

## Adult Education And Lifelong Learning Theory And Practice

Lifelong Education for Adults: An International Handbook is the first work intended to offer international, encyclopedic coverage of research and studies in the whole field of adult education. With 127 articles written by international specialists, this work will be an invaluable reference source for all those who are engaged in educational activities for adults, either as full-time planners/administrators of educational programmes, or part-time adult educators. There are, for example, articles on education for work and for living, on population education, peace and environmental education, and on learning for personal development and role fulfilment. Conceptual frameworks, practical issues relating to instructional methods, counselling, curriculum and evaluation, and developments in distance learning, group learning, and adult learning are some of the topics discussed. Systems of adult education worldwide, as well as adult education processes and practices, are covered region by region. The problems and initiatives of the developing countries are given attention alongside those of advanced countries. The collection of articles assembled in this Handbook is unique in the range and depth of treatment given to the field of adult education. This volume will thus be of great interest to all engaged in educational activities for adults, in adult schools, community centres, institutions of higher education, as well as educationalists, planners, and decision-makers throughout the world who are involved in adult education at all levels.

Winner of the AAACE Cyril O. Houle Award This book constructs a deepening, interdisciplinary understanding of adult learning and imaginatively reframes its transformative aspects. The authors explore the tension at the heart of current understanding of 'transformative' adult learning: that while it can be framed as both easy and imperative, personal transformation is in fact rooted in the context in which we live, our stories and relationships. At its core, transformation is never easy – nor always desirable – and the authors thus draw on interdisciplinary and auto/biographical inquiry to explore what it means to change our presuppositions and frames of meaning that guide our thinking. Using their linguistic, gendered, academic and cultural differences, the authors illuminate how the social, contextual, cultural, cognitive and psychological dimensions of transformation intertwine. In doing so, they emphasise the importance of transformation as a contingent struggle for meaning and recognition, social justice, fraternity, and the pursuit of truth. This engaging book will be of interest to students and scholars of transformative learning and education.

This book intends to expand the perception of learning in the workplace, and refocus the efforts of HRD practitioners and adult educators in today's fast-changing organizations. While integrating theory and practice about the process of how adults acquire the knowledge and skills that help them perform their jobs better, the book also examines the context within which adults form communities of practice, including such concepts as knowledge management and the learning organization. It is designed to help the novice and more experienced trainers, adult educators, and others develop workplaces conducive to learning.

Adult education takes many forms - skills training, professional development, personal development, leisure activities, and programs for ethnic groups, the elderly, and specially targeted groups. There are many organizations involved in providing these services, such as volunteer organizations, universities, colleges, businesses, public school boards and governments. This book is intended as a contribution to the study and practice of adult education in Canada. It is intended mainly for beginning students at universities and colleges, but practitioners and laypersons will find the selections stimulating and useful. The contributors are researchers and practitioners from all walks of life. They provide the reader with current research, stimulating thoughts, and insightful commentary.

Originally published in 1983. Curriculum studies and curriculum theory have tended to be pursued almost exclusively in the context of the school. Developments in curriculum theory have therefore not found reflections in much theoretical work in adult education. This book points to the necessity of a curriculum theory for adult and continuing education through discussion of both curriculum studies and the principles of adult education. The various ways in which systems of adult education are now developing are reviewed, in social, political and cultural terms, and recent advances in education theory are related to developments in post-school education.

This unique text provides a valuable route map to the development of thinking in adult education and lifelong learning. It includes more than twenty-five seminal articles from the first two decades of the International Journal of Lifelong Education, written by leading authors in the field from the UK, the USA, Australia and Europe. Compiled to show the development of the field, the articles are divided into four sections: From Ault Education... ..to Lifelong Education ...and Lifelong Learning ...to the Learning Society and Beyond. The specially written Introduction by the editor contextualises the selection and introduces readers to the main issues and current thinking in the field. This is the only text of its kind to demonstrate practice and policy internationally over this period, and as the collection of articles are now available in one easy-access place, this is an excellent resource for students and scholars.

