

From: 
Subject: Re: AE510 Literature Review: Reading List - Submission
Date: August 29, 2017 at 11:13 AM
To: Kevin Van Lierop (x2017unn) x2017unn@stfx.ca



Kevin

Your reading list looks pretty good. You have found relevant material that is overall of recent publication dates. You have a good mix of material (including quite a few theses).

A few brief comments:

- So you have decided not to add a section on informal which would situate your work clearly in adult education? In your lit review you will need to situate your work clearly in adult education at the beginning.
- Community development: none of the usual writers on asset-based CD are mentioned: McKnight & Kretzman, Peter Kenyon, Alison Mathie & Gord Cunningham, John Gaventa.
- For citizen empowerment, John Gaventa's work would probably be important (he is a recognized authority on the subject, was director of the highlander center in Tennessee for 20 years, director of institute for research on community dev at Sussex U, and director of Coady)

I suggest that if you decide to add, do not go beyond 30 titles. instead replace something.

But it is up to you. I think you have a good list overall.

St. Francis Xavier University

Literature Review:
Reading List

By

Kevin Van Lierop
201703750

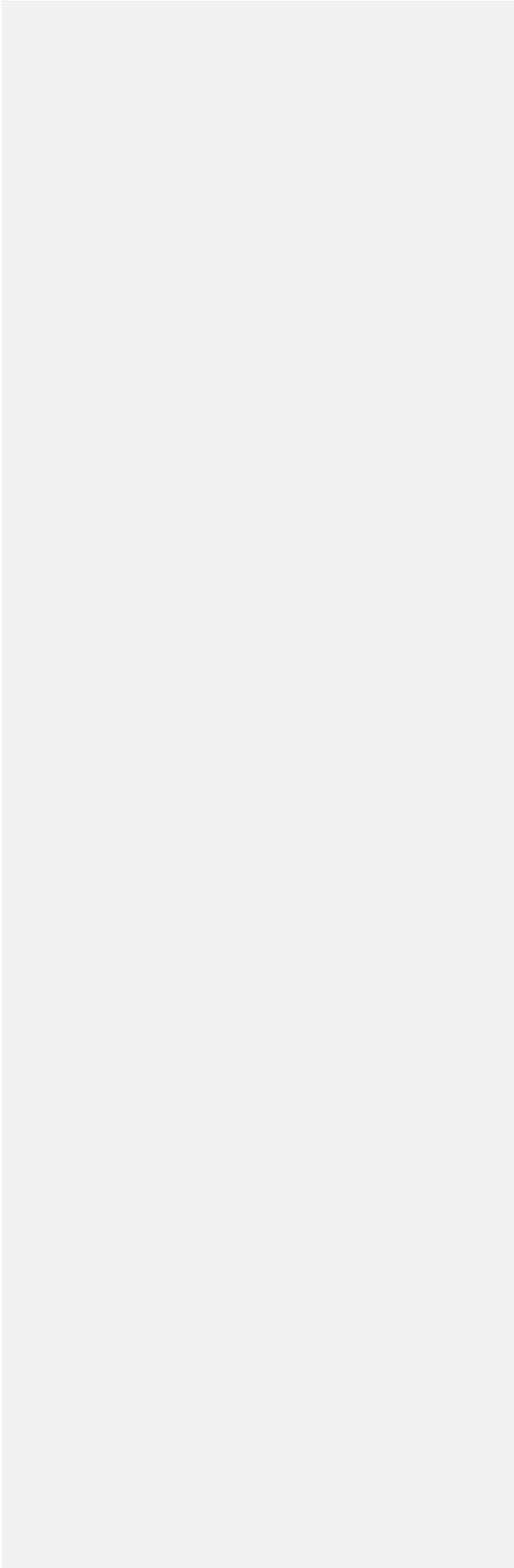
AE510
Literature Review

Dr. Carole Roy
Advisor

London, Ontario
December 20, 2018

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Preliminary Research Topic

The preliminary research topic used to guide this selection of readings for the forthcoming literature review is stated as, “Investigate the importance of *place* for fostering *citizen empowerment* in *community education* environments.” From this research topic, the categories of Community Education, Community Development, Citizen Empowerment and Place have been selected to gain a more thorough understanding of the outlined area of interest. The sections which follow provide an overview of each category, keywords considered while completing a literature search and the readings selected to form the basis of the literature review.

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Commented [CR2]: So you have decided not to include **informal learning** which would frame your work within adult education?

Citizen Empowerment

Beginning with the consideration of empowerment as a broad concept, to provide definition and meaning in contrast to similar terms, the selected readings aim to place it in context to the other identified reading list categories. Focusing on the role adult educators play in the process of empowerment, the selected readings are concerned primarily with community development environments. Keywords: emancipation, empowerment, equality, identity, power, oppression

Delaney, M. (2010). *Understanding empowerment, informal education, and access to decision-making in a community organization*. (Masters Thesis, DePaul University, United States). Retrieved from <http://tinyurl.com/yam884wr>

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://tinyurl.com/ycqs2lxm>

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge.

