

Becoming Adult Learners

Principles
and
Practices
for
Effective
Development

Eleanor Drago-Severson

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Becoming Adult Learners Principles And Practices For Effective Development

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Becoming Adult Learners Principles And Practices For Effective Development:

Becoming Adult Learners Eleanor Drago-Severson, 2004-07-25 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 *Leading Adult Learning* Eleanor Drago-Severson, 2009-09-23 Support the growth and development of all adults teachers principals and superintendents in your school community Educators need different kinds of supports and challenges over the different stages of their lives Drago Severson's developmental model of learning oriented school leadership draws from multiple knowledge domains to help school and district leaders understand how to support professional growth This volume Details four Pillar Practices for growth teaming providing leadership roles collegial inquiry and mentoring Presents research from practicing leaders across the nation Includes resources to assist you in applying this learning oriented model to your school and school system

Handbook of Adult Development and Learning Carol Hoare, 2006 Adult development and learning have always existed as two separate fields of study with development falling under psychology and learning under education Recent advances in theory research and practice however have made it clear that an important reciprocal relationship exists between them advances in development frequently lead to learning and conversely learning quite often fuels development The synchronicity between development and learning is responsible for positive changes in many capacities including insight intelligence reflective and meta cognition personality expression interpersonal competence and self efficacy This synchronicity is also leading to the growth of a new discipline at the borders of adult development and learning The Handbook of Adult Development and Learning is the first to bring together the leading scholars from both adult development and learning to explore what will form the foundation for this new discipline the latest research at the intersection of these fields It examines six major aspects of their intersection foundations key areas of integration the self system higher reaches of development and learning essential contexts and specific applications An introductory chapter explains why it is so important to recognize and fuel the growth of this new discipline Subsequent chapters review the latest theoretical and empirical literature and provide a rich itinerary for future research This handbook is a must read for all who promote optimal aging It will be an invaluable reference for scholars in development and education as well as rich resource for policy makers and practitioners such as corporate executives and human resource personnel **The Wiley Handbook of Adult Literacy** Dolores Perin, 2019-10-15 Examines the widespread phenomenon of poor literacy skills in adults across the globe This handbook presents a wide range of

research on adults who have low literacy skills It looks at the cognitive affective and motivational factors underlying adult literacy adult literacy in different countries and the educational approaches being taken to help improve adults literacy skills It includes not only adults enrolled in adult literacy programs but postsecondary students with low literacy skills some of whom have reading disabilities The first section of The Wiley Handbook of Adult Literacy covers issues such as phonological abilities in adults who have not yet learned to read gender differences in the reading motivation of adults with low literacy skills literacy skills academic self efficacy and participation in prison education and more Chapters on adult literacy social change and sociocultural factors in South Asia and in Ghana literacy numeracy and self rated health among U S adults adult literacy programs in Southeastern Europe and Turkey and a review of family and workplace literacy programs are among the topics featured in the second section The last part examines how to teach reading and writing to adults with low skills adults transition from secondary to postsecondary education implications for policy research and practice in the adult education field educational technologies that support reading comprehension and more Looks at the cognitive processing challenges associated with low literacy in adults Features contributions from a global team of experts in the field Offers writing strategy instruction for low skilled postsecondary students The Wiley Handbook of Adult Literacy is an excellent book for academic researchers teacher educators professional developers program designers and graduate students It s also beneficial to curriculum developers adult basic education and developmental education instructors and program administrators as well as clinicians and counselors who provide services to adults with reading disabilities

The Handbook of Training Technologies William J. Rothwell, Marilyn N. Butler, Daryl L. Hunt, Jessica Li, Cecilia Maldonado, Karen Peters, 2010-04-15 This important resource offers an understanding of the basic principles that underlie training methods and the use of technology training in the workplace The authors provide a primer for the four pervading and more advanced technologies used in business training the Internet computer based training knowledge management systems and decision support tools Appropriate for those who have little or no formal training in educational technology this book addresses such topics as the decision to use the pros and cons for using and presentation strategies for media as varied as the Internet teleconferencing videoconferencing satellite distance learning and electronic performance support systems Note CD ROM DVD and other supplementary materials are not included as part of eBook file *Leading Change Together* Eleanor Drago-Severson, Jessica Blum-DeStefano, 2018-01-02 If we can get adult development right we can change the world Adult development in schools Yes In fact understanding and sharing ideas and implementing practices that help adults explore experiences and assumptions is a powerful driver of school change Eleanor Drago Severson and Jessica Blum DeStefano share expertise that has evolved from their many decades of research and work with educators and show you how to Deepen your understanding of adult development and its role in systemic and schoolwide change and educational improvement Connect theory to practice with developmentally oriented structures and strategies that enhance collaboration communication and feedback

