

St. Francis Xavier University

Literature Review:
Reading List Categories

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Literature Review

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Table of Contents

Research Topic.....	2
Reading List Categories.....	3
Community Education	3
Citizen Empowerment	3
Community Development.....	3
Place	4
Reading List.....	5

Research Topic

Since returning home from the Foundations Institute I have had the opportunity to reflect on the preliminary research topic which was included as part of my AE500 submission. The preliminary research topic I proposed stated: “Investigate to what extent elements of *placemaking* help to foster *citizen empowerment* in *community education environments*.”

Reviewing the comments provided by my advisor, Dr. Carole Roy, soliciting feedback from colleagues and collaborators within local networks, and considering the literature I have consumed to date I have chosen to refine my research topic as I move towards the task of assembling a formal reading list for my literature review. I am proposing a slightly updated research topic which states: “Investigate the importance of *place* for fostering *citizen empowerment* in *community education environments*.”

While the Action (investigate) and Area (community education environments) have not changed, I decided to slightly broaden the Aspect—from *placemaking* to *place*—while tightening up the language used in the overall statement. Although *placemaking* as an Aspect for research may prove to be sufficient in terms of focus I am concerned that it may be too specific, leaving insufficient room to consider the remainder of topics in the larger field which it exists within. I would like to read a bit more broadly as to not exclude or miss other elements of *place* that may be as, if not more, important of a factor for fostering *citizen empowerment* in *community education environments*. Reading more broadly should still provide the opportunity for *placemaking* to be identified as an important factor, if it is one, while considering the other elements related to the physical environments in which learning takes place.

Reading List Categories

The follow represents four identified categories upon which I can focus my reading for the purposes of a literature review. Although some preliminary readings have been included they are offered as suggestions and by no means are the following lists complete. With further reading, literature searches and feedback received the included lists will be modified as needed.

Community Education

Offering an area of focus for both reading and research, I am interested in community education environments (primarily non-formal) and both the value and challenges they present to the field of adult education. Related terms that may be considered include: Situated Learning, Place-conscious education, Place-based education, Communities of Practice, Community Education, Popular Education, Non-formal education, Cultural institutions.

Citizen Empowerment

Beginning by considering empowerment as a broad term I will focus reading on its role as it pertains to citizens, community development/engagement and adult education, while placed into context with the other identified reading list categories. Keywords to be investigated may include: Empowerment, Emancipation (to contrast and compare), Power, Identity, Equality, Oppression.

Community Development

Looking at the field of community development more broadly, literature reviewed under this category will help to provide the broader context for my research to situate it within

professional practice. Topics to be considered under this category may include: Asset Based Community Development, Civics, Civic/Community Engagement/Organisation/Mobilisation.

Place

Considering the physical environments in which learning can take place, and the impact these environments can have on an individual's ability to learn, I may consider literature that addresses topics such as: Place, Space, Placemaking, Third Places, Public Spaces, Sense of Place, Pedagogy of Place, or Architecture and Design for Education.

Reading List

Community Education

Brennan, B. (1997). Reconceptualizing non-formal education. *International Journal of Lifelong Education*, 16(3), 185–200.

Chang, B. (2014). *Community as an open site of adult education*. Paper presented at Adult Education Research Conference, Harrisburg, PA: Kansas State University Libraries, New Prairie Press.

Deggs, D., & Miller, M. (2011). Developing community expectations: The critical role of adult educators. *Adult Learning*, 22(3), 25–30.

Leahy, J. (2016). *The impact of adult and community education on women's lives*. (Master's Thesis, University of Caterbury, New Zealand). Retrieved from <http://hdl.handle.net/10092/13320>

Neville, P., O'Dwyer, M., & Power, M. (2014). The social value of community based adult education in Limerick City. *Adult Learner: The Irish Journal of Adult and Community Education*, 2014(1), 42–56.

Sandlin, J. A., Wright, R. R., & Clark, C. (2011). Reexamining theories of adult learning and adult development through the lenses of public pedagogy. *Adult Education Quarterly*, 63(1), 3–23.

Taylor, E. W., McKinley Parrish, M., & Banz, R. (2010). Adult education in cultural institutions: Libraries, museums, parks, and zoos. In C. E. Kasworm, A. D. Rose, & J. M. Ross-Gordon (Eds.), *Handbook of adult and continuing education* (pp. 327–336). Thousand Oaks, CA: Sage.

Citizen Empowerment

Delaney, M. (2010). *Understanding empowerment, informal education, and access to decision-making in a community organization*. (Master's Thesis, DePaul University, United States). Retrieved from http://via.library.depaul.edu/soe_etd/8/

Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Herder and Herder.

