

## Resources

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### *Recent Publications in Krieger's Professional Practices Series*

**Trenton R. Ferro**

Five more volumes have appeared in the Krieger Professional Practices in Adult Education and Lifelong Learning, formerly Professional Practices in Adult Education and Human Resource Development Series. Michael Galbraith of Marshall University Graduate College served as founding Editor-in-Chief for this series. Sharan B. Merriam and Ronald M. Cervero are the current series editors. The book series,

explores issues and concerns of practitioners who work in the broad range of settings in adult and continuing education and lifelong learning. The books provide information and strategies on how to make practice more effective for professionals and . . . are written from a practical viewpoint. (p. ii of each volume)

As will be noted more specifically in each review, the current group of publications is authored by professors of adult education who have spent decades of teaching, practice, and research honing their understanding, insight, and craft. In two instances (Day and Clark) the professor is joined by a seasoned practitioner who brings additional perspective to the subject at hand. Readers of this journal will profit mightily from the wisdom gathered in these pages.

Orem, Richard A. (2005). *Teaching Adult English Language Learners*. xiv + 152 pages; \$23.75 (hardcover).

Orem brings to this volume experience teaching English as a second language (ESL) in the Peace Corps and Atlanta Public Schools, together

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with three decades of teaching courses covering ESL students, delivery, and methods at Northern Illinois University. The purpose of this book is to share that accumulated experience with program administrators and teachers. The book can be used as a text both for staff development and in the classroom. After discussing a number of foundational topics that help the reader better understand adult English language learners, Orem offers insight and provides direction for the actual processes of instruction: teaching oral skills, teaching literacy skills, organizing instruction, and teaching cross-cultural skills. In a final chapter he considers the professionalization of the field and the directions that such professionalizing are likely to take, especially under the influence of the standards movement, technology, and legislation. Two appendices include the ESL functional level descriptors in the National Reporting System for Adult Education and the Student Performance Levels developed as part of the Mainstream English Language Project. The usability of the text is enhanced by the inclusion of a number of tables and figures.

Day, Michael J., and Petrick, Ellen M. (2006). *Designing Residential Wilderness Programs for Adults*. xvi + 133 pages; \$29.50 (hardcover), \$19.50 (paperback).

Day, a professor of adult education at the University of Wyoming, organized his first adult residential program in 1996; Petrick, as the Education Program Manager at Yellowstone National Park, organized her first residence program in 1994. The two pool their experience in this “field guide,” as they call this volume, using as a framework both the adult education movement in the United States, which began in the 1920s, and the wilderness movement of the 1960s and early 1970s. “At its heart, this work is about revitalizing the human spirit, especially with regard to relationships—with others, with the child within, and with wilderness” (pp. vi-vii). After an initial chapter in which the authors explore the nature (no pun intended!) of wilderness; the function of adult education, especially in wilderness settings; the importance and value of reclaiming the child within; and the role of residential adult education in wilderness settings, Day and Petrick discuss the processes and strategies that undergird successful residential wilderness programs: planning, conducting, and concluding an event; sauntering, “a meaningful approach to experience the wilderness” (p. 67); and journaling. The final chapter considers the results of participating in wilderness programs, including

a consideration of transfer of learning “back home.” Three appendices include a program description, a packet of program materials, and an evaluation form.

Quigley, B. Allan. (2006). *Building Professional Pride in Literacy: A Dialogical Guide to Professional Development for Practitioners of Adult Literacy and Basic Education*. xx + 223 pages; \$32.50 (hardcover).

