

# **Social Capital, Lifelong Learning and the Management of Place**

An international perspective

*Edited by*

**Michael Osborne, Kate Sankey  
and Bruce Wilson**

# Social Capital And Lifelong Learning

**Yan Bai**



## **Social Capital And Lifelong Learning:**

**Social Capital and Lifelong Learning** John Field, 2005-06 The British government and powerful international agencies present investment in social capital as a way of promoting neighbourhood renewal community health and educational achievement This book confirms the significance of social capital as an analytical tool while challenging the basis on which current policy is being developed Social Capital, Lifelong Learning and the Management of Place Michael Osborne, Kate Sankey, Bruce Wilson, 2007-06-11 Providing valuable insight into the management of place and the development of learning at a regional level the book presents international research that underpins the development and implementation of policies and practices that improve the quality of living and working circumstances at both local and regional levels **Social Capital** John Field, 2008 Social Capital offers an overview of the subject with explanation of the theoretical underpinnings the empirical work that has explored its operation the influence it has had on public policy practice *Transnational Migration and Lifelong Learning* Shibao Guo, 2013-09-13 Economic globalization modern transportation and advanced communication technologies have greatly enhanced the mobility of people across national boundaries The resulting demographic social and cultural changes create new opportunities for development as well as new challenges for lifelong learning *Transnational Migration and Lifelong Learning* examines the changing nature of lifelong learning in the current age of transnational migration The book brings together international scholars from a range of countries in a dialogue about the relationship between work learning mobility knowledge and citizenship in the context of globalization and migration It covers a wide range of topics including global perspectives and analyses of migration the impact of migration on lifelong learning processes of exclusion and inclusion in lifelong learning the tension between mobility knowledge and recognition and transnationalism learning communities and citizenship This book was originally published as a special issue of the *International Journal of Lifelong Education* The Influences of Social Capital on Lifelong Learning Among Adults Who Did Not Finish High School. NCSALL Occasional Paper Clare L. Strawn, 2003 This study of social capital employs data from the Longitudinal Study of Adult Learning LSAL funded by the National Center for the Study of Adult Learning and Literacy NCSALL and conducted at Portland State University to increase understanding of the learning process of adults with limited formal education It provides longitudinal data on how people continue learning in multiple contexts through formal adult education programs and in their daily lives This paper is presented in two sections The first is a theoretical exploration of the intersections of critical literacy adult learning and social capital theories The intent of this discussion is to introduce key concepts from multiple disciplines and develop a synthetic model of social capital influences on lifelong learning SCILL in which adults construct their social environment and the discourses that influence their learning strategies The second section empirically tests a piece of the SCILL Model related to the structural and discursive dimensions of social capital using data from the first wave of the LSAL Multiple measures of social capital are detailed The author argues that in addition to the structural

dimension of social capital local discourse generated through interaction is an interpretive dimension of social capital The discussion ties the empirical and theoretical elements offering implications for the study of adult education participation in adult education for research on social capital Appendices include 1 Longitudinal Study of Adult Literacy Study Design 2 Instrument Items from LSAL Wave 1 3 Confirmatory Factor Analysis of Lifelong Learning 4 Tables of Descriptive Statistics and Univariate Analyses of Indicators 5 Items Parameters in Final Models and 6 Model Calibration Contains 18 tables 3 figures and 6 footnotes *Lifelong Learning, Intergenerational Learning, and Social Capital* Ann Kristin Boström, 2003