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.

Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago, IL: University of Chicago Press.

Toomey, A. (2011). Empowerment and disempowerment in community development practice: Eight roles practitioners play. *Community Development Journal*, 46(2), 181–195. doi: 10.1093/cdj/bsp060

Community Development

Considering the field of community development more broadly, literature reviewed in this category will provide a broader context to situate research within professional practice. The selected literature aims to uncover the roots of asset based community development and the framework it provides for the process of creating ownership and improvement within communities. Keywords: asset based community development, community development, community engagement, community mobilisation, community organisation

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. Retrieved from <http://tinyurl.com/y9h2envf>

Commented [CR3]: needs a comma here

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

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.

Haines, A. (2015). Asset-based community development. In R. Phillips & R. Pitman (Eds.), *An introduction to community development* (2nd ed., pp. 45–56). New York, NY: Routledge.

Kenny, S. (2011). Towards unsettling community development. *Community Development Journal*, 46(Suppl. 1), i7–i19. doi: 10.1093/cdj/bsq050

McKee, K. (2013). *Community development and adult education: A symbiotic relationship* (Masters thesis, University of Manitoba, Canada). Retrieved from <http://tinyurl.com/y9fuslzm>

Shaw, M., & Crowther, J. (2014). Adult education, community development and democracy: Renegotiating the terms of engagement. *Community Development Journal*, 49(3), 390–406. doi: 10.1093/cdj/bst057

Community Education

Offering an area of focus for both reading and research, I am interested in community education environments and both the value and challenges they present to the field of adult education. Considering the role the adult educator plays, the selected readings focus on a series of diverse environments in which various types of learning takes place. Keywords: adult education, community-based education, informal learning, non-formal learning

- Chang, B. (2014). *Community as an open site of adult education*. Paper presented at Adult Education Research Conference, Harrisburg, PA. Retrieved from <http://tinyurl.com/yocrmr3c8>
- Deggs, D., & Miller, M. (2011). Developing community expectations: The critical role of adult educators. *Adult Learning*, 22(3), 25–30. doi: 10.1177/104515951102200304
- Leahy, J. (2016). *The impact of adult and community education on women's lives*. (Masters Thesis, University of Canterbury, New Zealand). Retrieved from <http://tinyurl.com/ybdr26p>
- 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. Retrieved from <http://tinyurl.com/yc6e77an>
- Peeters, J., De Backer, F., Buffel, T., Kindekens, A., Struyven, K., Zhu, C., & Lombaerts, K. (2014). Adult learners' informal learning experiences in formal education setting. *Journal of Adult Development*, 21(3), 181–192. doi: 10.1007/s10804-014-9190-1
- Rowena, M., & Abbott-Chapman, J. (2011). Leisure activities as a source of informal learning for older people: The role of community-based organisations. *Australian Journal of Adult Learning*, 51(2), 227–247. Retrieved from <http://tinyurl.com/y83n6e2n>
- Westoby, P., & Shevellar, L. (Eds.). (2016). A perspective on community-based education and training. In P. Westoby & L. Shevellar (Eds.), *Learning and mobilising for community development: A radical tradition of community-based education and training* (pp. 13–24). New York, NY: Routledge.

Commented [CR4]: you may find the concept of social pedagogy of interest. Daniel Schugurensky and Jennifer Sandlin (both at the School for Social transformation at Arizona State University) write on social pedagogy.

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Commented [CR6]: this is where you put editors

Commented [CR7]: delete the repetition of authors.

Place

The readings below consider the physical environments in which learning can take place and the impact these environments can have on an individual's ability to learn. Drawing from readings which provide diverse perspectives on place-based learning, the aim is to understand if place provides value to the act of learning. Keywords: place-based education/learning, place-conscious education, situated learning

- Bridger, J. C., & Alter, T. R. (2009). Place, community development, and social capital. *Community Development*, 37(1), 5–18. doi: 10.1080/15575330609490151
- 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. Retrieved from <http://tinyurl.com/ybgt7k7l>
- Kudryavtsev, A., Stedman, R. C., & Krasny, M. E. (2012). Sense of place in environmental education. *Environmental Education Research*, 18(2), 229–250. doi: 10.1080/13504622.2011.609615
- Johnson, J. T. (2012). Place-based learning and knowing: Critical pedagogies grounded in Indigeneity. *GeoJournal*, 77(6), 829–836. Retrieved from <http://tinyurl.com/y9kh9dnk>
- 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. doi: 10.1108/08876041311309261
- 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.

Commented [CR8]: they require capital letters