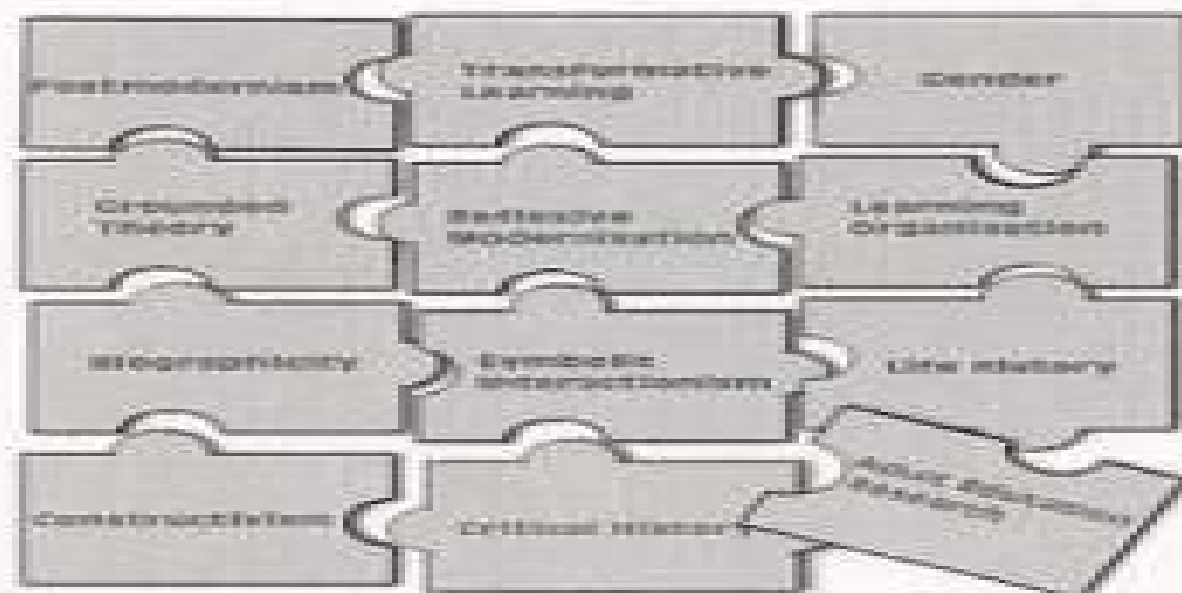


Agnieszka Bron, Michael Schemmann (Eds.)

# Social Science Theories in Adult Education Research



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# Social Science Theories In Adult Education Research

**RC Schank**



## **Social Science Theories In Adult Education Research:**

Social Science Theories in Adult Education Research Agnieszka Bron, Michael Schemmann, 2002 The relationship between adult education research and theory is one of tension On the one hand there are several empirical studies carried out without any theoretical guidance On the other hand there is theorizing and theory building taking place without any empirical support Social Science Theories in Adult Education Research the third volume of the Bochum Studies in International Adult Education series pleads for the importance of the combination of empirical and theoretical work in a symbiotic way Good empirical studies need theoretical guidance and good theory building needs a solid empirical basis thus the book explores and displays the most often used theories and theoretical perspectives in adult education research in the last decade within the European discourse and analyzes their potentials for adult education research The chapters presented in this volume have a more or less similar underlying structure They display the most important contours of the theory or perspective in question they analyze and discuss the relation to adult education research focusing on examples of other researcher s work and they give an outlook on what can be expected of the respective paradigm s in the future

**Social Science Theories in Adult Education Research** Christian Anderson, 2018

*Arts Therapy* Line Kossolapow, Sarah Scoble, 2003 The series Arts Creativity Therapies is intended to help to satisfy the increasing demand for non fiction books concerning interventions with artistic creative media on the basis of gaining social scientific educational scientific insight Experience and field research examples are in the foreground here In other words the intention is to speak about practice governed by theory but also to communicate the fundamentals of art and creativity which make it possible for the experts to keep up close contacts with newer developments in science and art The function of the word Therapy is to express the relation to application in a professionalisation which covers the pre school school university clinical advisory as well as the rehabilitatory sector It is a response to the necessity for an all encompassing professional orientation with a helping instructing informing supporting purpose Teachers and educators social workers and social educators arts and creative therapists music and exercise therapists formative and occupational therapists as well as arts and museum educators remedial and special educators should all be able to benefit from this series The involvement of artistic creative media serves to improve healing chances as well as increase the quality of life and acquire strategies which help to cope with particular pressures of life

Socio-Cultural Impacts of Workplace E-Learning: Epistemology, Ontology and Pedagogy Remtulla, Karim A., 2010-05-31 This book is about using socio culturally based research in the study of technology learning and workers for the purposes of a better workplace adult education and training from workplace e learning Provided by publisher

