

# Subject Index

## A

- AARID (Asian American Racial Identity Development), 332
- adult basic education (ABE), 10, 13, 20–21
- adult cognitive development, 452
  - contextual perspective, 363–364
  - dialectical thinking and, 364–367
  - epistemological reflection model, 356–359
  - foundational work, Piaget’s, 347–350
  - Perry’s scheme, 350–353
  - reflective judgment model, 359–362
  - research, 346
  - wisdom and, 367–373
  - WWK study, 353–356
- adult development, 317–320
  - age-graded model, Levinson, D. J.’s, 330–331
  - bioecological systems theory, 343–344
  - biological, 322–328
    - class identity, 337
    - definition, 321–322
    - integrated models, 341–344
    - from life transitions, 265–266, 334–336, 444
    - narrative learning and, 263–266
    - psychological, 328–333, 343
    - psychosocial development model, Erikson, E. H.’s, 328–330
    - racial identity, 331–332, 336–341
    - sexual identity, 332–333, 339–341
    - social roles, 334–336
    - sociocultural factors, 333–341
    - transformative learning and, 184–186
- adult educational activity, 84
- adult learning, 439. *See also specific topics*
- aging challenges, 451–452
- blurring of content and delivery, 24
- brain and, 416–148

- adult learning (*continued*)
- capitalist value system and, 22
  - changing demographics
    - shaping, 7–10, 23
  - child learning compared to, 117, 121, 441–457
  - cognitive styles and, 437–431
  - contexts, 445–451, 453
  - cultural diversity and, 10, 15–16, 450
  - definition, 441
  - ethics, 449
  - from experience, 196–197, 442, 453
  - future research, 458
  - globalization shaping, 11–16, 22–23, 440
  - historical contexts, 5–6
  - institutional settings, 2
  - intelligence, aging and, 404–407
  - memory and, 445
  - motivations, 3, 451
  - new approaches, 229–230
  - practice, 455–457
  - process, 451–452
  - rationales, 8
  - school learning compared to, 447
  - skills, 453
  - social context, 1, 5–24
  - technology shaping, 16–21, 48–50
  - theories, 113–115, 117–118, 454–457
  - Western values, 268–270
- Adult Multiple Intelligences (AMI)  
study, 393
- Adult Self-Transcendence  
Inventory, 370
- affective learning, 240
- African Americans  
andragogy and, 124–125  
digital divide and, 42–43  
identity development, 337  
learning styles, 434–435  
life expectancy, 323  
racism against, 292–294  
storytelling and, 60
- African indigenous education, 284–286
- age-graded model, Levinson,  
D. J.'s, 330–331
- ageism, 177
- aging. *See also* elderly  
adult learning challenges, 451–452  
intelligence and, 382–390, 404–407  
memory and, 422–426  
parameters, 385–386  
population, 1–2, 7–8, 24  
primary, 323  
research designs and  
measures, 386–390  
wisdom and, 370–372
- AI (artificial intelligence), 48–49
- AMI (Adult Multiple Intelligences)  
study, 393
- amygdala, 414
- analytical information processing, 432
- analytical intelligence, 395
- anchored instruction, 115
- andragogy, 113  
African Americans and, 124  
assumptions, 118–122, 127  
conceptualization, 118  
contemporary use, 128–129  
HRD and, 125  
immigration and, 124  
participation and, 127  
pedagogy compared to, 122–123, 126  
research, 125–129  
sociohistorical and cultural context  
critiques, 123–125  
as theory of adult learning, 120–122  
validity, 127–128
- antiracist pedagogy, 296
- Anytime, Anyplace Learning  
Program, 30
- artificial intelligence (AI), 48–49
- Asian American Racial Identity  
Development (AARID), 332
- Attitudes Toward Thinking and  
Learning Survey, 355
- Audio Visual Test of Emotional  
Intelligence (AVEI), 400

