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Nota di contenuto	Cover -- Learning and Teaching in Adult Education -- Contents -- Preface -- 1. Introduction -- Part One: Theories of Learning: A Field of Approaches towards the Learning of Adults -- 2. Of Learning Triangles and Beyond -- 2.1 Introducing systematic approaches -- 2.2 Levels of energy -- 3. Relational Perspectives on Learning -- 3.1 Phenomenography -- 3.2 Relational didactics -- 4. Logical Models and Stages of Learning -- 4.1 The relationship between logic and learning -- 4.2 Bateson's levels of learning -- 4.3 Alternatives to Bateson's levels of learning -- 5. Comprehensive Approaches -- 5.1 Towards a comprehensive theory of learning? -- 5.2 Humanism and pragmatism: The roots and branches of modern learning theory? -- 6. Looking Beyond One's Own Nose: Psychological Approaches and Neurosciences -- 6.1 A brief glance at behaviourism, cognitivism, and constructivism -- 6.2 The learning brain? -- 6.3 Conclusions -- Part Two: The 'Art of Teaching': Exploring Concepts of Adult Learning to Address Didactic Challenges -- 7. Didactics and Didactic Models -- 7.1 Preliminaries on the term didactic -- 7.2 Didactic models and models of instruction -- 8. Reflections on Learning -- 8.1 Learning and non-learning -- 8.2 Exercise: Reflection on learning -- 9. Time, Person, Lifeworld: Cornerstones of Didactic Theory -- 9.1 Time: Sequences and gestalt of learning -- 9.2 Person: Emotion, cognition, and the lived body -- 9.3

Sommario/riassunto

Learning is a key issue in education. Being familiar with contemporary learning theory, therefore, is an essential prerequisite for education scholars and practitioners alike.

Henning Pätzold's book addresses various approaches to the pedagogical issues associated with teaching adult learners. He draws attention to a broad field of approaches to adult learning within a sociocultural context. *International Review of Education*, Volume 58-4, 9/2012