This one volume reference book covers all the major issues in lifelong learning in four sections: Theoretical Perspectives; Curriculum; International Perspectives; and Widening Participation.

Now in its fourth edition, Adult Education and Lifelong Learning is well established, and is regarded as the most widely used text about adult education. Fully revised and updated with substantial additional material, this new edition takes account of many changes which have occurred in the field of adult education. With new features for students and researchers, updates incorporate: material on the ethical and political implications of lifelong learning detailed information on changes relating to globalisation increased emphasis on societal changes information on the way technologies are affecting the way people learn changing approaches to knowledge, knowledge acquisition and knowledge

assessment. Students of education and education studies will find this an invaluable course companion, whilst practitioners and researchers in adult and lifelong learning will find this new fully-up-to-date edition even broader in scope than the last.

Whether it is earning a GED, a particular skill, or technical topic for a career, taking classes of interest, or even returning to begin a degree program or completing it, adult learning encompasses those beyond the traditional university age seeking out education. This type of education could be considered non-traditional as it goes beyond the typical educational path and develops learners that are self-initiated and focused on personal development in the form of gaining some sort of education. Essentially, it is a voluntary choice of learning throughout life for personal and professional development. While there is often a large focus towards K-12 and higher education, it is important that research also focuses on the developing trends, technologies, and techniques for providing adult education along with understanding lifelong learners' choices, developments, and needs. The Research Anthology on Adult Education and the Development of Lifelong Learners focuses specifically on adult education and the best practices, services, and educational environments and methods for both the teaching and learning of adults. This spans further into the understanding of what it means to be a lifelong learner and how to develop adults who want to voluntarily contribute to their own development by enhancing their education level or knowledge of certain topics. This book is essential for teachers and professors, course instructors, business professionals, school administrators, practitioners, researchers, academicians, and students interested in the latest advancements in adult education and lifelong learning.

Adult Education and Lifelong Learning Theory and Practice Routledge

This book addresses the questions why citizenship education is an important subject for students in further and adult education and why we need democratic colleges to support the study of citizenship education. It investigates the historical roots of further and adult education and identifies how the adoption of citizenship education in the post-compulsory sector can enrich vocational studies in further education and programmes in adult education. It is argued that democratic colleges are vital to ensure that citizenship education informs the decision-making process throughout educational institutions (and as a means of establishing fair and equal representation for important stakeholders). The author has worked in both sectors for over a decade, and uses this experience to offer a blend of educational practice and philosophical investigation. The result is a work that appeals to both teachers in further and adult education as well as academics and students interested in philosophy of education.?

This first truly comprehensive interdisciplinary, international critique of theory and practice in lifelong learning as it relates to later life is an absolute tour de force. Alexandra Withnall, Universities of Warwick and Leicester, UK. This is a book that needed to be written: it provides a most thorough and skilful analysis of a comprehensive range of contemporary literature about learning in later life from many localities and countries of the world. Peter Jarvis, Professor Emeritus, University of Surrey Impressive in its scope this handbook seeks to describe older learning critically within the lifelong learning literature at the same time that it makes a strong and persuasive case for taking older learning seriously in our postmodern world. Kenneth Wain, University of Malta Lifelong learning in later life is an essential handbook for a wide range of people who work alongside older adults in varied contexts. This handbook brings together both orthodox approaches to educational gerontology and fresh perspectives on important emerging issues faced by seniors around the globe. Issues discussed include the social construction of ageing, the importance of lifelong learning policy and practice, participation in later life learning, education of marginalised groups within older communities, inter-generational learning, volunteering and 'active ageing', the political economy of older adulthood, learning for better health and well-being, and the place of seniors in a learning society. Brian Findsen is a professor of adult education, Faculty of Education, University of Waikato, Hamilton, New Zealand. His writings are usually constructed within a social justice framework such as *The Fourth Sector: Adult and Community Education in Aotearoa New Zealand* (edited with John Benseman and Miriama Scott in 1996) and *Learning later* (2005). Marvin Formosa is a lecturer in the European Centre for Gerontology, University of Malta, Msida, Malta. In addition to various articles focusing on critical educational gerontology, recent and forthcoming books include *Social Class Dynamics in Later Life* (2009) and *Social Class in Later Life: Power, Identity and Lifestyle* (with Paul Higgs, 2012).