- autobiographies, 260–263  
 automation, 2, 14, 26  
 autonomy, 114, 155, 157–159, 282. *See also* self-directed learning  
 AVEI (Audio Visual Test of Emotional Intelligence), 400
- B**  
 banking education, 176  
 behavioral CQ, 401  
 bioecological systems theory, adult development, 343  
 biological development, 322–328  
 blended learning, 36–38  
 blogs, 45, 260  
 body, 233. *See also* embodied learning  
 brain  
   adult learning and, 416–418  
   age-related changes, 327  
   emotion and, 314–315  
   historical views, 411–412  
   imaging, 410, 412  
   structures and functions, 412–416  
 Brief Wisdom Screening Scale, 370  
 building understanding, 32–33
- C**  
 California Psychological Inventory, 364  
 capitalist value system, 22  
 cataracts, 325  
 central nervous system, age-related changes, 327–328  
 cerebellum, 415  
 child learning, adult learning compared to, 117, 119, 441–457  
 China, lifelong learning in, 78–79  
 civic engagement, 57–58  
 class, 100, 297–299, 336  
 cloud computing, 48  
 cMOOCs (Connectivist Massive Open Online Courses), 34–35  
 coaching, 208  
 cognition. *See* information processing  
 cognitive apprenticeships, 115, 223–225  
 cognitive CQ, 401  
 cognitive development. *See* adult cognitive development  
 cognitive neurosciences, 416, 417  
 cognitive presence, 31  
 cognitive styles, 431–437  
 collaborativism, 35–36  
 color-blindness, CRT and, 295  
 commodification, 12  
 communication, 11  
 communities of practice (CoP), 66, 222–223  
 community college enrollment, offshoring and immigration increasing, 23  
 community of inquiry online learning model, 31–33  
 community-based learning, 57–59, 91, 283  
 compensation, intelligence and, 384–285  
 complexity theory of learning, 200, 210  
 concrete operational thought, 347  
 confessional practices, in experiential learning, 206  
 Confucianism, 276–277  
 connection, 12  
 connectivism, 33–35  
 Connectivist Massive Open Online Courses (cMOOCs), 34–35  
 conscientization, 176  
 consciousness, levels of, 366–367  
 constructed knowledge, WWK study, 354, 355  
 constructivist theory of learning, 200, 208  
 content reflection, 183  
 contextual intelligence, 402–404  
 continuing professional education (CPE), 155, 251, 297  
 continuity, of experience, 198  
 CoP (communities of practice), 66, 222–223

- correspondence courses, 29  
 cosmopolitanism, 12  
 cost, as participation barrier, 96–97  
 counseling, theory of  
     margin for, 134  
 counter-narratives, CRT, 295  
 course design, blended, 36–38  
 CPE (continuing professional education), 155, 251, 297  
 CQ (cultural intelligence), 400–402  
 creative intelligence, 395  
 critical adult education, 440  
     class and, 297–299  
     complexity, 305  
     feminist pedagogy and, 310–315  
     gender and, 299–301  
     geragogy and, 307–308  
     knowledge in, 303–304, 306  
     learning tasks in, 305–306  
     overview, 290–291  
     postmodernism and, 308–310  
     power and oppression  
         in, 301–303  
     public pedagogy and, 308  
     race and, 292–297  
     reflective discourse and, 307  
     truth in, 303–304  
 critical cultural theory of learning,  
     200, 207, 209  
 critical practices, in experiential  
     learning, 206  
 critical race theory (CRT), 294–295  
 critical reflection, transformative  
     learning and, 183–184, 191  
 critical resistance education, 180  
 critical theory, origins, 302. *See also*  
     critical adult education  
 critical thinking, 20–21  
 cross-sectional designs, for intelligence  
     and aging, 386–387  
 CRT (critical race theory), 294–295  
 crystallized intelligence, 379–381  
 cultural diversity, 10, 15–16, 450  
 cultural intelligence (CQ), 400–402  
 cultural narratives, 257  
 culturally responsive teachers, 293  
 cultural-spiritual approach, to trans-  
     formative learning, 178–179  
 culture  
     embodied learning and, 242–243  
     spiritual learning and, 247  
     Western/non-Western  
         dichotomy and, 273  
     wisdom and, 373  
 culture jamming, 308  
 cyberfeminist pedagogy, 313–315
- D**
- dance, 238–239  
 data storage, 17  
 declarative knowledge, 427–428  
 democracy, 58, 104, 109  
 demographics, 1–2, 7–10, 21–24  
 depth psychology, 174–175  
 Deterrents to Participation  
     Scale (DPS), 97  
 development. *See* adult cognitive  
     development; adult  
     development  
 dialectical thinking, 352, 364–367  
 dialogue, for spiritual learning, 252  
 diaries, 260–262  
 dichotomy, Western/  
     non-Western, 272–273  
 digital divide, 19, 42–45, 68  
 digital literacy, 21  
 digital readiness, 19–21  
 direct instruction, 32–33  
 Disability Critical Race Studies  
     (DisCrit), 296  
 discernment, wisdom and, 368  
 discourse, 32, 170–171, 306–307  
 dispositional participation  
     barriers, 96–98  
 distance education, history, 28–31. *See*  
     *also* online learning  
 DPS (Deterrents to  
     Participation Scale), 97

