

<<职业技术教育中的成人学习评估>>

图书基本信息

书名：<<职业技术教育中的成人学习评估>>

13位ISBN编号：9787308065856

10位ISBN编号：7308065855

出版时间：2009-8

出版时间：浙江大学出版社

作者：王春学

页数：256

字数：414000

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前言

This book advances a framework , a process and meaningful approaches for assessing and evaluating adult learning in career and technical education (CTE) . Increased interest in and use of theoretical and empirical assessment and evaluation methods have created a need for this book's unique contributions to the literature in the field of adult education and career and technical education. For years , our students and scholars/practitioners in the field have been without pertinent textbooks used to accurately and effectively assess and evaluate adult learning in the field. Books on assessment and evaluation have been written by scholars/practitioners from other fields of study rather than by people from the field of adult education or career and technical education. It is common sense that we have known more about how animals learn than about how children learn and we know much more about how children learn than about how adults learn. Since most students in the field of career and technical education are adult learners , to help these learners learn requires teachers , trainers , practitioners and even scholars to accurately and effectively assess and evaluate their learning so that progress on the part of the learners can be made. To assess and evaluate adult learning in CTE requires a thorough understanding of the nature of adult learners , principles of andragogy , formal and informal evaluation methods , theory of transformative learning , teaching philosophies and technology. Application of traditional assessment and evaluation methods effective for assessing learning of traditional age students may not work for evaluating adult learning in the field. With this purpose in mind , I called for chapters especially from leading scholars/practitioners in the field of adult education and career and technical education. To my great delight , Patricia Cranton , a leading adult educator from Penn State contributed a chapter on self-evaluation. Other authors for the book are also outstanding scholars/practitioners in the field. The book then addresses the key elements of the process of assessment and evaluation : self-evaluation , transformative learning , history of andragogy , teaching philosophies , and much more. At each step in this process , the reader is taken through multiple and meaningful approaches of assessing and evaluating adult learning in the field of career and technical education. Hopefully after reading the whole book , our readers will become well versed in terms of accurately and effectively assessing and evaluating adult learning. Then , it is time to say , "We know much more about how adults learn than about how children learn."

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内容概要

"innovative as well as inspirational. The editor and authors are definitely first ratescholars in the field." Doug Lynch , Vice Dean , University of Pennsylvania , USA "Assessing and evaluating learning , especially adult learning , is one of the mostdifficult things to do. This book has documented some of the mostinnovative/effective techniques of assessing and evaluating learning.Only by adopting these innovative/effective assessment/evaluation techniques canscholars and practitioners improve their instructional techniques in thetraditional and virtual teaching environments , I congratulate theeditor/authors on having published such an excellent book in the field. Irecommend this book to all universities that accommodate the learning needs ofboth traditional and nontraditional learners. "Gabriele Strohschen , Associate Professor , DePaul University , USA" Verv few books on assessing and evaluating adult learning have been published inthe field. This book by leading adult learning professionals has filled the muchneeded void in the literature. It is by effectively assessing and evaluating learningthat we can improve our teaching. This book will equip both scholars andpractitioners with the necessary skills , knowledge and attitudes to assess andevaluate learning so that they can better help adult learners learn. This book shouldbe one of the best books on assessment and evaluation. "Chris Zirkle , Associate Professor , The Ohio State University , USA

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Using one of her courses (EDU 671, Issues in Foundations of Education) as an example, it was essential that students grasped the history, philosophy and social foundations of education in the United States (note: a similar challenge would apply to CTE instructor teaching the "foundations of CTE" at an advanced undergraduate or graduate level) . In terms of the history of the field, the author wanted students to understand that history was socially constructed (e.g., events were selected by historians and those events "became" the history that we know) ; that history could be represented with timelines; and that time-line construction could explore both the process of building history and understanding history that we read/consume. In terms of philosophy, the author wanted students to be familiar with the prevailing philosophical points of view which influence the field of education, and then to synthesize these points into a coherent personal philosophy of education. In the area of social foundations, the author wanted students to be conversant with structural functionalism, conflict theory, interpretivism and critical sociological theory as means of analysis (deMarrais & LeCompte, 1995) . It was also essential for students to be able to take current issues and analyze them, using the lens of each of these theoretical perspectives. Finally, the author hoped that students would see that these foundations (e.g., history, philosophy and sociological theory) were integral to analyzing current problems/issues in their field. With these objectives delineated, the next step in the instructional design process was selection of learning experiences which could develop those objectives. At this point, the learning contract designer could take two paths: 1) providing a "cafeteria" of learning experiences from which the students could choose; or 2) providing a common set of learning experiences which all would experience, with additional learning experiences added, or completed in more depth, if students wished to pursue a higher level of expertise. In the author's case, which will be described in detail here, the choice was item 2) . For the history of the field, the instructor developed a set of learning modules suitable for Blackboard/WebCT which led students to explore the concept of history as social construction (Spring, 1986) , to develop their own personal timeline of events in their lives; to explore some other timelines available on the Web, and then to produce a timeline of (selective) historical events for presentation in class. For philosophy, the learning experiences included readings, PowerPoint presentations, and an assignment which led groups of 3-4 students to design a school which exemplified the pure form of one of the philosophies (drawn at random by the group) including perennialism, progressivism, essentialism, existentialism, social reconstructionism and behaviorism (Gutek, 2008) . Finally, each student developed and refined his/her own philosophy of the field.

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