

FOSTERING CRITICAL REFLECTION IN ADULTHOOD

A Guide to
Transformative
and Emancipatory
Learning

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

KJ Lindholm-Leary



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

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

The Routledge Handbook of Critical Pedagogies for Social Work Christine Morley, Phillip Ablett, Carolyn Noble, Stephen Cowden, 2020-01-20 The Routledge Handbook of Critical Pedagogies for Social Work traverses new territory by providing a cutting edge overview of the work of classic and contemporary theorists in a way that expands their application and utility in social work education and practice thus providing a bridge between critical theory philosophy and social work Each chapter showcases the work of a specific critical educational philosophical and or social theorist including Henry Giroux Michel Foucault Cornelius Castoriadis Herbert Marcuse Paulo Freire bell hooks Joan Tronto Iris Marion Young Karl Marx Antonio Gramsci and many others to elucidate the ways in which their key pedagogic concepts can be applied to specific aspects of social work education and practice The text exhibits a range of research based approaches to educating social work practitioners as agents of social change It provides a robust and much needed alternative paradigm to the technique driven conservative revolution currently being fostered by neoliberalism in both social work education and practice The volume will be instructive for social work educators who aim to teach for social change by assisting students to develop counter hegemonic practices of resistance and agency and reflecting on the pedagogic role of social work practice more widely The volume holds relevance for both postgraduate and undergraduate qualifying social work and human services courses around the world

The Palgrave Handbook of Learning for Transformation Aliko Nicolaides, Saskia Eschenbacher, Petra T. Buergelt, Yabome Gilpin-Jackson, Marguerite Welch, Mitsunori Misawa, 2022-01-24 This handbook offers an expanded discourse on transformative learning by making the turn into new passageways to explore the phenomenon of transformation It curates diverse discourses knowledges and practices of transformation in ways that both includes and departs from the adult learning mainstay of transformative learning and adult education The purpose of this handbook is not to resolve or unify a theory of transformation and all the disciplinary contributions that clearly promote a living concept of transformation Instead the intent is to catalyze a more complex and deeper inquiry into the Why of transformation Each discipline culture ethics and practice has its own specialized care and reasons for paying attention to transformation How can scholars practitioners and active members of discourses on transformative learning make a difference How can they foster and create conditions that allow us to move on to other unaddressed or understudied questions To answer these questions the editors and their authors employ the metaphor of the many turns into passageways to convey the potential of transformation that may emerge from the many connecting passageways between for instance people and society theory and practice knowledge created by diverse disciplines and fields professions individual and collective transformations and individual and social action

Self-directed Learning Merryl Hammond, Rob

Collins,2013-09-05 Aimed at those educators who wish to make their practice more consistent with progressive educational principles namely helping learners to take greater control over planning and managing their own learning The book contains a balance of theory and practical suggestions **Learning, Teaching and Social Justice in Higher Education** Noah Riseman,Sue Rechter,Ellen Warne,2010 This book brings together a wide range of higher education practitioners from across disciplines Their chapters suggest innovative approaches to learning teaching and delivering a tertiary education experience that centres social justice as a core mission of universities The authors address the ways in which universities grapple with the challenges involved in the selection processes administration teaching and learning and student support associated with an increasingly large student population drawn from a broad range of socioeconomic and cultural backgrounds including many students who will be returning to live overseas Some of the specific challenges of these developments have included those of selection academic literacy independent learning student support and student engagement A second dimension is the traditional role of the universities as sources of independent intellectual and ethical critique of social institutions both in terms of research and public intellectual contribution to political and social policy debates and in terms of the formation of students in their capacities as critical ethical citizens and professionals This social ethical critique has traditionally been built into the humanities and the social science disciplines and the helping professions but has now found its way into other disciplines and professional areas such as business and engineering As well broader social policy and political discourse has more explicitly embraced social ethical agendas of inclusiveness and marginalisation of social groups recognition of the damage to the overall society of enduring and increasing social inequality BOOK JACKET **Emerging Conversations in Coaching and Coaching Psychology** Mary Watts,Ian Florance,2021-04-05 This rich collection offers new perspectives on the future of coaching and coaching psychology with insight from a broad range of contributors reflecting a wide variety of viewpoints It captures the ongoing evolution of coaching practice inviting contribution to conversations as they unfold Mary Watts and Ian Florance skillfully bring together authors from backgrounds in law finance education psychology and HR to examine the nature of change and assess current and future developments Emerging Conversations in Coaching and Coaching Psychology considers influences from within coaching itself discussing topics including ethics diversity supervision and reflective learning and from other disciplines assessing the offerings of psychometric assessment trauma studies and neuroscience It also considers the impact of social changes as seen in business education and leadership and concludes with a look at the future of coaching This book will be of great interest to coaches and trainee coaches interested in changes and developments in the field who aren't afraid to ask questions and who are open to reflecting on their own assumptions and approaches to practice **Between the 'Real' and the 'Imagined'** Leslie James Pereira,2008-01-01 How can the idea of leadership be understood in the context of modern day schools What can contemporary perspectives on knowledge and the nature of its acquisition offer the practicing educator Between the Real and the Imagined examines the essence of what it