## E

## Eastern perspectives

- African indigenous
  - education, 284–286
- common themes, 286–288
- communal nature, 287
- Confucianism, 276–277
- Hinduism, 277–280
- holistic approach, 287
- importance of learning, 270–272
- informal approach, 287–288
- interdependence in, 286–287
- Islam, 283–284, 310
- Maori traditions, 280–283
- Western/non-Western
  - dichotomy, 272–273

## ECI (Emotional Competence Inventory), 399

## Education Participation Scale (EPS), 94–95

education rates, U.S. population, 9

educational biographies, 260

## Educational Resources Information Center (ERIC), 263–264

EEG (electroencephalogram), 376

EI. *See* emotional intelligence

elderly, 8, 44–45, 98, 132. *See also* aging

eLearning, 65–69. *See also* online learning

electroencephalogram (EEG), 376

## ELSIN (European Learning Styles Information Network), 432

emancipatory knowledge, 303

emancipatory learning, SDL for, 142–143, 152

embodied learning, 230. *See also* experiential learning

- cultural context, 242–243
- dimensions, 240–241
- emotions in, 241
- experiential learning and, 236
- feminism and, 237
- healthcare and, 235–336
- historical rejection of, 235
- identity construction, 243–244

intuitive holistic knowing and, 241

Japanese calligraphy and, 239

legitimizing, 244

physical activity and, 238

power and, 237–238

research, 239

spiritual learning and, 245

technology and, 235, 244

in transformative learning, 266

embodied pedagogy, 237

Emergent Wisdom model, 368–369

## Emotional Competence Inventory (ECI), 399

emotional intelligence (EI), 42, 170, 246, 396–400

## Emotional Quotient Inventory (EQ-i), 399

## emotions

brain and, 413–415

in embodied learning, 240

in experiential learning, 204–205

in transformative learning, 189–190

employment, participation motives, 92

engagement, wisdom and, 368

epistemological reflection

model, 356–359

## EPS (Education Participation Scale), 94–95

## EQ-i (Emotional Quotient Inventory), 399

## ERIC (Educational Resources Information Center), 163–164

espoused theories, 212–213

ethics, adult learning, 449

## European Learning Styles Information Network (ELSIN), 432

experience, 114–115

adult learning from, 113–115, 196–197, 453

continuity of, 198–199

in information processing, 429–431

interaction of, 198–199

transformative learning and, 182–183, 191–192

- Experience and Education* (Dewey), 198
- experiential learning. *See also*  
 embodied learning  
 abilities, 201  
 cognitive apprenticeships  
 and, 223–225  
 communities of  
 practice and, 222–223  
 complexity theory, 200, 201, 210–211  
 constructivist theory, 200, 208  
 critical cultural theory, 200, 207, 209  
 cycle, 201  
 educators' roles and  
 purposes, 208–211  
 embodied learning and, 236  
 emotions in, 204  
 from life, 198–199  
 models, 199–207  
 propositions, 199  
 psychoanalytic theory, 200,  
 201, 207, 209  
 psychological history and, 203  
 reflective practice and, 211–218  
 situated cognition and, 218–223  
 situative theory, 200–205, 208  
 in social practices of  
 modernity, 205–207  
 styles, 202
- expertise, 429–431
- eXtended MOOCs (xMOOCs), 34–35
- external participation barriers, 97
- F**
- familial narratives, 257
- feminism, 237, 299–301, 304.  
*See also* women
- feminist pedagogy, 310–315  
 “flipped classroom,” 26, 36
- fluid intelligence, 379–380
- formal learning, 24, 54–55, 66–67,  
 106–108, 153
- formal operational thought,  
 336, 347–348
- frames of reference, 169
- framework conditions, for  
 participation, 110
- “free agent learners,” 108
- full-scale IQ score (FSIQ), 386
- G**
- game-based learning, 163
- gender, 299–301, 356–357. *See also*  
 men; women
- gender model, feminist peda-  
 gogy, 311–312
- gender reform feminism, 299
- gender resistant feminism, 299
- gender revolution feminism, 300–301
- general intelligence (g-factor), 378–379
- genetics, intelligence and, 377
- geragogy, 307
- g-factor (general intelligence), 378–380
- glaucoma, 325
- globalization, 2  
 adult learning shaped by,  
 11–16, 22, 440  
 capitalist value system and, 22–23  
 definition, 11  
 demographics and technology  
 intertwined with, 21–24  
 elements, 12  
 healthcare and, 13  
 human rights and, 11–12  
 labor force changes and, 15–16  
 learning organizations and, 15
- grace, 248–249
- The Great Learning*  
 (Confucius), 276–277
- group cohesion, 32
- H**
- habit of mind, 169
- hallway learning, 74–75
- healthcare  
 digital divide and, 68  
 disparities, 324

embodied learning and, 235–236  
 globalization and, 13  
 SDL in, 152–154  
 hearing loss, age-related, 325–326  
 Hinduism, 277–280  
 Hispanics, 324, 337  
 holistic teaching, 191  
 homonomy, 159  
 human resource develop-  
   ment (HRD), 13  
   andragogy and, 124–125  
   race and, 297  
   SLD for, 161–162  
   spiritual learning and, 251  
 human rights, globalization and, 11  
 hypothalamus, 415

