adult and Continuing Education provides an expertly-led overview of the field, and an essential introduction to real-world practice.

THE JOSSEY-BASS READER ON Contemporary Issues in Adult Education With contributions from leading experts in the field, The Jossey-Bass Reader on Contemporary Issues in Adult Education collects in one volume the best previously published literature on the issues and trends affecting adult education today. The volume includes influential pieces from foundational authors in the profession such as Eduard C. Lindeman, Alain Locke, and Paulo Freire, as well as current work from authors around the world, including Laura L. Bierema, John M. Dirkx, Cecilia Amaluisa Fiallos, Peter Jarvis, Michael Newman, and Shirley Walters. In five sections, the book's thirty chapters delve into a wide range of compelling topics including: social justice, democracy, and activism diversity and marginalization human resource development lifelong learning ethical issues the meaning and role of emotions globalization and non-Western perspectives the role of mass media, popular culture, and "social learning" technology health, welfare, and environment Each piece is framed within its larger context by the editors, and each section is accompanied by helpful reflection and discussion questions.

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<https://styluspub.presswarehouse.com/uploads/9eb60c1a1c8a062854c084a766b20ce73378aadc.jpg> Colleges and universities are increasingly becoming significant sites for adult education scholarship—in large part due to demographic shifts. With fewer U.S. high school graduates on the horizon, higher education institutions will need to attract “non-traditional” (i.e., older) adult learners to remain viable, both financially and politically. There is a need to develop a better corpus of scholarship on topics as diverse as, what learning theories are useful for understanding adult learning? How are higher education institutions changing in response to the surge of adult students? What academic programs are providing better learning and employment outcomes for

adults in college? Adult education scholars can offer much to the policy debates taking place in higher education. A main premise of this handbook is that adult and continuing education should not simply respond to rapidly changing social, economic, technological, and political environments across the globe, but should lead the way in preparing adults to become informed, globally-connected, critical citizens who are knowledgeable, skilled, and open and adaptive to change and uncertainty. The Handbook of Adult and Continuing Education provides rich information on the contemporary issues and trends that are of concern to adult and continuing education, of the programs and resources available to adult learners, and of opportunities to challenge and critique the structures embedded in the field that perpetuate inequity and social injustice. Adult education is a discipline that foresees a better tomorrow, and The Handbook is designed to engage and inspire readers to assist the field to seek new paths in uncertain and complex times, ask questions, and to help the field flourish. The Handbook is divided into five sections. The first, Foundations situates the field by describing the developments, core debates, perspectives, and key principles that form the basis of the field. The second, Understanding Adult Learning, includes chapters on adult learning, adult development, motivation, access, participation, and support of adult learners, and mentoring. Teaching Practices and Administrative Leadership, the third section, offers chapters on organization and administration, program planning, assessment and evaluation, teaching perspectives, andragogy and pedagogy, public pedagogy, and digital technologies for teaching and learning. The fourth section is Formal and Informal Learning Contexts. Chapters cover adult basic, GED, and literacy education, English-as-a-Second Language Programs, family literacy, prison education, workforce development, military education, international development education, health professions education, continuing professional education, higher education, human resource development and workplace learning, union and labor education, religious and spiritual education, cultural institutions, environmental education, social and political movements, and peace and conflict education. The concluding Contemporary Issues section discusses decolonizing adult and continuing education, adult education and welfare, teaching social activism, lesbian, gay, bisexual, trans, queer and straight allies, gender and its multiple forms, disability, older adults and intergenerational identities, race and ethnicity, working class, whiteness and privilege, and migrants and migrant education. The editors culminate with consideration of next steps for adult and continuing education and priorities for the future.

This is the 147th volume of the Jossey Bass series New Directions for Adult and Continuing Education. Noted for its depth of coverage, it explores issues of common interest to instructors, administrators, counselors, and policymakers in a broad range of education settings, such as colleges and universities, extension programs, businesses, libraries, and museums.