Learning across Generations in Europe Bernhard Schmidt Hertha, Sabina Jelenc Krašovec, Marvin Formosa, 2014-11-28 Learning across generations in Europe Contemporary issues in older adult education constitutes an important book in the emergent field of study of older adult learning The book gives a clear and wide overview on the different concepts ideas and meanings related to older adults education learning and intergenerational learning through strong theoretical standpoints empirical research and policy directions The field of older adult education has expanded immensely in recent years since it raised questions that are connected to a rapidly ageing society in very turbulent times of economic and social changes in Europe This book provides the basis for an in depth analysis of the understandings and interpretations of education and learning in later life rethinking the development of different approaches for education of older adults as well as diverse research and evaluation of different forms of older adults education and learning It brings together both orthodox approaches to educational gerontology and older adult learning on important emerging issues faced by educators around the globe The chapters address the contemporary differentiated discussion on diverse phenomena labelled ranging from intergenerational learning to older men learning providing robust impulses for the development of further theoretical and empirical research on older adult and intergenerational learning It is the editors intention that this collection of papers acts as a persuasive argument for formal and non formal learning agencies to open more doors for older adults Bernhard Schmidt Hertha Ph D is Full Professor of educational science with focus on continuing education and further vocational training at Institute of Education University of Tuebingen His research and writings address the topics of adult education intergenerational learning informal adult learning and higher education Sabina Jelenc Krašovec Ph D is Associate Professor of adult education within the Department of Educational Sciences Faculty of Arts University of Ljubljana Her research and writings focus on the education of vulnerable adults and more recently on older adult learning in the community and non formal contexts Marvin Formosa Ph D is co ordinator of the Gerontology Unit Faculty for Social Wellbeing University of Malta Recent publications include *Lifelong Learning in Later Life A Handbook on Older Adult Learning* with Brian Findsen 2011 and *Population Ageing in Malta Multidisciplinary Perspectives* with Charles Scerri 2015 *The Concepts and Practices of Lifelong Learning* Brenda Morgan-Klein, Michael Osborne, 2007-12-17 This textbook gives a wide ranging research informed introduction to issues in lifelong learning across a variety of educational settings and practices Its very accessible

approach is multi disciplinary drawing on sociology and psychology in particular In addition issues are discussed within an international context While there has been a proliferation of texts focussing on particular areas of practice such as higher education there is little in the way of a broad overview Chapters one to four introduce various conceptions of lifelong learning the factors that impinge on learning through the life course and the social and the economic rationale for lifelong learning Chapters five ten consider the varied sites of lifelong learning from the micro to macro from the home to the region to the virtual Chapter eleven draws the strands together in the context of turbulence and continuing transition in personal and work roles and against the background of future technological development This timely overview will be relevant to education and training professionals education studies students and the general reader Philosophical Perspectives on Lifelong Learning David N. Aspin, 2007-08-18 This book provides an easily accessible practical yet scholarly source of information about the international concern for the philosophy theory categories and concepts of lifelong learning Written in a straightforward understandable manner the book examines in depth the range of philosophical perspectives in the field of lifelong learning theory policy practice and applied scholarship **The Necessity of Informal Learning** Coffield, Frank, 2000-01-12 This report constitutes an exploratory study of the submerged mass of learning which takes place informally and implicitly It considers the importance of informal learning in the formation of knowledge and skills and policies to widen participation **Expanding Horizons in Open and Distance Learning** Jennifer Roberts, Mutuota Kigotho, Adrian Stagg, 2020-06-09 This book brings together a collection of articles that were presented at the Open and Distance Learning Association of Australia ODLAA conference in February 2017 The authors share the common agenda of creating meaningful research in the field of distance education Distinct themes in educational research including open distance and flexible education emerged from the conference and this collection addresses each of these themes The themes explored include teaching and learning playing an integral role in Open and Distance Learning ODL research ways in which technology is used in the teaching of science subjects how technology is applied in everyday lives specifically in the areas of transport accommodation and in ordering food the important and often neglected area of research related to staff development and competencies research regarding Open Educational Practices OEP and the importance of distance education in developing countries where online interaction is often a challenge largely because of the lack of stable internet connectivity This book was originally published as a special issue of Distance Education **The Oxford Handbook of Lifelong Learning** Manuel London, 2011-03-11 One of the Best Books of 2011 from the Center for Optimal Adult Development Amid fluctuations in today's job markets and economies the importance of learning across the lifespan has become a point of emphasis for governments and employers throughout the world The Oxford Handbook of Lifelong Learning is a comprehensive and interdisciplinary examination of the theory and practice of lifelong learning encompassing perspectives from human resources development adult learning psychology career and vocational learning management and executive development cultural anthropology the

