

Note: We are extending the Call for Proposals until November 20, 2017. The chapter descriptions below with a strikethrough have been accepted. Please submit proposals for the remaining chapters that carefully address the description for that chapter.

**Call for Proposals for Chapter Authors
2020 Handbook of Adult and Continuing Education**

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Dear Colleagues,

The time has come to consider submitting a proposal for a chapter in the *2020 Handbook of Adult and Continuing Education* to be published by Stylus.

As one of the foundational texts in the field of Adult and Continuing Education, the Handbook will document ways in which Adult and Continuing Education contributes to preparing adults to become informed, globally-connected, critical citizens who are knowledgeable, skilled, and open and adaptive to change and uncertainty. While due attention will be given to foundational theories and models of practice in the field, the *2020 Handbook of Adult and Continuing Education* will emphasize emerging theoretical perspectives, philosophies and locations of practice, broad interdisciplinary, epistemological, and methodological approaches to adult and continuing education, and identification and description of adult learner populations that have been previously invisible, unexamined, or marginalized by policymakers and educators.

The purpose of the Handbook is to inform individuals, who desire to gain an understanding of the complexity of the landscape of adult learning, about the key principles, practices, structures, ideological frameworks, and issues as manifested in the dynamic reality of adult and continuing education in the coming decade as well as related human and institutional resources which support adult learners. The 2020 Handbook will also provide an overview of the broad scope and differentiated missions of practice within the field. This handbook will be a foundational volume, offering a comprehensive characterization of the field, as well as delineating the larger contextual trends, and issues. It will offer the following:

- an orientation to the broad field of adult education for practitioners who have come into the field lacking an understanding of adult and continuing education;
- a synthesis of foundational principles, practices, and related theory and research of adult learning and its facilitation;
- an overview of key contemporary organizational structures and programs

- reflecting the profession of adult and continuing education;
- an overview of key touchstone perspectives framing current debates, advocacy, and commitments to social justice;
- an examination of current issues reflecting the nexus of global forces and the contemporary practices and beliefs within adult and continuing education.

The table of contents and chapter descriptions can be found at the end of this document.

Timeline, Proposal and Chapter Guidelines

The timeline for the submission of proposals and chapters is:

Extended to Nov. 20, 2017 ~~October 15, 2017~~: Full chapter proposals are due to editors. Proposals should be no more than 2 single spaced pages (approximately 1000 words) and should include a brief discussion of the structure of the chapter as envisioned by the author. Specifically indicate:

- Areas to be covered
- Issues, disagreements, problems in practice or research
- Principal writers or sources to be used within the chapter
- Brief outline illustrating the organization of the chapter.
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This deadline is firm. Decisions will be made the last week of October in Memphis.

Send proposals to 2020acehandbook@gmail.com

February 15, 2018: Final decision on chapter authors will be made.

August 1, 2018: First chapter draft due. Each chapter will be expected to explain the subject fully; to introduce the principal contours of the subject; and where appropriate to deal with issues of equity, and describe the characteristics and competencies of adult learners. The chapters are expected to be about 5000 words including references, tables and figures.

Send to 2020acehandbook@gmail.com r.

October 30, 2018: Chapters will be returned to authors with editors' feedback.

February 1, 2019: Revised drafts due. Send to 2020acehandbook@gmail.com

April 30, 2019: Submission of complete manuscript to publisher for outside review.

Early 2020: Anticipated Publication

TABLE OF CONTENTS

In addition to the chapters indicated below, the Handbook will include chapters on mentoring and public pedagogy.

Mentoring

What is mentoring and how is it conceptualized in the context of ACE? How does mentoring differ from advising, coaching, sponsorship and consulting and how do those differences manifest themselves in the context of the varied forms of adult education (workplace, higher education, community)? How is mentoring conceptualized within adult learning theories? What are the sociocultural factors impacting mentorships within the varied social context that adult education occurs (workplace, higher education, community)?

Public Pedagogy

What is public pedagogy and how does it cross into cultural education, public space, popular culture, and political struggle? What is the relationship between the concept of public pedagogy and adult education? How has the idea of public pedagogy evolved over time and what is the involvement with citizenship, pedagogical theory, public spaces and informal institutions, culture, and social activism? What does public pedagogy add to the multidimensional nature of adult education? What are the benefits and critiques of public pedagogy?

Section 1 - Foundations of Adult and Continuing Education

This section situates the field by describing the developments, core debates, perspectives and key principles that form the basis of the field. The intent is to provide an overview to the field that provides practitioners, emerging scholars, and those with less familiarity of ACE with a foundational understanding through a presentation of the history, important milestones, and current trends and issues. We also view this section as informative for those experienced in ACE who need an updated, condensed view of the field.