Knowledge is one of today's few meaningful resources. Equip yourself to ride the rollercoaster of racing change, globalism and technological super-innovation that is life and work in our age. Completely revised and updated for the 2000s, *The Adult Learner at Work*, 2nd edition is for educators, trainers and managers who want to stay in touch with the latest thinking in their fields. Dr Robert Burns explains the important changes that have swept through the field of post-compulsory education and the worldwide swing to the lifelong learning as the gateway to a learning society. When work, education and life satisfaction can truly intermesh, sustainable prosperity becomes achievable. Robert Burns explores such questions as: \* What conditions have created lifelong learning, learning societies and learning organisations? \* How have government and business responded? \* What methods and processes enhance the learning potential of adults? \* How can we motivate adults to learn? \* What are the effects of advancing age on our ability to learn? \* Is competency training an effective tool for encouraging learning? This new edition examines how and why we must facilitate the learning potential of all members of society. *The Adult Learner at Work*, 2nd edition provides an attractive vision of the development of learning environments in the workplace and the community setting-integrating skill learning and personal development using well founded principles of adult learning.

The worldwide appearance and expression of adult education and lifelong learning have changed significantly during the past 20 years. This book explores recent changes in their related national and international policies, how they intersect with developments in higher education and how they may contribute to debates on citizenship and democracy.

In this volume, we offer a consideration of the above paradoxical situation, and the critical view of adult education policy and practice in the region of Southeastern Europe. Some chapters in this volume present also positive lifelong learning practices, policy development analyses and conceptual understandings that highlight the efforts to develop adult education within a framework of the dominant neoliberal forces that shape European and international adult education policy.

Originally published in 1980 this book examines why adult education historically failed to attract working class students and whether experiences in Northern Ireland, the USA and Italy have any lessons to teach. Drawing together authors committed to adult education, the essays give fresh theoretical perspectives and explore developments of the post-War period, asking if they are designed to remedy educational wrongs or help perpetuate them.

The importance of adult education is growing steadily— be it in relation with migration, matters of inclusion, the work place etc. Thus, this international perspective on the most important research issues in adult education is a wealth of knowledge for anyone related to this field. The book is composed as a text book and thus, provides didactic material for discussion and further exploration of research in the field of AE from an international perspective. From the Contents: EU policy in Education and AE: links with Research opportunities on the field Support for Research in Adult Education in the European Union Main areas of Research in AE at the International level · Research on Migration. · Research on Inclusion, Access and Participation · Professionals, Assessment and Counselling · Learning in the Workplace International organisations and networks with influence to Adult Education

First published in 1993. Routledge is an imprint of Taylor & Francis, an informa company.

"This book disseminates current issues and trends emerging in the field of adult e-learning and online instruction"--Provided by publisher.

The adults who participate in classes, workshops, and other learning opportunities are as diverse as the kinds of programs in which they enroll and the reasons for which they enroll. Adult learners are multifaceted, appreciate flexibility in teaching strategies, and want a say in what they will learn. These purposes for adult education are evident: (1) to help people acquire tools for physical, psychological, and social survival; (2) to help people discover a sense of meaning in their lives; (3) to help people learn how to learn; and (4) to help communities provide a more humane social, psychological, and physical environment for their members. Providers of adult education can be divided into four categories: tax-supported agencies and institutions; nonprofit, self-supporting agencies and institutions; for-profit providers; and nonformal learning opportunities. Some trends and issues that the field of adult education faces in the years ahead include the emerging learning society, quality concerns, adult illiteracy, and influence of information technology. (32 references) (YLB)

"How might Canadian adult educators be better informed about the overall richness and diversity of their collective practices? How might they promote greater involvement and equity? How can they inform policy-makers and the general public about the rich resources on offer? How can they better advocate for all adult learners?, By surveying and analyzing the current state of Canadian adult education, this book represents the latest attempt to answer these questions."--back cover.