This book offers a practical, user-friendly guide to negotiation for planners of adult education programs. The book covers a broad range of topics including negotiating social and organizational contexts, learning objectives, development of the instructional program, evaluation and assessment, finance and marketing.

This is a book about adult education in the sphere of public museums and art galleries. It aims to enrich and expand dialogue and understanding amongst adult and community educators, curators, artists, directors, and cultural activists who work within and beyond the walls of these institutions. The various chapters take up the complex and interconnected pedagogics of subjectivity, identity, meaning making

and interpretation, knowledge, authority, prescription, innovation, and creativity. The contributors are a combination of scholars, professors, graduate students, heritage and cultural adult educators, artists, curators and researchers from Canada, United States, Iceland, England, Scotland, Denmark, Portugal, Italy and Malta. Collectively, they challenge us to think about the dialectics of passivity and engagement, didactics and learning, gender neutrality and radicality, and neutrality and risk-taking amongst a collage of artworks and artefacts, poetry and installations, collections and exhibits, illusion and reality, curatorial practice and learning, argument and narrative, and struggle and possibility that define and shape modern day art and culture institutions. The chapters, set amongst the discursive politics of neoliberalism and patriarchy, racism and religious intolerance, institutional neutrality and tradition, capitalism and neo-colonialism, ecological devastation and social injustice, take up the spirit and ideals of the radical and feminist traditions of adult education and their emphases on cultural participation and knowledge democracy, agency and empowerment, justice and equity, intellectual growth and transformation, critical social and self reflection, activism and risk-taking, and a fundamental belief in the power of art, dialogue, reflection, ideological and social critique and imaginative learning.

Building on new, emerging perspectives, *Making Space* examines the phenomenon of adult learning through multiple voices and promotes a critical analysis of the functions, structures, and activities that have perpetuated the silence and invisibility of marginalized groups in the field of adult education.

As a result of transnational migration, many countries are becoming increasingly ethnoculturally diverse, creating both new opportunities and challenges for practices of adult education. This volume examines the changing nature of adult education in the age of increased transnational migration and:

- synthesize the latest research, policies, and practices in transnational migration and adult education,
- examines the larger historical and structural issues of race and gender in immigration and newer theories, such as diaspora studies, in relation to adult education, and
- provides examples and recommendations for enhancing socially just and inclusive adult education environments for newcomers.

Transborder injustices and multiple dimensions of social justice permeate immigration dynamics and challenge adult educators to rethink social justice in a transnational age. This is the 146th volume of the Jossey Bass series *New Directions for Adult and Continuing Education*. Noted for its depth of coverage, it explores issues of common interest to instructors, administrators, counselors, and policymakers in a broad range of education settings, such as colleges and universities, extension programs, businesses, libraries, and museums.

This book is intended to help practitioners in adult education become better informed about assessment, evaluation, and accountability as these are critical functions of administering and running adult education programs. The book is for adult educators who have been asked to serve on assessment committees, produce detailed reports for funders and accreditors, create a culture of assessment within their program and organization, and/or develop reports for accountability purposes. Section one presents an introductory overview of assessment and evaluation in adult education. Section two gives guidance on practices for specific areas of adult education practice, such as army military education, human resource development, and continuing professional education. Section three provides assessment practices for adults in higher education, with chapters dedicated to distance learning, health professions education, and graduate education.

Solidly grounded in theory and research, but concise and practice-oriented, *Adult Learning: Linking Theory and Practice* is perfect for master's-level students and practitioners alike. Sharan Merriam and Laura Bierema have infused each chapter with practical applications for instruction which will help readers personally relate to the material. The contents covers: *Adult Learning in Today's World Traditional*

Learning Theories Andragogy Self-Directed Learning Transformative Learning Experience and Learning Body and Spirit in Learning Motivation and Learning The Brain and Cognitive Functioning Adult Learning in the Digital Age Critical Thinking and Critical Perspectives Culture and Context Discussion questions and activities for reflection are included at the end of each chapter.