- Galloway, S. (2012). *Distinguishing between empowerment and emancipation in the context of adult literacies education: Understanding power and enacting equality*. (Doctoral dissertation, University of Stirling, Scotland). Retrieved from <http://hdl.handle.net/1893/12902>
- Gaventa, J., & Mathie, A. (Eds.). (2016). *Citizen-led innovation for a new economy*. Halifax, Canada: Fernwood Publishing.
- Hall, B. L., Clover, D. E., Crowther, J., & Scanderett, E. (Eds.). (2012). *Learning and education for a better world: The role of social movements*. Rotterdam, The Netherlands: Sense Publishing.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge.
- Horton, M., & Freire, P. (1990). *We make the road by walking: Conversations on education and social change*. Philadelphia, PA: Temple University Press.
- Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2012). Making things happen by releasing the energy of others. In *The adult learner: The definitive classic in adult education and human resource development* (7th ed., pp. 261–270). New York, NY: Routledge.
- Ledwith, M., & Springett, J. (2010). Participatory practice. In *Participatory practice: Community-based action for transformative change* (pp. 13–34). Portland, OR: Policy Press.
- Levinson, M. (2010). The civic empowerment gap: Defining the problem and locating solutions. In L. Sherrod, J. Torney-Purta, & C. A. Flanagan (Eds.), *Handbook of research on civic engagement* (pp. 331–361). Hoboken, NJ: John Wiley & Sons.
- Prins, E., & Drayton, B. (2010). Adult education for the empowerment of individuals and communities. In C. E. Kasworm, A. D. Rose, & J. M. Ross-Gordon (Eds.), *Handbook of adult and continuing education* (pp. 209–219). Thousand Oaks, CA: Sage.
- Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago, IL: University of Chicago Press.
- Wang, V. C., & Cranton, P. (2013). Adapting adult educators teaching philosophies to foster adult learners' transformation and emancipation. In V. C. Wang (Ed.), *Teaching for*

critical thinking: Handbook of research on teaching and learning in K–20 education (pp.134–146). Hersey, PA: Information Science Reference.

Community Development

Adekola, G., & Nwogu, G. A. (2015). Challenges of community development in an emerging democracy: Implications for adult and non-formal education. *International Journal of Education and Research* 3(6), 455–466.

Coady, M. (1939). *Masters of their own destiny: The story of the Antigonish movement of adult education through economic cooperation*. New York, NY: Harper.

Deggs, D., & Miller, M. (2011). Developing community expectations: The critical role of adult educators. *Adult Learning*, 22(3), 25–30.

English, L. M., & Mayo, P. (2012). Adult education and community development. In *Learning with adults: A critical pedagogical introduction* (pp. 131–141). Boston, MA: Sense Publishers.

Matarrita-Cascante, D., & Brennan, M. (2012). Conceptualizing community development in the twenty-first century. *Community Development*, 43(3), 293–305.

McKee, K. (2013) *Community development and adult education: A symbiotic relationship* (Masters thesis, University of Manitoba, Canada). Retrieved from http://mspace.lib.umanitoba.ca/bitstream/handle/1993/23229/McKee_Jana.pdf

Shaw, M., & Crowther, J. (2014). Adult education, community development and democracy: Renegotiating the terms of engagement. *Community Development Journal*, 49(3), 390–406.

Place

Bridger, J. C., & Alter, T. R. (2009) Place, community development, and social capital. *Community Development*, 37(1), 5–18.

Foroughi, B., & Durant, C. (2013). Spaces of community development and adult learning within diverse urban settings. In T. Nesbit, S. M. Brigham, N. Taber & T. Gibb (Eds.), *Building*

on critical traditions: Adult education and learning in Canada (pp. 215–224). Toronto, Canada: Thompson Educational Publishing.

Gruenewald, D. A. (2003). Foundations of place: A multidisciplinary framework for place-conscious education. *American Educational Research Journal*, 40(3), 619-654.

Meshram, K. & O’Cass, A (2013). Empowering senior citizens via third places: Research driven model development of seniors’ empowerment and social engagement in social places. *Journal of Services Marketing*, 27(2), 141-154.

Nesbit, T., & Wilson, A. L. (2010). Class and place in adult and continuing education. In C. E. Kasworm, A. D. Rose, & J. M. Ross-Gordon (Eds.), *Handbook of adult and continuing education* (pp. 389–420). Thousand Oaks, CA: Sage.

Misc

Brookfield, S. D., & Holst, J. (2011). Teaching adults. In *Radicalizing learning: Adult education for a just world* (pp. 107–128). San Francisco, CA: Jossey-Bass.

Brookfield, S. (2013). Teaching for critical thinking. In V. C. Wang (Ed.), *Teaching for critical thinking: Handbook of research on teaching and learning in K–20 education* (pp. 1–15). Hersey, PA: Information Science Reference.