## I

IALS (International Adult  
 Literacy Survey), 100  
 identity construction, embodied  
   learning, 243  
 imagination, spiritual intelligence  
   and, 255–256  
 immigration  
   andragogy and, 124  
   community college  
     enrollment and, 23  
   cultural diversity and, 9–10  
   in Industrial Revolution, 6  
   participation and, 110  
 implicit memory, 420  
 incidental learning, 63  
 indigenous learning, 59–60, 230  
   African, 284–286  
   common themes, 286–287  
   communal nature, 286  
   Confucianism, 276–277  
   definitions, 274–275  
   Hinduism, 277–280  
   holistic approach, 286  
   informal approach, 287–288  
   interdependence in, 286–287

Islam, 183–184, 310  
 Maori traditions, 280–283  
 Individual Life Structure Evaluation  
   Form, 330–331  
 individual narratives, 258  
 induced SDL, 161  
 informal learning  
   complexity, 62  
   definition, 62  
   environments, 62–66  
   examples, 63–64  
   forms, 63  
   indigenous, 287–288  
   online, 67  
   participation, 89–92, 106–108  
   for personal interest, 88, 89  
   technology and, 45–46  
 information processing, 410, 431–437  
 information society, 16–21  
 informational learning, transformative  
   learning compared to, 166  
*The Inquiring Mind* (Houle), 94  
 Institute for Lifelong  
   Learning (UIL), 78  
 institutional participation  
   barriers, 96, 97  
 instructional management, 32–33  
 intelligence  
   aging and, 383–390, 404–407  
   analytical, 395  
   compensation and, 384–385  
   concept, 383–385  
   contextual, 402–404  
   creative, 395  
   crystallized, 379–380  
   cultural, 400–402  
   definition, 375, 384, 390  
   emotional, 42, 170, 246, 396–400  
   fluid, 379–380  
   general, 378–380  
   genetics and, 377  
   memory and, 380  
   MI theory, 390–394

- intelligence (*continued*)  
 physiological approach, 376–378  
 plasticity and, 384  
 practical, 395  
 psychometric approach,  
 378–382, 405  
 research designs and  
 measures, 386–390  
 social conceptualizations, 390–404  
 spiritual, 246, 255–256  
 successful, 395–396  
 triarchic theory, 394–395
- interaction, of experience, 198
- interdependence, in indigenous  
 learning, 286–287
- internal participation barriers, 97
- International Adult Literacy Survey  
 (IALS), 100
- intuitive holistic knowing, 241–242
- IQ tests, 375, 379–419
- Iranian hierarchical wisdom model, 369
- Islam, 283–284, 310
- J**
- Japanese calligraphy, embodied  
 learning and, 239
- Joint Information Systems  
 Committee (JISC), 49
- journaling, 260–262
- K**
- Kaufman Adolescent and Adult  
 Intelligence Test (KAIT), 381
- kinesthetic learning, 240
- knowing-in-action, 215
- knowledge, in critical adult education,  
 303–304, 306
- knowledge management, 71
- knowledge transfer, situated  
 cognition and, 221
- L**
- labor force, globalization  
 changing, 15–16
- Latinx Critical Theory (LatCrit), 295
- Learning and Work  
 Institute (L&W), 88
- learning contracts, for SDL, 145
- learning environments  
 common, 52  
 community-based, 57–59  
 formal, 54–55, 67–68  
 hybrid, 57  
 indigenous, 59–61  
 informal, 62–66  
 LGBTQ, 340–341  
 lifelong, 75–80  
 nonformal, 55–56, 66  
 online, 65–69  
 organizational learning and learning  
 organization, 69–75  
 school, 447  
 situated cognition and, 220, 222  
 spiritual, 252  
 teacher recognition of, 52–53
- learning festivals, 80
- Learning for All* (OECD), 76
- learning management systems (LMSs),  
 16, 31, 49
- learning organizations, 15, 69–75, 162
- Learning Outside the Classroom  
 Program, 30
- learning partnerships model, 358
- learning society, 78–80
- learning styles, 431–437
- Learning to Be* (UNESCO), 75–76
- learning-style inventories, 435–436
- left hemisphere (LH), 413–414
- level-of-consciousness model,  
 dialectical thinking, 366–367
- LGBTQ individuals, 46, 333, 340–341
- LH (left hemisphere), 413–414
- liberatory model, feminist  
 pedagogy, 311
- life expectancy, 323–324, 327
- life experiences, learning  
 from, 198–199
- life span, 323, 342–343