Exploring Spirituality and Culture in Adult and Higher Education is written from the unique perspective of teacher, researcher, and author Elizabeth Tisdell who has extensive experience dealing with culture, gender, and educational equity issues in secular adult and higher education classrooms, and formerly in pastoral and religious education settings on college campuses. This important book discusses how spiritual development is informed by culture and how this knowledge is relevant to teaching and learning. For educators, an understanding of how spirituality is informed by culture, and how spirituality assists in meaning-making, can aid in their efforts to help their students' educational experiences become more transformative and culturally relevant.

This contribution to the literature on adult education provides adult educators with an accessible overview of critical theory's central ideas. Using many direct quotes from the theorists' works, Brookfield shows how critical theory illuminates the everyday practices of adult educators and helps them make sense of the dilemmas, contradictions and frustrations they experience in their work. Drawing widely on central texts in critical theory, Brookfield argues that a critical theory of adult learning must focus on understanding how adults learn to challenge ideology, contest hegemony, unmask power, overcome alienation, learn liberation, reclaim reason and practice democracy. These tasks form the focus of successive chapters, while later chapters review the central contentions of critical theory through the contemporary lenses of race and gender. The final chapter reviews adult educational practices and looks at what it means to teach critically. --

This book opens the door to the effects of intellectual, educational, and economic colonization of young children throughout the world. Using a postcolonial lens on current educational practices, the authors hope to lift those practices out of reproducing traditional power structures and push our thinking beyond the adult/child dichotomy into new possibilities for the lives that are created with children.

This book offers a new and promising way to support adults in Adult Basic Education (ABE) and English for speakers of other languages (ESOL) programs specifically, and learners in adult education, in general. Applying renowned Harvard University psychologist Robert Kegan's constructive-development theory, Drago-Severson depicts an in-depth investigation into how and why adults develop "ways of knowing" to better prepare them for their work in the 21st century. This book provides practical suggestions for applying Kegan's theory in adult education classrooms to enable teachers, curriculum developers, program designers, and policymakers to better respond to adult learners' strengths and learning needs.

Co-published with  The field of Adult

and Continuing Education (ACE) has long been influential beyond its already porous borders and continues to be a source of important ideas, inspiration, and innovative practices for those in disciplines such as educational administration, social work, nursing, and counseling. Recognizing this, the American Association for Adult and Continuing Education commissioned the editors to create this compendium, which provides an invaluable resource to readers already established in the field, those entering the field, and to myriad neighbors of the field as well. This four-volume compendium (also available as a combined e-book) brings together a host of national and international contributors to map the field of ACE in a series of brief articles addressing key theories and practices across its many domains and settings. These are arranged in four volumes, available either individually or as a set: Volume One: Adult Learners Volume Two: Teaching and Learning Volume Three: Leadership and Administration Volume Four: Inquiry and Influences The volume on Adult Learners will include articles addressing topics such as adult development, diversity, learning abilities, the influence of personality on learning, and the role of experience in adult learning. By far the largest segment of learners in society, and currently the largest segment of college students as well, a better understanding of the adult learner is vital for educators of all kinds. Volume two addresses Teaching and Learning topics ranging from methods and roles to programs and materials. Encompassing formal and informal learning, as well as the variety of focus and setting, from cultural to occupational, this volume explores the wide range of theory and practice in ACE. Issues of Leadership and Administration such as planning and resource allocation, organizational change and culture, and the value of a shared vision for all stakeholders are addressed in the third volume. From practical matters like staffing and volunteers, to big-picture issues such as alternative visions for the future of the field, this volume offers vital knowledge and insight. The final volume, on Inquiry and Influences, examines the context, trends, and methods of research and evaluation in the field's many domains. Wide-ranging inquiry has always been a hallmark of ACE, and only continues to grow along with the recognition of the importance of adult learning for learners and for the society as a whole. All four volumes are available as a single e-book, to make the most of the inter-relatedness of the various topics. This version uses live links in the table of contents and combined index (as well as keywords at the start of each article) to enable readers to follow their own topical interests and thus create unique learning pathways for themselves.

