

on interdisciplinary variations in understanding, approaching, and mobilizing research knowledges. It also leaves readers with a sense of an amorphous regime of knowledge production and circulation that researcher-academics increasingly have to negotiate. However, the nuanced analyses and shared strategies for more fruitful KM demonstrate the robust engagement in KM issues that such a regime calls for. I noticed some inconsistencies in writing styles, which ranged from dense and wordy to clear and accessible. In the spirit of KM across professional sites that some contributors discuss (e.g., Ungerleider; Kelly and Stack), more efforts could have been devoted toward obtaining a balanced level of clarity and accessibility. Finally, I started the book with my own questions and doubts about research process (sometimes mired in not so transformative politics). I must say it has been a worthwhile exercise. Graduate students and younger scholars will find the collection especially helpful as it clarifies the state of the knowledge and practice in educational research and policy making. It tells them where there are reasons to celebrate and where to be cautious about current trends in educational research.

Soma Chatterjee

Ontario Institute for Studies in Education, University of Toronto

THE HANDBOOK OF SCHOLARLY WRITING AND PUBLISHING

Tonette S. Rocco and Tim Hatcher (Eds.). Jossey-Bass, San Francisco, 2011, 366 pages.

The purpose of *The Handbook of Scholarly Writing and Publishing* is to equip emerging and established scholars with tools to become stronger writers. The book covers a wide array of topics about various points of the writing and publishing process, including reasons to write for publication, writing with authority, writing theory, writing for critical readers, addressing feedback, and writing a book review—which, following Hatcher and McDonald (2011), helped frame this specific review. There are chapters that link writing with being a qualitative and/or quantitative researcher, a mentor, a manuscript reviewer, a co-author, and a “foreigner” to the Western culture of scholarly writing. The conclusion of the edited book provides a list of literary resources for readers to continue their learning. Some authors construct their arguments based on (self-)narratives about writing struggles, while most put forth conceptual pieces. Each author engages with the literature, provides a critical discussion, and asserts suggestions designed to improve relevant skills.

The authors’ backgrounds range from emerging scholars such as senior-level graduate students to established scholars with extensive records of publication and editorship. They also arrive from a wide variety of academic disciplines such as adult education, research methods, and human resource development. Given the diversity in topics, writing styles, and authors, the information provided in this handbook can appeal to many types of audiences.

This handbook is designed for anyone who wishes to strengthen their writing skills and better understand the structural processes that underlie publication. Although the audience is primarily focused on graduate students as emerging scholars, the editors note that “those in midcareer and even more established scholars may find helpful insights as well” (p. xv). With the primary audience in mind, the language is very accessible and the topics are highly relevant to graduate students. That said, this reviewer notes that the term “graduate student” is not adequately defined. It is generally assumed in the book to mean students who pursue studies beyond the undergraduate level and wish to publish in academic journals or books. Graduate students who wish to, say, write for and publish with (non-)governmental agencies or blogs and other online forums might have to adapt some of the information shared in this book.

Generally speaking, the book accomplishes its goal: it offers valuable knowledge of the writing and publishing process in Western contexts. It is an incredibly useful primer for any scholar who wishes to write for academic purposes. Indeed, it is a book that a reader can continually return to and still gain new insights. The consideration of cross-cultural tensions that embody scholarly writing is an important one given the increased globalized nature of classrooms, writing centres, and peer help groups. There is a definite flow of support through each chapter; affirmations and suggestions include understanding the reviewers’ feedback, creating a space for an author’s voice in the text, and making mentoring of writers meaningful. Including the voices of graduate students as authors closer to the beginning of the handbook is a novel approach and, in doing so, breaks down some of the stereotypes associated with who qualifies as scholars in academe.

The presence of voice in this book overall is exceptional, but has not been deployed without some provocation. Through the narratives shared by the authors I have come to stop and reflect on my own learning journey of writing. In my experience writing for academic purposes has been an ongoing journey of trials and triumphs. Knowing that I am not alone in my struggles with writing is an important realization sparked by this handbook. In light of this, to acknowledge and address what the experience of learning to write and publish scholarly works *does* to a writer can begin to sidestep feeling defeated in the writing process. Sharing stories may make one feel not alone, but sometimes more is needed such as providing increased cooperation and support to deal with the sometimes stressful experience of writing and working in academe (Chandler, Barry, & Clark, 2002). Although the conceptual pieces are incredibly informative, there were moments where primary data could have bolstered some of the insights. Primary data would have allowed chapter authors to elaborate on sensitive areas of the work, such as better understanding the effects of reviewers’ responses on writers or interrogating the usefulness of writing centres at post-secondary institutions. This critique may not be fair to the editors, though, since the handbook was not introduced as a resource that profiled findings from contemporary research endeavours on writing and publishing.

Overall, there is tremendous benefit in using this book for purposes of self-directed learning, peer writing groups, or structured coursework about scholarly writing for academic purposes. There is no doubt that readers will (re)connect with the practical and conceptual knowledge situated in many of the chapters. Graduate students who seek non-academic careers may find some trouble connecting with some perspectives given that

many of the authors have experience as editors of books and academic journals. In short, after reading this edited handbook, this reviewer is confident that graduate students and other scholars will acquire a deepened awareness of how to tackle the complex writing and publishing world of academe.

References

- Chandler, J., Barry, J., & Clark, H. (2002). Stressing academe: The wear and tear of the new public management. *Human Relations*, 55(9), 1051–1069.
- Hatcher, T., & McDonald, K. (2011). Creating and publishing nonrefereed manuscripts: How to write editorials and book reviews. In T. Rocco & T. Hatcher (Eds.), *The handbook of scholarly writing and publishing* (pp. 222–236). San Francisco: Jossey-Bass.

Robert Mizzi
Florida International University

GLOBAL PERSPECTIVES ON ADULT EDUCATION

Ali A. Abdi and Dip Kapoor (Eds.). Palgrave Macmillan, New York, 2009, 263 pages.

Global Perspectives on Adult Education brings together adult educators with interests in Africa, Asia, Latin America, and the Caribbean, notably with reference to educators such as Paulo Freire and Julius Nyerere; the teachings of Confucius, Mao, and Buddhism; and indigenous African conceptions of adult education. This is a book essentially of two parts: a conceptual introduction to adult education from several global perspectives is followed by a wide range of contextually rich case studies from South American, African, Asian, and Caribbean settings. Throughout this volume, Ali Abdi and Dip Kapoor offer a series of critical perspectives on adult learning and development that are representative, in particular, of the world's disenfranchised. These perspectives take issue with the domineering view, as Edward Shizha and Ali Abdi indicate in an early chapter, that education for adults is for the most part about providing opportunities for willing buyers to acquire skills for an increasingly competitive global labour market.

Globalization is associated generally with the reduction of barriers to international trade, the free flow of capital, and notably the tapping of cheaper labour markets in the global South. Taken from the perspectives on adult education in this collection, however, globalization may be understood more appreciably by readers as the continuation, or reinvention, of the prevailing system of economic colonialism that rose to prominence throughout the nineteenth century. As Abdi and Kapoor observe in their introductory chapter, “adult programs in most of the developing world (global South) ... are designed, like other programs of learning; they are based on the histories and philosophies of colonial educational projects that neither advanced nor appreciated the cultural or linguistic locations of the communities they presumably served” (p. 5). Through globalization, this colonial world view has persevered and has taken a new form through the global