- life transitions
  - adult development from, 265–266, 334–336, 444
  - participation motives, 93–94
  - spiritual learning and, 245–246
  - theory of margin and, 132–135
- lifelong education, 75–76
- lifelong learning
  - in China, 78–79
  - critiques, 77–78
  - economic model, 76–77
  - historical conceptualization, 75–76
  - humanistic model, 75
  - in Islam, 283
  - learning society and, 78–80
  - in Maori traditions, 280–281
  - participation, 100–101, 106
  - postmodernism and, 308–310
  - SDL for, 160–161
  - in United States, 76
- lifestyle practices, in experiential learning, 206
- literacy, 9, 13–14, 21, 100, 177
- LMSs. *See* learning management systems
- load, in theory of margin, 129–132, 134–135
- longitudinal studies, for intelligence and aging, 386–390
- long-term memory, 419–422, 424–425
- L&W (Learning and Work Institute), 88
- M**
- magnetic resonance imaging (MRI), 409, 412
- The Making of an Adult Educator* (Knowles), 122
- Maori traditions, 280–283
- Marxism, 298–299, 302
- Massive Open Online Courses (MOOCs), 31, 34–35, 39, 67
- Mayer-Salovey-Caruso Emotional Intelligence Test V (MSCEIT), 398
- The Meaning of Adult Education* (Lindeman), 118, 197
- medial prefrontal cortex, 414
- Medicine Wheel framework, 271
- meditation, 254
- medulla, 415
- mega-analysis, 387
- memory, 409–410
  - adult learning and, 445–446
  - aging and, 422–426
  - contextual approach, 426
  - forming, 419–421
  - implicit, 420
  - information processing and, 421
  - intelligence and, 379
  - long-term, 419–421, 424–425
  - loss, 418
  - performance, 428
  - sensory, 419, 423
  - short-term, 419
  - training, 425, 426
  - working, 419–423
- men, 42, 88, 91
- mentoring, 208, 253–254
- meta-analysis, 387
- metacognition, 428
- metacognitive CQ, 400
- MI (multiple intelligences)
  - theory, 390–394
- MIDAS (Multiple Intelligences Developmental Assessment Scales), 392
- mind, 233
- mindfulness, 254
- The Modern Practice of Adult Education* (Knowles), 117, 122
- MOOCs (Massive Open Online Courses), 31, 34–35, 39, 67
- MORE Life Experience Model, 370
- motivational CQ, 400
- MRI (magnetic resonance imaging), 410, 412

- MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test V), 398
- Multiple Intelligences Developmental Assessment Scales (MIDAS), 392
- multiple intelligences (MI)  
theory, 390–394
- multiracial identity development, 338
- Myers-Briggs Type Indicator, 434, 436
- N**
- nanotechnology, 48
- narrative learning, 233  
adult development and, 263–266  
articles and books, 258  
autobiographies, 260–263  
definition, 257  
journaling, 260–263  
meaning through, 256–258  
narrative types in, 257–258  
storying, 259  
storytelling, 260–262  
transformative learning  
and, 263–266
- National Center for Education Statistics (NCES), 85–88
- National Center for the Study of Adult Learning and Literacy (NCSALL), 393
- National Institute of Adult Continuing Education (NIACE), 88
- National Opinion Research Center (NORC), 83
- Native American identity development, 337
- NCES (National Center for Education Statistics), 85–97
- NCSALL (National Center for the Study of Adult Learning and Literacy), 393
- neoliberalism, 11–16
- neurological approach, transformative learning, 178
- NGOs (nongovernmental organizations), 56
- NIACE (National Institute of Adult Continuing Education), 88
- nonformal learning, 24, 46–48, 55–57, 66, 89–92
- nongovernmental organizations (NGOs), 56
- non-Western perspectives. *See* Eastern perspectives; indigenous learning
- NORC (National Opinion Research Center), 83
- O**
- Occupy St. Louis University movement, 352
- OCLI (Oddi Continuing Learning Inventory), 155
- OD (organizational development), 71
- Oddi Continuing Learning Inventory (OCLI), 155
- ODE (online distance education), 30, 35
- OECD (Organization for Economic Cooperation and Development), 76
- offshoring, community college enrollment and, 23
- online distance education (ODE), 30, 35
- online learning  
access, 68–69, 77  
best practices for teaching, 38–40  
blended, 36–38  
challenges, 40–45  
collaborativism, 35–36  
community of inquiry model, 31–32  
connectivism, 33–35  
cyberfeminist pedagogy  
and, 313–315  
digital divide and, 42–45, 68–69  
environments, 65–69  
formal, 67  
growth, 67  
history, 28–31, 67

