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Autore	Kuhn, Hans, 1919-
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Autore	Morley Dawn A
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Nota di contenuto	Chapter 1. Introduction. Real world learning - recalibrating the higher education response towards application to lifelong learning and diverse career paths; Dawn A. Morley and Md Golam Jamil -- PART I. Emerging responses in real world learning -- Chapter 2. Internal knowledge transfer: professional development programmes and embedding real world learning for full-time undergraduates; David Perrin, Connie Hancock and Ruth Miller -- Chapter 3. The role of professional networks in supporting and developing real world learning; Joanne Brindley and Stuart Sims -- Chapter 4. Real World Learning through Civic Engagement: Principles, Pedagogies and Practices; Kristine Mason O'Connor and Lindsey McEwen -- Chapter 5. Working and learning

through the local community- four case studies from higher education that promote civic engagement; Dawn A. Morley, Tracey Gleeson, Kerstin Mey, Anne Warren-Perkinson, Tracey Bourne, Amy E. King, Linda Cooper and Duncan Reavey -- Real world learning and the internationalisation of higher education: approaches to making learning real for global communities -- Md Golam Jamil, Nazmul Alam, Natascha Radclyffe-Thomas, Mohammad Aminul Islam, A.K.M. Moniruzzaman Mollah, Annajiat Alim Rasel -- PART II. Moving learning into real world practice: extending student opportunities in higher education -- Chapter 7. Designing and supporting extraordinary work experience; Dawn A. Morley, Paul Marchbank, Tony Steyger, Lesley Taylor, Anita Diaz and Pauline Calleja -- Chapter 8. Making Projects Real in a Higher Education Context; Roy Hanney -- Chapter 9. Real world learning: Simulation and Gaming; Jonathan Lean, Jonathan Moizer, Cathrine Derham, Lesley Strachan and Zakirul Bhuiyan -- Chapter 10. Learning enterprise and entrepreneurship through real business projects; Lucy Hatt -- Chapter 11. The journey of Higher Degree Apprenticeships (HDAs); Claire Hughes and Gillian Saieva -- PART III. The journey of Higher Degree Apprenticeships (HDAs) -- Chapter 12. Making inspiration mainstream: Innovative pedagogies for the real world; Carina Buckley and Maria Kukhareva -- Chapter 13. 'Getting to the soul': radical facilitation of real world learning in higher education programmes through reflective practice; Jo Trelfa -- Chapter 14. Real world learning and authentic assessment; Melenie Archer, Dawn A. Morley and Jean-Baptiste R.G. Soupez -- Chapter 15. Using educational technology to support students' real world learning; Edward Bolton and Roger Emery -- Chapter 16. Real Time, Real World Learning – capitalising on mobile technology; Keith D. Parry, Jessica Richards, Cameron McAuliffe -- Chapter 17. Conclusion. Real world learning – researching and co constructing working definitions for curriculum development and pedagogy; Dawn A. Morley.

Sommario/riassunto

This open access book critiques real world learning across both the curriculum and extracurricular activities. Drawing on disciplines as diverse as business, health, fashion, sociology and geography, the editors and authors employ a cross-disciplinary approach to examine how this concept is being applied in higher education. Divided into three parts, the authors and contributors analyse broader applications of real world learning, student experience of practicing in a real world setting, and how learning strategies can be employed to engage students in real world learning. The editors and contributors provide up-to-date, cross-disciplinary and international insights into how real world learning could be integrated into the higher education curriculum to support effective, relevant and life-long learning for 21st century students. Dawn A. Morley is Postdoctorate Research Fellow at Solent University, UK. She specialises in how students' learning at university can be connected to greater work readiness and is the lead editor on two previously published edited collections related to work-based learning. Md Golam Jamil is a pedagogic researcher at the University of Bristol, UK. His research interests include applied pedagogies, research-informed teaching, technology-enhanced learning and language education.
