Preface

The constantly changing landscape of Adult and Continuing Education challenges experts and practitioners to stay apprized of the field’s most up-to-date research. That is why Information Science Reference is pleased to offer this four-volume reference collection that will empower students, researchers, and academicians with a strong understanding of critical issues within Adult and Continuing Education by providing both broad and detailed perspectives on cutting-edge theories and developments in the field. This collection is designed to act as a single reference source on conceptual, technical, methodological, organizational, and managerial issues, as well as provide insight into emerging trends and future opportunities within the discipline.

Adult and Continuing Education: Concepts, Methodologies, Tools, and Applications is organized into eight distinct sections that provide comprehensive coverage of important topics. The sections are (1) Fundamental Concepts and Theories, (2) Tools and Technologies, (3) Development and Design Methodologies, (4) Utilization and Application, (5) Organizational and Social Implications, (6) Managerial Impact, (7) Critical Issues, and (8) Emerging Trends. The following paragraphs provide a summary of what readers may expect from this invaluable reference tool.

Section 1, “Fundamental Concepts and Theories,” begins with a global treatment of Adult and Continuing Education to provide a baseline for the remainder of this multi-volume reference. Historical Evolution of Adult Education in America by Terry Liddell presents an overview of continuing and non-traditional education, exploring the development of adult education principles and methodologies. Additional chapters, Electronic Education and Lifelong Learning by Victor C. X. Wang, Marianne Robin Russo, and Susan Dennett and Millennial Adult Learners in the 21st Century by Thomas G. Reio and Keisha Hill-Grey, for example, further define adult education in a modern context. The next chapters in this section, namely Open Access Web Resources for Library Continuing Education and Training by Mary K. Bolin and Professional Development Opportunities for Academic Subject Librarians by Anne Shelley, introduce continuing education for librarians, bringing readers to the final chapters in this section, which focus on an overview of professional development opportunities for adult workers, for example, Definition and History of Online Professional Development by Carol A. Brown and Renée E. Weiss Neal and Assessment Processes for Online Professional Development by Lesley S. J. Farmer.

Section 2, “Tools and Technologies,” describes some of the primary technologies used to facilitate Adult and Continuing Education across disciplines. The first chapter, Enabling Creative Blended Learning for Adults through Learning Design by Spyros Papadakis, continues from the previous section with a focus on e-learning for working adults, serving as an important foundation for the remainder of this section and its exploration of digital and Web-based means of engaging adult learners. Further chapters focus on education through social media (Twitter-Based Knowledge Sharing in Professional Networks by Vanessa Paz Dennen and Wenting Jiang), virtual classrooms (3D Virtual Classroom Simulations for Supporting School Teachers’ Continuing Professional Development by Demetrios G. Sampson and
Pavlos Kallonis), and tools for professional development in the education sector (*Enabling Professional Development with E-Portfolios* by Simon Lygo-Baker and Stylianos Hatzipanagos). Finally, the second section ends with *ARTI* by Kara Dawson, Cathy Cavanaugh, and Albert D. Ritzhaupt, a chapter that describes an emerging instrument for educators looking to engage their students of any age and background.

Section 3, “Development and Design Methodologies,” evaluates the programs, architectures, and models enabling professional development and Adult and Continuing Education opportunities. The first chapter, *Design of an Online Continuing Education Module* by Jennifer L. Strohecker and Wendy Athens, describes one such method using Web-based media as a stepping stone to higher education. Additional chapters describe self-directed learning strategies, such as *Design Guidelines for Self-Assessment Support for Adult Academic Distance Learning* by Maria Menendez Blanco, Gerrit C. van der Veer, Laura Benvenuti, and Paul A. Kirschner and *The Single Most Popular Theory* by Victor C. X. Wang and Patricia Cranton. The latter chapters in this section explore, in particular, professional development pedagogies derived from the fundamental concepts and technologies described in the first two sections. Notable chapters include *Multi-Faceted Professional Development Models Designed to Enhance Teaching and Learning within Universities* by Donald E. Scott and Shelleyann Scott; *Designing Simulations for Professional Skill Development in Distance Education* by Deborah Murdoch, Chris Bushell, and Stephanie Johnson; and *Developing ITV Best Teaching Practices and Effective Professional Development Programs* by Jared Keengwe, Leslie Ann Bieber, and Gary Schnellert. The final chapter in this section, *Project Management Methods for the Implementation of an Online Faculty Development Course* by Andrew A. Tawfik, Carol Reiseck, and Richard Richter, investigates an online program for educators’ professional development.

Section 4, “Utilization and Application,” expounds upon the basic principles and frameworks given by the first three sections to present readers with a practical understanding of Adult and Continuing Education. The opening chapters, *Digital Literacy in a Lifelong Learning Programme for Adults* by Athanassios Jimoyiannis and Maria Gravani and *Adult Education and Sustainable Learning Outcome of Rural Widows of Central Northern Nigeria* by Lantana M. Usman, investigate specific programs designed to assist older learners. Additionally, the chapters in this section cover topics ranging from English education (*Changing the Face of ELA Classrooms* by Dianna L. Newman, Victoria C. Coyle, and Lori A. McKenna) to digital literacy (*Digital Media Literacy Practices for 5th Year Pre-Service Teachers in a PDS Model* by Neal Shambaugh) and leadership development (*Ernst & Young Leadership and Professional Development Center* by Jennifer Butler Ellis, Timothy D. West, Angela Grimaldi, and Gerald Root), among others. The section concludes with insight into what all adult education and professional development programs aim to achieve: tangible benefits in the lives of their pupils (*Transformative Learning in the Workplace* by Patricia Cranton and Ellen Carusetta).