incivility and, 40–42  
 informal, 66  
 myths, 69  
 participation, 27  
 private, for-profit, 68  
 SDL and, 162–164  
 types, 32  
 open communication, 32–33  
 Open University (OU), 29  
 oppression, in critical adult  
 education, 301–302  
 Organization for Economic  
 Cooperation and Development  
 (OECD), 76  
 organizational development (OD), 70  
 organizational learning, 69–71, 74,  
 133–134, 221. *See also* learning  
 organizations  
 organizational narratives, 258  
 OU (Open University), 29

## P

parieto-frontal integration theory  
 (P-FIT), 376  
 participation, adult learning  
 access for, 108–111  
 andragogy and, 128  
 barriers, 95–98, 111  
 class factors, 100  
 community-based, 91  
 democracy and, 104, 109  
 dispositional barriers, 96, 97  
 DPS for, 97  
 elderly barriers, 98  
 employment motives, 92–93  
 EPS for, 94–95  
 formal, 106–108  
 framework conditions for, 109–110  
 funding based on, 83, 107  
 Hall, A. G., and  
 Donaldson's study, 99  
 immigration and, 111  
 informal, 89–92, 106–108  
 institutional barriers, 96, 98

Johnstone and Rivera's study, 83–84,  
 89–90, 92, 96–97  
 life transition motives, 93–94  
 lifelong, 102–103, 106  
 literacy and, 9, 100  
 motivational orientations, 94–95, 444  
 NCES surveys, 85–92  
 NIACE and L&W surveys, 88  
 nonformal, 89–92  
 online learning, 27  
 parental influences, 100  
 race factors, 100  
 rates, 3  
 resistance to, 111  
 SDL rates, 89–90  
 situational barriers, 96, 97  
 social capital framework, 101  
 for social control, 104–106  
 social participation and, 99–100  
 societal threat motives, 105–106  
 sociocultural factors, 108–113  
 systemic factors, 101–102  
 time and cost barriers, 89–96  
 UNESCO surveys, 93, 97  
 women compared  
 to men, 88, 91, 99  
 pedagogy, andragogy compared,  
 122–123, 126  
 Person Process Context (PPC)  
 model, 148–149  
 personal computers, 26–27  
 Personal Responsibility Orientation  
 (PRO) model, 147–148  
 Personal Responsibility Orientation to  
 Self-Direction in Learning  
 Scale (PRO-SDLS), 148–149  
 PET (positron emission tomography)  
 scans, 376, 409, 412  
 P-FIT (parieto-frontal integration  
 theory), 376  
 physical activity, embodied  
 learning and, 238  
 pineal gland, 415  
 pituitary gland, 415

- planetary approach, to transformative learning, 180
- plasticity, intelligence and, 384
- PMA (Primary Mental Abilities) test, 381–383, 388
- point of view, 169–170
- positron emission tomography (PET) scans, 376, 409, 412
- postformal operational thought, 347–348
- postmodernism, 303–304, 308–310
- power
  - in critical adult education, 300–301
  - embodied learning and, 237–238
  - in Hinduism, 279
  - in situated cognition, 221
  - in theory of margin, 130–132, 134–135
- PPC (Person Process Context) model, 148–149
- practical intelligence, 395
- practical knowledge, 303
- premise reflection, 182–183
- primary aging, 323–324
- Primary Mental Abilities (PMA) test, 371–372, 383, 388
- printing press, 27
- prior knowledge, in information processing, 429–430
- private, for-profit institutions, 68
- PRO (Personal Responsibility Orientation) model, 147–149
- problem-posing education, 176, 177, 209
- problem-solving, information processing and, 427–428
- procedural knowledge, 354, 355, 427
- Process Overlap Theory, 380
- process reflection, 183
- PRO-SDLS (Personal Responsibility Orientation to Self-Direction in Learning Scale), 148–149
- psychoanalytic approach to transformative learning, Boyd, R. D.'s, 171–172
- psychoanalytic theory of learning, 200, 207, 208
- psychocritical approach to transformative learning, Mezirow's, 168–172, 454
- psychodevelopmental perspective on transformative learning, Daloz's, 172–173
- psychological development, 328–333, 343
- psychological history, experiential learning and, 203
- psychosocial development model, Erikson, E. H.'s, 328–329
- public pedagogy, 308
- R**
- race
  - critical adult education and, 292–297
  - identity development, 331–333, 336–341
  - participation and, 100
  - transformative learning approach centered on, 179
- racism, 292–297, 331–332, 337
- radio, educational programming, 29
- reaction time, age-related changes, 327
- received knowledge, WWK study, 354
- reflection, 183–184, 211–212
- reflection-in-action, 214–215
- reflection-on-action, 212–214
- reflective discourse, 306–307
- reflective judgment model, adult cognitive development, 359–360
- reflective practice, 211–218
- relationships, in transformative learning, 189–190
- religion, spirituality compared to, 245–246
- reserved teaching, 44
- resistance, nonparticipation as, 111
- respect, wisdom and, 368
- RH (right hemisphere), 413–414