means to be a leader Drawing on a lived experience of the complexities that face those in leadership positions it explores espoused aims and accepted practices and challenges conventional ideas of traditional and transformative approaches Within a framework of narrative inquiry the author describes analyses and reconceptualises issues and understandings that are central to the human experience and which impact heavily on the interactions between the leader and the led He gains perspective by drawing on a variety of seemingly disparate lenses while drawing on insights from across cultures and epistemological frames As a postmodern example of both the process and the product of coming to know Between the Real and the Imagined offers graduate students academic faculty and researchers in education leadership and the social sciences a theoretically stimulating text while maintaining a grounding in real life sensibility that will appeal to educational practitioners

Applied Drama and Theatre as an Interdisciplinary Field in the Context of HIV/AIDS in Africa

Hazel Barnes, 2014-03-25 Drama for Life University of the Witwatersrand aims to enhance the capacity of young people theatre practitioners and their communities to take responsibility for the quality of their lives in the context of HIV and AIDS in Africa We achieve this through participatory and experiential drama and theatre that is appropriate to current social realities but draws on the rich indigenous knowledge of African communities Collected here is a representative set of research essays written to facilitate dialogue across disciplines on the role of drama and theatre in HIV AIDS education prevention and rehabilitation Reflections are offered on present praxis and the media as well as on innovative research approaches in an interdisciplinary paradigm along with HIV AIDS education via performance poetry and other experimental methods such as participant led workshops Topics include the call for a move away from the binaries of much critical pedagogy a project undertaken in Ghana and Malawi with people living with AIDS to create and present theatre the contradictions between global and local expectations of applied drama and theatre methodology in relation to folk media participation and syncretism Three case studies report on mapping as a creative device for playmaking the methodology of Themba Interactive Theatre and applying drama with women living with HIV in the Zandspruit Informal Settlement The essays validate the importance of play in both energizing those in positions of hopelessness and enabling the distancing essential to observe one's situation and enable change The book stimulates the ongoing investigation of current practice and extends an invitation to further develop innovative approaches Hazel Barnes is a retired Head of Drama and Performance Studies at the University of KwaZulu Natal where she is a Senior Research Associate Her research interests lie in the field of applied drama including the contexts of interculturalism and post traumatic stress

Integrating Curricular and Co-Curricular Endeavors to Enhance Student Outcomes Charles Wankel, Laura A. Wankel, 2016-04-21 Integrating Curricular and Co Curricular Endeavors to Enhance Student Outcomes reports on innovative approaches taken in universities in a number of nations of their experience in bringing together learning in courses with learning in co and extracurricular activities

Understanding and Promoting Transformative Learning Patricia Cranton, 1994-10-04 In this book Patricia