Contemporary adult education policy development and lifelong learning practice are experiencing an autonomy loss imposed by the dominant neoliberal economic paradigm. As a consequence, in many countries, especially those that depend economically from supranational organizations and donors, the critical approach and its adjunct idea of emancipation have been sacrificed in favour of ambiguous developmental goals like employability, flexibility and adaptability. On the other hand, in many countries, adult education as a social movement is deeply rooted in the conviction that learning is an essential process related to personal transformation and social change. The result of this conflict between the external pressure for policies in favour of the labour market and the internal assumption about the value of emancipation has led to interesting insights that have produced policies and practices that attempt to reconcile these two forces of development. In this volume, we offer a consideration of the above paradoxical situation, and the critical view of adult education policy and practice in the region of Southeastern Europe. Some chapters in this volume present also positive lifelong learning practices, policy development analyses and conceptual understandings that highlight the efforts to develop adult education within a framework of the dominant neoliberal forces that shape European and international adult education policy.

This Handbook provides a wide-ranging frame of reference for researching adult and lifelong education and learning. With contributions from scores of established and newer scholars from six continents, the volume covers a diverse range of geopolitical and social territories across the world. Drawing on the multiple heritages that underpin research on education and learning in adulthood, this Handbook addresses the inner tensions between adult education, adult learning, lifelong education, and lifelong learning, by using current research and theorizations from disciplinary backgrounds, including philosophy, psychology, biology and neuroscience, anthropology, sociology, history, political science, and economics. It provides an explicit discussion of the differences and tensions between adult and lifelong education and learning, and locates these in different policy and historical contexts, theories and practices. It explores a variety of discipline-based theoretical perspectives, and highlights how these have influenced, and been influenced by, research in the education and learning of adults. The Handbook also explores the inevitable frictions and dilemmas these present, and carefully examines the role of the international dimension in researching education and learning in formal, non-formal and informal contexts, beyond traditional schooling. This state-of-the-art, comprehensive Handbook is the first of its kind to explore adult education, lifelong education and lifelong learning fully as distinct activities on an international scale. It will be an indispensable reference resource for students of education at undergraduate and postgraduate levels, and for academic researchers, professionals and policy-makers concerned with adult and community education, further and vocational education, or work-based training and human resource development.

"A must-read for anyone in higher education, human resourcedevelopment, or adult education. This impeccably researched bookreflects an encyclopedic and intimate knowledge of innovative adulthigher education programs and provides an impressive historicalcontext for such programs. It will be a classic sourcebook foranyone in the field." --Howard Y. Williams, professor emeritus, Human ResourceDevelopment and Adult Education, University of Minnesota "A comprehensive, careful, and compelling study of adult learnersand learning today. Lifelong Learning at Its Best demonstrates whyeducation--from cradle to grave--is so important to our society incoping with the demands of burgeoning technology, addressing globalcompetition, and recognizing the need for ongoing job retraining.It should be required reading for leaders in education, businessand industry, and policymaking." --C. Wayne Williams, president, Regents College It is widely accepted that lifelong competency in today's worldrequires lifelong learning. Schools, colleges, and workplaces haveresponded to this new reality by implementing educational andtraining programs. But which programs really work? Drawing from data gathered by the Commission for a Nation ofLifelong Learners--in a study directed by prestigious educationaland business leaders--William Maehl offers strategies that havebeen most successful with adult learners across the nation. FromGeorgetown University to Toyota, he describes winning programmodels and all their components. Organized under such key learningobjectives as competence, collaboration, and self-directedness,these success stories reveal the specific instructional,organizational, financial, and other program components that makethe greatest difference in learning outcomes. For staff attemptingto improve existing programs or for teams building new ones, thisresource has all the practical ideas you need to design effectivesolutions.