- rhizoactivity, 308–310
- right hemisphere (RH), 413–414
- robotics, 2, 14
- S**
- Schaie-Thurston Adult Mental Abilities Test (STAMAT), 381
- school learning, adult learning compared to, 448
- SDL. *See* self-directed learning
- SDLRS (Self-Directed Learning Readiness Scale), 155–156
- Seattle Longitudinal Study, 387–388
- Self-Assessed Wisdom Scale, 370
- self-authorship, 358–359
- self-directed learning (SDL), 45, 47, 53, 54. *See also* informal learning
- assessing, 155–156
  - autonomy and, 154, 157–159
  - Brockett and Hiemstra's PRO model, 147–149
  - conceptualization, 137–138
  - current applications, 139–140
  - definition, 138
  - developing, 140–141
  - dimensions, 149–150
  - for emancipatory learning and social action, 142–144, 152
  - examples, 63–64
  - future research areas, 163–164
  - Garrison, D. R.'s, model, 149–150
  - goals, 140–144
  - in healthcare, 154
  - for HRD, 161–162
  - induced, 161
  - instructional models, 151–154
  - interactive models, 145–151
  - learning contracts fostering, 155
  - learning organizations and, 207
  - for lifelong learning, 160–161
  - linear models, 144–145
  - online learning and, 163–164
  - participation rates, 88–91
  - as personal attribute, 154–159
  - as process, 144–154
  - Spear, G. E.'s, model, 145–146
  - SRL compared to, 139
  - staged, 151–154
  - studies, 138
  - synergistic, 161
  - technology and, 139–140
  - transformative learning from, 142
  - voluntary, 161–162
- Self-Directed Learning Readiness Scale (SDLRS), 155–157
- self-discourse, 31–33
- self-regulated learning (SRL), 139
- senses, age-related changes, 325–327
- sensory learning, 240
- sensory memory, 419, 423
- service learning, 58, 194–195
- sexual identity development, 332–333, 339–341
- shame, 189–190
- Shortened Study Process Questionnaire (SSPQ), 355
- short-term memory, 419
- silence, WWK study, 353, 354
- situated cognition, 218–222
- situational participation barriers, 96, 97
- situative theory of learning, 199–200, 203–204, 208
- smartphones, 6, 17, 43, 47–48
- social action, 142–144, 153, 171, 190–191
- social capital participation framework, 101
- social control, participation for, 104–106
- social justice, 179
- social participation, 98–99
- social presence, 31–33
- social roles, adult development, 334–335
- social wisdom, 371
- social-emancipatory philosophy on transformative learning, Freire's, 175–178, 455
- socialization, 63

- societal threat participation  
 motives, 107–108
- somatic learning. *See* embodied learning
- spiritual intelligence, 246, 255–256
- spiritual learning, 241  
 characteristics, 247–248  
 CPE and, 251–252  
 culture and, 247  
 dialogue for, 252  
 embodied learning and, 245  
 environments, 252  
 grace and, 248–249  
 HRD and, 250  
 life transitions and, 245–246  
 mentoring for, 253–254  
 mindfulness and meditation for, 254  
 models for, 256  
 teachers in, 251–252  
 transformative learning and, 251
- spirituality, 230, 233, 246–252
- SRL (self-regulated learning), 139
- SSDL (Staged Self-Directed Learning), 152–154
- SSPQ (Shortened Study Process Questionnaire), 355
- Staged Self-Directed Learning (SSDL), 152–154
- STAMAT (Schaie-Thurston Adult Mental Abilities Test), 381
- State University of New York—Empire State College, 30
- storying, 173, 259. *See also* narrative learning
- storytelling, 60, 193, 230, 259–260. *See also* narrative learning
- subjective knowledge, WWK  
 study, 254, 255
- successful intelligence, 395–396
- survival mode education, 180
- synergistic SDL, 161
- T**
- tacit knowledge, 395
- tacit learning, 63
- teachers  
 antiracist pedagogy approaches, 296  
 in Confucianism, 277  
 culturally responsive, 293  
 experiential learning roles and purposes, 208–209  
 feminist pedagogy and authority of, 312  
 in Hinduism, 278–279  
 in Islam, 283  
 learning environments recognized by, 52–53  
 MI theory for, 392  
 online learning best practices for, 38–40  
 in spiritual learning, 252–253  
 wisdom from, 372
- Teaching Machine, Pressey's, 35, 51
- teaching presence, 32
- technical knowledge, 303
- technology. *See also* online learning  
 ABE integrating, 20  
 adult learning shaped by, 16–21, 48–50  
 capitalist value system and, 22–23  
 data storage, 17  
 demographics and globalization intertwined with, 21–24  
 digital readiness, 19–21  
 economic impact, 2  
 embodied learning and, 235, 243  
 future, 48–50  
 historical examples, 26–27  
 informal learning and, 45–46  
 information explosion from, 16–17  
 nonformal learning and, 46–48  
 pros and cons, 18  
 SDL and, 139–140  
 skills for advancements in, 14–15  
 societal changes and, 6
- telecommuting, 18
- telemedicine, 6
- theories-in-use, 212–213