humanities and gerontology Individual chapters address the most relevant topics on the subject including continuous learning as it relates to technological economic and organizational changes developmental theories and research models of lifelong learning and the neurological bases for learning across the lifespan examples of learning programs tools and technologies with a focus on corporate programs and business education international perspectives on lifelong learning and learning across cultures assessment of learning needs and outcomes This comprehensive and forward thinking handbook is an important resource both personal and professional for students scholars and for practitioners in the fields of training and development human resource management continuing education instructional technology professional development and organizational psychology

**Do Acquaintances and Friends Make Us Learn? Social Capital and Lifelong Learning in Germany** Anna-Elisabeth Thum,Miroslav Bablavy,2014 This paper examines the relationship between social capital and adult learning We test this association empirically using measures of various types of social capital and adult learning based on the German Socioeconomic Panel We use predetermined measures of social capital to exclude social skills or friends encountered during the adult education class Fixed effects for latent underlying factors such as deep personality traits and instrumental variables account for changing personality traits We find that most of our social capital measures have a significant and positive impact on the probabilities for investing in various types of adult learning The size of the effect varies across the different measures between increasing the probability of participating in adult learning by 0.04% to increasing the probability by 17% We find evidence that acquaintances are more likely to increase participation in adult learning than friends

*Nurturing Social Capital in Excluded Communities* Julia Preece,2018-02-06 This title was first published in 2000 Emanating from a two year action research project aimed at devising higher education courses for excluded social groups this book examines ways in which UK higher education can be accessed and valued by adults who have previously been excluded It also explores the topical argument that education contributes to building social as well as human capital a necessary feature of citizenship and sustainable communities

**Handbook of Research on Technologies for Improving the 21st Century Workforce: Tools for Lifelong Learning** Wang, Victor C.X.,2012-10-31 As the 21st century has seen lifelong learning has become more important as many countries have emerged into learning societies With these learning societies adult and community education along with new technologies play a major role in shaping and reshaping their economic political and cultural realities Handbook of Research on Technologies for Improving the 21st Century Workforce Tools for Lifelong Learning addresses how technologies impact the combination of workforce education and adult learning This comprehensive collection of research from leading authorities and front line faculty seeks to equip adult learners employees with the right knowledge and skills to continue to contribute to the economy given the importance of the essential role of technologies

**School Improvement** Zijian Li,Michael Williams,2006 School improvement is at the centre of educational reform and is perceived by many as a key to social and economic advance It contributes to determining the

personal fulfilment and career paths of individual students and consequently engages the interest of parents and community members. It is an ever-present commitment of teachers and managers in schools. Policy makers and politicians at international, national and local levels devote much time and effort to their search for better schools. School improvement has also attracted the attention of researchers and scholars in many countries. They have been drawn from various disciplines and fields within the educational studies community including psychology, sociology, history, evaluation and studies in curriculum and assessment. There is now an established body of findings from studies conducted in many contexts. This book brings together leading experts drawn from many countries and several continents reflecting diverse approaches to educational policy and practice evaluation and research. Variations between countries and between local communities within countries are highlighted. The possibilities and difficulties inherent in transferring evidence from one educational system at a number of levels to another are clearly discussed. What emerges from the cross-national and cross-cultural evidence are several significant threads currently under active investigation including school structure and management, classroom organisation, school leadership, teacher training and staff development, curriculum and assessment, community involvement, lifelong learning and special provision for students with special educational needs. *School Improvement: International Perspectives* is written for national educational policy makers, teachers and student teachers, governing bodies and parents from various levels of schooling and university researchers and scholars. **Social Capital, Professionalism and Diversity**, 2009-01-01

