

1. Record Nr.	UNINA9910458885303321
Autore	Merriam Sharan B
Titolo	Learning in adulthood [[electronic resource] ] : a comprehensive guide / / Sharan B. Merriam, Rosemary S. Cafarella, Lisa M. Baumgartner
Pubbl/distr/stampa	San Francisco, : Jossey-Bass, c2007
ISBN	1-280-67253-6 9786613649461 0-470-22922-5 1-84972-598-5
Edizione	[3rd ed.]
Descrizione fisica	1 online resource (553 p.)
Collana	The Jossey-bass higher and adult education series
Altri autori (Persone)	BaumgartnerLisa <1964-> CaffarellaRosemary S <1946-> (Rosemary Shelly)
Disciplina	374
Soggetti	Adult learning Learning Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
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.

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2. Record Nr.	UNISALENTO991000766609707536
Autore	Cardarelli, Sergio
Titolo	L'acquisto di immobili da costruire o in corso di costruzione / Sergio Cardarelli
Pubbl/distr/stampa	Milano : Giuffrè, c2009
ISBN	8814149771 9788814149771
Descrizione fisica	xxix, 694 p. ; 24 cm
Collana	Il diritto privato oggi
Disciplina	346.450436
Soggetti	Immobili da costruire - Acquisto - Legislazione - Italia
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Bibliografia: p. 627-670

3. Record Nr.	UNINA9910886178603321
Autore	Maisel Eric
Titolo	Deconstructing ADHD : Mental Disorder or Social Construct?
Pubbl/distr/stampa	Bradford : , : Ethics International Press Limited, , 2022 ©2022
ISBN	9781804410851 9781804410844
Edizione	[1st ed.]
Descrizione fisica	1 online resource (452 pages)
Soggetti	Attention-deficit hyperactivity disorder Psychopharmacology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	This book, edited by Eric Maisel, critically examines the classification of ADHD as a mental disorder. It explores the ethical implications and social constructs surrounding ADHD, questioning its legitimacy as a disease. Contributors provide diverse perspectives, highlighting the influence of the pharmaceutical industry and societal factors in shaping ADHD diagnoses. The book aims to alert readers to the potential dangers of labeling children with ADHD and the consequences of medicating them at a young age. It is intended for professionals and parents interested in the ethical debates within the fields of psychology and psychiatry.