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

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

1. p. 27 (Additive, Objective #3)

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.

1. p. 20 (Additive Objective #1)

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.

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

1. p. 23 (Additive Objective #3)

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.

1. p. 13, 14 (Additive Objective #3)

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.

1. 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.

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

1. 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>

1. (Additive Objective #2)

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

 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>

1. (Additive Objective #4)

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>

1. (Additive Objective #4)

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.

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>

1. (Additive Objective #2)

Online communities of practice can facilitate self-directed and individual-centered learning.

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>

1. (Additive Objective #3)

The importance of lifelong learning for adults in the digital era has been stressed by past studies.

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>

1. (Additive Objective #2)

Findings revealed that members of online communities of practice are independent, experience-centered, problem-centered, self-motivated, goal-oriented, and lifelong learners with the purpose to achieve professional outcomes.

Lamm, A. J., Cannon, K. J., Roberts, T. G., Irani, T. A., Snyder, L. J. U., Brendemuhl, J., & Rodriguez, M. T. (2011, September 1). *An Exploration of Reflection: Expression of Learning Style in an International Experiential Learning Context. | EBSCOhost*. <https://doi.org/10.5032/jae.2011.03122>

1. (Additive/ Objective #1)

## Kolb (1984) stated "knowledge results from the combination of grasping experience and transforming it."

Fosnot, C. T. (2013). *Constructivism: Theory, Perspectives, and Practice*. Teachers College Press.

1. (Additive Objective #1)

Our beliefs about how the world works are formed around the meanings we construe from the data of our experiences.

Knowles, M. S. (2011). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. Routledge.

15. p. 14 (Additive Objective #3)

One’s behaviour, attitude and even their personality is affected by learning.

Campbell, P., & Burnaby, B. (2005). *Participatory Practices in Adult Education*. Routledge.

16. p. 5 (Variant Objective #3)

In a literate society, literacy is seen as a measure of one's ability to reason, which in turn influences their capacity to engage actively in the social world.

Tisdell, E. J. (2003). *Exploring Spirituality and Culture in Adult and Higher Education*. John Wiley & Sons.

17. (Additive Objective #3)

To understand the process of teaching and learning, it's crucial to focus on how individuals comprehend and internalize new knowledge.

Tight, M. (2012). *Key Concepts in Adult Education and Training*. Routledge.

18. p. 23 (Additive Objective #2)

Learning, like breathing, is something that everyone does all of the time. You are never too old to learn.

Tight, M. (2012). *Key Concepts in Adult Education and Training*. Routledge.

19. p. 17 (Additive Objective #1)

Education is a gradual process that takes time, often occurring in stages rather than continuously.

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

20. (Additive Objective #2)

Adult education can provide an opportunity for us to explore and enhance our ability to take control of our lives.

MacKeracher, D. (2004). *Making Sense of Adult Learning*. University of Toronto Press.

21. p. 13 (Variant Objective #5)

Learners always modify what is presented to them through their own model of reality.

Merriam, S. B., & Bierema, L. L. (2013). *Adult Learning: Linking Theory and Practice*. John Wiley & Sons.

22. p. 6 (Additive Objective #3)

Informal learning enables adults to tap into the vast information and resources available today.

Tight, M. (2012). *Key Concepts in Adult Education and Training*. Routledge.

23. p. 16 (Additive Objective #2)

Education can occur beyond formal institutions, but the connection to an institution is still significant.

Stephen, B. (1986). *Understanding And Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices*. McGraw-Hill Education (UK).

24. p. 40 (Additive Objective #2)

Self-directed learning involves an individual managing their own learning by planning, identifying needs, finding resources, and evaluating progress.

Stephen, B. (1986). *Understanding And Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices*. McGraw-Hill Education (UK).

25. p. 91 (Additive Objective #1)

The adult learning process was seen as a journey towards self-mastery.

Analysis & Summary of the readings

1. Total number of entries 25

2. Total number of books 14

3. Total number of journals 3

4. Number of entries that were additive 23

5. Number of entries that met course objective # 1… 6

6. Number of entries that met course objective # 2… 8

7. Number of entries that met course objective # 3… 8

8. Number of entries that met course objective # 4… 2

9. Number of entries that met course objective # 5… 1

Reflection:

The readings for me, are like the petals of a rose, the more I read on the course topics, the more information I am able to pull out at and find even more. From the onset of the introduction to the topic of Adult Learning, and even with the initial readings for my 30-day assignment, I did not realise just how much research and writing is available in this area.