

## Annotated Bibliography

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### What is an annotated bibliography?

An annotated bibliography is a list of citations to books, articles, web pages, and other documents. The reference citation is listed first, and is then followed by a brief description. The annotation informs the reader of the relevance and quality of the sources cited.

### What is the purpose of the annotated bibliography?

In certain classes you will be asked to write an annotated bibliography, which sounds quite intimidating, but is simply a brief summary of something you have read or consulted during the course of your research on a given subject. There is a very structured format for writing an annotated bibliography, and the purpose for this is to provide the organizational tool you need to keep track of your research and references. The bibliography may serve a number of purposes: illustrate the quality of research, provide examples, review literature on a particular subject, or provide further exploration of the subject.

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**Provided below is a sample annotated bibliography (APA format).**

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Adult Education. (2003). In the Encyclopaedia Britannica Online. Chicago: Encyclopaedia Britannica. Retrieved March 23, 2002, from <http://britannica.com>

This is a good overview article from a well-known, non-specialized encyclopedia that focuses on the various definitions of adult education. A brief history of adult education worldwide is given, as well as a discussion on the different modalities and delivery methods of adult education. There is a fairly in-depth discussion of Britain's open university.

Aslanian, C.B. (2001). *Adult students today*. New York: The College Board.

Exceptional resource for statistics on adult learners and their motivation for returning to school. The author presents a study spanning 20 years that illustrates extensive demographics including average age, income, travel distance, cost, ethnicity, gender, religion, and field of study.

Brookfield, S. (n.d.). Adult learning: An overview. Retrieved March 26, 2002, from

<http://www.nl.edu/ace/Resources/Documents/AdultLearning.html>

Excellent and thorough article covering four major research areas: self-directed learning, critical reflection, experiential learning, and learning to learn. The author refutes current definitions of adult learning and motivation and proposes instead that culture, ethnicity, and personality have greater significance than are espoused in the current myths that describe adult learners. This article is interesting to consider in that it diametrically opposes the existing and widely accepted views on the subject.

Donaldson, J. F., Graham, S.W., Martindill, W., & Bradley, S. (2000, Spring). Adult

undergraduate students: How do they define their experiences and their success? *Journal of Continuing Higher Education*, 48(2) 2-11. Retrieved March 18, 2002, from

<http://webspirs.silverplatter.com:8000/nccp113>

A small study confirming current thinking that adults return to school for primarily external reasons, e.g., a major life event or career advancement. The research further illustrates that actual success in learning comes from an internal locus of control that includes life experience, maturity, motivation, and self-monitoring.

Marienau, C. (1999, Spring). Self-assessment at work: Outcome of adult learners'

reflections on practice. *American Association for Adult & Continuing Education*, 49(3), 135. Retrieved April 2, 2002, from the Proquest database.

A qualitative study of adults in graduate programs and their use of self-assessment and experiential learning from the perspectives of performance at work and

personal development. This article is enlightening in that it explores the benefits to the adult learner of self-assessment and introspection. The concept of purposefulness and the need for the adult learner to connect learning with concrete experience are discussed.

Merriam, S. B., & Caffarella, R. S. (2001). *Adult learning theories, principles and applications*. San Francisco: A Wiley Company.

This is a textbook used for the training of instructors of adult students. There are several excellent and pertinent chapters devoted to the self-determination of the adult student and the need for programs to be designed that allow adults to use their problem-solving skills.

Moore, B. L. (1999). Adult student learners. *Penn State Pulse Website*. Retrieved

April 3, 2002, from [http://www.sa.psu.edu/sara/pulse/adults\\_65.shtml](http://www.sa.psu.edu/sara/pulse/adults_65.shtml)

This website contained a survey of adult learners' perceptions of their education experience at Penn State. The study contains a large survey sample and generally confirms the findings of other studies at major universities. The important information gleaned is that the emphasis on adult learner programs at historically traditional universities is a much higher priority due to the increasing population of adult students.

Sheldon, K. M., & Houser, M. L. (2001). General motivation for college measure. *Journal of*

*Personality and Social Psychology*, 80, 152-165. Retrieved April 2, 2002, from

<http://gateway1.ovid.com/ovidweb.cgi>

This source is a psychosocial instrument designed to measure adult students' general motivation for attending college. This instrument is appropriate to my

research topic because it profiles adult students and rates motivation in terms of both intrinsic and extrinsic factors. It supports the findings in my other sources and adds another component: the pursuit of happiness.