This book explores the potential for lifelong learning in dementia. A growing social issue, dementia has previously been understood as a wasteland for learning: at best, those with dementia are helped to hold on to some pre-existing skills. This book draws on extensive qualitative data with people with dementia and their families to demonstrate that new forms of learning can happen in dementia, with positive outcomes for both the learner and those around them. In doing so, this book demonstrates that those with dementia help us to understand learning differently, thus providing a breakthrough in our understanding and theorising of lifelong learning. Using posthuman theory to scaffold and discuss the findings, this pioneering book will appeal to scholars of dementia, lifelong learning and the posthuman.

This volume presents comparisons of adult education and lifelong learning in various European countries and beyond, with a focus on educational policies, professionalisation in adult education, participation in adult learning and education, quality in adult education, and educational guidance and counselling.

Lifelong learning has developed enormously as a distinct area of study within education in recent years not least because numerous governments and educational strategists have become very vocal supporters of new ways of learning throughout all stages of life. This guide to the topic brings together new writing from some of the leading thinkers in the field to offer a broad ranging and detailed snapshot of the position to date. The book provides a critical summary of current developments in understanding adult learning and the social context in which they are located. This provides a background for the framing of issues and the problems that emerge in institutional and non-formal contexts of lifelong learning. Students undertaking courses of study in this area as well as a wide range of undergraduate and postgraduate students in a variety of professional areas will find the material essential reading.

In modernen Wissensgesellschaften ist Bildung die zentrale Voraussetzung sowohl für die demokratische Teilhabe als auch für wirtschaftliches Wachstum und Wohlstand. Eine sich zunehmend rascher wandelnde, globalisierte Welt erfordert die Bewältigung neuer Anforderungen im privaten Leben und in der Berufs- und Arbeitswelt. Um mehr über den Bildungserwerb und seine Folgen für individuelle Lebensverläufe zu erfahren, um zentrale Bildungsprozesse und -verläufe über die gesamte Lebensspanne zu beschreiben und zu analysieren, wird in Deutschland aktuell das Nationale Bildungspanel aufgebaut.

For all who teach adults in churches, this is a practical handbook of ideas, teaching methods, and strategies for lifelong learning and spiritual growth. Written by eleven experts in adult Christian education from across the United States, the chapters combine theory and practice and are filled with examples and case studies to enliven Christian education for adults. Chapter topics include: - Why Lifelong Learning? - What Teachers Need to Know about Adults Today - How Adults Learn - Five Key Factors in Good Teaching - Content Areas of Adult Study - Opportunities for Adult Education - Making the Connections - Organizing for Adult Education For beginning teachers this will be a basic handbook to keep on their shelf for inspiration and guidance. Experienced teachers will discover fresh ideas to revitalize their classes and encourage lifelong learning. The book will also be a text for college and seminary students.

Administrators of adult education programs work in dynamic and ever-changing environments. They are continually challenged with a myriad of issues related to program budgeting, marketing, strategic planning, funding, human resources, and other topics. With decades of real world experience in the field, Steven Schmidt and Susan Yelich Biniecki have developed a practical guide for those who are involved in the organization and administration of educational programs for adults. Whether you work in the human resource department of a corporation, a grass-roots community organization, a higher education unit, a consulting company, or any other type of organization that provides adult education, this book is for you. In a no-nonsense approach, Organization and Administration of Adult Education Programs: A Guide for Practitioners "talks" to you as an administrator about topics that are important to you. Guidelines, processes, and procedures discussed in the book can help to make you a more effective practitioner. Scenarios, role plays, and activities are also included for classroom use and personal reflection.

