# Table of Contents

Preface .................................................................................................................................................. xvi

Acknowledgment ............................................................................................................................... xxiii

Chapter 1  
A Critical Theory Perspective on Program Development ................................................................. 1  
   *Stephen Brookfield, University of St. Thomas, USA*  
   *John Holst, University of St. Thomas, USA*

Chapter 2  
Distributing Power through Curriculum Development ..................................................................... 22  
   *Patricia Cranton, University of New Brunswick, Canada*

Chapter 3  
All Roads Lead to Curriculum Inclusive of Social Justice and Democracy ....................................... 35  
   *Victor C. X. Wang, Florida Atlantic University, USA*  
   *Marianne Russo, Florida Atlantic University, USA*  
   *Valerie C. Bryan, Florida Atlantic University, USA*

Chapter 4  
Starting with the Learner: Designing Learner Engagement into the Curriculum ......................... 55  
   *Jonathan E. Taylor, Troy University, USA*

Chapter 5  
Co-Constructed Curricula: An Adult Learning Perspective .............................................................. 81  
   *Vivian W. Mott, East Carolina University, USA*  
   *Kathy D. Lohr, East Carolina University, USA*

Chapter 6  
Mentoring in Graduate Education: Curriculum for Transformative Learning ............................ 101  
   *Catherine A. Hansman, Cleveland State University, USA*
Chapter 7
Transformative Curriculum Design and Program Development: Creating Effective Adult Learning by Leveraging Psychological Capital and Self-Directedness through the Exercise of Human Agency.......................................................................................................................... 118
Sharon E. Norris, Spring Arbor University, USA

Chapter 8
Andragogical Curriculum for Equipping Successful Facilitators of Andragogy in Numerous Contexts........................................................................................................................................... 142
John A. Henschke, Lindenwood University, USA

Chapter 9
Using Creativity to Facilitate an Engaged Classroom......................................................................................................................... 169
Amy L. Sedivy-Benton, University of Arkansas – Little Rock, USA
James M. Fetterly, University of Arkansas – Little Rock, USA
Betsy K. Wood, University of Arkansas – Little Rock, USA
Bronwyn D. MacFarlane, University of Arkansas – Little Rock, USA

Chapter 10
New Mindsets: The Promise of Employing Adult Learning and Development for Educational Leaders’ Learning .................................................................................................................................. 195
Ellie Drago-Severson, Columbia University, USA
Pat Maslin-Ostrowski, Florida Atlantic University, USA

Chapter 11
Hubble’s Expanding Universe: A Model for Technology Infused Adult Learning.................................................. 218
Judith Parker, Columbia University, USA

Chapter 12
Designing Online Curriculum for Adult Learners......................................................................................................................... 233
Laura L. Bierema, University of Georgia, USA

Chapter 13
Online Education Programs for Adult Learners in Higher Education........................................................................................... 250
Victor C. X. Wang, Florida Atlantic University, USA
Valerie A. Storey, University of Central Florida, USA

Chapter 14
Dynamics of Informal Learning in Two Local Markets in Ile-Ife, Southwest Nigeria ................................................. 275
Tajudeen Ade Akinsooto, Obafemi Awolowo University, Nigeria
Olutoyin Mejiuni, Obafemi Awolowo University, Nigeria

Chapter 15
Randee Lipson Lawrence, National Louis University, USA
Chapter 16
The Transformation of Collective Intelligence ................................................................. 323
   Lesley S. J. Farmer, California State University, Long Beach, USA

Chapter 17
Traditional Teacher Evaluation Models: Current and Future Trends for Educators ........ 342
   Katina M. Leland, University of Arkansas, Little Rock, USA
   Amy L. Sedivy-Benton, University of Arkansas, Little Rock, USA

Chapter 18
Impact of Technological Advancement on the Higher Education Curriculum and Program Development ................................................................. 362
   Snezana Scepanovic, University “Mediterranean”, Montenegro
   Vania Guerra, Zürich University of Applied Sciences, Switzerland
   Maren Lübcke, Zürich University of Applied Sciences, Switzerland

Chapter 19
Expanding the Discourse of Identity in the English Language Arts Curriculum .............. 382
   Philomena S. Marinaccio, Florida Atlantic University, USA
   Kevin Leichtman, Florida Atlantic University, USA
   Rohan Hanslip, Florida Atlantic University, USA

Compilation of References ................................................................................................... 419

About the Contributors ........................................................................................................... 464

Index ......................................................................................................................................... 475