GED® Testing Service Introduces Assessment Guide for Educators

by Elizabeth B. Thompson, CFLE, CMPI

The GED® Testing Service has published an online tool to begin to address the questions of teachers throughout the nation. The full title of the document is *Assessment Guide for Educators: A Guide to the 2014 Assessment Content from the GED® Testing Service*. The document was released in February 2012. It is posted on a web page titled GED®Testing Service, The New Assessment, *http://gedcbt.org/gedts/assessment/.*

The site includes the three downloadable chapters of the Assessment Guide for Educators, a podcast and slide sets from webinar presentations, one for each chapter. Whether you prefer to read, see information in pictures, or hear information, there is a tool for you.

Each of the three chapters presented in the Guide contains information that will be helpful to teachers. I will highlight some of the content, but teachers will gain much more insight by reviewing the entire Assessment Guide for Educators.

Chapter One
This chapter provides basic information about the 2014 assessment content. It has been well-publicized that the assessment targets will be derived from Common Core State Standards (CCSS) and similar college and career readiness standards used in Texas and Virginia. It is also well-known that the assessment will be administered using a computer, much like the process Texas uses to administer BEST Plus. Assessments are downloaded to the computer and administered as needed. There is no online test administration. The 2014 assessment content will be comprised of four tests: literacy, mathematics, science and social studies. Perhaps the most interesting aspect of this chapter; however, is the introduction of a variety of new test item types.

Multiple choice answers will still exist, but the computerized format allows for the introduction of a variety of new test item formats. **Multiple choice** questions will have four possible answers and refer to a content passage. A variation on traditional multiple choice, the **multiple select** test item will have two or three correct responses. The test-taker must identify all possible correct answers to receive full credit for the question. Test-takers are told the number of correct answers for each multiple select question.

Technology-enhanced items demonstrate the need for every test-taker to have basic familiarity with computer applications. **Drag and drop** items will be used to re-order words or phrases in a paragraph or to complete a graph. **Cloze** items allow the test-taker to select the correct response from a drop down list, or insert the mathematical symbol to complete mathematical equation.

The use of a **Split-screen** layout will be introduced for short answer and **extended response items**. The split-screen feature will allow the test-taker to view the entire passage and his/her written response at the same time. Test-takers compose their responses using the computer.

Chapter Two
The 2014 GED® tests are in development using Webb's Depth of Knowledge Model (DOK). The DOK model is "a framework for analyzing a wide range of educational materials on the basis of the cognitive demands they require in order for a learner to produce a response to those materials." DOK was developed in 1997 by Dr. Norman L. Webb to "analyze cognitive complexity in academic standards and curricula."

The 2014 GED® assessment program will use the DOK model in much the same way it used Bloom's Taxonomy in the 2002 Series GED® Test. The chapter differentiates between difficulty and complexity. DOK emphasizes complexity. While difficulty of a question varies per learner, complexity is a function of the question itself. Complexity describes "the cognitive steps the test-taker must go through to arrive at a correct answer."

The chapter explains that DOK is measured in four levels and shows how those four levels compare to the levels of Bloom's Taxonomy. Eight percent of questions on the 2012 GED® assessment will be at levels two and three while 20% will be at level one. There will be no questions designed at DOK, level 4. The chapter includes Depth of Knowledge Level Descriptor Charts for all four assessment areas (literacy, mathematics, science, social studies).

This chapter lists Common Core Standards for each assessment area. For example, standard L.1.3 is "edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references and pronoun case." Note that the Assessment Guide for Educators does not include specific references to the Texas College and Career Readiness Standards; however, it does allow you to read the objective that will be assessed.

A set of charts describing exactly which standards and mathematics formulas will be assessed in the new GED® Test is included. This chapter gives a good preview of the learning objectives that will be included in the 2014 assessment.

Chapter Three
Chapter three provides in-depth information about scoring for the various items. Short answer items will be scored on a three point scale. Each item will have its own scoring rules; therefore, each item will have its own scoring guide. Extended response items will be scored using rubrics applied by automated scoring engines. The chapter explains how the scoring engines will be developed and how they will implement the scoring rubrics for each question. Finally, Chapter Three includes illustrative descriptions of the skill types that will be assessed in each individual reporting category.

Assessment Guide for Educators provides teachers with enough information to begin introducing new test item formats and scoring rubrics in the classroom. You can learn more at *http://gedcbt. org/gedts/assessment/*.

About the Author
Elizabeth Thompson is Assistant Director, Texas LEARNS where she oversees professional development and manages TEAMS, the state data collection system.

In This Issue

2012-2013 Barbara Bush Fellows Selected

by Harriet Vardiman Smith, TCALL Director

Three students at Texas A&M University have been selected as Barbara Bush Doctoral Research Fellows in Family Literacy for the 2012-2013 academic year. Each will receive $25,000 in fellowship funding made possible by the generous support of The Barbara Bush Texas Fund for Family Literacy. The Fellows were selected based on their proposals for Fellowship research projects, which they will undertake with guidance from Dr. Mary Alfred, TCALL's faculty leader, in collaboration with their doctoral committees.

Amber Godwin is a student in the Department of Teaching, Learning and Culture, College of Education and Human Development. Godwin will study the effect of developing mathematics vocabulary through family shared reading practice and dialogue. One goal of her study is to further evolve existing research and eventually develop an effective synergistic learning model incorporating both math and language literacy learning for teachers and parents to seamlessly implement into existing shared reading practices.

Brandy Kelly is studying Youth Development in the College of Agriculture, in the Department of Recreation, Park and Tourism Sciences. With an emphasis on specific narratives of young Black women, Kelly contends that the power of performance narratives can be used as a tool for both community and identity development. Her study seeks to understand how hope "fuels" hope, how African American mothers of young children impart stories of hope through family storytelling, and how these stories serve to maintain and develop literacy skills of the parents and children.

Merlissa Alfred is a student in the Human Resource Development (HRD) Program in the Department of Educational Administration and HRD, College of Education and Human Development. Parents with literacy challenges have added barriers in an economy where their hard work is not always rewarded. Alfred plans to explore the leadership perspectives and practices of family literacy programs for low income, low literate adults, particularly how these programs adapt to serve these families in the context of the multiple economic crises of recent years.

Brandy Kelly, Amber Godwin and Merlissa Alfred at the Houston Celebration of Reading

The 2012-2013 academic year will be the sixth year of the Barbara Bush Fellowship. Including this new group, a total of 19 Fellowships have been awarded to doctoral students at Texas A&M University. For more information including accomplishments of past Barbara Bush Fellows, visit TCALL's website (tcall.tamu.edu) and look for the Fellowship page under Projects at TCALL.

Ideas for Teachers

Practical Classroom Applications for the Success of Adult Learners

by Maria de Lourdes Gomez, Patricia Guerrero, and Fabiola Rodriguez

Robert Fulghum once wrote that all we really need to know about how to live and what to do and how to be, we learned in kindergarten. For many, this has been proven to be true, but for those adult learners trying to acquire a new language even these basic skills of survival learned in kindergarten seem to be a challenge. Whether you are a new or a veteran teacher of adult learners, one thing seems to be also true, everything we need to do to help our students be successful, we learned from practical classroom applications.

The following are ten practical classroom applications that we have experienced to be effective in teaching English as a Second Language to adult learners:

1. **Re-teach basic skills.** Don't assume that because our students are adults they enter our classroom with the basic knowledge. Be open to the possibility of re-teaching basic literacy skills; such as the alphabet, phonics, reading, and writing.
2. **Identify with your students.** Students will remain in your classroom if they feel their time away from their everyday responsibilities is time well spent. Design your lessons keeping in mind your students' interests and strengths.
3. **Teach to individual learning styles.** There is no "one-size-fits-all" kind of instruction for adult learners. Once you assess and understand their individual learning styles, you will be able to use their strengths to develop their weaknesses. Use multi-sensory learning approaches to meet individual needs.
4. **Provide them with opportunities to re-teach.** It has been said that we retain 10 percent of what we read, 20 percent of what we hear, 30 percent of what we see, 50 percent of what we hear and see, 70 percent of what we say, and 90 percent of what we say and do. Give them opportunities to re-teach to their peers. This helps students increase their own understanding of the content by giving them time to process and verbalize with others.
5. **Take what you need.** As teachers, we are sometimes overwhelmed with the abundance of sources available (professional development trainings, books, internet websites, teacher share fairs, etc.). The key is to assimilate the information and apply only what will keep your students motivated while engaged in learning.
6. **Use relatable experiences.** Research shows that tapping into prior knowledge facilitates learning. Providing your students with experiences they can relate to in their everyday life will make their learning easier and more significant. An example is to teach them how to ask questions and express themselves in a parent-teacher conference.
7. **Give them opportunities to feel successful.** The power of positive reinforcement will motivate them to become independent learners, giving them a sense of pride and ownership of what they are learning. This can be done both inside and outside the classroom. Allow them to do a brief presentation to the class on a topic of their choice. Plan a field trip to the local library and have them look up a book and check it out on their own.
8. **Engage them in cooperative learning.** In a multi-level classroom, cooperative learning is a useful tool to promote student learning. Having them work together in small groups will maximize learning from each other. Thus, benefiting from their different learning abilities.
9. **Have fun!** Make teaching and learning enjoyable. Use games and activities that incorporate the skills being taught in a fun and active way. This will lower anxiety levels of your students and provide a more relaxed classroom atmosphere. In order for learning to take place, the students need to be surrounded by a nurturing and safe environment.
10. **Teach from the heart.** All these approaches would not

be successful in your classroom if you do not have your heart set in them. The most important thing is to believe and enjoy what you are doing with your students.

Reflect on your teaching. *What are you doing to meet your students' needs and wants?* Understand that they come to you with different goals. Some need to get a better job while others might need to learn how to communicate with their children's teachers and doctors. Students want their learning to be effective; they want to feel successful in life, and they want us, as teachers, to give them the tools they need to reach their goals.

About the Authors
Maria de Lourdes Gomez, Patricia Guerrero, and Fabiola Rodriguez are Educators of Adult English Learners for the Program of Adult Continuing Education in Brownsville ISD. Encountering different students' needs and goals is what has enabled them with the necessary tools to meet their everyday challenges head on. Their philosophy of believing that it is never too late to learn is what empowers and motivates them to continue to evolve and better themselves as teachers.

Arithmetic as a Tool in ESL Instruction

by Scott Callaway

Adult ESL (English as a Second Language) students exhibit many barriers to learning: fatigue, fear of school, shyness, lack of academic background, inattention, second language embarrassment, and group dynamics factors. An effective tool to counteract these barriers is simple arithmetic, taught in English, using a public school arithmetic textbook.