Drawing upon two decades of extensive research and practice, and using a variety of illuminating case studies, the authors offer a stimulating and thorough examination of mentoring.

The political landscape of adult education is a rough terrain, made more so by the decisions and issues in adult education practice that are inherently political. Adult educators often grapple with but do not necessarily give voice to the range of political issues and power struggles that frame practice. In recognition of the reality that adult educators interact

among competing interests and power in their day to day practice, this volume aims to make more visible what is known but not discussed: the politics of the work of adult education. Grounded in both theory and practice, this volume identifies key political issues within adult education and suggests strategies for reflection and action. The chapters address the examination and negotiation of the political aspects of higher education, adult educators in K-12-focused colleges of education, literacy education, social welfare reform, professional organizations, and identity of the field. This volume will aid adult educators in reflecting on and sharing the political challenges they confront in their everyday practice of adult education.

Radicalizing Learning calls for a total rethinking of what the field of adult education stands for and how adult educators should assess their effectiveness. Arguing that major changes in society are needed to create a more just world, the authors set out to show how educators can help learners envision and enact this radical transformation. Specifically, the book explores the areas of adult learning, training, teaching, facilitation, program development, and research. Each chapter provides a guide to the different paradigms and perspectives that prevail across the field of theory and practice. The authors then tie all of the themes into how adult learning for participatory democracy works in a diverse society. This practical handbook reviews helpful approaches and exercises when working with older learners. It offers practical applications including using discussion, incorporating technology and becoming critically reflective. It tackles some of the major challenges you may face such as addressing inequality and diversity and dealing with resistance.

In the past, and over the last decade in particular, the arts and arts spaces have become integral to the research, theory and practice of adult education. This edited volume showcases the possibilities and challenges of work by adult educators in community settings, university classrooms and arts and cultural institutions in Canada, the United States and Europe. The authors share the ways in which they use aesthetic practices to promote human and cultural development, address complex issues such as racism, respect aboriginal knowledge, or simply aim to provide spaces and opportunities to creatively and critically re-imagine the world as a better, fairer and more healthy and sustainable place. This book will benefit educators in universities, communities and art galleries who wish to expand their knowledge and understanding of the arts as tools for change. This book was originally published as a special issue of the International Journal of Lifelong Education.

"The single most important contribution to our field's knowledgebase in the past two decades. The authors have managed to shift the focus of adult education back to the social concerns that were taken for granted when the field was founded. We are ready for this long overdue book. Indeed, we have been yearning for this book. It will tilt our field back towards its moral center." —B. Allan Quigley, chair, Department of Adult Education, St. Francis Xavier University, Nova

Scotia "Power in Practice is a wonderful book--full of case studies, updated theories, new perspectives, and evidence that adult education can and does change people's lives." —Michael Newman, senior lecturer in adult education, University of Technology, Sydney, Australia Adult educators know that they can no longer focus solely on the needs of learners without responsibly addressing the political and ethical consequences of their work. Power in Practice examines how certain adult education programs, practices, and policies can become a subtle part of power relationships in wider society. It provides a rich array of real-world cases that highlight the pivotal role of adult educators as "knowledge and power brokers" in the conflict between learners and the social forces surrounding them. The authors discuss how to teach responsibly, develop effective adult education programs, and provide exemplary leadership in complex political contexts, including the workplace and higher education. Educators in the middle of power struggles will learn how to become more politically aware while actively shaping their enterprises to meet important social needs.

