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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: Kristiina Kumpulainen and Lasse Lipponen; 13. Young people and learning: Rachel Brooks; 14. Adult learning: andragogy versus pedagogy or from pedagogy to andragogy: Peter Jarvis; 15. Exploring learning in midlife: Jo-Anne H. Willment; 16. The older adult in education: Mary Alice Wolf; 17. Lifelong learning in long-term care settings: Alexandra Withnall; 18. The biographical approach to lifelong learning: Peter Alheit; 19. Learning from our lives: John Field; 20. Psychological development: Mark Tennant; 21. Transformative learning: Patricia Cranton and Edward W. Taylor; Part 3: Learning sites; 22. Informal learning: everyday living: Paul Hager; 23. Self-directed learning: Katarina Popovic; 24. Learning at the site of work: Stephen Billett; 25. Organisational learning won't be turned off: Bente Elkjaer; 26. E-learning (m-learning): Susannah Quinsee; 27. Sleep-dependent learning: Daan R. van der Veen and Simon N. Archer; 28. Learning and violence: Shahrzad Mojab and Bethany J. Osborne; 29. An aesthetic education: an education in aesthetics in the setting of a Danish folk high school through the theatrical arts: Lars Illum; Part 4: Learning and disability; 30. Learning, sensory impairment, and physical disability: Joanna Beazley Richards; 31. Autism spectrum conditions and learning: Mary Watts; 32. Reading disability: Julian G. Elliott and Elena L. Grigorenko; 33. On becoming a person in society: the person with dementia: Kay de Vries; Part 5: Learning across the disciplines: human and social sciences; 34. Human-centric learning and post-human experimentation: Richard Edwards; 35. Piaget's constructivism and adult learning: Etienne Bourgeois; 36. Psychoanalytic perspectives on learning and the subject called the learner: Linden West; 37. Sociology and learning: Martin Dyke and Ian Bryant; 38. Anthropology and learning: Peggy Froerer; 39. Learning in a complex world: Mark Olssen; 40. Perspectives on geography and learning: Johanna L. Waters

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