Some students already have a complete understanding of simple arithmetic; others are learning the basic operations for the first time. English beginners' lack of confidence can be offset by their prior understanding of arithmetic. Students weak in English skills and also new to arithmetic have an opportunity to learn something simple and new while using English. In both cases, student confidence in English production usually increases as the arithmetic instruction proceeds.

Our classes meet five days per week for approximately 20 weeks. For my Level 1 and 2 ESL classes, I use a 5th-grade arithmetic book from the 1930s, *Champion Arithmetics*. Before introducing addition I discuss whole numbers, digits, places in numbers, counting by 1s, 2s, 3s, etc., counting in both directions on a number line, the concept of infinity, and a hint at negative numbers and fractions. The progression of arithmetic skills in *Champion* is logical and thorough, and the English prose of the word problems is appropriate for ESL students. I take the students through addition, subtraction, multiplication, and division.

Using material from *Champion*, each arithmetic operation is introduced with a three-minute timed test during which students complete as many problems as possible from a set of 100 extremely simple problems. I circulate during the three minutes to see how the students are doing. I may give the students additional minutes if they seem especially interested in continuing. Afterwards, we re-

view some or all of the problems and answers using an overhead projector.

During the review, there is an opportunity to discuss arithmetic vocabulary. I define terms to be used for the operation (e.g., add, adding, additive, addition, plus, plus sign, equal(s), total, sum, carry) and phrases to be used to express and discuss the operation (e.g., "Write the 6," "Carry the 1," "The answer is …," "6 plus 4 equals 10").

After the test and review, I distribute addition and multiplication matrices, define rows and columns, explain how the addition matrix works to find an answer, and encourage the students to practice. In class we work with Microsoft PowerPoint® addition flashcards once or twice to allow the students to all produce a large number of correct English sentences in a short time.

For each ESL class thereafter, I write a small number of problems from *Champion* on the board prior to class. We take a few minutes at the start of the class to complete the problems, and then the students explain how to solve the problems. The progression of difficulty in *Champion* is simply excellent. Small steps in complexity are made day-by-day. Many students with no prior arithmetic experience become proficient in two to three weeks of practice.

Students come to the board and write and explain the steps toward a solution, or the class as a whole answers my questions about the next step in a problem, or single students may be called on to explain problems from their seats. The intent is for students to produce many correct English sentences to explain the simple arithmetic. The necessary repetition is effective.

As we progress in complexity to addition of several addends of

several digits, we also focus on comma placement and the naming, pronunciation, and word-spelling of large numbers. This is important and very helpful in other lessons when students learn to write bank checks or read current events or scientific articles which include large numbers.

It is necessary to completely cover all the operations and types of situations that may be encountered in addition. Students need a thorough understanding of the basics in order to use addition with confidence in the future, and the other operations build on addition. *Champion's* skill progression is excellent for this. Addition takes a bit longer than one might think because you want certainty of the basic terminology and skills in all students before moving on.

Student interest and participation has been excellent. Arithmetic is a good way to start a class. Students enjoy it. They help each other and are pleased when they can explain a problem to their classmates or when they find a mistake to correct. Shy and reserved students have an opportunity to get the right answers time after time. Accomplished students feel they are doing something practically useful in their second language. There are many opportunities for the teacher to discover bad habits and to nudge

students into correct grammar patterns, to get them talking and writing, and to give them practice concentrating and succeeding. I highly recommend adding arithmetic to your ESL curriculum if at all possible.

Reference

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About the Author

Scott Callaway has been a fulltime ESL instructor at Community Family Centers for six years.

> ## TEACHERS:
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> Read about a proven strategy for writing instruction in the next section, in Hilary Gwilt's article about the TEAL (Teaching Excellence in Adult Literacy) Project.

Professional Development

Snapshot of TEAL: Strategy-Based Instruction

by Hilary Gwilt
with contributions from Sandra Schneider and Michelle Glenn

Seldom does a professional development project run more than a session or two. In a few cases, such as the Math Initiative, training could involve several sessions plus extended reflection and follow-up contact with the trainers. Among 11 other states, Texas was selected to participate in a two-year long "sustained professional development" project, the extent of which some of us had never seen. We, the Texas team, are wrapping up our second year in TEAL (Teaching Excellence in Adult Literacy), and we have found it to be an incredibly detailed training experience, both deep and broad in concept.

Because research shows that adult students do not practice writing to a great degree in adult classrooms, that they struggle with

writing tasks, and that good writing skills are increasingly becoming a requirement of the world of work as well as higher education, OVAE (Office of Vocational and Adult Education) asked AIR (American Institutes for Research) to create TEAL to provide a sustained professional development program that includes evidence-based practices in writing instruction for ABE (Adult Basic Education)-level classrooms.

TEAL consists of six modules: *Universal Design for Learning* - the practice of making learning accessible to all students, very similar to *Differentiated Instruction*; *Self-Regulated Learning* - in which students are encouraged and trained in a metacognitive context to recognize their own learning strengths and challenges;

Differentiated Instruction - presenting lessons in ways that are adaptable for students with disabilities or differences; *Effective Lesson Planning* - "beginning with the end in mind;" *Formative Assessment* - discovering informal, often on-the-fly methods of checking learners' understanding; and *Strategy Instruction* - using research-based methods and specific, ordered steps to teach, combining many of the methods outlined above.

Because of its broad, all-encompassing aspect, the Texas team chose to focus on Strategy Instruction (SI) during our year of implementation. Of course, knowledge of all of these areas through professional development contributes to effective teaching in general and helps define best practices. Incorporating and processing all of this (a year of training in the six modules, a four-day institute, and a year of classroom implementation with frequent check-ins and revisions) has been an exhilarating challenge. What does this mean for Texas adult educators?

First, it means that teachers don't have to reinvent the wheel. TEAL's concepts are already being used and taught in many of our classrooms; primarily, we need to be aware and streamline. The coursework was overwhelming at first, but through many hours of reading, discussing, and implementing, we discovered that many of TEAL's characteristics dovetail neatly with the Texas writing standard "Convey Ideas in Writing for ABE / ASE" from the *Texas Content Standards and Benchmarks for ABE and ASE (TAECSB).* Specifically, TEAL and the TAECSB share an emphasis on purpose, organization, presentation, mechanics ("Conventions of English"), feedback and revision in writing instruction. By implementing TEAL strategies and concepts and utilizing the TAECSB, teachers can help students attain level gains and content mastery faster and more efficiently than they currently are.

Second, the Texas team's emphasis on SI has enabled us to identify successes and challenges in a completely different light. Attendance problems hinder any instructional technique, but make successful SI particularly challenging. In addition, SI lessons must be at an appropriate level for each student. This is tricky in a multilevel classroom. But at the national level, TEAL researchers and analysts are very successful in translating theory and research into practice for the classroom. Of particular note is the fact that SI needs to begin early on in the semester.
It is much more than a "one-shot" lesson. Successful SI requires consistency and the building of one piece upon another.

As we began to implement SI, we found a need to spend a bit more time planning and organizing. We also had to maintain consistent contact and collaboration among teachers using TEAL (sustained professional development). Electronic sharing of materials (i.e. favorite graphic organizers) is of great help, but this kind of extended professional development can be time-consuming.

Another issue we found was that teachers *must* adjust their in-

structional pace to the learning pace of the students. Teachers are often anxious to move faster when students are just not ready. In addition, an open enrollment classroom structure may not be the most effective design for SI. The "revolving door" that is created as students constantly enter and exit causes disruption and less consistent instruction. Classroom design, seating configurations, and classroom routines may require modifications in order for students to experience optimum success, which can be disruptive at the outset of implementation.

However, with more practice, experience and organizational techniques in place, we were able to plan more quickly. The time saved in class hours became invaluable - especially when a teacher was responsible for all five content areas.

When used consistently, SI builds confidence and fosters cooperation among students. As more reluctant writers observe the successes of their classmates, they are encouraged to continue SI, and the short time in which noticeable gains occur is very empowering. SI allows for a gradual release (*"I do it, we do it, you do it"*) and soon the student is operating autonomously. Consistent time devoted to student practice increases internalization of the strategy and reduces student fear of writing.

For more information on the TEAL project, please visit *https://teal.ed.gov/* or *www.lincs.ed.gov/lincs/discussions/readwrite/11teal. Hilary Gwilt and Michelle Glenn have been implementing aspects of TEAL training in the classroom since October of 2010. Sandra Schneider oversees training and communication and coordinates contact between the state and national TEAL levels. Sandra is also an Educational Consultant with Texas LEARNS.*

About the Authors
Hilary Gwilt and Michelle Glenn have been implementing aspects of TEAL training in the classroom since October 2010.

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The Teacher Credential: A Commitment to Professional Excellence and Growth

by Elizabeth Moya

"Miss, what did you study to become a [an adult] teacher?" I used to cringe whenever I was asked this question because I never knew what the appropriate response was. Like many in my profession, I did not *plan* to become a teacher in adult education; however, once in, I knew I was here to stay. Over the years, I thought I had become an effective instructor implementing new strategies and techniques that I would learn from workshops. My instruction was student-centered and relevant to the students' goals. Then I was introduced to the Teacher Credential, and that was when my life as a teacher changed. Had I known of the subsequent benefits, I would have pursued my credential years earlier.

What was in it for me? For one, the teacher credential was a process of reflection. Not only did I revisit past professional development workshop materials, I also had many "oh, I remember now" moments. I had forgotten about some of the strategies I had learned and somehow stopped using, and I also rediscovered resources I had intended on using but never did. There was an opportunity to implement new methods without attending a workshop just by dusting off that binder sitting on the bottom of the bookshelf. This started a chain reaction where I began to evaluate what I wanted to address in my classroom. Once I initiated the credentialing process, I transformed into a critical thinker, and as a result, my analysis of my curriculum deepened. My excitement grew as each reflection was approved, and my enthusiasm to explore new ideas thrived as well. In addition, the six credential core areas became an ongoing rubric for my instruction. I also came to realize that my planning lacked proper assessment practices, in large part since I had not signed up for these types of trainings. Consequently, I developed an awareness to participate in a variety of staff development opportunities. The single most important benefit however, was that I had grown professionally. Although I had not formally studied adult education, I did prepare myself by not only attending professional development trainings but also by committing myself to the credentialing process.

Earning the teacher credential had a bigger impact on my students. My classes had changed and now included a curriculum that was well-rounded. I was able to better identify the needs and progress of my students. This was huge for me. Before, I had categorized a lesson as successful when students would tell me that they had enjoyed it or found it relevant to their lives. I learned that it was important to evaluate the effectiveness of every lesson using an objective measure such as an increase in student participation, retention, test scores, application of new knowledge, etc. If a lesson did not go as I had planned, I would modify it and try again… something I wouldn't have done before the credential. In the past, I would have simply discarded the lesson without reflecting on the why. All of this solidified my commitment to my profession in adult education.

