

Multicultural Andragogy for Transformative Learning. Advances in Educational Technologies and Instructional Design (AETID) Book Series

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As individuals progress through each stage of life, they continue to learn and grow intellectually. However, what may be a conducive learning environment for a child may not be as effective for an adult, creating a need to understand how to aid adults in being successful learners in their later life. "Multicultural Andragogy for Transformative Learning" provides a diverse collection of positions related to adult learning. The book touches on a variety of topics including autonomous learning as a transformative experience, mixing cultures through intercultural methodology, and integrating cultural perspectives into organizational learning. As a publication with a focus on andragogy, this proves a useful resource for academicians, higher education administrators, and educators who teach both traditional and non-traditional students in higher education. This book contains the following chapters: (1) Cultural Awareness Research and Implications for Practice and Professional Development (Marcia G. Derrick and Mervyn Wighting); (2) Autonomous Learning as a Transformative Experience (David A. Miles); (3) Framing the Role of Culture Reflecting on How Culture Affects Learners in Transformative Learning Settings: The Adult Learner Culture Defined (Priscilla Bamba); (4) Spirituality and Religion as Cultural Influences in Andragogy (Lunthita M. Duthely, Sandra G. Nunn, and John T. Avella); (5) Manifesto for Critical Andragogy: A Liberating Critique to Adult Learning (Anthony Craig Clemons); (6) Andragogy, Culture, and Adult Learning Worldviews (David P. Peltz); (7) Culturally Inclusive Teaching of Adult English Language Learners (Christy Michele Rhodes and Kathy Diane Lohr); (8) Mixing Cultures Through Intercultural Methodology (MTM): A Qualitative Study of Andragogical Approaches (Marina Mattera and Leticia Florez-Estrada Chassonnaud); (9) Intersecting Gender and Culture: Indigenous Andragogical Practices in Western Kenya (Anne Namatsi Lutomia and Wycliffe Osundwa Wanzala); (10) Changing Formal and Informal Learning Practices Using Smartphones: The Case of Market Women of Ghana (Julia Bello-Bravo and Anne Namatsi Lutomia); (11) Ushering Transformative Change: Infusing De-Colonized Cultural Changes Into South African Curriculum and Andragogical Practices (Ntokozo Mthembu); (12) Cultural Considerations in Postsecondary and Vocational Education: A Discussion on Equity and Accessibility (Aaron Perez); (13) Integrating Cultural Perspectives Into Organizational Learning: An Anecdotal Study in Higher Education (Ruth Gotian); (14) Analyzing How Cultural Norms Affect Learner Preferences in Organizational Learning Programs (Ronnie O'Brien Rice); and (15) Andragogy and the Learning-Tech Culture Revolution: The Internet of Things (IoT), Blockchain, AI, and the Disruption of Learning (John H. Wilson).

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