Recent changes in the world effected by the transformations of information technology, globalisation, and the move towards a knowledge economy over the last thirty years have been as radical and fundamental as the changes resulting from the invention of the wheel and the printing press. We are now living in a new age in which the demands are so complex, so multifarious and so rapidly changing that the only way in which we shall be able to survive them is by committing to a process of individual, communal, and global learning throughout the lifespan of all of us. A number of international bodies and agencies have taken cognisance of these transformations and the demands they impose upon societies and communities of the twenty-first century and have developed and articulated policies intended to enable all citizens of the world in the twenty-first century to face these challenges. It is now a declared policy of many governments and international agencies that the only vehicle for such preparation is 'education, education, education', and that preparing for the knowledge economy and the learning society of the future has to be a lifelong undertaking, an investment in the future that is not restricted merely to the domain of economic advancement but also to those of social inclusion and personal growth. Realising this, policy-makers across the international arena are grappling with the need to move from systems that emphasise education and training to the radically more unworked construct of lifelong learning. In this volume the editors and authors analyse, criticise, and rework the ideas, principles, and theories underpinning policies and programs of lifelong learning, re-interpreting them in the light of examples of 'best practice' found in a range of educating institutions around the world. We believe that students of educational change and community development will find it useful and helpful to have available in this volume some of the most up-to-date thinking on the chief concepts, theories, and values of increasing policy interest in lifelong learning, together with a review of some significant examples of the different forms, focuses, and nexuses of thought and practice on this topic. All this enables us to offer some policy recommendations and practical suggestions as to ways forward in the endeavour to make lifelong learning a reality for all.

In recent decades, education at all levels has been seriously impoverished by a growing obsession with standards, targets, skills and competences. According to this model, only a circumscribed range of basic cognitive skills and competences are the business of education, whose main role is to provide employability credentials for people competing for jobs in the global economy. The result is a one-dimensional, economic and bleakly utilitarian conception of the educational task. In *Mindfulness and Learning: Celebrating the Affective Dimension of Education*, Terry Hyland advances the thesis that education stands in need of a rejuvenation of its affective function – the impact it has on the emotional, social, moral and personal development of learners. Drawing on the Buddhist conception of mindfulness, he advances a powerful argument for redressing this imbalance by enhancing the affective domain of learning. *Mindfulness and Learning: Celebrating the Affective Dimension of Education* shows how the concept and practice of 'mindfulness' – non-judgmental, present moment awareness and experience – can enrich learning at all levels. Mindfulness thus contributes to the enhanced achievement of general educational goals, and helps remedy the gross deficiency of the affective/emotional aspects of contemporary theory and practice. The author outlines a mindfulness-based affective education (MBAE) programme and shows how it might be introduced into educational provision from the early years to adult education with a view to harmonising the cognitive-affective balance across the system.

We recognize that our society and demands for lifelong learning changes rapidly, and needs to continue to be rapidly effectively infused in changing forms into the teaching and learning process. *Conversations about Adult Learning in Our Complex World* focuses the study of adult learning to address the issues of living and learning within a complex world- the epitome of the 21st century. Readers will find that this book is valuable for a wide variety of professors, researchers, practitioners, and students in fields related to adult

learning and adult education as it reveals emerging research and trends relevant for today and tomorrow. Moreover, this publication represents some of the most innovative and thoughtful scholarship resulting from the work of the Adult Higher Education Alliance and, arguably, the field of adult education. The book is arranged thematically in five sections, each one dealing with a domain where intercultural competence and other fundamental skills may improve the learning experiences for adult learners. The sections include, The Learning Environment and Authentic Teaching, Interculturally Competent Classroom Practices, Programming for Adults—Redesigning University to Serve Adult Learners, Professional Development, Teacher Training, and Leadership Development, and Meaningful Assessment of Programs for Adults.

Teaching Adults.

This book explores European governance and policy coordination within lifelong learning markets. Using an instruments approach, the editors and contributors examine the ways in which governance mechanisms employed by the European Union influence policy to regulate lifelong learning, and intervene in lifelong learning markets, at both European and national levels. Filling an important gap in the current literature, this book examines how strengthened policy coordination at the EU level contributed to the blurring of boundaries between policy fields and the redefinition of the function of adult education after the 2008 recession. Divided into three parts, this book draws on a range of case studies from countries including Spain, Denmark, Bulgaria and the UK. It will be of interest and value to students and scholars of education policy and governance, adult education and lifelong learning.