An authoritative overview of the current state of the field of adult and continuing education Drawing on the contributions of 75 leading authors in the field, this 2010 Edition of the respected Handbook of Adult and Continuing Education provides adult education scholars, program administrators, and teachers with a solid foundation for understanding the current guiding beliefs, practices, and tensions faced in the field, as well as a basis for developing and refining their own approaches to their work and scholarship. Offering expanded discussions in the areas of social justice, technology, and the global dimensions of adult and continuing education, the Handbook continues the tradition of previous volumes with discussions of contemporary theories, current forms and contexts of practice, and core processes and functions. Insightful chapters examine adult and continuing education as it relates to gender and sexuality, race, our aging society, class and place, and disability. Key Features Expanded coverage of social justice, the impact of technology, and the global dimensions of adult and continuing education provides a useful update on theories and practices in the field as they have evolved during the last decade. An invaluable introductory overview and synthesis of key aspects of the field of practice and scholarship acquaints new readers to the field The centrality of social justice in adult and continuing education is addressed in a new section. The broader global context of contemporary adult and continuing education is covered in a final section.

"Includes forms and worksheets that can be accessed from [the publisher's] website and used in your work"--Page vi. We recognize that our society and demands for lifelong learning changes rapidly, and needs to continue to be rapidly effectively infused in changing forms into the teaching and learning process. Conversations about Adult Learning in Our Complex World focuses the study of adult learning to address the issues of living and learning within a complex world--the epitome of the 21st century. Readers will find that this book is valuable for a wide variety of professors, researchers,

practitioners, and students in fields related to adult learning and adult education as it reveals emerging research and trends relevant for today and tomorrow. Moreover, this publication represents some of the most innovative and thoughtful scholarship resulting from the work of the Adult Higher Education Alliance and, arguably, the field of adult education. The book is arranged thematically in five sections, each one dealing with a domain where intercultural competence and other fundamental skills may improve the learning experiences for adult learners. The sections include, The Learning Environment and Authentic Teaching, Interculturally Competent Classroom Practices, Programming for Adults—Redesigning University to Serve Adult Learners, Professional Development, Teacher Training, and Leadership Development, and Meaningful Assessment of Programs for Adults.

The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar, student, teacher, and administrator. The study of curriculum, beginning in the early 20th century, served primarily the areas of school administration and teaching and was seen as a method to design and develop programs of study. The field subsequently expanded to draw upon disciplines from the arts, humanities, and social sciences and to examine larger educational forces and their effects upon the individual, society, and conceptions of knowledge. Curriculum studies has now emerged to embrace an expansive and contested conception of academic scholarship while focusing upon a diverse and complex dynamic among educational experiences, practices, settings, actions, and theories in relation to personal and institutional needs and interests. The Encyclopedia of Curriculum Studies serves to inform and to introduce terms, events, documents, biographies, and concepts to assist the reader in understanding aspects of this rapidly changing field of study. Representative topics include: Origins, definitions, dimensions, and variations on Curriculum Studies Curriculum development and design for schools Curricular purpose, implementation, and evaluation Contemporary issues, e.g., standards, tests, and accountability Curricular dimensions of teaching and teacher education Interdisciplinary perspectives on institutionalized curriculum Informal curricula of homes, mass media, workplaces, organizations, and relationships Impact of race, class, gender, health, belief, appearance, place, ethnicity, language Relationships of curriculum and poverty, wealth, and related factors Modes of curriculum inquiry and research Curriculum as cultural studies, exploring the formation of identities and possibilities Corporate, state, church, and military influence as curriculum Global and international perspectives on curriculum Curriculum organizations, journals, and resources Summaries of books and articles on curriculum studies Biographic vignettes of key persons in curriculum studies Relevant photographs

This publication provides a historical perspective on the current educational context. It discusses the impact of the colonial past and the changing practices of the present, highlighting as it does the key concepts, information and

principles in the African context. The book touches on such issues as the history of adult education in Africa, philosophy and adult education, socio-cultural, political and economic environments, opportunities and access for adult learners, gender and development in adult education, and adult education as a developing profession. It further considers the impact of information and communication technology and globalization on the policies and structures of lifelong learning.--Publisher's description.