1. Introduction - Editors

2. Philosophical Underpinnings of ACE-

What are the key philosophical traditions, movements, events, and organizations in ACE? What are the philosophies that inform policy, practice, knowledge, and concerns in ACE?

3. History of ACE

What are the pivotal historical movements, events, organizations, and traditions in ACE? How does the history inform the present context of ACE? How has ACE changed over time?

4. Sociocultural Dimensions of ACE

How does an understanding of sociocultural dimensions inform ACE? How may these dimensions compete with and work against one another? What are the key sociocultural understandings, theories, and perspectives that contribute to meaning making in ACE? What are the sociocultural controversies and dilemmas

around policy, practice, and concerns in ACE? What is the role of power and privilege in these dimensions?

5. Research Traditions in ACE

What are the principal research traditions used in ACE? What research traditions should the field consider for the future? How does the research conducted in ACE influence policy, best practices, and a sense of global interconnectedness? How do these research traditions allow ACE to engage other disciplines?

6. Interdisciplinarity in ACE

How does interdisciplinarity influence, overlap, and inform ACE? How do these disciplines shape the field generally and research, practice, teaching and learning more specifically? How does ACE influence other fields and disciplines? What may be the difference between interdisciplinarity and intradisciplinarity in ACE contexts?

7. Public Policy and ACE

Adult education outcomes are increasingly critical as nations struggle to compete on human capital. Our current public policy framework for adult and continuing education is inconsistent with the demands being placed on the system. What is the current policy framework? How does public policy respond to the demand for adult education programs and how do those demands differ by population groups? How can policy be a useful tool at enhancing and developing ACE programs? What role does politics play in ACE? What are examples of new ways that state, national, and international partners can create a more integrated and purposeful model of adult education policy?

~~**8. Lifelong Learning**~~

~~What is the history and philosophy supporting the concept of lifelong learning? How are these principles useful? What are the controversies and tensions involving lifelong learning in ACE? How does an understanding of lifelong learning inform the present context?~~

~~**9. Internationalization of ACE**~~

~~What has been the trend of internationalization of ACE over the past few decades? What are some key principles in this trend? Why is this now considered a foundation of ACE? How do neo-liberalism, marketization, and capitalism shape internationalization processes? And what are the effects of these influences on ACE learners, educators, and leaders?~~

Section 2 - Adult Learners and Learning in the 21st Century

This section presents information necessary to understanding adults as students, clients, and consumers of knowledge. This multiple perspective-taking deconstructs the “adult learner” role category to show the complex ways adults learn and can be a learner. This section engages contemporary and historical theory, policymaking, research, and trends in adult learning.

~~**10. Adult Learning**~~

~~What are the foundational theories and contemporary theories of adult learning? How are adult and continuing education educators leveraging those theories to~~

promote positive learning outcomes for learners in a climate of rapid economic and demographic change? How can educators bridge adult learning theory and practice?

11. Adult Development

What are the different models of development across the adult lifespan and how does context—different stages, periods, or phases of adult development—impact the facilitation and success of adult and continuing education? How do models (socio-cultural models, e.g., ecological perspective of Bronfenbrenner; life course perspective, age and stage models, e.g., postformal cognitive development; Kegan's developmental contextualism) inform practice? What are some of the tensions in the application of these models?

12. Motivation

How can understanding motivation as a key characteristic of adult learners improve learning outcomes of adult learners? What are the salient characteristics of motivation for adult learners and how can these be used to shape practice? How do motivation theories intersect and inform adult learning theories? What strategies are used in ACE to motivate learners in the current context?

13. Access, Participation, and Support of Adult Learners

What are the structural and social barriers/forces that prevent or limit access to ACE? How does credentialing of ACE benefit and hinder access to adult learning? How does the field conceptualize and operationalize support for adult learners? How are evidence-based data used to create the conditions for more equitable and inclusive adult learning opportunities?

Section 3 - Adult Teaching and Leading Practices

This section provides information necessary for program development, maintenance, and the delivery of content through teaching. This section will contain different approaches to teaching adults that continue to gain momentum in ACE scholarship. For example, "teaching perspectives" may contain formal instruction methods, but it may also contain non-formal teaching and learning situations that involve people as mutual learners and educators who have common goals. A comprehensive approach to this section demonstrates how teaching does not occur in isolation. It has important connections to adult education administration and evaluation.