How do you tailor education to the learning needs of adults? Do they learn differently from children? How does their life experience inform their learning processes? These were the questions at the heart of Malcolm Knowles' pioneering theory of andragogy which transformed education theory in the 1970s. The resulting principles of a self-directed, experiential, problem-centred approach to learning have been hugely influential and are still the basis of the learning practices we use today. Understanding these principles is the cornerstone of increasing motivation and enabling adult learners to achieve. The 9th edition of *The Adult Learner* has been revised to include: Updates to the book to reflect the very latest advancements in the field. The addition of two new chapters on diversity and inclusion in adult learning, and andragogy and the online adult learner. An updated supporting website. This website for the 9th edition of *The Adult Learner* will provide basic instructor aids. For each chapter, there will be a PowerPoint presentation, learning exercises, and added study questions. Revisions throughout to make it more readable and relevant to your practices. If you are a researcher, practitioner, or student in education, an adult learning practitioner, training manager, or involved in human resource development, this is the definitive book in adult learning you should not be without.

Daffron and North incorporate their findings of the transfer process from case studies of 20 professional groups with theories and models for reaching transfer of learning. In doing so, they find variables that program planners can incorporate in the planning process, in the characteristics and motivation of the learner, the design and delivery of the program, and in the role the organization plays, to create praxis for the professional. The resulting dialogue is a changing context as the professional group changes. Lessons for educators, directly from the field, fill this book. It is an invaluable handbook for successful transfer of learning for educators of adults.

Case studies have become a widely-used instructional tool in many educational environments. The use of case studies began in the 1950s at Harvard Business School. Today, they may be used as part of a course of study, or as the main focus of a course, to which other material is added. While the use of case studies is prevalent in schools of business and medicine, they are not often used in adult education or human resource development. This may be because there are no current major publications that deal with the use of case studies in these disciplines; nor are there any major databases of adult education or human resource development case studies for instructors to use. Good case studies can bring reality into the classroom. They can provide frameworks for discussion based on issues that must be faced in real life. Complex case issues can be broken down and examined for greater understanding, then pulled together again for resolution. Case studies can be used successfully in adult education. I propose a book based on the use of case-based learning in adult education and human resource development (HRD). The book could be positioned as a supplement to course textbooks for courses in adult education and HRD. I would write the cases and develop the exercises, but could also get others to contribute a case study or exercise to the book. Cases would each be a half-page to maybe 2-3 pages at the long end, and would include questions for students/readers. Supplementary information (possibly in the form of a DVD) could be put together for instructors. This information would include case study focal points and examples of possible responses for each study/exercise.

This book re-imagines the essence and role of adult education at both the individual and societal levels. It provides arguments for understanding adult education as a process of agency and empowerment, which has not only instrumental but intrinsic and transformative roles to play. This book brings together ideas from the capability approach with insights from recognition theory; the embeddedness approach; the political economic perspective for understanding public and private goods and the common goods perspective. The analysis draws on data from large-scale international studies – alongside qualitative data - and adopts a wide-ranging European comparative perspective. The book develops original instruments for measuring different dimensions of adult education as a common good, and its realisation in different social contexts. It is aimed at academics, students, practitioners, and policy makers interested in adult and/or higher education and the social justice perspective to human life.

Peter Jarvis is a towering figure in adult and lifelong education and a leading and original theorist of learning. This book explores the breadth and significance of his work. Sixteen chapters by leading international scholars explain and engage critically with his theorisation of learning, and with his extensive writings on the sociology, politics, ethics and history of adult education, and on professional education, lifelong learning and the learning society. The authors discuss his ideas, their influence and origins. They cover his

contribution to learning theory, the recurring ethical themes in his writing, and the implications of his work for areas such as the education of migrants. They explore his global engagement as a scholar not only in different areas of lifelong education, but across the world: much-travelled, Peter Jarvis has supported the growth of adult education as a humane profession – as well as a field of study – in Africa, Asia, North and South America, and Australasia, as well as Europe. They also address the intense humanism of his work, which has been continually informed by theological and ethical concerns: though he taught for three decades at the University of Surrey, where he was Head of the Department of Educational Studies and is now Emeritus Professor, he has been a Minister of the Methodist Church for over half a century. This book was originally published as a special issue of the International Journal of Lifelong Education.

[Copyright: 6aa988de8e6942861563cf30407c44c8](#)