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Altri autori (Persone)	GibbsPaul
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Nota di contenuto	Introduction- Thinking about work in work based learning, Paul Gibbs -- Section one -- The Workplace as a Site of Learning. Reflections on the Conceptual Relationship between Workplace and Learning, Christopher Winch -- Practice as a key idea in understanding work-based learning, Paul Hager -- The role of on-the-job and off-the-job provision in vocational education and training, Gerald Lum -- Tacit Knowledge and the Labor Process, Theodore Lewis -- Workplace Identity, Transition and the Role of Learning, Geoff Hinchcliffe -- Ontological Distinctiveness and the Emergence of Purposes, David Beckett -- Section two -- Aristotelian Gnoseology and Work-Based Learning, Marianna Papastephanou -- Working our way through murky coordinates: Philosophy in support of truth processes, Kent den Heyer -- Deconstructing practice: exploring the temporal play of know-how and being in the workplace, Kevin J. Flint -- An epistemology of the hand: Putting pragmatism to work, Svend Brinkmann, Lene Tanggaard -- Neo-Pragmatism, meaning and learning in the workplace, Paul Gibbs -- Section three -- Foucault and work-based Research Ethics: Revisiting some issues, Michalinos Zembylas -- Communitarian Ethics and Work-based Education: Some African Perspectives, Thaddeus Metz -- Islamic Perspectives on Work-Based Learning, Mesut Akdere, Jackleen M. Salem, S. Mahdy Amine.

## Sommario/riassunto

This book's original contribution to a crowded literature on work and learning will attract strong international interest. Its focus on the philosophy of learning at work brings a fresh perspective on a topic normally viewed through psychological, anthropological and sociological eyes. It assembles a host of internationally recognized scholars who reflect on the various philosophies of work-based learning. Full of distinctive and original contributions that provide perceptive insights into the subject, the work will be a practical support to teachers, trainers and researchers at the same time as it gives readers a clear philosophical grounding in learning at work. It is, however, not simply a book about philosophy, but a gazetteer of approaches to education in work that will sustain and inspire those who provide, engage in, and support the learning of new knowledge and skills in the workplace. With adaptability to new employment opportunities so vital to existing workers, the authors stand behind continued provision of work-based learning in the face of tightening economic constraints.

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