14. Organization and Administration of ACE

What is 'good' and 'effective' administration of ACE? What are the different types of leadership? How can leaders better support educators, and vice versa? How can organizational development be structured to support ongoing ACE? What are some current challenges facing administration of ACE, and how do we address these challenges?

15. Assessment and Evaluation

What are some common and novel forms of assessment and evaluation in ACE? What are some current criteria involved with assessment and evaluation approaches? Who sits on the periphery in benefitting from these approaches? What is the role of 'bias' in assessment and evaluation in ACE? How can

assessment and evaluation be used to support student learning and achievement?

16. Teaching Perspectives

What is the role of the instructor in ACE? What are some current and novel approaches to teaching ACE? How do adult teaching methods differ in various spaces and places? What kind of work conditions stifle or support teaching practices? What is the role of culture in teaching? How can teaching be considered equitable?

17. Andragogy, Pedagogy, and Metagogy

What is the difference between pedagogy, andragogy, and metagogy? Are these methods of instruction inclusive of raced, gendered, or other “othered” perspectives? How are each of these methods student-centered? What is self-directed learning and how has it changed over time? What is the role of social context in these instructional methods?

18. Digital Technologies for Teaching and Learning

How has the growth and infusion of digital technologies over the past two decades affected adults’ abilities to access, apply, and evaluate information, as well as to create and share knowledge, and products of their own making (art, music, literature, film)? How can adult educators capitalize on the anytime, anywhere learning capabilities offered by portable, digital tools—laptop and tablet computers, mobile “smart” phones? How has this digital revolution impacted the viability and vitality of adult education?

19. Decolonizing Adult Education

How has ACE been used to colonize peoples? What is the role of the instructor and learner in a decolonized classroom? Where does an instructor begin with decolonizing ACE? What are indigenous perspectives on ACE? How can decolonizing ACE lead to social emancipation, awareness, and justice for historically marginalized groups?

Section 4 — Skill-Building Programs and the Learning Context

This section provides an overview of adult and continuing education in different areas of practice. It includes traditional organizations that practice adult and continuing education as well as newer focus areas. This overview is meant to broaden the depth of the field and show how learning context greatly varies across regions and realities, and that these contexts are significant to the development and relevance of ACE.

20. Adult Secondary Education

What are the unique features of adult secondary education in comparison to secondary education? What causes secondary school students to drop out of school and return later? What are the risks and benefits to students in ASE? What are the challenges faced by instructors?

21. HRD and Workplace Learning

What is human resource development and workplace learning? What are the principles that drive HRD/WL practice? What is the relationship between ACE and HRD/WL? How do these two areas mutually inform or influence one another? What are the current trends and dilemmas in HRD and workplace learning?

22. Higher Education

What is higher education and how does it relate to ACE? What are some of the tensions in this relationship? How does having a higher educational institution attached to ACE shape adult learning processes and outcomes? What is the current state of ACE in higher education programs? What are the current issues faced by higher education and how do these issues impact ACE?

23. Adult Basic, GED, and Literacy Education

What is the purpose of adult basic education programs as they are practiced? How have these programs evolved with our changing society—economically and culturally? Who are the adult learners? Who are the adult educators? What is the typical curriculum and goals for adult basic education programs?

24. English as a Second Language Programs

What does the contemporary efforts of English as Second Language instruction look like in adult education systems? How are the systems in the United States, structured and regulated? What is the current state of programs, learners, curriculum/goals in adult basic education programs for English language learners?

25. Family Literacy

What is family literacy? How is literacy instruction different when the participants are adults and children together rather than separated? What practices exist for planning and facilitating intergenerational learning programs with grade school age children as school systems attempt to improve reading abilities under high stakes tests? What are some of the tensions in these practices?

26. Teaching Social Activism

What is social activism and why is it important for ACE? What is political learning? What are some moments in time where social activism and ACE has been significant (e.g., occupy movement, human rights and anti-globalization or anti-imperialism movements)? What stifles social activism? What gain is there from being socially active? What is the difference between social activism as teaching and teaching social activism? What does teaching social activism look like?

27. Adult Education and Welfare

What is the role of adult education in welfare and other assistance programs? How do welfare programs that include adult education as a core part of the effort improve the self-sufficiency outcomes for women and men receiving assistance? What are the emerging trends at the local and state levels?

28. Prison Education

What is the current state of correctional education? What is the role of the government in correctional education? How are issues such as limited resources, physical, mental, and learning challenges of inmates, and privatization of prisons affecting prison education? What are the barriers incarcerated adults face in accessing adult education? What role does informal learning play in prison education? How do adult educators in those environments create equitable and meaningful learning opportunities?