My credentialing journey was lined with lots of support. Beginning with our program's administration, I was provided with instant help and guidance. For example, administration provided me with a copy listing the last five years worth of staff development that I had attended. What a relief! So much time and energy was saved not having to remember what workshops I had participated in and when. *If there are any administrators reading this, I would ask you to consider doing the same.* My colleagues were equally supportive. The best part of it all was that I had developed a buddy system with another teacher. We would bounce ideas off of each other and trouble-shoot each other's questions. Why go through this alone when your lunch mate, next-door neighbor, or workshop buddy could team up with you in your quest for the Teacher Credential?

Upon earning my Teacher Credential, my professional life changed exponentially. I was asked to work on state initiatives in adult education such as the Texas Adult Content Standards and Benchmarks. I became a "go-to" person for questions regarding not only the Teacher Credential but in other areas as well. There has been an increase in trainer opportunities and invitations to present at other campuses and conferences throughout the state. My GREAT Center now requires the credential in order to be formally considered as a mentor for new teachers, so I have the opportunity take part in this academy. Plus, my campus has capitalized on those who have completed the credential as part of submitting grant proposals, forming partners in education, and informing new students of the professional preparedness of our credentialed teachers.

The Teacher Credential is a commitment to professional excellence and professional growth. The benefits outweigh the effort of writing reflections because I personally witnessed an increase in student retention, student performance, and classroom management. My student turnover rate had decreased as well. I would have to say that my students benefited knowing their teacher had attained the Teacher Credential with them in mind. There are so many advantages to earning the credential; the teacher, students, campus, and profession improve every time a teacher takes that leap of faith. Most of all, I was left feeling that I was a "real" teacher now. I'm glad I did my part to professionalize my career. It is the type of recognition our vocation deserves!

About the Author
Elizabeth Moya graduated from UTEP with a degree in Psychology and later earned her Teacher Credential in 2008. She worked as a teacher for eleven years at Ysleta Community Learning Center before becoming the Curriculum Specialist. She is currently a state trainer on the Texas Content Standards and the Teacher Credential and the adult education consultant and trainer for the Ysleta District. Her greatest fans are her adoring husband, Arturo, and daughters, Alexis and Lauren.

Adult Learner Transitions to Work and Postsecondary Education

Successful College Transitions with the Alamo Colleges' Career EASE Program

by Carrie Tupa and Anson Green

The Challenge: Transition is often incredibly difficult for students transferring from the usually nurturing, learner-centered environment of the ABE (Adult Basic Education) classroom, to college, which is often a rigorous, no-excuses atmosphere where students have less instructor contact, must be mindful of their assignment and quiz schedules, and must learn in a high-stakes environment where tardiness and absences can result in failure. Additionally, college requires students to be almost entirely self-reliant and adept at tracking most aspects of the learning experience online, including assignments, class handouts, and college and instructor communications.

Students often face the added challenge of selecting training programs based on what they read in the brochures, suggestions from friends, or advertising which is often from private training schools without sufficient information related to employer expectations, physical requirements and typical work shifts. This sometimes results in students realizing that this is not the career for them, then dropping out, or completing but never entering work.

A Solution: To ease transition into college, Alamo Colleges and Region 20 ESC teamed up in 2010 to develop a college preparatory program aligned to the Alamo Colleges I-BEST training program. Career EASE (Exploratory and Skills Enhancement) provides industry-specific math, reading and writing skills and/or ESL, college readiness, and career exploration. The course is contextualized for different industries. For example, students desiring to enter CNA, Medical Assisting, Dental Assisting, and Pharmacy Technology all participate in a Healthcare-specific Career EASE. Industry speakers assist students in better under-

Career EASE Overview	
What	**Why**
• Intensive class schedule: 5-weeks/ 4 days a week, 5 hours a day	• Students learn to build academic rigor and plan for school/life balance and develop plans for challenges related to scheduling, transportation, childcare, finances.
• Sector-specific contextualized basic skills/English	• Prior learning is activated and students become engaged in content
• Info about the jobs and industry • Guest speakers from industry	• Students make informed decisions about training program selection
• Individual education & employment development plan	• Staff better identify support needs before students invest in technical training
• Ongoing assessment	• Staff is able to gauge technical-training readiness and adapt training plans before students begin
• Computer literacy	• Students learn to navigate basic computer operations, including Alamo Colleges' email and course management system as well as word processing to ensure success beginning the first day of college classes

standing the occupations and in becoming informed consumers of training services. Current and former students in I-BEST training also provide peer-guidance. Career EASE also provides case management guidance related to arranging schedules and transportation requirements that will allow a successful transition to college training. The result is both a college preparation process for students and a qualitative assessment process for staff based on student needs and performance.

Expansion Success
Over 110 students have participated in four cycles of Career EASE since October of 2010. The program bodes a 91% successful transition and retention rate to college training. Career EASE addresses the national trend toward college readiness solutions and has been recognized by the Community College Consortium for Immigrant Education. Because the program is an alliance with Region 20 Adult Education Cooperative and Alamo Colleges it is also a model of the interagency collaboration being promoted by the state education and workforce agencies. In summer of 2012, the Alamo Colleges will expand interagency alliances with Adult Education departments of both San Antonio and Seguin ISD as well as Workforce Solutions Alamo workforce center contractors.

Alamo Colleges has also boosted the enrollments and improved the model design from one self-contained class in October 2010 to multiple, competency-based and leveled classes beginning in July 2011. The expansion has allowed I-BEST Co-Director, Carrie Tupa, to adapt curriculum to serve students' individual skills and abilities. This strategic alignment prevents students from suffering in multi-level classrooms and helps target instruction so students can thrive in math, reading, writing and language classes designed around their skill-level.

What makes the curriculum particularly unique is that the contextualized class *theme* in each class level is the same. For example, both low and high level math classes will learn dosage calculation needed in healthcare training, but the classes address the topic at different levels of abilities. The low level class might begin with an intensive review of fractions before transitioning to proportions and ratios and application word problems. Meanwhile, the higher level class would more quickly transition to application word problems, and advance to more in-depth application, analysis and synthesis of ratio and proportion usage.

Future Focus: The Alamo-IBEST team is expanding the Career EASE curriculum model to a Pell Grant-eligible Developmental Education course focused in specific industry sectors.   These options will serve as feeders to standard enrollment training programs and will offer lower level ABE and DE students with contextualized basic skills options in college.
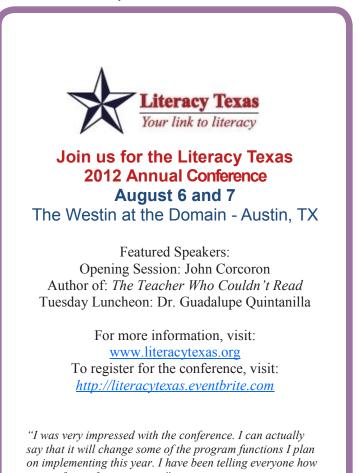
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About the Authors
Anson Green directs the Alamo Colleges' I-BEST and Welcome Back Center initiative for foreign-trained healthcare workers and is a member of the Workforce Solutions Alamo Board of Directors

Carrie Tupa is I-BEST Co-director at Alamo Colleges' coordinating the curriculum development, evaluation, and student services. Prior to her work at Alamo College, Ms. Tupa was a teaching fellow in New York City, implementing innovative math curricula for ELL students in Brooklyn.

The C-4 Initiative: A Workforce-Related Opportunity for Adult Learners

by Barbara Tondre

C-4 is not an explosive in this context! C-4 refers to that part of *Advancing Texas: A Strategic Plan for the Texas Workforce System* (FY 2010 - FY 2015), which calls for adult education to serve adult learners who, while their intent is to earn a GED® credential, are at risk of dropping out of the educational continuum before reaching this objective. The C-4 pilot initiative explores ways to provide intensive GED® Test preparation coupled with career readiness skills that will enable learners to earn their GED® credential and qualify for job training and/or employment. Ideal candidates for the initiative are learners who have begun GED® testing but may have "stalled out" and may be at risk of not completing. They must also be able to commit to an intensive schedule of instruction.

C-4 pilot sites in San Antonio, Houston, and Central Texas regions started in the fall of 2011, and the possibility of continued funding gives programs the opportunity to make needed changes in ABE services, develop/adopt new and innovative practices, and through documentation, provide evidence of effectiveness of the pilot efforts.

So what's new about an effort that has obvious implications for adult education? Desired outcomes include recommendations regarding changes to state and federal policy that would make partnerships between adult education and its workforce partners stronger and more effective. Another outcome: implications for statewide replication.

Texas is not alone in its efforts to better prepare adult learners for employment. States across the nation are striving for the same thing: successful transition to further education/training and work. The language is not new, but the emphasis on workforce readiness is unmistakable, as is evident in the following statements captured in an article about Oregon's adult basic skills and college/workforce development initiative (*Adult Career Pathways* 2011):

- Adult education is in the business of accelerating the process of building a pipeline of adult basic skills learners who are prepared to enter postsecondary education, training programs, and jobs in high demand career areas.
- The development of formal connections to postsecondary education, learner support services, and one-stop centers facilitates this process.
- Lessons presented in a workforce context familiarize learners with workplace terminology, authentic tasks they might perform on the job, and other aspects of employment in specific fields.
- Instruction needs to include learner preparation of an individual career pathway plan that can be updated as the individual progresses through courses of study. Adult learners often don't know what careers they're interested in and aren't always ready to commit to a specific track; hence the need for updates as plans develop.
- We know that some adult learners enter adult education with the primary goal of passing the GED® Test and not much direction beyond. Adult education can provide an avenue for students to explore different careers and college programs and develop future educational and career plans. This takes the primary focus away from simply passing the GED® Test and instead emphasizes the application of critical skills to further education and employment.
- While adult education supports achieving goals such as passing the GED® Test, it can also support longer-term goals such as completing a college certificate or degree and solidifying employment in a chosen industry.
- Belonging to a student cohort is a key component of learner success. This is direct, small group teaching with a lot of accountability.

