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Nota di contenuto	Front Cover; The Routledge International Handbook of Learning; Copyright Page; Contents; List of illustrations; List of contributors; Preface; Introduction: Human learning: Peter Jarvis; Part 1: Learning and the person; 1. Learning and the senses: Paul Martin and Viv Martin; 2. Learning and cognition: Knud Illeris; 3. Learning a role: becoming a nurse: Michelle Camilleri; 4. Self-constructed activity, work analysis, and occupational training: an approach to learning objects for adults: Marc Durand; 5. Emotional intelligence: Betty Rudd; 6. Language and learning: Bernard Camilleri 7. Gender and learning: feminist perspectives: Julia Preece 8. Learning and identity: Lyn Tett; 9. Thinking styles in student learning and development: Li-fang Zhang; 10. Non-learning: Peter Jarvis; Part 2: Learning across the lifespan; 11. Learning in early childhood: Christine Stephen; 12. Crossing boundaries: harnessing funds of knowledge in dialogic inquiry across formal and informal learning environments:

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Sommario/riassunto

As our understanding of learning focuses on the whole person rather than individual aspects of learning, so the process of learning is beginning to be studied from a wide variety of perspectives and disciplines. This handbook presents a comprehensive overview of the contemporary research into learning: it brings together a diverse range of specialities with chapters written by leading scholars throughout the world from a wide variety of different approaches. The International Handbook of Learning captures the complexities of the learning process in seven major parts. Its 54 chapters are sub
