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Some indicative, interesting books in the field of Adult Education recently published

Editorial Team

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Some indicative, interesting books in the field of Adult Education recently published



**EXPANDING
TRANSFORMATION THEORY**
AFFINITIES BETWEEN JACK MEZIROW AND
EMANCIPATORY EDUCATIONALISTS

Edited by
Alexis Kokkos



Expanding Transformation Theory offers a deeper understanding of the philosophy, principles and major components of Transformation Theory, which was developed by Jack Mezirow. It provides a thorough comprehension of the affinities of the theory with other emancipatory theoretical views and provides the readers with an expanded insight of the core theoretical framework that will support their research and educational practice.

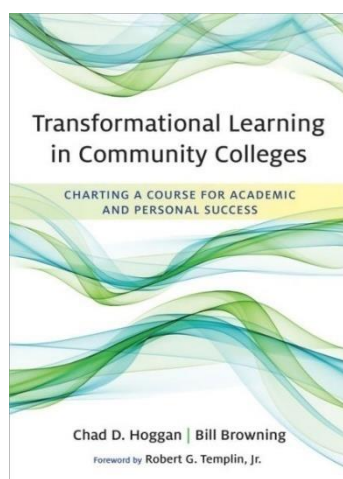
The book juxtaposes Mezirow's perspective with those of ten major emancipatory educationalists – Dewey, Freire, Gould, Marsick, Socrates, Kegan, Greene, Argyris, Illeris, and Jarvis, respectively, who all share the idea of learning with the aim of changing problematic perceptions and behaviours. Such issues as convergences and divergences among the theoretical perspectives, as well as the impact of the theoretical ideas that Mezirow incorporated in his work, are addressed. The work of Mezirow is further reviewed in order to pinpoint the dimensions which appear to have been confirmed and endure over time, and, in turn, those that seem to need expansion or even revision.

This book will be of great interest to researchers, academics, students, and adult educators who are interested in transformative learning theory and emancipatory education.

The book is available from Routledge at:

<https://www.taylorfrancis.com/books/edit/10.4324/9781138489226/expanding-transformation-theory-alexis-kokkos>

2020 Cyril O. Houle Award for Outstanding Literature in Adult Education (AAACE)

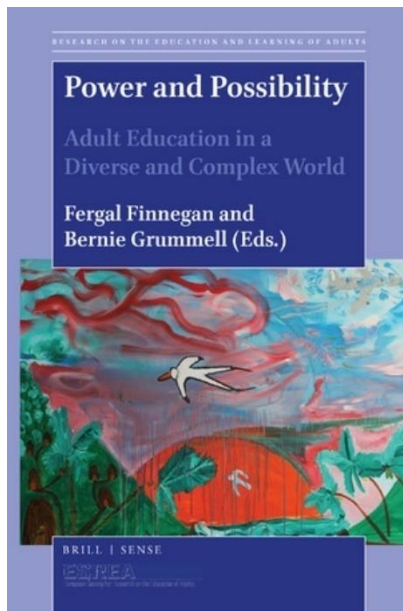


***Transformational Learning in Community Colleges* details the profound social and emotional change that nontraditional and historically underserved students undergo when they enter community college.** Drawing on case study material and student observations, the book outlines the systematic supports that two-year institutions must put in place to help students achieve their educational and professional goals.

Chad D. Hoggan and Bill Browning articulate the transformative changes that many community college students experience—or need to experience—in order to successfully navigate post-secondary education and launch professional careers. The authors provide a window into the student experience of transformation by drawing on research, theory, and the voices of students. They offer practical guidance on how a renewed focus on student transformational learning can complement the skills curriculum, accelerate current community college reforms, and help lead to higher student success rates in college and careers.

The book offers recommendations, classroom practices, and action points that can be integrated systemwide across departments and programs, and tapped by faculty, administrators, staff, and leadership eager to champion student success. These institutional changes, the authors contend, will render the community college a more robust, nimble entity, one capable of supporting students at each critical stage of their academic and emotional development.

At a time when community colleges are being called to account for the measurable success of their students—in college and in the workforce—this book is a call to change how they approach their work so that they can fulfil their mission to promote social and economic equity for all of their students.



Power and Possibility: Adult Education in a Diverse and Complex World

Editors: [Fergal Finnegan](#) and [Bernie Grummell](#)

Power has been a defining and constitutive theme of adult education scholarship for over a century and is a central concern of many of the most famous and influential thinkers in the field. Adult education has been particularly interested in how an analysis of power can be used to support transformative learning and democratic participation. In a fragile and interdependent world these questions are more important than ever. The aim of this collection is to offer an analysis of power and possibility in adult education which acknowledges, analyzes and responds to the complexity and diversity that characterizes contemporary education and society.

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. It is concerned with addressing how power works in and through adult education today by exploring what has changed in recent years and what is shaping and driving policy. Alongside this the book explores ways of theorizing learning, power and transformation that builds and extends adult education philosophy. In particular it takes up the themes of diversity and solidarity and explores barriers and possibilities for change in relation to these themes.



The book *Pedagogy of Evaluation* was published in Greek by the Labor Institute of the Trade Union Confederation of Greece (INE GSEE) to commemorate Paulo Freire's centennial. In fact, the book is a **translation into Greek of the 155 issue of *New Directions for Evaluation***, where distinguished scholars from the field of Evaluation as well as colleagues of Paulo Freire investigate the impact of Paulo Freire's ideas to the theory and practice of Evaluation. The original version of the book is edited by Michael Quinn Patton, while the Greek one is edited by Thanassis Karalis.

The chapters of this book could be divided into two broad categories. The first one includes articles with a mainly theoretical orientation, dealing with the interconnections of Freire's ideas to the theoretical approaches and models concerning Evaluation. The

other category is about implementation of Freirean inspired evaluations in diverse socio-economic settings. All chapters contribute to a critical dialogue between certain evaluation approaches and the ideas of Paulo Freire.