- theory of margin, McClusky's, 113  
 conceptualization, 129–130  
 for counseling, 134  
 elderly and, 132–133  
 life transitions and, 132, 134  
 for organizational learning, 133–134  
 power and load in, 130–132, 134–135  
 studies, 133  
 widowhood and, 132
- thinking styles, 436–437
- 3-D thinking, 403
- time, as participation barrier, 96–97
- transformation, wisdom and, 368–369
- transformational leadership, 399–400
- transformative learning, 114  
 adult development and, 184–185  
 boundaries, fragmentation, and  
 integration issues, 185–186  
 common outcomes, 181–182  
 context issues, 187–189  
 critical reflection and, 183–184, 191  
 cultural-spiritual approach  
 to, 178–179  
 discourse and, 170  
 embodied learning in, 266  
 emotions and relationships  
 in, 189–190  
 experience and, 181–182, 191  
 fostering, 191–192  
 informational learning com-  
 pared to, 166  
 lenses for, 167–168  
 literacy and, 177  
 narrative learning and, 263–266  
 neurological approach, 178  
 phases, 170–172  
 planetary approach to, 178–180  
 psychoanalytic approach,  
 Boyd, R. D.'s, 172–173  
 psychocritical approach, Mezirow's,  
 168–172, 454  
 psychodevelopmental perspective,  
 Daloz's, 172–173  
 race-centric approach to, 179  
 research and practice issues, 187  
 SDL fostering, 141–142  
 in service learning, 194  
 for social action, 171–172, 190–191  
 social-emancipatory philosophy on,  
 Freire's, 175–178, 455  
 spiritual learning and, 251  
 storytelling, 193  
 trends, 193–195
- Treaty of Waitangi, 281–282
- triarchic theory of intelligence, 394–395
- truth, in critical adult  
 education, 303–304
- U**
- U3A (Universities of the  
 Third Age), 177
- UIL (Institute for Lifelong  
 Learning), 78
- United Nations Educational, Scientific,  
 and Cultural Organization  
 (UNESCO), 75–76, 78, 93, 97
- United States, lifelong learning in, 76–77
- Universities of the Third Age  
 (U3A), 177
- V**
- value system, capitalist, 22
- ventral prefrontal cortex, 414
- virtual reality, 46, 49–50, 235
- vision, age-related changes, 325–326
- visionary transformative education, 180
- vocational practices, in experiential  
 learning, 206
- voluntary SDL, 161
- W**
- Wechsler Adult Intelligence Scale  
 (WAIS), 371, 381–382,  
 385–386, 389
- Western education, 234, 268–271
- Western/non-Western  
 dichotomy, 272–275
- White racial identity, 331–332

- WIA (Workforce Investment Act), 13
  - widowhood, theory of margin and, 132
  - wisdom, 367–371, 395
  - women
    - feminism and, 237, 299–301, 304
    - feminist pedagogy and, 310–315
    - Internet use, 42
    - in labor force, 16
    - nonformal learning with
      - smartphones, 46–48
    - participation of men compared to, 85, 91, 99
  - Women's Ways of Knowing (WWK)
    - study, 353–356
  - Workforce Investment Act (WIA), 13
  - working memory, 419, 423–424
  - workplace spirituality, 179
  - World Bank, 76
  - WWK (Women's Ways of Knowing)
    - study, 353–356
- X
- xMOOCs (eXtended MOOCs), 34–35
- Z
- Zhang's Cognitive Development Inventory (ZCDI), 352