

1. Record Nr.	UNINA9910453453403321
Titolo	Financial literacy and adult education // coeditors-in-chief Susan Imel, Jovita M. Ross-Gordon ; Karin Sprow Forte, Edward W. Taylor, Elizabeth J. Tisdell, editors
Pubbl/distr/stampa	San Francisco, California : , : Jossey-Bass, , 2014 ©2014
ISBN	1-118-85016-5 1-118-85011-4
Descrizione fisica	1 online resource (114 p.)
Collana	New Directions for Adult and Continuing Education ; ; Number 141, Spring 2014
Disciplina	332.02400151
Soggetti	Finance, Personal - Mathematics Financial literacy - Study and teaching (Secondary) Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Financial Literacy and Adult Education; CONTENTS; EDITORS' NOTES; References; 1 Sociocultural Issues in Adult Financial Education; Sociocultural Issues and Adult Learning; Financial Education: A Brief Overview; Connecting Financial Education and Sociocultural Considerations; Implications for Practice; References; 2 Structural Barriers, Financial Exclusion, and the Possibilities of Situated Learning for Financial Education; Financial Exclusion; Linking Financial Exclusion and Financial Literacy; Through the Lens of Situated Learning; Relationships: Bank Staff; Community: Bank Branch Locations Tools: Bank Products and Services Discussion and Conclusion; References; 3 Contextual Influences on Financial Behavior: A Proposed Model for Adult Financial Literacy Education; Contexts for Behavior-Based Educational Interventions; Interventions Targeting the Individual; Interventions Focused on Interpersonal Interactions; Interventions Focused on Community and Organizational Settings; Interventions Reflecting Policy and Systems; An Ecological Model of Financial Literacy Education; Affordances of Technology for Learning; Learner Characteristics

Conclusions and Implications for Practice and Research References; 4 Financial Literacy Education for Women; Women and Financial Literacy; Women's Financial Literacy Education Programs; Pedagogical Strategies for Women's Financial Literacy Education; Incorporate a Constructivist Approach; Create Opportunities for Contextualizing Learning; Provide Opportunities for Relationship Building; Take a Critical Stance; Conclusion; References; 5 Financial Literacy: A Critical Adult Education Appraisal; Financial Literacy Programs; Examining Existing Programs; Assumptions About Adult Learning
Insights From Critical Theory Challenging the Myth of Progress; Looking at Social Class Factors; Highlighting Issues of Race and Gender; Identifying Sources of Power; Implications for Adult Education; References; 6 Economic Inclusion and Financial Education in Culturally Diverse Communities: Leveraging Cultural Capital and Whole-Family Learning; Economic Inclusion: Economic Education and Cultural Capital; Capturing Financial Knowledge and Gaps: Community Voices; Whole-Family Economic Education Over the Life Cycle: Crossing Into New Territory; Conclusion; References
7 Raising Employee Engagement Through Workplace Financial Education Changing Workplace Values and Practices; Workplace Financial Education in Historical Context; Does Financial Education Work?; The Business Case for Financial Education in the Workplace; Engaging Employees Through Financial Education Programs; References; 8 Measuring the Impacts of Financial Literacy: Challenges for Community-Based Financial Education; Moving Financial Education Beyond the Classroom; Evaluating Community-Based Programs; Theory-Driven Approaches; Focusing on Behavioral Measures; Differences in Mode of Delivery
Lack of a Control Group

Sommario/riassunto

Many adults attend financial education classes to help them make more informed financial decisions, based on their knowledge of their financial situation available cash or funds planned expenditures. This volume brings together scholars from the fields of adult education and financial literacy and covers topics that reveal the interrelatedness of the two fields. They show how concepts and knowledge about adult education can be utilized in and illuminate financial education, a
