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Autore	Merriam Sharan B
Titolo	Learning in adulthood : a comprehensive guide / / Sharan B. Merriam, Rosemary S. Caffarella, Lisa M. Baumgartner
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Edizione	[3rd ed.]
Descrizione fisica	1 online resource (553 p.)
Collana	The Jossey-bass higher and adult education series
Altri autori (Persone)	CaffarellaRosemary S <1946-> (Rosemary Shelly) BaumgartnerLisa <1964->
Disciplina	374
Soggetti	Adult learning
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	PART ONE: ADULT LEARNING IN CONTEMPORARY SOCIETY: The social context of adult learning -- Learning environments and learning concepts -- Adult learners: who participates and why -- PART TWO: ADULT LEARNING THEORY AND MODELS: Knowles's andragogy and models of adult learning by McClusky, Illeris, and Jarvis -- Self-directed learning -- Transformational learning -- Experience and learning -- PART THREE: NEWER APPROACHES TO ADULT LEARNING: Embodied, spiritual, and narrative learning -- Learning and knowing: non-Western perspectives -- Critical theory, postmodern, and feminist perspectives -- PART FOUR: LEARNING AND DEVELOPMENT: Traditional learning theories -- Adult development -- Cognitive development in adulthood -- Intelligence and aging -- Memory, cognition, and the brain -- Reflections on learning in adulthood.
Sommario/riassunto	Learning in adulthood is an intensely personal activity. Yet at the same time, a multibillion-dollar enterprise has arisen in response to adult learning interests- an enterprise that spends more dollars than

elementary schools, high schools, and postsecondary schools combined. Indeed, the field of adult and continuing education is characterized by a bewildering array of programs, agencies, and personnel working to assist adults in their learning. It is precisely the focus on adults as learners, however, that unites an otherwise extraordinarily diverse field. It is also the life context of adults and some of the distinguishing characteristics of the adult learning process that differentiate adult education from other kinds of education. To facilitate the process of learning, it is especially important to know who the adult learner is, how the social context shapes the learning that adults are engaged in, why adults are involved in learning activities, how adults learn, and how aging affects learning ability. *Learning in Adulthood* addresses these topics, among others.
