CALL FOR CHAPTER PROPOSALS

Proposal Submission Deadline: January 6, 2019

Handbook of Research on Adult Learning in Higher Education

A Book edited by Mabel CPO Okojie, Ph.D., Mississippi State University; Tinukwa C. Boulder, Ph.D., Penn State University; Heshium Lawrence, Ph.D., The University of Texas at Tyler, Tyler, TX, USA and William Neil Littell, Ph.D., Ohio University, Athens, Ohio, USA

PROPOSAL SUBMISSION LINK: https://www.igi-global.com/submission/request-chapters/?projectid=d6047027-8d75-4b92-bbfe-9c470469dc04

Introduction

The proposed handbook of research is about adult learning in higher education and the application of adult learning theory in different course delivery formats (residential, online and blended). The handbook will provide a critical review of adult education as an academic discipline. It will examine foundations and trends in adult education from different academic lens. The idea is to offer insights into the current interpretation of adult education. The focus of the handbook is to use emerging knowledge, data, and artifacts to expand the understanding of adult education. This handbook will also examine empirical research in adult education focusing on the impact of culture, globalization, and emerging technology. The proposed handbook of research also discusses the use of adult learning principles and characteristics as bases for designing instruction for adults as well as how they (adult learners) apply those learning principles as they learn and consolidate knowledge that they have acquired.

Objectives

The proposed handbook of research on adult education offers fresh, innovative narratives, and insightful ideas on adult learning. The handbook will accomplish the following:

- Provide a historical analysis of adult education.
- Consider adult learning in multiple situated contexts, formal and informal learning environments.
- Examine the role of personality traits as part of the foundation knowledge for designing and delivering instruction to adult learners.
- Discuss factors that facilitate effective instruction for adult learners.
- Provide narratives about the impact of global issues and inclusiveness in adult education.
- Provide a critical review of adult learning in higher education.
- Discuss strategies that transform and enrich adult education using emerging theories.
- Examine how emerging technologies are transforming adult education.
- Explore innovative approaches for designing and delivering instruction for adult learners.
- Discuss challenges and issues for adult learners in higher education

- Use case studies to demonstrate best practices to engage adult learners.

Target Audience

The audience includes faculty, students, trainers, trainees, instructional designers, program developers, and instructional technologists in face-to-face, blended and online learning. Lifelong learners who want to improve their knowledge of adult education and gain insight into various innovative learning strategies will benefit from this book. Instructors and students will learn about adult education and gain insights that will help them to enhance their teaching and learning skills. Instructional designers in higher education will gain knowledge of the new strategies for designing courses and training workshops. Trainers who provide training programs for adults will discover innovative ways of developing adult training programs. Practitioners in the field of education, and researchers will understand new methods of research in adult education.

Recommended topics include, but are not limited to the following:

- Foundations of Adult Education and the Principles of Andragogy
- Emerging theories in Adult Education
- Emerging Trends and Issues in Adult Education
- The Changing Characteristics of Adult Learners
- Online Learning and Effective Use of Online Discussion
- Virtual Reality
- Artificial Intelligence
- Gamification
- Simulation in Adult Learning
- Globalization and Adult Education
- Adult Learning and Netnegraphic Research Techniques
- Designing and Delivering Instruction for Adult Learners
- Assessment of Adult Learning Outcome
- Technology and the Transformation of Adult Education
- Professional Development and Adult Learning
- Equity and Inclusion in Adult Education
- Engaging Adult Learners through Community-based practice
- Service Learning for Adult Learners
- Challenges and Issues in Adult Education
- Design thinking for adult learners
- Case Studies in Adult Learners
- Chapter summary
- Other related topics

Submission Procedure

We are seeking chapter proposals in the upcoming handbook entitled: *Handbook of Research on Adult Learning in Higher Education.* Potential chapter contributors are invited to submit a 2-page proposal, and discuss topics and issues to be covered in their respective proposals. First submission of the proposal is due by January 6, 2019. Second submission of the proposal is due by 2/5/2019.

Authors of accepted proposals will be notified by February 15, 2019 on the status of their proposal, and the guidelines for completing the full chapter will be sent to them. Full chapter submission is due by May 6, 2019. All chapters will undergo a double-blind review. Authors of the accepted chapters will be notified by July 4, 2019. Revised chapters from the authors are due by August 1, 2019. All proposals and book chapters should be submitted online through http://www.igi-global.com/publish/contributor-resources/before-you-write/. Please note that there is no fees for manuscript accepted for this book: *Handbook of Research on Adult Learning in Higher Education.* All proposals should be submitted through the eEditorial Discovery®™, Final handbook materials are due by November 29, 2019.

Important Dates

First Proposal Submission Deadline: 1/6/2019
Second Proposal Submission Deadline: 2/5/2019
Full Chapter Submission (first drafts): 5/6/2019
Authors of Accepted Chapters will be notified by July 4, 2019
Revised Chapters from the Authors are due by August 1, 2019
Final Materials are due by November 29, 2019

Inquiries can be forwarded to:

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