

Measuring and Analyzing Informal Learning in the Digital Age

Part of the Advances in Higher Education and Professional Development (AHEPD) Book Series

Olutoyin Mejjuni (Obafemi Awolowo University, Nigeria), Patricia Cranton (University of New Brunswick, Canada), and Olúfẹ́mi Táíwò (Cornell University, USA)

Description:

In the twenty-first century, learning—and the definition of education—is changing. New digital, online, and social tools have the ability to transform the classroom and engage learners like never before. In the midst of this technological revolution, it is crucial for educators and administrators to be able to gauge the impact of digital tools on learners in a variety of settings.

Measuring and Analyzing Informal Learning in the Digital Age addresses the need for educators, administrators, and professionals across industries to be more attentive to the learning process outside of a traditional classroom setting. As online learning, and MOOCs in particular, become more mainstream, tracking informal learning becomes difficult despite the necessity of feedback and measurement in non-formal learning environments. Investigating some of the primary technologies being used in educational settings and how a less structured and more open learning environment can effectively motivate students and non-traditional learners, this premier reference is a crucial source of information for educators, administrators, theorists, and other professionals in the field of education.

Readers:

This premier reference is a crucial source of information for educators, administrators, theorists, and other professionals in the education field.

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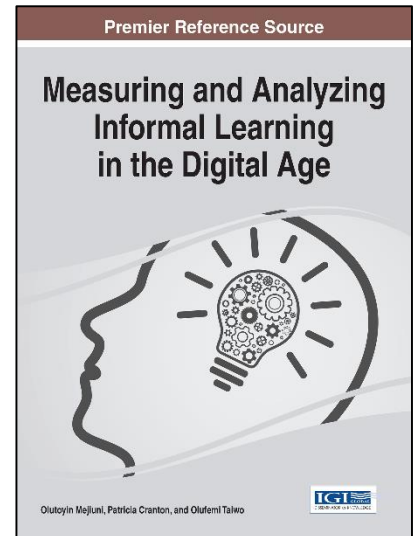
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Topics Covered:

- Dialectics
- Life-Long Learning
- Online Learning Communities
- Second Language Acquisition
- Self-Directed Learning
- Social Capital
- Tacit Knowledge
- Transformative Learning

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SECTION ONE: THEORETICAL FOUNDATIONS OF INFORMAL LEARNING

Introduction

The Meaning and Context of Informal Learning

Olutoyin Mejiuni, Obafemi Awolowo University, Nigeria

Patricia Cranton, University of New Brunswick, Canada

Olufé mi Taiwo, Cornell University, USA

Chapter 1

Informal Learning as Dialectics of Activity

Peter H. Sawchuk, University of Toronto, Canada

Chapter 2

On informal learning, informal teaching and informal education: Addressing conceptual, methodological, institutional and pedagogical issues

Daniel Schugurensky, Arizona State University, USA

Chapter 3

From Logos to Eros and Back Again: An Exploration of the Foundations of Informal Learning and Tacit Knowledge

Al Lauzon, University of Guelph, Canada

SECTION TWO: INFORMAL LEARNING IN CONTEXT

Chapter 4

Informal learning in second language acquisition: A case study of two ESL learners

Helen Yeh, Hong Kong Polytechnic University (CPCE), China

Chapter 5

Informal Transformative Learning from a Life-Threatening Illness

Chad Hoggan, North Carolina State University, USA

Chapter 6

Stories of Breastfeeding Advocates: The Significance of Informal Learning

Leah Poirier, Colchester East Hants District Health Authority, Canada

Chapter 7

Informal and self-directed learning in the age of MOOCs (Massive Open Online Courses)

Lin Lin, University of North Texas, USA

Patricia Cranton, University of New Brunswick, Canada

SECTION THREE: INFORMAL LEARNING IN CULTURAL AND WORK CONTEXTS

Chapter 8

How Pre-Service and First-Year Teachers Utilize Informal Learning in a Work Context

Amy L. Sedivy-Benton, University of Arkansas at Little Rock, USA

Katina M. Leland, University of Arkansas at Little Rock, USA

Chapter 9

Informal Learning Contributes to the Leadership Development of Nurse Managers

Rebecca McGill, St. Catherine University, USA

Chapter 10

Personal Interaction and Informal Learning: The Case of China

Kin Wai Michael Siu, Hong Kong Polytechnic University, China

Giovanni J. Contreras, Hong Kong Polytechnic University, China

Chapter 11

Social Capital and Community Development: A Nexus for Women Informal Learning

Adejoke C. Babalola, Obafemi Awolowo University, Nigeria

Chapter 12

Adult Health Learning: A Critical Approach to Informal Learning about Health

Leona M. English, St. Francis Xavier University, Canada

Chapter 13

Informal learning as group meaning making: Visible talk in online Communities

Mary Ziegler, University of Tennessee, USA

Trena Paulus, University of Georgia, USA

Marianne Woodside, University of Tennessee, USA

SECTION FOUR: INFORMAL LEARNING IN PROGRAM DEVELOPMENT

Chapter 14

Making Sense of Surrounding Difference: Informal Learning in National Culture Adaptation