Quigley has made quite a name for himself by concentrating on the topic of adult basic and literacy education. He began teaching adult literacy in 1972; his many publications on the topic, which now reach an international audience, include *Rethinking Adult Literacy Education: The Critical Need for Practice-Based Change* (Quigley, 1997), for which he won the prestigious Cyril O. Houle Award for Literature in Adult Education in 1998. Quigley marshals this trove of experience and knowledge into a very useful guide for staff development for adult literacy and adult basic education practitioners, a guide that “seeks to initiate personal and group reflectio[n] which, in turn, leads to activities and change” (p. xi). As a true educator of adults, Quigley recognizes that everyone who teaches adults, as well as every adult learner, brings experience, knowledge, and expertise to the teaching-learning transaction. The chapters (lessons?) explore the meaning and nature of professionalism, look at earlier literacy efforts to help build a professional future, reflect on the purposes and practice of teaching, consider teaching and learning in daily practice, and provide direction for creating a knowledge base specific to adult literacy upon which to build a professional field. The text is enhanced with a number of figures, while each chapter ends with possible discussion topics, activity options, and suggestions for further reading.

Rowden, Robert W. (2007). *Workplace Learning: Principles and Practice*. xiv + 146; \$26.50 (hardcover).

Comparable to Quigley, Rowden has established himself as a published expert on learning in the workplace. Over the last decade this reviewer has made regular use of his *Workplace Learning: Debating Five Critical Questions of Theory and Practice* (Rowden, 1997). However, the vast majority of his work (some of which is cited in this volume) has been in the form of articles that have appeared in no less than 10

scholarly journals. Rowden has brought this broad range of knowledge and experience together into a very helpful and useful guide. Based on the premise that workplace learning is much more embedded and pervasive than the ideas that the term “training” tends to conjure up, Rowden begins by exploring the concept, including a look at the nature of learning and a comparison of the key concepts of training, human resource development, and workplace learning. He then considers the environmental factors, internal and external, that influence learning in the workplace; the processes involved in learning at the individual level; the social and group dimensions of workplace learning; and the role and function of workplace learning at the organizational level. In his final two chapters, Rowden discusses a variety of methods that can be used to promote workplace learning and speculates on future trends. Rowden has prepared a solid primer on the topic of learning in the workplace.

Rossiter, Marsha, and Clark, M. Carolyn Clark. (2007). *Narrative and the Practice of Adult Education*. x + 187 pages; \$27.50 (hardcover).

The focus of adult education is persons; the goal is to help persons learn, grow, and develop. Hence, it is only natural that a key element in the process is allowing and encouraging persons to tell their own stories, to relate how they got to where they are in life and learning. Clark, associate professor of adult education at Texas A&M University, and Rossiter, a former librarian who has extensive experience as manager and director of adult learning opportunities on college campuses, “believe that narrative already informs much of the practice in the field—adult educators use stories in their teaching routinely, to illuminate content, to facilitate learning, and to link learning to the life experience of the learners. . . . What is missing in our field is an understanding of the theory of narrative and the implications it has for how we conceptualize the teaching/learning process” (pp. 9-10). They have developed a volume that fills that gap admirably. After sharing briefly their own stories, they examine the nature of narrative itself, explore the notion of the storied life, consider the connection between narrative and adult learning, and look at specific applications of narrative to the practice of adult education: facilitating classroom learning, the use of several text-based narrative learning strategies, program development, and informal and personal learning and development. In their final chapter they raise issues related to situating narrative within the field of adult education.

### References

- Quigley, B. A. (1997). *Rethinking adult literacy education: The critical need for practice-based change*. San Francisco: Jossey-Bass.
- Rowden, R. W. (Ed.). (1997). *Workplace learning: Debating five critical questions of theory and practice*. San Francisco: Jossey-Bass. (New Directions in Adult and Continuing Education, No. 72)
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### Note

The first six volumes in this series were reviewed in the *PAACE Journal of Lifelong Learning*, Vol. 4 (1995), pp. 85-88; the next six in Vol. 6 (1997), pp. 77-80; a third set in Vol. 8 (1999), pp. 85-89, a fourth set in Vol. 11 (2002), pp. 77-81; a fifth set (including second editions of two earlier volumes) in Vol. 12 (2003), pp. 85-89; and a sixth set in Vol. 14 (2004), pp. 81-85.

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