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**Sample Development Reading Log - Philosophy of Adult Education**

Peers, R. (1958). Workers’ Education. In *Adult Education*. Routledge.

p. 27 (Additive, Objective #1)

The Workers' Educational Association (W.E.A.) initially focused on educating manual workers in response to the demand for workers' education. However, with technological progress and the rise of non-manual workers like clerks and shop assistants, it became clear that these workers also needed higher education. As a result, adult education expanded to meet the needs of all workers.

Peers, R. (1958). The Adult Student. In *Adult Education*. Routledge.

p. 20 (Additive Objective #2)

Students attend adult classes to gain personal satisfaction from their studies and to enhance their ability to lead fulfilling lives and contribute more effectively to the causes they care about.

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Peers, R. (1958). International Aspects of Adult Education. In *Adult Education*. Routledge.

p. 23 (Additive Objective #1)

The history and organization of adult education was initially inspired by Britain. This movement has expanded globally, adapting to different forms in advanced democratic countries, emerging nations in the Middle and Far East, and underdeveloped regions of Africa, the Caribbean, and the Pacific.

Jarvis, P. (2004). *Adult Education and Lifelong Learning: Theory and Practice*. Routledge.

p. 13, 14 (Additive Objective #2)

Workers are expected to stay up-to-date with all the technological changes that happen in the workplace.

Jarvis, P. (2004). *Adult Education and Lifelong Learning: Theory and Practice*. Routledge.

p. 35 (Additive Objective #1)

Tough (1979) It is suggested that many people engage in learning projects, indicating that the need to learn is fundamental to human nature.

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Jarvis, P. (2004). *Adult Education and Lifelong Learning: Theory and Practice*. Routledge.

p. 36 (Additive Objective #2)

When an individual's life story and current experiences are out of alignment, it creates a situation where they begin a new search for meaning and understanding.

Abedini, A., Abedin, B., & Zowghi, D. (2021). Adult learning in online communities of practice: A systematic review. *British Journal of Educational Technology*, *52*(4), 1663–1694. <https://doi.org/10.1111/bjet.13120>

(Additive Objective #2)

Adult learning is a continuous process in which knowledge is shaped by the transformation of adults' experiences.

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Jones, K. (2021). Understanding adult education in community contexts: A critical realist perspective. *British Educational Research Journal*, *47*(3), 674–691. <https://doi.org/10.1002/berj.3679>

(Additive Objective #2)

Whilst, for example, an adult’s decision whether or not to engage in education is made by the individual, choices are influenced by the social structures and entrenched inequalities in which they are located (Bourdieu & Passeron, [1990](https://bera-journals.onlinelibrary.wiley.com/doi/10.1002/berj.3679#berj3679-bib-0010); Barton *et al*., [2007](https://bera-journals.onlinelibrary.wiley.com/doi/10.1002/berj.3679#berj3679-bib-0006); Duckworth, [2013](https://bera-journals.onlinelibrary.wiley.com/doi/10.1002/berj.3679#berj3679-bib-0014)).

Jones, K. (2021). Understanding adult education in community contexts: A critical realist perspective. *British Educational Research Journal*, *47*(3), 674–691. <https://doi.org/10.1002/berj.3679>

(Additive Objective #2)

Education for homeless adults is an overlooked research topic. A 2000 review of homelessness research in Britain found that most studies focused primarily on children, rather than addressing the educational needs of homeless adults.