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Titolo	Conflicting paradigms in adult literacy education [[electronic resource] ] : in quest of a U.S. democratic politics of literacy / / George Demetrios
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ISBN	1-135-62267-1 1-282-37900-3 9786612379000 1-4106-1185-X
Descrizione fisica	1 online resource (336 p.)
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Soggetti	Functional literacy - Government policy - United States Adult education and state - United States Progressive education - United States
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 297-307) and indexes.
Nota di contenuto	Book Cover; Title; Copyright; Contents; Preface; Chapter 1 Introduction: In Search of Common Ground Amidst Conflicting Paradigms in Adult Literacy Education; Chapter 2 Adult Literacy and the Quality of Life; Chapter 3 Workforce Readiness in the Information Age; Chapter 4 Workforce Investment Act/National Reporting System (WIA/NRS); Chapter 5 NLA Polemics: Criticism and Counterarguments; Chapter 6 Defining Outcomes and Impacts of Adult Literacy Education: Enduring Problems and Conflicting Perspectives; Chapter 7 Equipped for the Future: Building the Infrastructure Chapter 8 EFF Standards: Linking Pedagogy and Policy in Quest of a National Consensus Chapter 9 Research Traditions: Problems, Paradigms, and Polemics; Chapter 10 Toward a Mediating Pedagogy of Adult Literacy Via Dewey's Model of Inquiry and His Accompanying Metaphor of Growth; Chapter 11 In Quest of a More Perfect Union Through a Double-Vision Perspective of Hope and Skepticism; References; Author Index; Subject Index
Sommario/riassunto	The book provides a historical overview of adult literacy theory, policy, practice, and research from the mid-1980's to the present. The main

focus is a descriptive analysis of three distinctive schools of literacy: the Freirean-based participatory literacy movement grounded in oppositional politics and grass-roots community activism; the British-based New Literacy Studies that focuses on the ways in which diverse students utilize various literacy practices in their daily lives; and the U. S. federal government's focus on functional literacy linked to a 45-year policy emphasis on workforce readi

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