29. Workforce Development

What do contemporary systems of job training in the United States and other

nations consider as core components for effective workforce development? What impact have such systems had on improving the skills of workers and unemployed individuals? What is the historical evolution of the system and how has that history shaped current vocational education and career planning?

30. Military Education

~~What is military education? What role has adult education played in the military education system? What are the historical foci and how has military education evolved over time? How has competency based education served to enhance or hinder military skills development? How can families benefit from military education?~~

31. Migrants and Migrant Education

~~Who are migrants and why does there need to be migrant education? Are community schools for migrants still important and viable ways to improve the life outcomes for these adults? What are the primary models and key tensions for migrant education? What suggestions can be offered on ways to use migrant education to improve both skill development and civil rights?~~

32. International Development Education

International development education programs for adults date back to before the World War. However, international agencies have an episodic pattern of funding literacy or adult education programs. What are the historical trends, current policies, and differences among national efforts to support international development funded education programs for adults? Why is adult education foundational to international development (e.g., “train the trainer” models)?

33. Health and Wellness Education

What are the key considerations for effective and equitable health and wellness education? In what ways do social and cultural demographics of the learning impact the quality and quantity of opportunities available?

34. Medical Education

~~What is medical education? What are the factors stimulating its growth? How does it differ from health education and CPE? What constitutes a medical education program?~~

35. Continuing Professional Education

~~How is CPE relevant in current adult education practice? How does the rapid pace of knowledge development, professional innovations, and technology impact how CPE is planned and facilitated? How has this changed in an age where new professions are being created? What is the role of the adult educators in fields with increasingly specialized knowledge?~~

Section 5 — Non-formal and Informal Sites of Learning

This section is concerned with the development of learners who wish to build better communities through learning. It interrogates the profound learning that occurs through non-formal and informal sites. Each site is rooted in a specific socio-cultural or socio-political context that provides space for interaction with ideas and practices that facilitate opportunities for sustainable engagement within the community of practice. This section will offer readers understandings of these unique learning spaces, expanding their

understandings of what counts as adult learning while being introduced to foundational principles and contemporary issues that frame the respective discourses.

36. Union and Labor Education

What are the intersections between adult learning and labor issues, economic justice, and/or capacity building through union and labor education? How has ULE changed over time, and what is its current state?

37. Religious and Spiritual Education

~~What is the difference between religion and spirituality? What guides the contemporary discussion of adult education programs, process, and purpose in religious settings and spirituality as a function of adult learning? What are the key considerations in an age of extremist views toward specific religious faiths, proliferation of faith traditions, and increasing disavowing of religion and spirituality?~~

38. Cultural Institutions

~~What counts as a site of adult learning and who makes the determination? How are cultural institutions (e.g., museums, Spoken Word venues) described and leveraged as pedagogical tools for adult learning? What role do they play in broadening diverse ways of being and knowing? What is the role of arts based learning?~~

39. Community and Environmental Education

How do adult learners and educators engage environmental community-based education? What types of issues are explored? What is the relationship between such issues, for example climate change and ACE? How do local and international politics play a role in CEE? What is the significance of CEE?

40. Social and Political Movements

What do adult learners learn about, prepare for, and engage in contemporary social and political movements? What role does adult education play in developing, sustaining, and promoting social and political movements? How does social movement theory shape ACE?

41. Peace and Conflict Education

What is peace and conflict education? What understandings and practices of adult education facilitate peace and conflict education from a global perspective? How do concepts, e.g. “positive peace” (proactive peacebuilding) and “negative peace” (reactive peacekeeping) shape the discourse around peace and conflict education? What role do particular ACE approaches (e.g., critical dialogues) play in resolving conflict?

Section 6 - Identity, Privilege, and Power in ACE

This section is concerned deconstructing categories, and considering multiplicity, intersectionality, and mobility as identity construction. We desire a broader discussion beyond the deficit model approach to a more strengths based notion of identity difference. We foresee a consideration of identity that is fully developed. Instead of race being code for black and brown or gender being code for women, or sexual orientation

being read as Lesbian, Gay, Bisexual, etc. consideration of the complete meaning of the term is desired and the intersectionality of identity (multiple facets of identity) should be explored; so, that we are modelling inclusion and diversity within each chapter.

42. Polyrhythmic, Intersectional, and Mobile lives in ACE

What are the underlying concepts that inform the multiple facets of identity? How can ACE move from reducing issues to one facet of identity while ignoring other facets? How would ACE be envisioned when the multiple facets of identity are considered when making policy, practice, or teaching and learning decisions? What is the relationship between identity and global developments?

