Adult Learning Theory: Extended Reference List

Developed for the National Collaborative on Workforce and Disability for Youth (2005)

Introduction

Huitt, W. (2001). Why study educational psychology? *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/topics/intro/whyedpsy.html.

Huitt, W. (2003). A transactional model of the teaching/learning process. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 http://www.edpsycinteractive.org/materials/tchlrnmd.html.

Research

Huitt, W., Hummel, J., & Kaeck, D. (2001). Assessment, measurement, evaluation, and research. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/topics/intro/sciknow.html.

Huitt, W. (2000). Types of studies in scientific research. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/topics/intro/research.html.

Caffarella, R., & Merriam, S. (1999). *Perspectives on adult learning: Framing our research*. Paper presented at the Annual Adult Education and Research Conference, Northern Illinois University, May 21-23. Retrieved May 2011 from http://www.adulterc.org/Proceedings/1999/99caffarella.htm.

Adult Learning

Merriam, S. (2001). Androgeny and self-directed learning: Pillars of adult learning theory. In S. Merriam (Ed.), *The new update on adult learning theory* (3-13). San Francisco: Jossey-Bass.

Daley, B. (1998). *Novice to expert: How do professionals learn*? Paper presented at the Annual Adult Education and Research Conference, San Antonio, May 13-15. Retrieved May 2011 from http://www.adulterc.org/Proceedings/1998/98daley.htm.

Changing Context

Huitt, W. (1999). Success in the information age: A paradigm shift. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/papers/infoage.pdf.

Huitt, W. (1997). *The SCANS report revisited*. Paper delivered at the Fifth Annual Gulf South Business and Vocational Education Conference, Valdosta State University, Valdosta, GA, April 18. Retrieved May 2011 from http://www.edpsycinteractive.org/papers/scanspap.html.

Learning Theories and Assessment

Huitt, W. (2001). Learning and assessment: An overview. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/topics/summary/lrnassessovr.html.

Behavioral Perspective

Huitt, W., & Hummel, J. (1997). An introduction to classical (respondent) conditioning). *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/topics/behsys/classcnd.html.

Huitt, W., & Hummel, J. (1997). An introduction to operant (instrumental) conditioning. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/topics/behsys/operant.html.

Cognitive Perspective

Lutz, S., & Huitt, W. (2002). *Information processing and memory: Theory and applications*. (Unpublished manuscript). Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/interact.html.

Hill, L. (2001). The brain and consciousness: Sources of information for understanding adult learning. In S. Merriam (Ed.), *The new update on adult learning theory* (73-81). San Francisco: Jossey-Bass.

Critical Thinking and Problem Solving

Huitt, W. (1998). Critical thinking: An overview. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/topics/cogsys/critthnk.html.

Huitt, W. (1992). Problem solving and decision making: Consideration of individual differences using the Myers-Briggs Type Indicator. *Journal of Psychological Type*, 24, 33-44. Retrieved May 2011 from http://chiron.valdosta.edu/whuitt/files/prbsmbti.html.

Cognitive Development and Constructivism

Lutz, S., & Huitt, W. (2004, June). Connecting cognitive development and constructivism: Implications from theory for instruction and assessment. *Constructivism in the Human Sciences*.

Brookfield, S. (2000). Adult cognition as a dimension of lifelong learning. In J. Field & M. Leiceister (Eds.), *Lifelong learning: Education across the lifespan*. Philadelphia: Falmer Press.

Affective Development and the Humanistic Perspective

Brett, A., Smith, M., Price, E., & Huitt, W. (2003). Development in the affective domain. (Unpublished manuscript). Valdosta, GA: Valdosta State University.

Dirkx, J. (2001). The power of feelings: Emotion, imagination, and the construction of meaning in adult learning. In S. Merriam (Ed.), *The new update on adult learning theory* (63-72). San Francisco: Jossey-Bass.

DeCarvalho, R. (1991). The humanistic paradigm in education. *The Humanistic Psychologist*, 19(1), 88-104.