*Social Capital, Professionalism and Diversity* is a response to the challenges faced by teachers and other public sector professionals in attempting to manage an increasingly diverse population whilst simultaneously being subjected to public scrutiny through measures of performance. Social capital has increasingly been seen by policy makers and academics as a possible resource for education, allowing children and young people and the professionals who work with them to do better as a result of having strong networks, relationships and trust. There has, however, been little attention to how social capital might actually be used by professionals within educational contexts or to the benefits of enhanced social capital for children and young people, their families and the professionals themselves. The contributors to this volume provide commentaries on what is known about social capital and its use in educational contexts, the engagement of teachers and other professionals with diversity and social capital and diversity among children, young people and families. *Social Capital, Professionalism and Diversity* will appeal to teacher educators and policymakers with concerns about the challenges faced by teachers and other public sector professionals and with an interest in how social capital might enable an effective response to diversity in educational contexts. The book will be of particular interest and use to student and beginning teachers in responding to diversity as they develop their own professional identities and to practising teachers with an interest in pursuing new forms of professional renewal. **Adult and Continuing Education: Concepts, Methodologies, Tools, and Applications**

Management Association, Information Resources, 2014-03-31. Beyond the undergraduate and graduate levels, education has

traditionally ceased when students enter the workforce as professionals in their respective fields. However, recent trends in education have found that adult students beyond the traditional university age often benefit greatly from returning to further their education. *Adult and Continuing Education: Concepts, Methodologies, Tools, and Applications* investigates some of the most promising trends in furthering education and professional development in a variety of settings and industries. With an extensive array of chapters on topics ranging from non-traditional students to online and distance education for adult learners, this multi-volume reference book will provide students, educators, and industry professionals with the tools necessary to make the most of their return to the classroom.

*The Learning Society and people with learning difficulties* Riddell, Sheila, Baron, Stephen, 2001-05-16. There is a growing concern about the social exclusion of a range of minority groups, including people with learning difficulties. Lifelong learning is seen as one of the central means of challenging the exclusion of this group but also of enhancing their economic status. This book demonstrates that policy based on human capital premises has produced forms of lifelong learning which exacerbate the marginalisation of people with learning difficulties. *The Learning Society and people with learning difficulties* reviews the range of policy fields which increasingly intervene in the lifelong learning arena, maps the agencies involved in service delivery and describes their sometimes conflicting ethos. It provides in-depth accounts of the lived experiences of individuals with learning difficulties as they navigate lifelong learning options. Its exploration of the links between community care, education, training, employment, housing, and benefits policies in the context of lifelong learning is unique. This book makes a significant contribution to debates about how people with learning difficulties may achieve social inclusion and the part which lifelong learning may play in this. It is therefore invaluable reading for policy makers, practitioners, and academics interested in these issues.

*Reconceptualising Lifelong Learning* Sue Jackson, Penny Jane Burke, 2007-05-10. Arising from work by the Gender and Lifelong Learning Group of the Gender and Education Association, this book presents reconceptualisations of lifelong learning. It argues that the current field of lifelong learning is based on certain hidden values and assumptions and examines the mechanisms by which exclusionary discourses and practices are reproduced and maintained. The book opens up ways of conceptualising learning that takes into account multiple and shifting formations of learners from different social contexts. The authors broaden what counts as learning and who counts as a learner, offering different understandings of lifelong learning that are able to include currently marginalised values and principles. Organised in four sections, the book looks at reclaiming it, draws on feminist and post-structural conceptual frameworks to create a critical analysis of the current field of lifelong learning, retelling it, tells the tales of different multi-positions in lifelong learning, revisioning it, moves from narrative to analysis, and the authors present their revisioning of learning which provides the tools to reconceptualise the field of lifelong learning, reconstructing it, furthers the discussion to outline new approaches to and practices in lifelong learning.



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