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# **Feminist Pedagogy in Adult Learning Settings: A Literature Review of Articles in *Adult Learning* 1989-2022**

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## **Abstract**

Adopting an integrated literature review approach, this study analyzes how feminist pedagogy is manifested in articles in *Adult Learning* between 1989 and 2022.

*Keywords:* Feminist Pedagogy, adult education, *Adult Learning*

Feminist pedagogy, grounded in principles of equity, inclusivity, and empowerment, provides a guiding framework for transforming educational practices. This literature review investigates the implementation of feminist pedagogy within adult learning settings, drawing upon articles in *Adult Learning* from 1989 to 2022. In this literature review, we explore the influence of feminist pedagogy on teaching methods, the creation of inclusive learning environments, and the empowerment of women as unconventional leaders in adult education.

## **Conceptual Framework**

Following Webb et al. (2000), the study uses six core principles of feminist pedagogy: reformation of the teacher-student relationship, empowerment, community building, privileging voices, respecting diverse experiences, and challenging traditional pedagogy.

## **Methodology**

We aimed to examine the portrayal of women in *Adult Learning* from 1989 to 2022. Using terms like “woman,” “women,” “female,” “adult learning,” and “adult education,” we searched relevant databases and manually reviewed articles. Forty-three articles met our criteria. We conducted a secondary analysis to identify instances of feminist pedagogy and examples of women's leadership in adult education.

## **Findings**

### **Reformation of the Teacher-Student Relationship**

Articles emphasize the need to reconceptualize the traditional hierarchical dynamic between teachers and students. A collaborative, egalitarian approach is advocated to empower learners to actively engage in their educational journeys (Rose, 1993).

### **Empowerment**

Empowerment is crucial in adult education, fostering agency, autonomy, and self-confidence among learners. Educators who implement these principles enable learners to control their learning processes and effect positive change in their lives (Andruske, 2003).

### **Building Community**

Creating inclusive and supportive learning communities is a recurring theme. Fostering a sense of belonging and camaraderie among learners enhances engagement, collaboration, and mutual support within educational settings (Fang et al., 2014).

## **Privileging Voices**

Many articles highlight the importance of amplifying marginalized voices and perspectives within adult education. Valuing diverse lived experiences and perspectives allows educators to create more inclusive and equitable learning environments (Kamisli, 2021).

## **Respecting Diversity of Personal Experiences**

Recognizing and validating learners' diverse personal experiences is emphasized across many articles. Educators are encouraged to acknowledge and accommodate unique backgrounds, identities, and needs to ensure a meaningful and relevant educational experience (Gatua, 2009).

## **Challenging Traditional Pedagogical Views**

Many articles advocate for critically examining and transforming traditional pedagogical approaches. By challenging existing power structures and norms, educators can foster more inclusive, dynamic, and transformative learning environments (Simoncini et al., 2017).

## **Developing Leadership**

The articles highlight diverse leadership styles adopted by women in adult education. Women demonstrate multifaceted leadership qualities, aligning with feminist principles of shared power and collaboration (Han, 2022). The research also explores how intersectionality influences women's leadership experiences, considering factors such as race, class, culture, and identity (Kamisli, 2021).

## **Conclusion**

This review underscores the transformative impact of feminist pedagogy in adult learning, emphasizing the importance of integrating feminist principles to foster equitable and empowering educational experiences.

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