The objectives of the C-4 pilots include the following:

- formation of a local *workforce literacy resource team* (WLRT) including adult education providers and workforce partners (one stop workforce centers)
- development of a cross-agency referral process to track learners' educational and workforce-related activities
- development of a strong *memorandum of understanding* (MOU) that can withstand crises and changes in personnel at the local level
- a clear understanding and common language regarding eligibility criteria and characteristics of a successful transition from adult education to further training and employment
- development of clear guidelines for navigating local one stop workforce centers
- shared reports of student activities in TEAMS and other data systems (documentation of GED® Test completion and referral and placement in training and/or jobs)
- use a curriculum that intensifies GED® Test preparation <u>and</u> introduces learners to the soft skills needed for successful employment

- documented evidence of counseling and support in linking learners with training and work opportunities
- exploration of ways to recognize student accomplishments that are portable and recognized by workforce partners

One of the instructional tools being utilized in the C-4 pilots is *Integrating Career Awareness into the ABE/ESOL Classroom* (ICA). Pilot instructors, many of whom participated in the online ICA training in 2011, are in the process of "unpacking" the curriculum and repurposing it for integration into the C-4 initiative.

C-4 pilots are not without their challenges. Critical roles in the pilots include those of the instructor, adult education's career or transition counselor, and key one stop center staff. C-4 is heavily reliant on strong partnerships between adult education and one stop workforce centers. A significant obstacle is the existence of silos of operation with no intersections between Title I and Title II performance measures. Making partnerships a win/win situation for all involved is key.

If your adult education program is already striving to accomplish goals and objectives similar to those of the C-4 pilot initiative and you would like to share your successes, or if you are interested in learning more about C-4 and the possibility of replicating it in your program, please contact Barbara Tondre at *btondre@earthlink.net*.

SHOP TALK is a series sponsored by Texas LEARNS to highlight promising practices and address issues, concerns, and questions related to meeting adult learners' needs for workforce development and successful transitions. For additional information or to request that a particular topic be addressed, contact Barbara Tondre at *btondre@earthlink.net.*

This article was first published in February 2012 as #57 in the SHOP TALK series sponsored by Texas LEARNS to highlight promising practices and address issues, concerns, and questions related to meeting the adult education needs of Texas' emerging, incumbent, and displaced workers. See all releases in the SHOP TALKS series on the Workforce Partnerships Web page linked from TCALL's home page (http://tcall.tamu.edu).

Report from the Field

The Case for Case Management in the C-4 Project

by Terry Shearer and Linda Burke

The C-4 Project to transition adult education students from basic skills to employment or job training began in Region 4's Adult Education Consortium in September 2011. Although recruitment was slow (as is typical of a new program), already we are seeing the fruits of our labors as students are beginning to achieve their goals. Guiding students through the process, however, has revealed needs that demand much more than just a high-quality academic program. Most of our students, who are on the brink of making life-changing achievements, may not be successful without the concentrated efforts of case management.

Most of our students lack not only basic skills, but also rudimentary research skills, which are needed to find information such as how to apply for financial aid, how to register with the Workforce Solutions Center (WSC), and how to register for the GED® test. As a result, they are easily frustrated with procedures and rules that sometimes come into conflict between government agencies and educational institutions. It is within this environment that we see the need for a Transitions Coordinator as a crucial part of this program in order to help students overcome barriers, seek help when needed, and meet their goals of transition to skilled labor through job training. What, then, is the job of the Transitions Coordinator, and how has it changed the landscape for C-4 Project students?

Here is a great example of the service that a Transitions Coordinator can provide to the student. Our first program graduate of the GED® exam was sitting at home without a job and stymied by the process of what to do next. Our Transitions Coordinator called him to follow up and arranged a meeting with him at the WSC (Workforce Solutions Centers)

that day. The student came in, was registered for services, and requested funds to finance training for a career in computer software development. He is now on track to enter postsecondary training. This follow-up piece is essential to the successful attainment of goals, and it must be hands-on, not only by referrals or phone calls.

There are other areas where the help of a Transitions Coordinator would be beneficial to C-4 students. In our program, the Transitions Coordinator has helped students who could not secure funding to pay for full and partial GED® testing. By working with WSC and GED® testing centers, the coordinator was able to walk students through the process of getting vouchers to pay for the test. The Transitions Coordinator also counsels students in preparation for the test. Students are advised as to whether or not it would be better to take partial tests versus a full test in an effort to eliminate undue stress in cases where test anxiety might be a barrier. The program also must address attention deficit issues, which may increase the potential for failure.

Another goal of the C-4 Project where the Transitions Coordinator has played a pivotal role is to facilitate the transition to postsecondary education. Although students may have achieved the goal of attaining a high school diploma, the goal of transitioning to postsecondary education still remains elusive. The Transitions Coordinator guides students through the process by first conducting a tour of a community college campus so that students will know what to expect once they enter college; then the Transitions Coordinator follows up with each student to explore career interests and help the student apply for funding.

In addition, the Transitions Coordinator has scheduled guest speakers from the financial aid departments of community colleges to talk to students regarding financial aid or alternate forms of funding (e.g., scholarships, the Federal Work-Study Program, and TRIO Programs) or other programs available for the reduction or payment of tuition. Our Transitions Coordinator works closely with Workforce Solutions Centers to support and follow up with students in need of employment, financial aid, and job training programs that can be funded through Workforce Solutions Centers. Many of the program students need support in order to meet application deadlines and to acquire the necessary paperwork to demonstrate eligibility for funding.

The human element of hands-on guidance of C-4 students is vital in helping them to achieve their goals of earning a high school credential, getting a better job, and transitioning to college or the US military. Some fixes are simple, such as allowing partial testing for first-time testers. While this strategy seems obvious to program staff, it has taken time and patience to work with testing centers to allow partial tests where needed. As we go forward on the project, we see great promise in the practices of case management. Collaboration with government agencies and community-based organizations can help with issues that are not within the purview of this project yet still present a barrier to successful achievement of students' goals. We continue to identify barriers to successful completion and to coordinate services that best meet the needs of our students.

About the Authors
Terry Shearer is the Adult Education Specialist with the Region 4 Adult Education Consortium Program. She has a Bachelors of Fine Arts and a Masters in Applied Linguistics. Ms. Shearer has extensive experience in transitional and workforce programs. Currently, Ms. Shearer is working as part of the C-4 pilot project in the Gulf Coast Region in partnership with College of the Mainland and the Harris County Department of Education.

Linda Burke is the Transitions Coordinator for the C-4 Pilot Project to transition adult education students to post secondary education, job training or the workforce. Ms. Burke has a Bachelors degree in marketing. She has worked as an instructor for Houston Community College and as an instructor before becoming the TANF and Regular ABE Coordinator for North Harris College. Ms. Burke has also had extensive experience as an employment agent placing a wide range of skilled and unskilled workers.

Success Stories

School has Changed My Life

by Jesus Hernandez

Like many of my siblings, I, Jesus Hernandez, dropped out in high school and then got into legal trouble and battled alcohol problems. Eventually, I became part of a 12-step program that encouraged me to reach my educational goals. I decided to attend college-prep GED® classes at a community college because I thought they would benefit me most. Through hard work and a refusal to give up, I earned my GED® certificate, and I am currently enrolled in my second semester of college.

I was 34 when I finally decided to enroll in GED® classes. I was very skeptical about where I was going to enroll because I'd attended GED® classes once before when I dropped out of high school. I was fearful of going back to school because I had quit GED® classes before. Still, I was motivated by some family members who told me I was not going to go through with getting my GED®. I took my placement test at a local community center, and I was disappointed by the staff's lack of enthusiasm (or maybe it was just my perception, the way I look at situations that I fear).

While waiting for my test results, I decided I would go to a community college for GED® classes, thinking that would benefit me more. Arriving at St. Philip's College, I felt I just might go through with this commitment. I started GED® classes after I was advised about which classes I needed. I went my first day and almost walked out after an hour when the class seemed wrong for me. Luckily I did not; because it turned out I was in the wrong class.

I was directed to the right class, and when I walked in, I felt a little better. The class I was in was reading, and I was full of fear because my reading, in my opinion, is not too great. The teacher in that class has a Mexican accent, and I felt a little less uncomfortable because I, too, am a Mexican with an accent. I would ask questions like, "how did you learn so many words?" and "how do you become engaged in reading material?" She simply told me that she would force herself to read, and that attending college helped her and disciplined her to read.

My scores during class and practice tests were not good at all, but I did my best, and the teachers at the college were very helpful. When I sat down to talk with them, they always encouraged me, always emphasized how much they read when they attended college. If I was hoping to one day further my education beyond the GED®, then now was the time to improve my reading skills. I believed in their experiences, and that inspired me to at least try. I saw results within weeks, and the drive for success started. College was sounding like it was reachable, and I, who once thought it impossible for me to attend college, realized I was being molded into college material.

I was extremely excited to have been given the opportunity to start on the academic journey. I worked hard to file for financial aid and be admitted to St. Philip's in time to start in the fall of 2011. My first day in college classes was fast, with plenty of information to process. I was to read quite a bit for my last-level remedial reading class, and I fully understood what my teachers at the GED® center were preparing me for. My math class was not as bad because I was being tutored by one of the teachers from the GED® center on Saturday mornings for about four months prior to me starting college. I felt that fear creeping back.

Nevertheless, I stayed the course, even though for a brief moment I had some difficulty with my reading comprehension. Fortunately for me, the staff members at the St. Philip's GED® center continue to extend their hands out to me if I have any questions or need help with anything. I asked for help from one of the staff members and took the advice I received. My motivation was reinforced, and I was encouraged to put more time and effort towards my studies. I was also told that I was not the only person who has struggled in college. I realized I was not unique: others have walked and continue to walk the path I am seemingly-trudging today.

School has changed my life, and the education that I am being exposed to is remarkable. I realize the more I learn, the more there is that I don't know. Three weeks into college, I chose my major, and mathematics is so awesome. I never thought that something could fascinate me to this degree. In this environment, I have met others who have gone through a GED® program just like I have, and I try to encourage as many people as possible to attend GED® classes or college. I am now in my second semester, and most of my instructors know how I came to enroll in college. I get strong praise from them as well as encouragement.

I am 35 years old. I have found my place in college and see myself going beyond the expectations of others, and even of my old self.

My Life was Going in Another Direction but Education Changed Everything!

by Yadira Acosta

The GED® Program at Region 16 changed my life 180°. Before I attended this program my life was going in another direction, but thanks to Region 16, my life changed in a good way.

At the age of 17 years old I stopped studying. Sincerely, I was thinking I won't need my education, but I was wrong. Later I married, had 4 kids, and found I needed to finish my education to have better opportunities in life. A friend told me about Region 16 and gave me all the information that I needed to start.

When I started studying again, it was not easy—especially with my English writing. Thanks to this program, I learned to write a whole page. English is my second language, but I learned how to write more and more every day. Having the opportunity to study again gave me my self-esteem and independence back and made me a strong woman who wanted to continue studying and progressing in life. I feel more connected to my kids because we are on the same page of progressing and not giving up with our studying.