This book highlights participatory video as an instrument for community-based adult education and focuses in particular on the role that it can play in promoting participatory culture among adult learners. In brief, participatory video refers to participant-centered video making. Today, participant-generated videos can travel farther and faster than ever before, and thus, the perspectives represented can be effectively shared by a large number of people. Participatory video can also offer those involved an opportunity to address issues that matter to them and give voice to their experiences. The author explores this potential based on her experience working with adult learners in a metropolitan community and addresses participatory video in both theory and practice. The target readership is adult educators, but it will also be helpful to researchers who have a particular interest in incorporating video into their community-based work.

Together, the authors examine and compare the importance of such factors as sense of identity, self-esteem, social world, and power in what and how women learn. Drawing from extensive research and scholarship, as well as from personal stories, they reveal the numerous ways in which women experience the learning process. They explain, for example, how women often become personally connected to the object and process of learning. They also analyze these different experiences to show education and training professionals how to better design and conduct programs for women. *Women as Learners* offers specific recommendations to improve all types of formal and informal adult educational programs, including literacy education, counseling and support groups, workplace training, and professional development activities.

The Review of Adult Learning and Literacy: Connecting Research Policy, and Practice, Volume 4 is the newest addition to a series of annual publications of the National Center for the Study of Adult Learning and Literacy (NCSALL) that address major issues, the latest research, and the best practices in the field of adult literacy and learning. Volume 4 opens with an overview of significant recent developments in the field. Subsequent chapters cover a wide range of topics critical to the success of adult education and literacy services in the United States: *issues of race, class, gender, and sexual orientation; *the role of workplace education in building adults' basic skills; *the role of new learning technologies in adult education and literacy; *adult developmental theories and their implications for the teaching of adult basic education and English for speakers of other languages; and *traditional and contemporary adult learning theories, including an annotated bibliography of key resources. Intended for policymakers, scholars, and practitioners dedicated to improving the quality of adult basic education, adult English for speakers of other languages, and adult secondary education programs, Review of Adult Learning and Literacy, Volume 4 is an essential resource for the field.

Power and Possibility: Adult Education in a Diverse and Complex World explores the topic of power and possibility theoretically, historically and practically through a range of perspectives and in relation to varied areas of interest within contemporary adult education.

Here is a collection for twenty-first century challenges! One practical philosopher and seven experienced adult educators dig into their driving values, the existing literature, and frank narratives of direct experience to illuminate key lessons in being one's own applied ethicist. In explaining their decision-making and confronting their unease and doubts, the authors emerge as self-aware, context-aware, principled practitioners. But they are not immune to the problems encountered in the intellectual and interpersonal complexities of ethical analysis. Acknowledging the challenges in moving beyond such reductionist analyses as "right versus wrong," the authors look for negotiated possibilities of "rightness." Negotiation, reflection, and power emerge as three key themes of the reflective chapters. Readers should consider the various thinking strategies offered, in particular the strategy of "sinning bravely." Additional critical thinking about conflicts that hide in the background of our work ought to help unearth some hegemonic uses of concepts such as fairness and justice. This is the 123rd volume of the Jossey-Bass higher education quarterly report series New Directions for Adult and Continuing Education. Noted for its depth of coverage, New Directions for Adult and Continuing Education is an indispensable series that explores issues of common interest to instructors, administrators, counselors, and policymakers in a broad range of adult and continuing education settings, such as colleges and universities, extension programs, businesses, libraries, and museums. Feel encouraged, feel strong, feel connected as you compare your own issues and thinking with the authors' experience and guidance. The reading journey of this volume will bring you closer to possibilities for more good work in the tough conditions of twenty-first century adult education.

For those in organizations who are trying to improve their understanding of how to reshape their organization into an empowering work setting.

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