

1. Record Nr.	UNINA9910799904703321
Titolo	Bringing learning to life : the learning revolution, the economy and the individual // edited by David C.A. Bradshaw
Pubbl/distr/stampa	Abingdon, Oxon : , : Routledge, , 2012
ISBN	1-136-67045-9 1-280-67680-9 9786613653734 0-203-80871-1 1-136-67046-7
Descrizione fisica	1 online resource (217 p.)
Collana	Routledge library editions. Education ; ; v. 34
Altri autori (Persone)	BradshawDavid <1929->
Disciplina	374.941 374/.941
Soggetti	Education - Economic aspects - Great Britain Learning
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	First published in 1995 by Falmer Press.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	BRINGING LEARNING TO LIFE The Learning Revolution, The Economy and The Individual; Copyright; Bringing Learning to Life: The Learning Revolution, The Economy and The Individual; Copyright; Contents; Preface; Chapter 1 Introduction; Chapter 2 Learning Does Pay; Chapter 3 Education and Training: An Historical Perspective; Chapter 4 Lifelong Learning: A Brave and Proper Vision; Chapter 5 Human Learning Potential; Chapter 6 Learning Theory: Harnessing the Strength of a Neglected Resource; Chapter 7 Curriculum and Curriculum Process for a Changing World and an Uncertain Future Chapter 8 A Learning in Organizations ModelChapter 9 Towards the Virtual Library: Deconstruction and Reconstruction of Learning Resources in Higher Education; Chapter 10 Structures and Funding; Chapter 11 Learning: A Qualified Success?; Chapter 12 Towards a Strategy for Lifelong Guidance to Support Lifelong Learning and Work; Chapter 13 A Strategy to Achieve Lifelong Learning; Notes on Contributors; Index
Sommario/riassunto	In an age of intense economic competition and continual change, the

ability to learn is a key factor in survival and prosperity. This book examines the changing interaction of the world economy, Britain's prospects for prosperity, the connections between different kinds of work and the learning that support them. Focusing on specific areas where changed attitudes and ways of working are long overdue, the authors show the need for a better balance between formal provision in schools, colleges and within employment, and less tangible informal learning at home and in the workplace. These, in t

---