Before I came back to school, others had expectations for me, but after coming back to school my life changed. I now have priorities to be better and have the best. I know that by working hard on my studies, I will obtain my GED® and continue with my education. Thank you for believing in me and giving me the opportunity to learn and become the strong woman that I am now.

I Walked a Long Path

by Leticia Ochoa

My name is Leticia, I was born in Honduras. It is a little country in Central America where the people are really poor. I was raised by my mom because my dad decided to come to United States to work hard to give us a better life. I spent most of my childhood missing my dad. At that time my major dream was to be with my dad and mom, but it never happened. After a couple of years my dad told my mom that he wanted to bring his kids to United States to give us a better life.

In 2005 my dad finally sent for us to come to the United States. I didn't know how hard my dad worked to realize his dream. At that time, I was 15 years old, and I thought that life was easy, but after I came here, I realized all the effort that my dad made for us. When I started school here in the United States, I thought everything was going to be really nice. My first day of school was terrible because I didn't know English and most of the teachers and students talked in English. My first language was Spanish and I didn't know any English. I didn't understand what they were telling me, but my dream was to learn English.

After that bad experience, I began to learn English little by little. One year later I went to high school. In 2007 I met my life partner, who became my child's father. After I knew I was pregnant, I did everything to get my high school diploma, but I couldn't because I went to live with my husband far away from my high school and family, so I didn't have anybody to take care of my child. I was so sad because it was my last year of school, and I didn't want to lose it.

In 2011 I decided to complete my GED®, so I could be able to go to college. I want to be a nurse and have a good paying job. I am doing my best to learn what I need to past my GED® test but while trying to complete my class I started to study to be a U.S. Citizen. I hope to bring my mom to the U.S. She still is in Honduras alone because all my brothers and I are here in the United States. I began to study because I knew that my English was bad, and I wanted to try to pass the English and U.S. History test so I could bring my mom to live with me. I studied about three months to get ready to take my test. I sent an application to U.S. immigration department.

After six months I heard from them, they sent me a letter telling me that I was approved to go to my interview. When that moment came, I was so nervous, but I was sure that I was going to pass that test. When the U.S. Immigration Officer called me to the room, I went with her and she asked my name and all my information. She asked me five questions about U.S. History after that she said okay you pass the test congratulations. Wait outside and another lady is going to give you your U.S. citizenship ceremony pass.

I said to myself, "Thank you Lord; finally I'm going to be able to bring my mommy here." I then just waited till the biggest day of my life -- my ceremony. I was so excited to receive my U.S. certificate and since then my life has become better to me. I walked a long path to get where I am today. One of my biggest dreams has come true, and that makes me very happy. To be in this beautiful country makes me feel proud. After all my efforts, I realized my biggest goal to become a U.S. citizen and have a better life with my lovely family.

A Hard Path to American Citizenship:
A Student Success Story

by Susan Murray

Diego was born in Colombia, a beautiful country with a long history of political conflict and violence. The youngest of fourteen siblings, he grew to be an active and curious young man. He studied forestry at the national university in Colombia and started a career with the government forestry department.

While he was working at his government forestry job, he witnessed an act of violence by a powerful guerrilla group. This made Diego a target for revenge. The guerrillas caught up with him later when he was working as a caretaker on a large estate. He was shot ten times and left to die.

Diego did not die, but the attack left him permanently paralyzed from the waist down. His family and his doctors attribute his survival in part to his optimism and quiet faith. Many years of reconstructive surgery and rehabilitation followed. He was granted political asylum and came to live in the United States with relatives who were already established here.

By the fall of 2011, Diego had attained an amazing degree of independence. He had his own apartment and drove a car equipped with hand controls. He enrolled in ESL class to help prepare for his American citizenship test. He attended class regularly, making good progress and many new friends as well. He studied diligently and felt confident that he would pass the test. About two weeks before Diego's citizenship interview, fate dealt him another blow. A careless driver struck his small car, totaling it. Fortunately, Diego's injuries were relatively minor, but a dislocated elbow left him unable to use his wheelchair or even get out of bed unaided.

Once again, his family stepped in to help him with daily care. His many friends from school visited him and helped him continue with his studies. His sisters made sure that got to his scheduled interview, and on November 10, 2011, Diego became an American Citizen. Diego had surgery to repair his damaged elbow and is recovering well. He looks forward to returning to classes next semester. We look forward to celebrating his triumph with him.

About the Author
Susan Murray has taught ESL in Weatherford ISD for four years. In her previous career, she taught bilingual elementary and middle school students in several districts in Texas.

Grateful for What Education
has Brought to My Life and My Children's Life

by Stephanie Bustos

The Region 16 GED® program has impacted my life in two different ways. I now have educational goals and enjoy helping my children with their education.

I want to go to college and become a registered nurse which is a position in the medical field that is a reliable, dependable, and guaranteed job. Since I have three children, being an RN is the type of job I need. I also believe I will enjoy being a nurse because I will be helping people, which is very important to me.

The second way my life has been impacted is with my children's education. I am able to help my children with their schoolwork and to be a good role model for their education. My son has been encouraged to want to learn more in all of his school work but mostly in math.

This program has not just impacted my life with my educational goals, but it has also impacted my children's education as well. I am very grateful for what education has brought to my life and my children's life. Now my children realize just how important their education is and how seriously they need to take their schooling.

Responding to the Workforce Literacy Needs of Adult Learners

by Barbara Tondre

In January 2012, a short survey of adult education/family literacy programs requested information about work-related/career readiness components offered in local programs. Sixty programs responded and reported the following:

Fifty-five percent (55%) reported having some kind of work-related/career readiness component in their program.

Fifty-five percent (55%) of those responding reported offering a *Texas Industry Specific ESL (TISESL)* component:
- 95% of the respondents reported offering the *TISESL Employability* Stand Alone component.
- 27% reported offering the *TISESL Communication Scenarios.*
- 27% reported offering *TISESL Healthcare.*
- 32% reported offering *TISESL Sales and Service.*
- 9% reported offering *TISESL Manufacturing*

Thirty-eight percent (38%) reported offering the *Integrating Career Awareness into the ABE/ESOL Classroom (ICA).*

Twenty (20) of the sixty respondents (33%) indicated that they offer a component other than *TISESL* or *ICA*.

A number of programs acknowledged that they do not currently offer a work-related/career readiness component. These programs are encouraged to make 2012 the year to explore options for better preparing adult learners for entry into education/training and gainful employment.

Adult Education in Texas is fortunate to have several options when it comes to addressing work-related instruction. Some programs use distance learning to address work-related topics. Several computer-based instructional programs also do a good job of incorporating work-related issues into instruction. The *Texas TISESL* curricula offer programs a number of options for addressing the work-related needs of both ESL and ABE students. *Integrating Career Awareness into the ABE/ESOL Classroom* also includes many activities that can be incorporated into both ESL and ABE instruction.

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Ask your GREAT Center about training to implement instruction using
TISESL – Texas Industry Specific ESL Curricula!

TISESL is a comprehensive set of instructional resources designed to introduce beginning and intermediate English language learners to vocabulary in one of three industry sectors: healthcare, sales and service, or manufacturing. Through a free-standing employability component, TISESL also introduces employability skills in general, making it useful as a career awareness/transition curriculum.

For more information about TISESL, including training that is available from the regional GREAT Centers, visit *http://tcall.tamu.edu* and find Texas Industry Specific ESL from either the TCALL or Texas LEARNS home page, under State Leadership Activities.

Welcome to Our Library. . .

Librarian Susan Morris and her staff of student library workers stand ready to assist you! Call them at 800-441-READ (7323) or email *tcall@tamu.edu* to request materials by mail or information on the Library's services.

PRINCIPLES OF ADULT LEARNING

In this issue, we are highlighting the Library's loan resources on **Principles of Adult Learning**, *one of the six Core Content Areas of the Texas Adult Education Credential.*

"Utilizing a theory-based framework allows adult educators to better understand adult learners. Principles of adult learning include understanding the unique characteristics of adult learners, activating prior knowledge and life experiences to facilitate meaningful learning" (*The Six Core Content Areas of the Credential*, retrieved from the Credential Project's website - http://www.tei.education.txstate.edu/credential/).

Adult Education and Lifelong Learning: Theory and Practice, Fourth Edition. Jarvis, Peter (2010). New York, NY: Routledge. The fourth edition takes account of many changes which have occurred in the field of adult education. Updates in this edition include increased emphasis on societal changes, detailed information on changes relating to globalization, and material on the ethical and political implications of lifelong learning. Students of education and education studies will find this a course companion. Book is available for loan to Texas educators ONLY.

Adult Education in the Rural Context: People, Place, and Change. Ritchey, Jeffrey, Editor (Spring 2008). San Francisco, CA: Jossey-Bass Publishers. From the Editor: "Although there has recently been a relative abundance of material produced on adult education in rural areas outside the United States, little work has been done that focuses on the changing nature of rural adult learning and instruction in the States. Such neglect, however, does not suggest that rural issues and rural places lack relevance in contemporary U.S. society. This volume seeks to expand our concept of the rural United States as it explores the role that adult educators might play in this complex context. Indeed, complexity is the hallmark of this volume. Although rural areas are still composed of large expanses of open space, a continuing process of suburbanization is resulting in demographic, economic, and cultural changes that challenge those teaching and learning in rural places."

The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development, Seventh Edition. Knowles, Malcolm and Holton III, Elwood F. and Swanson, Richard A. (2011). Burlington, MA: Elsevier.Originally published in 1973, this edition has been fully updated to incorporate the latest advances in the field of adult education and training. Holton and Swanson have revised this edition building on the work of the late Malcolm Knowles. Part one contains the classic chapters that describe the roots and principles of andragogy, including a new chapter, which presents Knowles' program planning model. The second part focuses on advancements in adult learning with each chapter fully updated, incorporating a major expansion of Andragogy in Practice. The last part of the book contains an updated selection of topical readings that advance the theory and include the HRD style inventory developed by Dr. Knowles. This new edition provides a theoretical framework for understanding adult learning issues both in teaching and workplace environments.

Adult Learning and Development: Multicultural Stories. Baumgartner, Lisa and Merriam, Sharan B. (2000). Malabar, FL: Krieger Publishing Company. This anthology of stories and poems highlights six themes of adult development: identity; the importance of work; the family life cycle; physical development, health and aging; and learning in adulthood. From the Preface: "Selections were purposely chosen to reflect the diversity of American culture and the sociocultural factors of race and ethnicity, gender, class, sexual orientation, able-bodiedness and so on that impact development in adulthood."

