



Measuring and Analyzing Informal Learning in the Digital Age

By Olutoyin Mejuni

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In the twenty-first century, learning and the definition of education is changing. New digital, online, and social tools have the ability to transform the classroom and engage learners like never before. In the midst of this technological revolution, it is crucial for educators and administrators to be able to gauge the impact of digital tools on learners in a variety of settings.

Measuring and Analyzing Informal Learning in the Digital Age addresses the need for educators, administrators, and professionals across industries to be more attentive to the learning process outside of a traditional classroom setting. As online learning, and MOOCs in particular, become more mainstream, tracking informal learning becomes difficult despite the necessity of feedback and measurement in non-formal learning environments. Investigating some of the primary technologies being used in educational settings and how a less structured and more open learning environment can effectively motivate students and non-traditional learners, this premier reference is a crucial source of information for educators, administrators, theorists, and other professionals in the field of education.

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Editorial Review

About the Author

Olutoyin Mejiuni is an adult educator whose work focuses on the political dimensions of adult education, informal learning, womens learning, and the concerns of women in teaching-learning interactions and contexts; exploring questions of identity; and the transformative and emancipatory potentials of educational interactions in these areas. She possesses a PhD in Adult Education and is an Associate Professor in the Department of Adult Education and Lifelong Learning, Obafemi Awolowo University, Ile-Ife, Nigeria. She has authored *Women and Power: Education, Religion, and Identity* (2012, Ibadan: University Press Plc; 2013, Dakar: CODESRIA). She has contributed to the *International Encyclopedia of Adult Education, Widening Access to Education as Social Justice, Handbook of Transformative Learning: Theory, Research, and Practice*, and she has published in *JENDA: A Journal of Culture and African Women Studies*. She was the editor of *Adult Education in Nigeria* and has been a consulting editor for *Adult Education Quarterly*. Olutoyin Mejiuni is a co-founder of Women Against Rape, Sexual Harassment, and Sexual Exploitation (WARSHE), a non-governmental and not-for-profit organization that supports and educates survivors and potential victims of sexual violence and abuse. Under the aegis of WARSHE, she co-authored the research report entitled *Unsafe Spaces: Dodgy Friends and Families* (2012, with Oluyemisi Obilade).

Patricia Cranton is a retired Professor of Adult Education, currently affiliated with the University of New Brunswick in Canada and Teachers College at Columbia University. She has been Professor of Adult Education at Penn State University at Harrisburg, Pennsylvania, in the U.S., St. Francis Xavier University, University of New Brunswick, and Brock University in Canada, and Associate Professor at McGill University. Some of Patricia Crantons recent books include *Planning Instruction for Adult Learners* (3rd edition, 2012), *Becoming an Authentic Teacher* (2001), *Finding our Way: A Guide for Adult Educators* (2003), *Understanding and Promoting Transformative Learning* (2nd edition, 2006), *A Guide to Research for Educators and Trainers of Adults* (3rd edition, 2014, with Sharan Merriam), and *Stories of Transformative Learning* (2014, with Michael Kroth). Patricia was the co-editor of The Handbook of Transformative Learning (2012, with Ed Taylor).

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