Cranton describes the theory and process of transformative learning in terms of experiences with which we are all familiar from the learner who is struck by a new concept or a different way of thinking about something to the learner who changes her personal life on the basis of new insights Drawing on numerous examples from nearly twenty years of experience as an adult educator and researcher Cranton relates transformative learning to current adult education perspectives She describes how learners undergo transformative learning She examines individual differences among learners and she presents practical strategies for fostering and supporting transformative learning including questioning techniques journal writing consciousness raising exercises and experiential activities *An Update on Adult Learning Theory* Sharan B. Merriam, 1993

This volume of *New Directions for Adult and Continuing Education* presents discussions of well established theories and new perspectives on learning in adulthood Knowles andragogy self directed learning Mezirow's perspective transformation and several other models are assessed for their contribution to our understanding of adult learning In addition recent theoretical orientations including consciousness and learning situated cognition critical theory and feminist pedagogy are discussed in terms of how each expands the knowledge base of adult learning This is the 57th issue of the Jossey Bass quarterly report series *New Directions for Adult and Continuing Education* *From Antiquity to the Postmodern World* Daniel Maoz, Andrea Gondos, 2011 Characteristic histories and literatures of the Jewish people are brought together in this volume and arranged in the form of a cultural mosaic a distinctly Canadian approach to life The articles and scholarly contributions contained herein investigate Jewish life and thought not merely in the Canadian and contemporary context but also in other geographical localities and historical epochs that were formative in the shaping of Jewish history The wealth of knowledge represented within these pages engages traditional ancient Jewish sources Talmud and Tanakh Mishnah and Midrash topics in Jewish mysticism Lurianic Kabbala popularization of kabbalistic literature the Tosher Rebbe historical and contemporary themes that address aspects and environs of everyday life kitchen classroom theologian TM's desk synagogue Holocaust survival women TM's and peace studies Jewish life and identity better described than defined come alive in the reading of this book Both general readers and specialists will find value in this collection of studies For the former it offers a glimpse into the complicated network of themes and perspectives in which contemporary Jews engage Rich bibliographies of cogent resources avail themselves to the latter They will nevertheless commonly conclude that however diverse the terrain Jewish Studies in Canada with research ongoing and range ever expanding offers vibrant and real response to key questions raised in past generations oeWho is a Jew and oeWhat is Judaism **Critically Reflective Learning in a Leadership Development Context** Tim P. Neuman, 1996 **Educational Considerations**, 2004 **Becoming a Critically Reflective Teacher** Stephen Brookfield, 1995-10-13 Building on the insights of his highly acclaimed earlier work *The Skillful Teacher* Stephen D Brookfield offers a very personal and accessible guide to how faculty at any level and across all disciplines can improve their teaching Applying the principles of adult learning Brookfield thoughtfully guides teachers

through the processes of becoming critically reflective about teaching confronting the contradictions involved in creating democratic classrooms and using critical reflection as a tool for ongoing personal and professional development Using numerous examples Brookfield describes what critical reflection is and why it is so important He tells how teachers can reframe their teaching by viewing their practice through four distinctive lenses their autobiographies as teachers and learners their students eyes their colleagues perceptions and theoretical literature He includes specific advice on using practical approaches to critical reflection such as teaching diaries role model profiles participant learning portfolios structured critical conversation the Critical Incident Classroom Questionnaire the Good Practices Audit and more He explains how the literature of educational research and philosophy can be used as an aid to rather than an inhibitor of critical reflection And he discusses how to create a campus culture that supports critically reflective teaching SPAFA Journal,2003 **Transformational Learning** Emmy Hangoma Mbozi,2000 *Leadership Development as a Transformational Process* Denise Ann Bannan,2004 Adult Education Quarterly ,1999 **The Use of Reflection-in-action by Novice and Experienced Extension Adult Educators** Natalie M. Ferry,1994

Fostering Critical Reflection In Adulthood A Guide To Transformative And Emancipatory Learning Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Fostering Critical Reflection In Adulthood A Guide To Transformative And Emancipatory Learning**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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