Section 5, “Organizational and Social Implications,” focuses primarily on the human element, the lives and careers impacted by Adult and Continuing Education. The opening chapters, *Transformative Learning and Technology in Adult and Vocational Education* by Victor C. X. Wang and Patricia Cranton and *Literacy Level and Vocational Training for Substance-Using Hispanic Adults* by Michele M. Wood, Dennis G. Fisher, Grace L. Reynolds, Yesenia Guzman, and William C. Pedersen, describe programs designed to transform adults into happy, productive members of society. Additional chapters, for example *An Exploratory Study of the Experiences of Older Non-Traditional Students in an Online Learning Environment* by Wenzhen Li and Leping Liu, seek to define those individuals who continue with their education beyond the age when students normally attend school, the primary goal being to identify methods and programs that have the greatest effects, thus improving the overall learning
experience for all non-traditional learners. This section also contains several chapters on professional
development, notably *Reflections on Personal Experiences of Staff Training and Continuing Professional
Development for Academic Staff in the Development of High Quality Support for Disabled Students in Higher Education* by Alan Hurst, a prime example of how the right opportunities can impact a number
of individuals across generations.

Section 6, “Managerial Impact,” considers Adult and Continuing Education from a leadership perspective,
seeking to more thoroughly understand how administrators and educators can best serve their
student populations. The first chapter, *No Adult Left Behind* by Linda Salter, guides educators in enabling
older students with educational technologies. Next, Wan Zumusni Wan Mustapha, in the chapter *The
Art and Science of Designing and Developing an Online English Language Training Module for Adult
Learners*, describes the benefits of tailoring education to a particular demographic by using online tools.
Additional research in this section focuses on opportunities adults can exploit to further their self-directed
education, as well as programs administrators can provide for their staff’s professional development,
notably *Professional Development Opportunities Provided by Consortia* by Tami Echavarria Robinson;
*Providing Professional Development Opportunities to Staff in Tough Economic Times* by Kathleen L.
Sacco; and *Improving Teachers’ Self-Confidence in Learning Technology Skills and Math Education
through Professional Development* by Taralynn Hartsell, Sherry S. Herron, Houbin Fang, and Avinash
Rathod. The section concludes with *Teacher Leadership* by Andrea M. Kent, a chapter that concentrates
on enabling teachers to become leaders in their own classrooms.

Section 7, “Critical Issues,” closely investigates several leading Adult and Continuing Education
policies and paradigms to evaluate their efficacy and use. The first topic covered in this section is an
exploration of how courses for adult learners can best engage their students. Notable chapters include
*Interests as a Component of Adult Course Preferences* by James A. Athanasou and *Profiling and Supporting
Adult Learners* by Chi Zhang and Guangzhi Zheng. Further chapters, such as *Chinese Pedagogy or
Western Andragogy?* by Victor C. X. Wang, Susan K. Dennett, and Valerie C. Bryan and *Moving Beyond
the One-Shot for Professional Development* by Elizabeth Blakesley, seek to identify the best methods
and principles regarding how learning is provided to non-traditional students, while chapters such as
*Chinese Pedagogy or Western Andragogy?* by Victor C. X. Wang, Susan K. Dennett, and Valerie C. Bryan and *Moving Beyond
the One-Shot for Professional Development* by Elizabeth Blakesley, seek to identify the best methods
and principles regarding how learning is provided to non-traditional students, while chapters such as
*Creating an Authentic Space for a Private and Public Self through E-Portfolios* by Simon Lygo-Baker
and Stylianos Hatzipanagou and *Online Communities of Practice as Vehicles for Teacher Professional
Development* by Maria Meletiou-Mavrotheris evaluate online tools for self-directed professional develop-
ment. This section leads into the final section of this multi-volume reference with the chapter *ABCs
and PCs* by Cory Cooper Hansen, a look into training the educators of future generations.

Section 8, “Emerging Trends,” explores some of the latest advances in methodologies, pedagogies,
and technologies crucial to the enhancement of Adult and Continuing Education. Recent developments
in curriculum design are described and evaluated in chapters such as *Story-Based Professional Develop-
ment* by Wayne A. Slabon and Randy L. Richards and *Developing Professional Competencies through
International Peer Learning Communities* by Hanna Yakavenka, while other chapters, such as *Teacher
Professional Development through Virtual Campuses* by Athanassios Jimoyiannis, Maria Gravani, and
Yiasemina Karagiorgi and *Examining Adult Learning Assumptions and Theories in Technology-Infused
Communities and Professions* by Judith Parker, take a more technology-oriented approach. In the end,
however, the goal of every continuing education and professional development program, whether online
or in the physical classroom, is to enable the next generation workforce with the tools and knowledge
they need to compete successfully, a distinction explored in this section’s final chapter: *Moving from
Professional Development to Real-Time Use* by Meghan Morris Deyoe, Dianna L. Newman, and Kristie
Asaro-Saddler.
As a comprehensive collection of research on current findings related to the development of interdisciplinary technologies, *Adult and Continuing Education: Concepts, Methodologies, Tools, and Applications* provides researchers, administrators, and all audiences with a complete understanding of the latest advances, applications, and concepts in Adult and Continuing Education. Although the primary organization of the contents in this multi-volume work is based on its eight sections, offering a progression of coverage on the important concepts, technologies, methodologies, applications, social issues, managerial considerations, critical concerns, and emerging trends, the reader can also identify specific content by utilizing the extensive indexing system found at the end of each volume. Given the vast number of issues concerning usage, successes and failures, policies, strategies, and applications of Adult and Continuing Education in countries around the world, *Adult and Continuing Education: Concepts, Methodologies, Tools, and Applications* addresses the demand for a resource that encompasses the most pertinent research on the technologies being employed to globally bolster the knowledge and implementation of Adult and Continuing Education.