Baumgartner, L. (2001). An update on transformational learning. In S. Merriam (Ed.), *The new update on adult learning theory* (15-24). San Francisco: Jossey-Bass.

Huitt, W. (2004). Maslow's hierarchy of needs. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/topics/regsys/maslow.html.

Pearson, E., & Podeschi, R. (1997). *Humanism and individualism: Maslow and his critics*. Paper presented at the Annual Adult Education and Research Conference, Stillwater, Oklahoma, May 16-18. Retrieved March 2011 from http://www.adulterc.org/Proceedings/1997/97pearson.htm.

Social Learning and Social Cognition

Huitt, W., & Hummel. J. (1997). Observational (social) learning: An overview. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/topics/soccog/soclrn.html.

Bandura, A. 1994. Self-efficacy. In V.S. Ramachaudran (Ed.), *Encyclopedia of human behavior*, *4*, pp. 71-81. New York: Academic Press. [Reprinted in H. Friedman (Ed.), *Encyclopedia of mental health*. San Diego: Academic Press, 1998.] Retrieved May 2011 from http://www.des.emory.edu/mfp/BanEncy.html.

Butler, D., & Winne, P. (1995). Feedback and self-regulated learning: A theoretical synthesis. *Review of Educational Research*, 651(3), 245-281.

Huitt, W. (1999). Conation as an important factor of mind. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/topics/regsys/conation.html.

Hansman, C. (2001). Context-based adult learning. In S. Merriam (Ed.), *The new update on adult learning theory* (43-51). San Francisco: Jossey-Bass.

Kilgore, D. (2001). Critical and postmodern perspectives on adult learning. In S. Merriam (Ed.), *The new update on adult learning theory* (53-61). San Francisco: Jossey-Bass.

Summary of Learning and Human Development Theories

Huitt, W. (1999). Summary of theories relating to learning and human development. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/topics/summary/lrndev.html.

Huitt, W. (1996). Principles of learning: Points of agreement among learning theorists. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/topics/summary/lrnprn.html.

Instruction

Huitt, W. (2003). Classroom instruction. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/topics/instruct/instruct.html.

Rosenshine, B. (1995). Advances in research on instruction. *The Journal of Educational Research*, 88(5), 262-268.

Fardouly, N. (1998). *Principles of instructional design and adult learning: Learner-centered teaching strategies*. Sydney: The University of South Wales.

Pratt, D.D. and Collins, J.B. (2000). The Teaching Perspectives Inventory: Developing and testing an instrument to assess philosophical orientations to teaching. *Proceedings of the 41st Adult Education Research Conference*, Vancouver, British Columbia, June.

Individual Differences

Hayes, E. (2001). A new look at women's learning. In S. Merriam (Ed.), *The new update on adult learning theory* (35-42). San Francisco: Jossey-Bass.

Huitt, W. (1998). *The workplace and the transition to the information age: How it impacts and is impacted by women*. Paper presented at the Third Annual Women's Studies Conference, Valdosta, Georgia, March 5-7. Retrieved May 2011 from http://chiron.valdosta.edu/whuitt/files/wmnwork.html.

Clark, M. C. (2001). Off the beaten path: Some creative approaches to adult learning. In S. Merriam (Ed.), *The new update on adult learning theory* (83-91). San Francisco: Jossey-Bass.

Summary

Huitt, W. (2001). Motivation to learn: An overview. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved May 2011 from http://www.edpsycinteractive.org/topics/motivation/motivate.html.

Merriam, S. (2001). Something old, something new: Adult learning theory for the twenty-first century. In S. Merriam (Ed.), *The new update on adult learning theory* (93-96). San Francisco: Jossey-Bass.

<u>File path:</u> $\Sbs2003\users\bjk\(3)$ NCWD-Youth $\(8)$ KSA \KSA Online Study Guide \Area $1\Adult_Learning_Theory-Reference_List.doc$