Adult Learning and the Emotional Self. Dirkx, John M., Editor (Winter 2008). San Francisco, CA: Jossey-Bass Publishers. From the Editor: "This volume seeks to build on this emerging scholarship by focusing on the emotional self across a range of adult learning settings: basic and higher education, workplace learning, and formal and informal contexts. The chapters demonstrate, in different ways, the growing integration of emotion into more holistic, constructive ways of learning and knowing. As we attune to the emotional atmosphere in which we work, we stand a better chance of helping adult students achieve their educational goals – and we become better educators in the process." Book is available for loan to Texas educators ONLY.

Adulthood: New Terrain. Wolf, Mary Alice, Editor (Winter 2005). San Francisco, CA: Jossey-Bass. From the Editor: "The purpose of this resource is to acquaint and update practitioners in adult education and related roles with emerging and creative methods of: 1) appreciating the learner's perspective, 2) moderating content and learning format to enhance meaning-making in the learning

environment, and 3) developing tools to address alternative modes of development and growth that occur in adulthood and challenge adult educators on a daily basis. ... This volume [Number 108 in the New Directions for Adult and Continuing Education series] explores dimensions of adult development from ethnographic, research, and theoretical perspectives."

The Annual Review of Adult Learning and Literacy. Comings, John, Garner, Barbara, and Smith, Cristine, Editors (1999, 2001 and 2002). San Francisco, CA: Jossey-Bass Publishers.

> ***The Annual Review of Adult Learning and Literacy, Volume 1*** (1999). Articles include: Lessons from "Preventing Reading Difficulties in Young Children" for Adult Learning and Literacy; Youth in Adult Literacy Education Programs; Adult Literacy and Postsecondary Education Students: Overlapping Populations and Learning Trajectories; Health and Literacy: A Review of Medical and Public Health Literature; Perspectives on Assessment in Adult ESOL Instruction; and more.

> ***The Annual Review of Adult Learning and Literacy, Volume 2*** (2001). Articles include: Making Sense of Critical Pedagogy in Adult Literacy Education; Research in Writing: Implications for Adult Literacy Education; Time to Reframe Politics and Practices in Correctional Education; Building Professional Development Systems in Adult Basic Education: Lessons From the Field; and more.

> ***The Annual Review of Adult Learning and Literacy, Volume 3*** (2002). Articles include: The Rise of the Adult Education and Literacy System in the United States: 1600-2000; Adults with Learning Disabilities: A Review of the Literature; Literacy Assessment in Adult Basic Education; The Inclusion of Numeracy in Adult Basic Education; Professionalization and Certification for Teachers in Adult Basic Education; and Current Areas of Interest in Family Literacy.

Applying Cognitive Learning Theory to Adult Learning. Flannery, Daniele D., Editor (1993). San Francisco, CA: Jossey-Bass Publishers. It is the premise of this volume that understanding adults' cognitive learning strategies is essential to facilitating successful learning. Some of the chapter titles (each by a different author) are: Memory is Not Only About Storage; Review and Critique of Available Learning-Style Instruments for Adults; and What Instructors Need to Know About Learning How to Learn. One adult

educator who checked out this book from the Clearinghouse comments: "A good mix of theory, research, and practical application. I was surprised by the inclusion of practical ideas. Lots of times, adult ed material is confusing and dull. I found it to be most helpful."

Becoming a Critically Reflective Teacher. Brookfield, Stephen D. (1995). San Francisco, CA: Jossey-Bass. Applying the principles of adult learning, Brookfield guides teachers through the process of becoming critically reflective about teaching, confronting contradictions involved in creating democratic classrooms, and using critical reflection as a tool for continuous personal and professional development. Book is available for loan to Texas educators ONLY.

Becoming Adult Learners: Principles and Practices for Effective Development. Drago-Severson, Eleanor (2004). New York, NY: Teachers College Press. Editorial Description: "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."

Bringing Transformative Learning to Life. King, Kathleen P. (2005). Malabar, FL: Krieger Publishing Company. King presents the possibilities of transformative learning for the adult education classroom, and offers a model for the design and implementation of learning opportunities that may facilitate transformative learning. Presented through stories based on research and King's experience with adult educators in many settings, the potential of transformative learning is brought into the context of the educators' reality, the learners, and the classrooms. This book addresses the specific contexts of adult education practice in continuing higher education, English for speakers of other languages, adult basic education, workplace education, and faculty development.

Enhancing Adult Motivation to Learn: A Comprehensive Guide to Teaching All Adults, Third Edition. Wlodkowski, Raymond J. (2008). San Francisco, CA: Jossey-Bass Publishers. The third

edition of the original 1985 book offers advice and strategies in a jargon-free style for teachers and trainers who want learning to be a motivating experience for adults. Drawing from recent research in the fields of cultural and ethnic studies, communications, cognitive psychology, systems theory, and multiple intelligences, Wlodkowski gives examples of how to use this information in practical ways, taking into account cultural and gender differences in learner motivation. He examines characteristics needed to become a motivating instructor, as well as four major motivating factors: inclusion, attitude, meaning, and competence.

Facilitating Adult Learning: A Transactional Process. Galbraith, Michael W., Editor (1991). Malabar, FL: Krieger Publishing Company. A variety of authors present perspectives on understanding the teaching and learning process as a transaction. According to Galbraith, transactional learning "is characterized by elements of collaboration, challenge, reflectivity, action, respect, freedom, and equality" (from the Preface). Chapter authors provide information, strategies, resources, and research to understand the dynamics and complexity of a transactional approach of learning.

Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Learning. Mezirow, Jack and Associates (1990). San Francisco, CA: Jossey-Bass Publishers. From the Editorial Notes: "When confronting new learning situations either in their personal lives or at work, adults often can have difficulty adapting to change or may lack the ability to see new alternatives because of past experiences or inhibiting values, prejudices, and assumptions. [This book] provides a comprehensive guide for helping adults learn how to transform their rich and diverse life experience from a potential barrier to change into a basis for growth and lifelong learning. In this volume, seventeen adult learning experts present successful programs and specific methods for helping adults engage in the kind of critical reflection that will enable them to respond constructively to change in their lives, workplaces, and communities."

Handbook of Adult and Continuing Education, 2010 Edition Kasworm, Carol E. and Rose, Amy D. and Ross-Gordon, Jovita M., Editors (2010). Los Angeles, CA: SAGE. For nearly seventy years, the handbooks of adult and continuing education have been definitive references on the best practices, programs, and institutions in the field. In this new edition, over sixty leading authorities share their diverse perspectives in a single volume--exploring a wealth of topics, including: learning from experience, adult learning for self-development, race and culture in adult learning, technology and distance learning, learning in the workplace, adult education for community action and development, and much more. Much more than a catalogue of theory and historical facts, this handbook strongly reflects the values of adult educators and instructors who are dedicated to promoting social and educational opportunity for learners and to sustaining fair and ethical practices. Book is available for loan to Texas educators ONLY.

Learning in Adulthood: A Comprehensive Guide, Third Edition. Merriam, Sharan B. and Caffarella, Rosemary S. and Baumgartner, Lisa M. (2007). San Francisco, CA: Jossey-Bass Publishers. Provides a comprehensive overview of adult education -- including the context in which adult learning takes place, what the participants learn and why, the nature of learning process and issues relevant to the practice of adult learning. From Continuing Higher Education Review: "[This book's] greatest strengths are its coverage of the learning context, theory-building within adult learning, and how social and ethical issues offer special challenges to adult learning."

Learning Later. Findsen, Brian (2005). Malabar, FL: Krieger Publishing. Editorial Description: "This book explores the relatively ignored issue of the social context and dimensions of learning for older adults. It combines international perspectives drawn from adult education, sociology, social gerontology, and critical theory to investigate the social and material circumstances of older adults' lives and connected learning. The central argument is that educators and practitioners will better understand older adults' learning by more fully addressing social context, the social construction of aging, older adults' interaction with social institutions, the nature of social change to which they contribute, and the social issues they face."

Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults, Revised Edition. Vella, Jane (2002). San Francisco, CA: Jossey-Bass Publishers. From the cover: In this updated version of her landmark book, Jane Vella revisits her twelve principles of dialogue education with a theoretical perspective gleaned from the discipline of quantum physics. Vella sees the path to learning as a holistic, integrated, spiritual, energetic process. She uses 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. New material includes: the latest research on learning tasks; updated ways to do needs assessment; and new insights from the field of quantum physics applied to adult teaching and learning.

Learning to Think, Learning to Learn: What the Science of Thinking and Learning Has to Offer Adult Education. Cromley, Jennifer (2000). Washington, DC: National Institute for Literacy. This book is meant for adult educators who teach or tutor reading in GED-level classrooms, as well as trainers and staff developers of these teachers. It may also be useful to ABE and ESL teachers and trainers. The author summarizes into "fact sheets" 18 theories about learning methods based on cognitive research. Each fact sheet includes: questions for teacher reflection; a summary of the ideas and evidence; information specific to adult learners; the implications for teachers of adults; and a set of short lesson ideas based on the findings. At the end of the book are: appendices on learning styles and brain theory; short articles summarizing many of the fact sheets, which may be reproduced in teacher newsletters;

a selected bibliography; a glossary of technical terms used in the book; and an index.

Mentor: Guiding the Journey of Adult Learners, Second Edition of Effective Teaching and Mentoring. Daloz, Laurent A. (1999). San Francisco, CA: Jossey-Bass. Revised and updated from the 1986 edition, Daloz explores mentoring and its power to transform learning for adults. This book includes three sections: Adult Learning as Development; Learning as a Transformative Journey; and Fostering Adult Learning. "Nowhere else are learning, development, and mentoring so vividly and engagingly written about than in Daloz's book. . . . Already a classic in the field, this second edition updates us all on the awesome power and responsibility inherent in the mentor's role." - Sharan B. Merriam, professor, Department of Adult Education, University of Georgia.

The Neuroscience of Adult Learning. Johnson, Sandra and Taylor, Kathleen, Editors (Summer 2006). San Francisco, CA: Jossey-Bass. Though recent research has added to understanding of brain function and its implications for learning, few researchers have focused on the neuroscience of learning in adulthood. From the Editors: "This issue ... examines links between this emerging research and adult educators' practice. Now that it is possible to trace the pathways of the brain involved in various learning tasks, we can also explore which learning environments are likely to be most effective. ... Among the topics explored here are basic brain architecture and 'executive' functions of the brain, how learning can 'repair' the effects of psychological trauma on the brain, effects of stress and emotions on learning, the centrality of experience to learning and construction of knowledge, the mentor-learner relationship, and intersections between best practices in adult learning and current neurobiological discoveries."