Support individual and organizational growth with a differentiated approach to leadership and capacity building and Build trust capacity collegiality and sustainability with developmental practices that meet adult needs Whether you work in a school district university educational institution or other learning organization you ll learn how to infuse leadership collaboration communication and capacity building with a deep understanding of individuals experiences and capacities and how they influence our day to day work Leading Change Together explains how you and other adult learners can effect tremendous change in schools and systems Growing for Justice Eleanor Drago-Severson, Jessica Blum-DeStefano, Deborah Brooks Lawrence, 2023-03-15 Be the leader you want to see in the world Educators committed to social justice enter into the work in markedly different ways Drawing from research with 50 educational leaders from across the United States Growing for Justice explores how leaders committed to social justice support the growth of others while also developing their own capacities to engage connect and lead for change This groundbreaking book informed by adult developmental theory and based on a first of its kind study helps school leaders assess their own strengths and areas for growth and then take concrete steps toward improvement Features include Exploration of meaning making systems and how they affect leaders understandings of diversity equity and social justice A research based developmental model of justice centering educational leadership capacities and practices Leaders personal stories of growth and development as advocates Planning activities and reflective exercises to drive decision making action and internal capacity building Wherever you are in your social justice journey wanting to do better is the first step toward actually doing better With this book s help you ll outline the supports stretches and scaffoldings you need to continually grow for justice **Tracking Adult Literacy and Numeracy Skills** Stephen Reder, John Bynner, 2008-09-16 Poor literacy and numeracy skills of adults remain substantial problems in today s societies This volume examines this issue through an analysis of adult education programs and their impact on basic skills development The contributors offer far reaching conclusions about what works and for what reasons in addressing adult literacy and numeracy Tell Me So I Can Hear You Eleanor Drago-Severson, Jessica Blum-DeStefano, 2017-11-14 In Tell Me So I Can Hear You Eleanor Drago Severson and Jessica Blum DeStefano show how education leaders can learn to deliver feedback in a way that strengthens relationships as well as performance and builds the capacity for growth Drawing on constructive developmental theory the authors describe four stages of adult growth and development and explain how to differentiate feedback for colleagues with different ways of knowing which include Instrumental knowers who tend to see things in black and white Did I do it right or wrong and may need to develop the capacity for reflection Socializing knowers who are concerned with maintaining relationships What do you want me to do and may need support developing their own ideas Self authoring knowers who have strong ideologies and values How does this fit with my goals and vision and may need help with perspective taking Self transformative knowers who are able to examine issues from multiple points of view How can I understand this more deeply and may need guidance in resolving tensions and contradictions The authors show how

leaders can provide feedback in ways that meet people where they are while expanding the developmental capacities educators bring to their work Drago Severson and Blum DeStefano provide real life examples with practical strategies for creating a safe space for feedback finding the right words and bridging feedback and action Tell Me So I Can Hear You offers invaluable guidance to help educators support a culture of learning in classrooms schools and districts *Multicultural Andragogy for Transformative Learning* Peltz, David P., Clemons, Anthony C., 2018-07-06 As individuals progress through each stage of life they continue to learn and grow intellectually However what may be a conducive learning environment for a child may not be as effective for an adult creating a need to understand how to aid adults in being successful learners in their later life Multicultural Andragogy for Transformative Learning provides a diverse collection of positions related to adult learning The book touches on a variety of topics including autonomous learning as a transformative experience mixing cultures through intercultural methodology and integrating cultural perspectives into organizational learning As a publication with a focus on andragogy this proves a useful resource for academicians higher education administrators and educators who teach both traditional and non traditional students in higher education

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