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2014-06-16

the a to z of lifelong learning has been written for anyone involved in the lifelong learning sector whether as an evening class tutor trainee fe teacher or college manager with its glossary format this book allows students tutors and practitioners to easily explore the many key themes issues and debates that shape contemporary practice in the lifelong learning sector written in an accessible style the a to z of lifelong learning combines ease of use with a critical perspective covering a range of important topics relating to learning and teaching in lifelong learning the people staff students and other stakeholders and the organisation and management of the sector each entry provides a succinct and helpful overview for busy students and practitioners and includes introduction a brief definition of the term including changes in emphasis usage over time key concepts an exploration of key concepts and debates within the topic referenced to both recent literature and seminal works writers practical application commentary relating to the application manifestation of the concept in practice drawing on real world examples where appropriate readable critical and fully referenced to provide guidelines for further reading and research the book is aimed at students who are taking a wide variety of lifelong learning qualifications this book is an excellent entry point for anyone who wants to know more about lifelong learning and the lifelong learning sector each entry provides a clear definition and an introduction to the topic with an overview of the key elements this is followed by a concise critical review highlighting the key theorists and writers each section concludes with a comprehensive guide to further reading jonathan tummons and ewan ingleby combine scholarship and experience of the sector with the outcomes of their own research to create a valuable addition to the literature on lifelong learning if you are unfamiliar with the territory of lifelong learning this book gives you the map pete scales senior lecture

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with its wide range of educational institutions programmes of study contexts and settings and diverse student and teacher populations that it manages so comprehensively to encompass this sector from accreditation of prior learning to zone of proximal development is one of the key achievements of this text each entry is economically written but any necessary brevity does not prevent the writers from dealing with topics in a critical and scholarly fashion and entries are usefully accompanied by references and further reading the indices of most textbooks concerned with the sector will usually indicate where through the text individual topics are dealt with a strong feature of a z of lifelong learning is that readers can go directly to topics which interest them for a clear comprehensive treatment of them this text will be invaluable to all those teaching or studying in the sector and will be particularly useful for those outside the sector baffled by the myriad topics theories policies processes which are current within it indeed there is even an entry on jargon andrew armitage head of the department of post compulsory education canterbury christ church university uk this is a welcome and timely text lifelong learning is characterised by continual revision and radical diversity this simple a z of the sector provides a much needed overview of that complexity for the novice unfamiliar with the pedagogies philosophies and policies that define working with adults this a z of lifelong learning is an accessible introduction the seasoned professional familiar with a particular institutional setting will appreciate gaining depth and insight into the workings of an entirely different educational context those working in a further education college may know little and understand less about the distinctiveness of the workers educational association each alphabetically listed entry is sharply focussed and accessibly written the writers somehow manage to stay true to the criticality and contention desired by those seeking depth they do more than provide factual information the reader is gently guided through the broad arguments surrounding that particular entry audit ofsted and part time tutors are three good examples of how contestation is introduced there is enough here to appreciate the significance of the concept but too little to completely satisfy the reader is left curious and inspired wanting to follow up and find out more yet each entry provides just enough detail to stimulate thought and discussion carol azumah dennis pcet programme director university of hull uk

2008-06

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2014-06-10

2003-06

2001-01

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