The New Teacher of Adults: A Handbook for Teachers of Adult Learners, Second Edition. Brady, Michael and Lampert, Allen (2007). Old Orchard Beach, ME: New Teacher Concepts. Handbook is designed to help new and inexperienced teachers with practical teaching methods and examples based in research and theory, but using "non-threatening language". Short chapters put theory into the context of teaching practice, with classroom examples and sample teaching tools such as syllabi, advance-organizers, mind-maps, and more. Some chapter titles include: The Basic Characteristics of Adult Learners; Planning a New Class and Building a Syllabus; Choosing Books, Materials, and Assignments; Establishing a Safe Environment for Learning; Planning for and Facilitating Group Discussion; Teaching Through Writing; Peer Learning; Instructional Media and Technology; Teaching Online; Assessing Student Learning; and Co-Teaching.

Now We Read, We See, We Speak: Portrait of Literacy Development in an Adult Freirean-based Class. Purcell-Gates, Victoria and Waterman, Robin A. (2000). Mahwah, NJ: Lawrence Erlbaum Associates, Inc. This book will appeal to teachers and researchers who are interested in or curious about literacy instruction based on the work of Paolo Freire. The authors engaged in an 18-month ethnographic study of an adult women's literacy class in rural El Salvador. This book documents eight women's progress toward empowerment through a Freirean-based literacy class and, in the process, provides telling lessons for literacy and adult educators around the world.

Overcoming Resistance to Self-Direction in Adult Learning. Hiemstra, Roger and Brockett, Ralph G., Editors (1994). San Francisco, CA: Jossey-Bass Publishers. Number 64 from the new Directions for Adult and Continuing Education series. This issue discusses how to help adult students become self-directed learners. Some of the topics addressed are: portfolio assessment as a strategy; using technology; instructional techniques; and helping learners take responsibility. Each chapter is written by a different author.

Participatory Practices in Adult Education. Campbell, Pat and Burnaby, Barbara, Editors (2001). Mahwah, NJ: Lawrence Erlbaum Associates. Book offers detailed examples of successful participatory practices in adult education from a wide range of program settings, including schools, communities, and the workplace. The focus of these projects is to enable greater participation to benefit individuals and groups previously excluded from positions of control in a given setting. Contributors describe ideas, new knowledge, and lessons learned from these experiences. Book provides practitioners with concrete models and suggestions for developing the participatory nature of their own activities, from initiation, to organization, goal-setting, and ongoing leadership of adult education programs. Book is available for loan to Texas educators ONLY.

Philosophical Foundations of Adult Education, Third Edition Elias, John L. and Merriam, Sharan B. (2005). Malabar, FL: Krieger Publishing. Third Edition of this book presents seven theoretical approaches to adult education: liberal, progressive, behaviorist, humanist, radical/critical, analytic, and postmodern. The book gives the historical grounding as well as the basic principles for each approach. Each chapter has been revised and brought up to date. The chapter on radical adult education incorporates recent developments in radical education, phenomenology, feminist educational theory, and critical social theory. The book contains an entirely new chapter on postmodern adult education.

Power in Practice: Adult Education and the Struggle for Knowledge and Power in Society. Cervero, Ronald M. and Wilson, Arthur L., and Associates (2001). San Francisco, CA: Jossey-Bass. This book provides an examination of the "explicit connection made between theories of power and educational practice, and what this connection can tell us about educational practice" (p. xvii). Through the contributions of 15 experienced and distinguished authors from throughout the world, real-world efforts to promote social or economic change through the mechanisms of adult education are pro-

vided. According to B. Allan Quigley, "[t]he 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…[this book] will tilt our field back towards its moral center." Several contributors write on diversity-related issues, such as migrant women in the workplace, black women in higher education, and planning HIV prevention education in urban gay communities.

The Profession and Practice of Adult Education: An Introduction. Merriam, Sharan B. and Brockett, Ralph G. (2007). San Francisco, CA: Jossey-Bass Publishers. From the Preface: "Adult educators are everywhere -- in the community, in the workplace, on farms, and in hospitals, prisons, libraries, colleges, and universities. They plan and administer programs, and they counsel and facilitate learning in subjects as diverse as ceramics, computer training, nutrition, job skills, literacy, continuing medical education, and environmental awareness." The authors provide insight on the rapidly developing field of adult education (AE) and a grounding in its guiding concepts, purposes, and practices of programs. Part One includes philosophical and past perspectives on AE, as well as the role of AE in contemporary society. Part Two addresses the organization and delivery of AE and examines access and opportunity. Part Three discusses AE as a developing profession and the future of the field. Book is available for loan to Texas educators ONLY.

Third Update on Adult Learning Theory. Merriam, Sharan B., Editor (Fall 2008). San Francisco, CA: Jossey-Bass Publishers. From the Editor: "Employing community-based learning with adults presents unique challenges and opportunities; it requires an analysis of the adult-learning literature as well as identification of service-learning practices that will be effective with adults. This book follows two earlier volumes on the same topic. Only one topic, transformative learning theory, can be found in all three updates, representing the continuing developments in research and alternative theoretical conceptions of TL. Thanks to a growing body of research and theory-building, three topics briefly touched on in 2001 are now separate chapters in this third update. They are on spirituality and adult learning, learning through the body, and narrative learning in adulthood. Also new in this update is a chapter on non-Western perspective on learning and knowing. New developments in two other areas are also explored: understanding the connection between the brain and learning, and how modern and postmodern ways of knowing are converging and are being expressed in social movements. The concluding chapter identifies two trends in adult learning theory for the twenty-first century: attention to context, and to the holistic nature of learning in adulthood."

Transformative Dimensions of Adult Learning. Mezirow, Jack (1991). San Francisco CA. Jossey-Bass. Mezirow describes the dynamics of how adults learn - and how their perceptions are transformed by learning - as a framework for formulating educational theory and practice. It presents an in-depth analysis of the ways in which adults learn, how they make meaning of the learning experi-

ence, and how their lives can be transformed by it.

Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices. Brookfield, Stephen D. (1986). San Francisco, CA: Jossey-Bass. The first book to receive both the Imogene Okes Award and the Cyril O. Houle World Award for Literature in Adult Education presented by the American Association for Adult and Continuing Education, this book analyzes approaches to adult learning and presents a comprehensive review of the research (as of 1986) on how adults learn.

An Update on Adult Development Theory: New Ways of Thinking About Life's Course. Clark, M. Carolyn and Caffarella, Rosemary S., Editors (1999). San Francisco, CA: Jossey-Bass Publishers. Number 84 in the New Directions for Adult and Continuing Education series. In this volume, the editors review recent work in adult development theory in four domains - biological, psychological, sociocultural, and integrated -- and explore the implications of this work for adult education. Addressed are the traditional theories of aging and the familiar theories of psychosocial development, as well as the newest work in those areas. The sociocultural section looks at gender, race and ethnicity, and sexual identity. Integrative perspectives include the role of time, the balance between separation and connection, understanding development as narrative, and spiritual development.

Using Learning to Meet the Challenges of Older Adulthood. Fisher, James C. and Wolf, Mary Alice, Editors (1998). San Francisco, CA: Jossey-Bass Publishers. Number 77 in the New Directions for Adult and Continuing Education series. This sourcebook views learning as a response to the various challenges confronting older adults and describes that learning within the context of present practice and future challenges. Combining theory and research in educational gerontology with the practice of older adult learning and education, the various authors explore issues and policies related to older adult education in academic and community settings.

Women as Learners: The Significance of Gender in Adult Learning. Hayes, Elisabeth and Flannery, Daniele D., et al (2000). San Francisco, CA: Jossey-Bass Publishers. This volume explores and analyzes learning as a distinctive experience for women. The authors are established adult education professionals and recognized authorities on women as adult learners. Together, they 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 research and scholarship, as well as from personal stories, they reveal the numerous ways in which women experience the learning process. They also analyze these different experiences to show education and training professionals how to better design and conduct programs for women, including literacy education, counseling and support groups, workplace training, and professional development activities.

Free Things to Send For . . .

PRINCIPLES OF ADULT LEARNING

*In this issue, we are highlighting the Library's loan resources on **Principles of Adult Learning**, one of the six Core Content Areas of the Texas Adult Education Credential.*

"Utilizing a theory-based framework allows adult educators to better understand adult learners. Principles of adult learning include understanding the unique characteristics of adult learners, activating prior knowledge and life experiences to facilitate meaningful learning" (*The Six Core Content Areas of the Credential*, retrieved from the Credential Project's website - http://www.tei.education.txstate.edu/credential/).

Adult Development: Study Circle Guide. NCSALL (August 2005). Cambridge, MA: National Center for the Study of Adult Learning and Literacy. Study Circle Guides are designed to be used by professional developers and practitioners in organizing and conducting Study Circles that help practitioners read, discuss, and use research to improve their practice. This study circle addresses Robert Kegan's work in adult development theory and its application in the practice of adult basic education. Appendices include: Study Circle Flyer; Pre-Meeting Packet of Readings and Handouts; Session One and Two Materials; and Resources for the Facilitator. Study circle is designed for nine hours, divided into three sessions of three hours each. The Clearinghouse makes this resource available free to Texas educators ONLY.

Adult Learning in Groups. Imel, Susan (1997). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. This ERIC Practice Application Brief provides information that can be used in developing adult learning groups in formal educational settings. First, the nature of learning in groups is considered, followed by discussions of the role of the facilitator and forming groups. Guidelines for structuring group learning experiences for adults conclude the Brief.

Adult Learning Theory: A Primer. Baumgartner, Lisa M., and et al (2003). Columbus, OH: Center on Education and Training for Employment. The purpose of this monograph is to serve as a primer for practitioners on the foundational theories of adult learning. It begins with an explanation of two lenses through which learning theory is viewed: behaviorism and constructivism. Next, Baumgartner defines andragogy and delineates Knowles's five assumptions about adult learners. Ming-Yeh Lee critiques Knowles's assumptions of andragogy through the

eyes of foreign-born adult learners. She provides a critical analysis of the historic, political, and sociocultural contexts that influenced Knowles. Baumgartner then presents several perspectives on transformative learning theory, describing theoretical approaches and criticisms of the theory. Baumgartner's next chapter discusses definitions, history, philosophical underpinnings, models, and criticisms of self-directed learning. Birden's chapter on critical and postmodern theory explains their historical development, underlying philosophical tenets, and the differences between them. Flowers' chapter examines race and its intersection with class and gender as it applies to learning theory and African Americans' learning processes. She delineates how slavery informed African American adults' learning and discusses the tenets of Afrocentricity and its role in adult education. The Clearinghouse makes this resource available free to Texas educators ONLY.

