On education


The book explores how mind and heart can work together in the learning process. Palmer finds the soul of education in a lifelong cultivation of the wisdom each of us possesses and can share to benefit others. He sees education as a spiritual journey, which takes place in relationship with each other.


The book emphasizes the transformative aspect of education. Education is seen as a practice of freedom. hooks explores; how can we rethink teaching practices in the age of multiculturalism? What do we do about teachers who do not want to teach, and students who do not want to learn? How should we deal with racism and sexism in the classroom?


The authors explore three major areas in the book: The personal side of teaching, the teaching and learning exchange, and integrating teaching concepts and teaching style.


Houle provides the first extensive look at adult and continuing education as a profession in this book. He covers such topics as the goals of lifelong professional education, people's zest for learning, the major providers of continuing professional education, and how to design programs for learning.


Knowles presents a very interesting account of his journey toward being a very successful adult educator. He talks about the various episodes that changed his life, his heros in adult education, how his ideas changed over time, and even his projections for the future.


Queeney covers a variety of topics related needs assessments. She includes such chapters as the following: What is needs assessment, deciding what and how to assess, how to include needs assessment as a regular part of program planning, the relation of needs assessment to evaluation.

From interviews with 135 women regarding their search for truth and knowledge, the authors determine five learning "perspectives" that characterize "women's way of knowing." The somewhat philosophical text, which skillfully blends narration, documentation, and excerpts from interviews, sees higher education's teaching methods as more responsive to male "impersonalness" than female "connectedness" and recommends ways to improve the situation.


How do ethnic and cultural diversity affect spiritual formation? The authors of *A Many Colored Kingdom* explore Christian formation and teaching in the church, with a particular focus on intercultural and interethnic relationships.


Patricia Cranton shows us how teachers and facilitators can and must be understood as adults engaged in transformative learning. By highlighting case studies of how individual educators learn about their practice she helps us rethink the way professional development is conceived and conducted.


“A brilliantly incisive critique of adult education’s fall from grace and the inspiring practical plan for its re-enchantment. They return adult educators to their original moral task and agenda for moral and political action, collective creativity and critical social change.”


Carol Gilligan believes that psychology has persistently and systematically misunderstood women—their motives, their moral commitments, the course of their psychological growth, and their special view of what is important in life. Here she sets out to correct psychology's misperceptions and refocus its view of female personality.

This book is the first to bring together the leading scholars from both adult development and learning to explore what will form the foundation for this new discipline—the latest research at the intersection of these fields. It examines six major aspects of their intersection: foundations, key areas of integration, the self-system, higher reaches of development and learning, essential contexts, and specific applications.


In the spirit of a sympathetic teacher, Robert Kegan guides us through the tricky curriculum of modern life, assessing the fit between its complex demands and our mental capacities, and showing what happens when we find ourselves, as we so often do, in over our heads. In this dazzling intellectual tour, he completely reintroduces us to the psychological landscape of our private and public lives.


*The Evolving Self* focuses upon the most basic and universal of psychological problems—the individual's effort to make sense of experience, to make meaning of life. According to Robert Kegan, meaning-making is a lifelong activity that begins in earliest infancy and continues to evolve through a series of stages encompassing childhood, adolescence, and adulthood. The Evolving Self describes this process of evolution in rich and human detail, concentrating especially on the internal experience of growth and transition, its costs and disruptions as well as its triumphs.


This book presents a history of the CPE movement from precursors in educational reform to its development into the Association for Clinical Pastoral Education (CPE) until 1990. Readers will understand issues, choices, and dynamics of how CPE evolved, and appreciate how CPE has lived its mantra, "trust the process." The book also engages the reader to reflect upon his or her own understanding of theological education.


In this updated landmark book, the authors have gathered the seminal work and most current thinking on adult learning into one volume. *Learning in Adulthood* addresses a wide range of topics including: Who are adult learners? How do adults learn? Why are adults involved in learning activities? How does the social context shape the learning that adults are engaged in? How does aging affect learning ability?

A comprehensive and readable overview of the field of adult education that is useful to neophyte and seasoned adult educators, scholars and reflective practitioners.


This book builds on a simple premise: good teaching cannot be reduced to technique but is rooted in the identity and integrity of the teacher. Good teaching takes myriad forms but good teachers share one trait: they are authentically present in the classroom, in community with their students and their subject. They possess "a capacity for connectedness" and are able to weave a complex web of connections between themselves, their subjects, and their students, helping their students weave a world for themselves.


Won 1998 Houle Award for Outstanding Literature in Adult Education. This book is a blend of theory and practice, derived from several years of studying the teaching of adults in and North America. It presents five different perspectives on teaching adults. Perspectives are explained as "something we look through, rather than at” as we go about the business of teaching. Each perspective is described as an interrelated set of actions, intentions, and beliefs and then is illustrated within contexts of adult education practice.

**On theology**


This book provides both practical and theoretical Jewish perspective on pastoral care. Its subject matter is wide-ranging and multi-vocal.


Written from a process theology point of view, this book’s many authors explore the ways various religious traditions approach religious pluralism.


This useful handbook includes a section on spiritual care to many groups including international and immigrant patients, the LGBT community, those with disabilities, staff members, those with chronic illness and more, as well as a chapter on cultural competencies.


A brief application of Buddhist belief about peace-making as a mode of pastoral care.

**On supervision**


The authors of this book, who have supervised in a variety of educational settings and have taught students from a wide range of mental health disciplines, provide a theoretical and technical framework for understanding and deepening the supervisory process. They clearly describe phases of supervision (from the opening session to termination), its goals, and the nature and purpose of a number of supervisory interventions. They delineate modes of thinking that are essential to being a good therapist and discuss how best to foster them. They demonstrate how supervision can be intimate, personal, and honest without becoming a form of therapy.