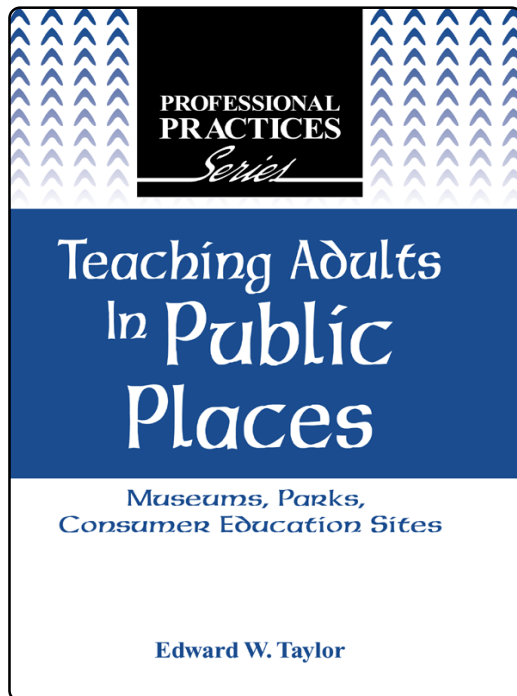


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The purpose of this book is to shed light on an area of adult education often overlooked and inadequately understood, that of education that takes place in nonformal education sites, particularly in public places in North America. Through an intensive investigation of three nonformal educational sites (e.g., museums, state parks, consumer education sites) involving teaching observations, interviews with educators and learners this book provides a rare in-depth perspective of adult education, and it leads to a reconceptualization of nonformal education as it is presently understood. Teaching in public places is not predetermined, but ever shifting, based on a variety of contextual factors. Developing an awareness of these factors leads to a richer understanding about the differences between formal and nonformal education. Furthermore, exploring teaching in museums, parks, and consumer education sites reminds scholars and practitioners the importance of giving attention to nonformal education in cultural institutions, a type of education often overlooked. It also provides greater clarity to other types and settings, particularly in developed countries.

Through this new understanding, educators and program developers are more informed about how to instruct and develop nonformal education programs in public places.

About the Author

Edward W. Taylor is a Professor of Adult Education at Penn State University-Harrisburg. He received his Ed.D. in Adult Education from the University of Georgia. Research interests include adult cognition and learning (transformative learning), nonformal education, medical education. His work has appeared in *Adult Education Quarterly*, *International Journal of Lifelong Education*, *Studies in the Education of Adults* among other scholarly journals. He recently published two edited books *Transformative Learning in Practice* and *Adult Education in Cultural Institutions: Aquariums, Libraries, Museums, Parks, and Zoos*. He has been a co-editor of the *Adult Education Quarterly* and an active member of the planning committee for several International Transformative Learning Conferences. Prior to joining the faculty at Penn State, he was a faculty member at Antioch University in Seattle.

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