

1. Record Nr.	UNINA9910552743403321
Titolo	Pedagogies for future-oriented adult learners : flipping the lens from teaching to learning // Helen Bound, Jennifer Pei-Ling Tan and Rebekah Lim Wei Ying, editors
Pubbl/distr/stampa	Cham, Switzerland : , : Springer, , [2022] ©2022
ISBN	9783030928674 3-030-92867-5
Descrizione fisica	1 online resource (175 pages)
Collana	Lifelong learning book series ; ; Volume 27
Disciplina	374
Soggetti	Adult education Adult learning Critical pedagogy Educació permanent Educació d'adults Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Intro -- Foreword: Series Editors' Note -- Contents -- List of Figures -- List of Tables -- Part I: Introducing the Focus on Learners -- Chapter 1: Introduction: Flipping the Lens from Educator to Learner -- Metaphors Helpful in Unpacking the Learning Experience -- The Chapters -- Part I: Conceptualising Flipping the Lens -- Part II: Framing the Issues -- Part II Flipping the Lens in Practice -- References -- Chapter 2: Key Constructs: Conceptions of Learners' Future-Orientation, Identities, Contexts and Practices -- Two Stories -- David's Story -- The Story of Cassie and Alice -- Future Orientation -- Identity -- Context and Practices -- Implications for Flipping the Lens to Focus on Learners and Learning -- References -- Part II: Framing the Issues -- Chapter 3: Rethinking Learning for a High Skills Economy: What a Cultural-Historical Approach Can Offer -- Introduction -- Environments for Learning -- Being a Learner -- Learning and Transitions -- Learning in Sites of Intersecting Practices -- Implications

of a Cultural-Historical Approach to Flipping the Lens to Learners and Learning -- References -- Chapter 4: Learning in a Designed World: Symbolic Technologies and Epistemic Practices in the Evolution of Professional Knowing -- Introduction -- Hybrid Minds, Epistemic Practices and the Attunement to Symbolic Technologies -- Professional Learning as Attunement to Digital Symbolic Technologies -- Learning in a Designed World: Epilogue -- References -- Chapter 5: Researching Lifelong Learning Policy: Concepts and Tools -- The Policy Context -- The Systemic Tools for Lifelong Learning Policy -- The Concept of Competence and Its Use in Policy -- Work, Learning and Life Experience -- Methodology: Identity Processes and Life History -- Theory: The Concept of Experience.

Policy as Emergence: Developing Methods for Recognition of Prior Learning/Assessment of Competence -- Summarizing -- References -- Chapter 6: Future of Work, Transitions, and Future-Oriented Learning -- Introduction -- Future-Oriented Learning: An Approach -- Unpacking Future of Work and Transition -- Implications for Learning -- A Programme for Future-Oriented Learning -- Conclusion --

References -- Part III: Flipping the Lens in Practice -- Chapter 7: Enhancing Learning in the Workplace -- The Future of Work and Implications for Learning -- Theorising Workplace Learning -- A Framework for Learning in the Workplace -- The Role of Experience in Learning in the Workplace -- The Importance of Reflection for Learning in the Workplace -- The Role of Conceptualisation for Learning in the Workplace -- Experimenting in the Workplace -- Conclusion --

References -- Chapter 8: Towards Expertise: Operationalizing Identity Development and Considerations for the Singapore Work-Study Programme -- Introduction -- Power of Identity to Unpack Expertise Development -- Operationalizing Identity Development and Considerations for the Work-Study Programme -- Relational Constitution of Self and Other -- Semiotic Mediational Signs and Symbols -- Recognition and Recurrence -- Role of Expertise in Workplace of Rapid Changes -- Concluding Thoughts: The Personal Desire for Expertise -- References -- Chapter 9: Dialogic Inquiry: A Pedagogy for Foregrounding Future-Oriented Learners and Their Learning -- Introduction -- Dialogue, Inquiry and Knowledge Building -- Learners' Experience of Dialogic Inquiry -- Shifting from Passive Learner to Active Meaning-Maker and Knowledge Creator -- Changes in Roles and Responsibilities -- The Contribution of Dialogue and Questioning -- Engaging with Multiple Perspectives -- Multiple Authoritative Voices.

Learners Development of Metacognitive Capabilities Through Taking Charge of Their Learning -- Tools Enabling the Dialogic Inquiry Process -- Assessment Design -- The Map of Dialogic Inquiry as a Tool for Contributing to Metacognitive Capabilities -- Use of Concept Mapping -- The Model of Dialogic Inquiry -- Implications for Educators -- Conclusion -- References -- Chapter 10: Adult Learners' Sense-Making in Blended Learning Environments: Healthcare and Workplace Safety and Health (WSH) -- Introduction -- Sense-Making and Blended Learning -- Setting the Scene for the Chapter -- Adult Learners' Sense-Making Experiences of Different Blended Learning Courses -- Healthcare: Why Are Workplace Practices So Different from What I Learned in Classrooms? -- WSH: I Feel Confident and Competent in Doing My Job! -- Mediation of Sense-Making -- Conclusion -- References -- Index.

---