Measuring and Analyzing Informal Learning in the Digital Age

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

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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:

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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

Chapter 1
Informal Learning as a Discrete 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 Legs to Ears 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 (CPCIE), China

Chapter 5
Informal Transformative Learning from a Life-Threatening Illness
Chad Heggan, North Carolina State University, USA

Chapter 6
Stories of Breastfeeding Advocates: The Significance of Informal Learning
Leah Pointer, 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 Pr-Service and First-Year Teachers Utilize Informal Learning in a Work Context
Amy L. Sedivy-Benton, University of Arkansas at Little Rock, USA

Karina 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
Adjeole 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
Virtualizing and Evaluating Informal Learning in Workplace Communities of Practice
Victoria J. Marsick, Columbia University, USA

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

Karen E. Watkins, University of Georgia, USA

Chapter 16
Enhancing Self-Reflective Practice and Conscious Se 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

Olufemi Taiwo, Cornell University, USA

Olufemi Taiwo, Obafemi Awolowo University, Nigeria

Olufemide Taiwo 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, Ille-Ife, Nigeria. She has authored Women and power: Education, religion and identity (2012, Ibadan: University Press Pte; 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 Africa Must Be Modern: a Manifesto (Ibadan: Bookcraft, 2012) [American Edition, Bloomington: Indiana University Press, 2014].