

1. Record Nr.	UNINA9910951800703321
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Titolo	Inclusive Adult Education : Embedding Diversity and Supporting Alternative Learning Environments in UK Higher Education / / edited by Mark Jones, Debbie Jones
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Palgrave Macmillan, , 2024
ISBN	9783031670992 303167099X
Edizione	[1st ed. 2024.]
Descrizione fisica	1 online resource (210 pages)
Collana	Palgrave Studies in Adult Education and Lifelong Learning, , 2524-6321
Altri autori (Persone)	JonesDebbie
Disciplina	374.182
Soggetti	Adult education Continuing education Teaching Inclusive education Education, Higher Adult Education Lifelong Learning Pedagogy Inclusive Education Higher Education Educació d'adults Educació inclusiva Educació superior Educació permanent Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1: Introduction: Adult Education in Higher Education in the United Kingdom -- Part I - Embedding Inclusivity in Higher Education in the UK -- Chapter 2: Invisible Islamophobia: Challenges and Opportunities for Muslim Women Adult Learners -- Chapter 3: Using an LGBTQ+ Inclusivity Model to Create an Intersectional Resource for

Equitable Education -- Chapter 4: Reflecting on the Experiences and Entitlements of Postgraduate Disabled Adult Learners in Developing Inclusive Support Plans: PEAS in a Pod? -- Part II - Developing and Experiencing Inclusive non-Traditional Higher Education Learning Environments -- Chapter 5: Lifelong Learning: Exploring Inclusive Adult Education Amongst Police Officers in England and Wales -- Chapter 6: Creating Inclusive Learning Environments in Higher Education to Support Desistance from Offending -- Chapter 7: From 'Drug Dealers' to Legitimate Entrepreneurs: The Street2Boardroom Programme as an Alternative Form of Adult Learning -- A Conversation with Clayton Planter -- Chapter 8: Developing Inclusive Andragogy for Part-time Postgraduate Healthcare Professionals -- Chapter 9: Conclusion: Towards Inclusive Higher Education.

Sommario/riassunto

This book offers critical discussion of developing inclusive theory, practice, and policy that supports the needs and experiences of adult learners within higher education settings in the UK. The first part of the book shares the research of authors, all who have lived experience of their area of expertise, and the experiences and needs of adult learners in relation to religion, ethnicity, gender, sexuality, and disability as well as including an intersectional lens. The second section of the book discusses practice and understandings of adults learners in non-conventional higher education settings within the police service, criminal justice, and health care. These contributions provide new knowledge to better support those from diverse backgrounds to thrive in the higher education environment. This book will be of interest to academics who teach/support adult learners, students of education, as well as practitioners who work outside traditional higher education settings such as community educators and policymakers. Mark Jones is Director at Higher Plain and visiting Professor of Criminology at the Centre for Criminology, University of South Wales, UK. Debbie Jones is Professor of Criminology and Head of the School of Social Sciences, Swansea University, UK.