**Interpretive Social Research** Gabriele Rosenthal, 2018 This volume is a clear introduction to methods of data collection and analysis in the social sciences with a special focus on interpretive methods based on a logic of discovering hypotheses and grounded theories The chief methods presented are participant observation open interviews and biographical case

reconstruction The special advantages of interpretive methods as against other qualitative methods are revealed by comparing them to content analysis Empirical examples show how the methods presented can be implemented in practice and concrete problems connected with conducting empirical research are discussed By presenting individual case studies the author shows how to apply the principle of openness when collecting empirical data whether through interviews or observations and she offers rules for analysis based on the principles of reconstruction and sequentiality

*Life and Learning of Korean Artists and Craftsmen* Dae Joong Kang, 2015-04-17 This book brings out the need for lifelong learning theory and explores how it is possible from a postmodern perspective The book uses life history that has gained its popularity in social science research to overcome the dichotomy between individual and society or between agency and structure Life history also reflects the postmodern or late modern conditions of social life In this book the author uses a collection of published oral history narratives of famous Korean artists and craftsmen The author maps out life and learning of five such artists and craftsmen with figurations of escaping creating controlling and formalizing These figurations are images of Rhizoactivity that the author proposes as a new conceptual tool to navigate lifelong learning from a postmodern perspective This book signalises a new way of theory building in the field of adult and lifelong education The Life and Learning of Korean Artists and Craftsmen Rhizoactivity conceptualises Adult learning in terms of postmodern and lifelong learning conditions Life histories as a method of researching lifelong learning The four facets of artistic journeys escaping creating controlling and formalizing This book will interest researchers focusing on lifelong and adult education Its use of social theories in its study of lifelong learning amongst Korean artists will also interest sociologists and educators concerned with the sociology of education

Social capital and lifelong learning John Field, 2005-06-01 Social capital and lifelong learning are central to current policy concerns both in the UK and internationally This book confirms the significance of social capital as an analytical tool while challenging the basis on which current policy is being developed It offers a wealth of evidence on a topic that has become central to contemporary government provides a detailed empirical investigation of the relationship between social capital knowledge creation and lifelong learning relates the findings to wider policy debates questions the dominant theoretical models of social capital and confronts the assumption of many policy makers that the obvious solution to social problems is to invest in social capital

**Learning to Change?** Barbara Merrill, 2009 This book highlights the issues of access learning careers and identities in a diverse range of educational settings with diverse groups of adult students across Europe Much of the work in this book illuminates these issues through the voices of adult students and adult educators and illustrates the rich variety of practice and context of adult education in Europe It draws on the work of scholars from across Europe within the framework of the European Society for Research on the Education of Adults ESREA The chapters include examples and discussions of access learning careers and identity in the context of higher and further education the workplace and prisons The reader will see how structure and agency interplays and interacts in developing or not the

learning careers and identities of adult students and adult educators The book will appeal to researchers and educators in adult education other professionals in associated fields and policy makers

**Using Biographical Methods in Social Research** Barbara Merrill,Linden West,2009-06-04 Using Biographical Methods in Social Research provides an informative comprehensive accessible and practical guide to the nature and use of biographical methods combining a consideration of theoretical issues with practical guidance as well as reflections on the personal experience of doing research Barbara Merrill and Linden West consider important questions about who and what research is for and what makes it valid alongside the practical business of interviewing transcribing analyzing and writing up of biographical data The authors draw on their sociological and psychological orientations to provide a truly interdisciplinary approach to the subject and provide numerous examples of biographical research across the social sciences This book will equip students with all the skills necessary to undertake biographical research as well as to fully understand what they are doing and the assumptions they make about the nature of truth knowledge story telling and being human It will be useful for students and researchers using biographical methods in a range of disciplines including sociology social policy social psychology health care and education

**Social Attitudes in Northern Ireland - the 9th Report** Katrina Lloyd,Paula Devine,Anne Gray,Deirdre Heenan,2004-01-20 This book is an essential resource on attitudes to social and political issues in contemporary Northern Ireland Within this report an authoritative group of academics and those involved in informing policy making within the community summarise and interpret data from the annual Northern Ireland Life and Times survey Topics explored include the extent of change in attitudes centred on religion politics and community relations Other topics contribute to the more general social policy debate and include health social capital lifelong learning men s issues culture and attitudes to work This is the ninth report in the series on social attitudes in Northern Ireland The chapters draw on data from the 2000 and 2001 Northern Ireland Life and Times surveys as well as on data from previous years thus providing an in depth examination of changing values in Northern Ireland