David Starr-Glass, University of New York in Prague, Czech Republic

Chapter 15

Valuing—and Evaluating— Informal Learning in Workplace Communities of Practice

Victoria J. Marsick, Columbia University, USA

Miren Fernández-de-Álava, Autonomous University of Barcelona, Spain

Karen E. Watkins, University of Georgia, USA

Chapter 16

Enhancing Self-Reflective Practice and Conscious Service in the Helping Professions:

The Value of Informal Learning

Elizabeth Bishop, Confederation College, Canada

Chapter 17

Integration of Informal Learning Theory and Practice into the Study of

Implementation in Healthcare Contexts

Patrick R. Walden, St. John's University, USA

SECTION FIVE: THE FUTURE OF INFORMAL LEARNING WITHIN THE EDUCATION SYSTEM

Chapter 18

Looking Back and Looking Forward

Patricia Cranton, University of New Brunswick, Canada

Olufé mi Taiwo, Cornell University, USA

Olutoyin Mejiuni, Obafemi Awolowo University, Nigeri

Olutoyin Mejiuni is an adult educator whose work focuses on the political dimensions of adult education, informal learning, women's learning, and the concerns of women in teaching-learning interactions and contexts; exploring questions of identity and the transformative and emancipatory potentials of educational interactions in these areas. She possesses a Ph.D in Adult Education, and is an Associate Professor in the Department of Adult Education and Lifelong Learning, Obafemi Awolowo University, Ile-Ife, Nigeria. She has authored *Women and power: Education, religion and identity* (2012, Ibadan: University Press Plc; 2013, Dakar: CODESRIA). She has contributed to the International encyclopedia of adult education, *Widening access to education as social justice*, *Handbook of transformative learning: Theory, research and practice*, and she has published in *JENDA: A Journal of Culture and African Women Studies*. She was the editor of *Adult Education in Nigeria* and has been a consulting editor for *Adult Education Quarterly*. Olutoyin Mejiuni is a Co-founder of Women Against Rape, Sexual Harassment and Sexual Exploitation (WARSHE), a non-governmental and not-for-profit organization that supports and educates survivors and potential victims of sexual violence and abuse. Under the aegis of WARSHE, she co-authored the research report entitled: *Unsafe spaces: Dodgy friends and families* (2012, with Olujemisi Obilade).

Patricia Cranton is a retired Professor of Adult Education, currently affiliated with the University of New Brunswick in Canada and Teachers College at Columbia University. She has been Professor of Adult Education at Penn State University at Harrisburg, Pennsylvania in the U.S., St. Francis Xavier University, University of New Brunswick, and Brock University in Canada, and Associate Professor at McGill University. Some of Patricia Cranton's recent books include *Planning Instruction for Adult Learners* (3rd edition, 2012), *Becoming an Authentic Teacher* (2001), *Finding our Way: A Guide for Adult Educators* (2003), *Understanding and Promoting Transformative Learning* (2nd edition, 2006), *A Guide to Research for Educators and Trainers of Adults* (3rd edition, 2014, with Sharan Merriam), and *Stories of Transformative Learning* (2014, with Michael Kroth). Patricia was the co-editor of *The Handbook of Transformative Learning* (2012, with Ed Taylor). She has edited five *New Directions in Adult and Continuing Education* volumes, most recently *Authenticity in Teaching* (2006) and *Reaching out across the Border: Canadian Perspectives in Adult Education* (with Leona English, 2009). Patricia has taught courses in the area of transformative learning since 1994. She was inducted into the International Hall of Fame for Adult and Continuing Education in 2014.

Olufé mi Taiwo is a professor at the Africana Studies and Research Center, Cornell University, Ithaca, NY, U.S.A. He was educated in Nigeria and Canada. He has taught at universities in Nigeria, Germany, S. Korea, and Jamaica. He has published on and continues to be agitated by pedagogical issues, especially that of diversifying the curriculum. He is the author of *Legal Naturalism: A Marxist Theory of Law* (Ithaca: Cornell University Press, 1996) [Chinese Translation, 2013], *How Colonialism Preempted Modernity in Africa* (Bloomington: Indiana University Press, 2010) and *Africa Must Be Modern: a Manifesto* (Ibadan: Bookcraft, 2012) [American Edition, Bloomington: Indiana University Press, 2014].