Andragogy Revisited. St. Clair, Ralf (2002). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. Malcolm Knowles' theory of andragogy is almost certainly the best known concept in adult education, and it often appears to gain uncritical acceptance based on name recognition rather than careful consideration of its propositions. Since Knowles introduced his theory in the mid-1960s, many concerns have been raised about how the claims of andragogy are grounded. Like any theoretical perspective, andragogy reflects both the context of its conception and the convictions of its creator. Illuminating this background can help educators to engage with andragogy more fully. This ERIC Myths and Realities publication examines the viability of andragogy in the 21st century by considering this background and asking which aspects of the theory are still useful more than 30 years later.

Applying Constructivism in Vocational & Career Education. Brown, Bettina Lankard (1998). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. This compilation explains how people construct knowledge through their interpretive interactions and experiences in the social environment. Constructivist perspectives are a growing influence among educators seeking to help students connect learning with life experiences, making constructivism highly relevant to vocational and career educators. The author provides examples of applications in career and vocational education; practical curriculum, instructional, and assessment strategies; and annotated lists of print, media, and web resources. This compilation from the ERIC Information Series is intended to guide practitioners in using constructivist principles.

Assessment and Montessori for Adults. Hamilton, Patti J. (2000).

Schererville, IN: (In Press) The author states, "Research in andragogy -- adult learning and development -- is showing us not only that the content goals are going to be different in adult education from those in children's education, but that the principles upon which this development is accomplished are actually different." Hamilton then goes on to discuss the Montessori method-related process principles that influence the choice of assessment tools for adult education. She uses an example of assessing an adult learner writing project using authentic assessment, or "assessment that empowers learners to actively develop their knowledge in usable ways."

Change: Connections to Adult Learning and Education. Imel, Susan (2000). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. Phrases such as "change is inevitable," "change is constant," and "the only thing certain is change itself" are commonly heard when commiserating about the pace of modern life. Many perspectives exist about change, but a common theme throughout the literature is that it is a process that involves learning. The question of how adult learning and education can cultivate change with individuals and groups is explored in this ERIC Digest. Following a discussion of the change process, it examines the connection between change and adult education and adult learning, and it concludes with some suggestions for adult educators involved in the change process.

Contextual Learning in Adult Education. Imel, Susan (2000). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. "Educators of adults have long recognized that relating instructional content to the specific contexts of learners' lives and interests increases motivation to learn" (Dirkx and Prenger 1997, p. 2). This type of learning, incorporates recent research in cognitive science and recognizes that learning is a complex process that involves much more than behaviorist approaches emphasizing drill and practice. This ERIC Practice Application Brief examines the use of contextual learning in adult education. Following an overview of contextual learning, it reviews some recent research and writing on contextual learning in adult education and concludes with some recommendations for practice.

Contextual Teaching and Learning: Preparing Students for the New Economy. Berns, Robert G. & Erickson, Patricia M. (2001). Columbus, OH: National Dissemination Center for Career and Technical Education. The authors first give an overview of the development of the field of career and technical education from behaviorism to contextual teaching and learning (CTL), and the influence of constructivism. CTL is defined and described, and approaches for implementing CTL are discussed. Such approaches include problem-based learning, cooperative learning, project-based learning, service learning, and work-based learning.

The Foxfire Approach to Teaching and Learning: John Dewey, Experiential Learning, and the Core Practices. Starnes, B. A. (1999). Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. The student-produced Foxfire Magazine and a series of books on Appalachian life and folkways are popular manifestations of an experiential education program originally intended to teach basic English

skills to high school freshmen in Appalachian Georgia. The Foxfire Approach to Teaching and Learning emerged from those classroom experiences. Over time, hundreds of teachers have helped develop, edit, and revise Foxfire's 11 core practices to reflect new understandings and lessons learned through implementation. This ERIC Digest describes the Foxfire Approach to Teaching and Learning as defined by the core practices, the decision-making framework the approach provides for teachers, and the ways the framework fits with John Dewey's notion of experiential education.

The Freirean Approach to Adult Literacy Education. Spener, David (April 1990). Washington, DC: National Center for ESL Literacy Education. Named for Brazilian educator Paulo Freire, the Freirean approach to adult literacy education bases the content of language lessons on learners' cultural and personal experiences. It has been used in the developing world in successful native and second language literacy projects sponsored by governments and international voluntary organizations in both rural and urban settings. In the United States, many community-based organizations have used the approach in their nonformal educational programs for developing basic literacy in English, native languages other than English, and English as a second language. This report from the ERIC Q&A Series reviews the key features of the Freirean approach, how it is used in native language literacy education, and how it can be adapted for use in ESL literacy education - even when teachers do not speak students' native languages.

How Do You Teach Content in Adult Education? An Annotated Bibliography. Zachry, Elizabeth M. and Comings, John P. (Oct. 2006). Cambridge, MA: National Center for the Study of Adult Learning and Literacy. This occasional paper provides sources of research and professional wisdom that are useful to the design of evidence-based instruction. This annotated bibliography is divided into seven subsections that focus on reading, writing, math and numeracy, English as a second language, GED, adult learning theory, and technology. Each section presents adult education sources and then additional resources based on K–12 research, instruction, and professional development resources. The Clearinghouse makes this resource available free to Texas educators ONLY.

Multiple Intelligences and Adult Education. Kerka, Sandra (2000). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. Howard Gardner's (1999) theory of multiple intelligences (MI) views intelligence as a set of abilities, talents, and skills in eight areas: mathematical-logical, spatial-visual, bodily-kinesthetic, musical-rhythmic, verbal-linguistic, interpersonal, intrapersonal, and naturalistic. This ERIC Trends and Issues Alert discusses MI in the workplace, MI and multimodal learning using technologies, and implications of MI for adult literacy learners and adults with learning disabilities. A list of resources is included.

Perceptual Learning and Lifelong Montessori: With Explanatory Addition: The Montessori Method for Adults. Hamilton, Patti J. (Fall 1999). Fountain Valley, CA: Montessori Life, 11(4), pp. 41-42. The author writes, "From educational trends such as adult experiential learning,

to workplace training that is learner-centered and learner-directed, to personal computers with their interactivity and web of connectivity -- all are accommodated easily within Maria Montessori's vision of 'education for a new world.' Montessori classrooms already are operational models for adapting to the hypertexted webs of information that today's citizens must sort through in constructing personal understandings that function well in this new world." The author goes on to address how adults can benefit from Montessori teaching methods and materials, as well as the use of reflective practice by educators as a tool for improving instruction. A course outline on applying Montessori methods to adults is included, as an introduction to educators unfamiliar with Montessori terminology.

Philosophies and Approaches in Adult ESL Literacy Instruction. Peyton, Joy and Crandall, Joann (August 1995). Washington, DC: National Center for ESL Literacy Education. Five approaches currently used in adult ESL literacy instruction include Freirean or participatory education, whole language, language experience approach, learner writing and publishing, and competency-based education. This ERIC Digest gives an overview of these approaches, which represent a range of practices used in native language and biliteracy programs as well as in ESL classes, with learners whose literacy ranges from limited to advanced.

Self-Directed Learning. Kerka, Sandra (1999). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. For several decades, self-directed learning (SDL) has been a major focus of adult education. However, controversies and misconceptions about the definition and dimensions of SDL continue to arise. This ERIC Myths and Realities publication examines these controversies.

Situated Learning in Adult Education. Stein, David (1998). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. This ERIC Digest presents an overview of the concepts related to applying situated cognition in adult learning. It should be noted that situated learning theory has not yet produced precise models or prescriptions for learning in classroom settings.

Social Identity and the Adult ESL Classroom. Ullman, Char (October 1997). Washington, DC: ERIC National Clearinghouse for ESL Literacy Education. Social identity can be seen as the various ways in which people understand themselves in relation to others, and how they view their past and their future. This ERIC Digest explores how theories of social identity and language learning have developed and discusses ways in which teachers might support students in the process of self re-creation, with the ultimate goal of making language learning more effective.

Somatic/Embodied Learning and Adult Education. Kerka, Sandra (2002). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. Somatic or embodied knowing is experiential knowledge that involves senses, perception, and mind/body action and reaction. Recent developments in mind/body research and feminist and postmodernist discourse have turned the attention of adult educators to somatic learning. This ERIC Trends & Issues Alert provides an overview

of somatic/embodied learning, with a list of resources to learn more.

Tacit Knowledge. Imel, Susan (2003). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. Knowledge has a number of dimensions, including explicit, implicit, and tacit. In research studies from a variety of disciplines, tacit knowledge has been characterized as follows: personal, difficult to articulate fully, experience based, contextualized, job specific, held within, both known and unknown to the holder, transferred through conversation and narrative, and capable of becoming explicit knowledge and vice versa. It is an important component of the knowledge all workers have that allows them to perform their jobs. This ERIC Trends & Issues Alert examines perspectives about the role of tacit knowledge in work and workplace learning.

Teaching Adults: Is It Different? Kerka, Sandra (2002). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. To be considered a distinct profession with a unique knowledge base, the field of adult education advances the idea that teaching adults is different than teaching children. The subject of much debate, this issue has generated assumptions, opinions, and research. This ERIC Myths and Realities publication takes a look at all three in discerning assumptions associated with the teaching of adults.

Transformative Learning and the Journey of Individuation. Dirkx, John M. (2000). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. Over the last 20 years, transformation theory has deepened our understanding of what it means to learn in adulthood. Collectively, the work of Paulo Freire, Phyllis Cunningham, Laurent Daloz, and Jack Mezirow, addresses the sociocultural and personal dimensions of transformative learning. Dominant views of transformative learning emphasize rational, cognitive processes related to critical reflection. This work focuses on deeper emotional and spiritual dimensions of learning that many have suggested are underdeveloped in dominant conceptions of transformative learning. This ERIC Digest summarizes and expands on Boyd's notion of transformative learning, discussing the role of image, symbol, ritual, fantasy, and imagination in transformation.

Using Adult Learning Principles in Adult Basic and Literacy Education. Imel, Susan (1998). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. Adult basic and literacy education (ABLE) is a complex undertaking that serves diverse learners with a variety of needs, and many individual ABLE programs successfully attract and retain students. Only a small percent of eligible adults participate in funded programs, however, and, of those who do, most leave during the first year. A number of reasons exist for the nonparticipation and high attrition rates, including the complicated nature of the lives of many adults. Structuring programs around adult education principles can be one solution to developing programs that are more appealing to ABLE learners. This ERIC Practice Application Brief describes how adult education principles can be used in ABLE programs. Following a discussion of adult education principles, it provides recommendations for practices, based on the principles and literature related to adult basic and literacy education.