43. LGBTQ and Straight allies

~~What is LGBTQA (sexuality to include gay, lesbian, bi, straight, etc.), heteronormativity, and heterosexism? How does ACE promote equity for LGBTQA? How does sexuality and sexual minority status influence teaching and learning, educational needs, and classroom inclusion? What are the relevant theories to use to understand sexuality, sexual minority status, and LGBTQA identity's relationship to policy, best practice, and global concerns? How do the state and Federal laws concerned with sexual minorities affect ACE in terms of practice, research, and policy?~~

44. Gender and its Multiple Forms

~~What is gender (include female, male, trans, and asexual perspectives) and sexism? How does gender influence teaching and learning, educational needs, and classroom inclusion? How does adult education promote gender equity? How can ACE be more inclusive of trans people? What are the relevant theories to use to understand gender and its relationship to policy, best practice, and global concerns? How do the state and Federal laws concerned with gender affect ACE in terms of practice, research, and policy?~~

45. Disability

What is disability (include physical, mental, cognitive), ableism, and sanism? How does ACE promote disability inclusion and equity for people with disabilities? How does disability status influence teaching and learning, educational needs, and classroom inclusion? What are the relevant theories to use to understand disability and its relationship to policy, best practice, and global concerns? How do the state and Federal laws concerned with disability affect ACE in terms of practice, research, and policy?

46. Older Adults and Intergenerational Identities

What is aging, intergenerational differences, older adults, and ageism? How does aging/generational status influence teaching and learning, educational needs, and classroom inclusion? What are the relevant theories to use to understand aging/generational status and its relationship to policy, best practice, and global concerns? How do the state and Federal laws concerned with aging/generational status affect ACE in terms of practice, research, and policy?

47. Race and Ethnicity

What is race and ethnicity (race to include black, Asian, white, etc.), racism, and colonialism? How does ACE promote racial and ethnic equity? How does race influence teaching and learning, educational needs, and classroom inclusion? What are the relevant theories to use to understand race and ethnicity's

relationship to policy, best practice, and global concerns? How do the state and Federal laws concerned with race and ethnicity affect ACE in terms of practice, research, and policy?

48. Working Class

What is class, classism, income disparities? How does class influence teaching and learning, educational needs, and classroom inclusion? How does adult education promote class equity? What are the relevant theories to use to understand class and its relationship to policy, best practice, and global concerns? How do the state and Federal laws concerned with class affect ACE in terms of practice, research, and policy?

49. Whiteness and Privilege

What is whiteness, privilege, and white backlash? How does whiteness influence teaching and learning, educational needs, and classroom inclusion? How does adult education promote privilege or act to curb it? What are the relevant theories to use to understand whiteness and its relationship to policy, best practice, and global concerns? How do the state and Federal laws concerned with whiteness and privilege affect ACE in terms of practice, research, and policy?

Section 7 - Adult and Continuing Education in a Changing World

Society is changing at a rapid pace: demographically, occupationally, politically, and socially. As a result, lifelong learning is not only a concept but a practice of many adults, adults looking to learn and grow their capacity for personal as well as occupational reasons. In tandem with the need to secure funding and political status, ACE must reflect on its past and determine for itself tomorrow's priorities, mission and goals. This section covers the issues, trends, and future of ACE.

50. ACE in Difficult Times: Issues and Concerns

~~What are the key issues and concerns in ACE? What are the key issues and concerns in a globalized society? How do the key issues and concerns in a globalized society inform teaching and learning, policy, global interconnectedness, practice and research?~~

51. ACE for an Interconnected World

How does ACE promote global education and principles of solidarity and interconnectedness? What considerations for diversity and cultural differences need to be attended to for ACE to be effective in facilitating such interactions? How will increasing complexity in the world of work both provide opportunity and threats to traditional adult education practice?

52. Changing Demographics and Cultural Considerations

What are the implications of changing demographics on the purpose, practice, and theory of ACE? How does the increasing diversification of the population alter the demand for adult and continuing education? What special problems or benefits do the increasing cultural complexity of the United States, Canada, and Europe place on educators? What is the role of intercultural competence for educators and learners? How does mass migration of refugees challenge the systems of ACE built in the receiving nations? How can cultural considerations

be attended to in ways that promote equity and inclusion in ACE?

53. ACE in Contested Times (Editors)

What are the next steps for ACE? How will the next decade reflect the past 100 years of ACE's practice and theory? What threats and opportunities are there for professional researchers and practitioners? How can ACE remain relevant in the face of increasing competition? What are the priorities for future? Who should decide and how should those decisions be made?