

1. Record Nr.	UNINA9910966246503321
Titolo	Working with experience : animating learning // edited by David Boud and Nod Miller
Pubbl/distr/stampa	London ; ; New York, : Routledge, 1996
ISBN	1-134-76583-5 1-134-76584-3 0-203-43906-6 1-280-31978-X 0-203-28249-3
Edizione	[1st ed.]
Descrizione fisica	x, 217 p. : ill
Altri autori (Persone)	BoudDavid MillerNod
Disciplina	370.1523
Soggetti	Active learning Experiential learning Learning, Psychology of Adult learning
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	chapter Introduction -- chapter 1 Animating learning from experience / Nod Miller -- chapter 2 Synthesising traditions and identifying themes in learning from experience / David Boud -- part Part 1 -- chapter 3 Helping people learn what they do -- Breaking dependence on experts / Stephen Brookfield -- chapter 4 Developing socially critical educators / John Smyth -- part Part 2 -- chapter 5 Sharing the secrets of perspectives -- Operating honestly in the classroom / Joyce Stalker -- chapter 6 Helping whole people learn / John Heron -- part Part 3 -- chapter 7 Making the difference/teaching the international / Jan Jindy Pettman -- chapter 8 Using life experience to teach feminist theory / Elizabeth Tisdell -- part Part 4 -- chapter 9 Building on experience -- Working with construction workers in Brazil / Timothy Ireland -- chapter 10 Community empowerment -- What happens when a community decides to do things differently / Jim Brown -- part Part 5 -- chapter 11 Animating learning in teams -- A Gestalt approach

/ John Bernard Harris -- chapter 12 Writing and power -- Influence and engagement in adult literacies / Jane Mace -- chapter 13 Feeling the fear / Bob Johnson -- chapter Epilogue -- chapter 14 Ending with ourselves -- Reflections on animation and learning / Nod Miller.

Sommario/riassunto

Whilst much is known about teaching and being taught, less attention is given to the learner in context - in particular, to learning outside the classroom. This book brings together experiences of a number of practitioners.