Narratives in Educational Research Eeva Kaisa Hyry-Beihammer,Outi Ylitapio-Mäntylä,Minna Uitto,2024-09-24 This edited volume focuses on narratives and diverse narrative approaches in the field of education It discusses the concept of narrative and its boundaries as well as illustrates in detail the many ways of producing and analyzing diverse narrative research materials Its chapters provide rich examples of oral written and visual narratives produced in peer interviews and group discussions as well as via creative writing and photographs Various narrative ways of analyses are applied The book reflects on research ethics the position of the researcher and collaboration between participants and researchers as well as between researchers also cross culturally By exploring and illustrating innovative ways to conduct research on and with narratives in the educational field the book is a great resource for researchers and students in the field of education social sciences and humanities

The Changing Landscape of Adult Education Bo Chang,2025-09-12 The Changing Landscape of Adult Education offers a comprehensive analysis of the field of adult

education tracing its evolution since the 1950s A variety of social political funding economic and technological forces have shaped the trajectory of adult education Spanning its historical roots in social justice movements to its contemporary focus on workforce development and market driven outcomes this book offers a detailed exploration of the shifting priorities within adult education across decades Chapters delve into the core aspects of adult education including its definitions types and providers as well as its intersection with various social sectors and organizations guiding readers through the complex field of adult education Key themes include the rise of technology the fragmentation of funding sources the growing professionalization of the field and the tension between economic imperatives and social equity This resource provides critical insights for policymakers practitioners graduate students and researchers looking to understand the complexities of adult education its historical development and its future directions Its unique synthesis of historical development policy analysis and future projections makes it an indispensable resource for those interested in understanding the nature and development of adult education

*Lifelong Learning* Jim Crowther, Peter Sutherland, 2008-03-25 This guide to lifelong learning brings together new writing from leading thinkers in the field to provide a critical summary of current developments in understanding adult learning and the societal context in which they are located

*Adult Education as Theory, Practice and Research* Robin Usher, Ian Bryant, 2014-06-23 The authors argue that the aim of research should be to improve practice through a process of critical reflection Focusing clearly on the everyday concerns and problems of practitioners they emphasize the importance of practical knowledge Their definition of practice is wide and includes the generation of theory and the doing of research as well as front line teaching They show how notions of adult learning and the adult learner have been constituted mainly through theory and research in psychology and sociology and examine action research as a mode of understanding They conclude by looking at the curriculum implications for the teaching of adult education as reflective practice

**Nurturing Praxis**, 2008-01-01 Nurturing Praxis offers a distinctive view of collaborative and action research in educational settings in four Nordic countries Sweden Norway Finland and Iceland Educational action research in Nordic countries is interpreted as being informed by the traditions of Bildung and folk enlightenment and thereby emphasizing the importance of collaboration discussion and dialogue in knowledge creation It explores the professional development of teachers especially through school university partnerships in which university researchers collaborate with teachers in a variety of educational settings in order to bring about change in and better understanding of practice It presents case studies of professional development in the context educational reform and change originating from both inside and outside schools and tackled with or enhanced by collaborative and action research By analysing the cases in the light of the Nordic traditions of Bildung and folk enlightenment the authors have been able to identify a number of key features of professional development enhanced by collaborative and action research These features are drawn together in the last chapter in a comprehensive framework for Nurturing Praxis

*The Routledge International Handbook of Learning* Peter Jarvis, Mary H.

Watts,2012 As our understanding of learning focuses on the whole person rather than individual aspects of learning so the process of learning is beginning to be studied from a wide variety of perspectives and disciplines This handbook presents a comprehensive overview of the contemporary research into learning it brings together a diverse range of specialities with chapters written by leading scholars throughout the world from a wide variety of different approaches The International Handbook of Learning captures the complexities of the learning process in seven major parts Its 54 chapters are sub divided in seven parts Learning and the person senses cognitions emotions personality traits and learning styles Learning across the lifespan Life wide learning Learning across the disciplines covering everything from anthropology to neuroscience Meaning systemse tm interpretation Learning and disability Historical and contemporary learning theorists Written by international experts this book is the first comprehensive multi disciplinary analysis of learning packing a diverse collection of research into one accessible volume New Society Models for a New Millennium Michael Kuhn,2007 Textbook **Expanding**

**Transformation Theory** Alexis Kokkos,2020-04-07 Expanding Transformation Theory offers a deeper understanding of the philosophy principles and major components of Transformation Theory which was developed by Jack Mezirow It provides a thorough comprehension of the affinities of the theory with other emancipatory theoretical views and provides the readers with an expanded insight of the core theoretical framework that will support their research and educational practice The book juxtaposes Mezirow s perspective with those of ten major emancipatory educationalists Dewey Freire Gould Marsick Socrates Kegan Greene Argyris Illeris and Jarvis respectively who all share the idea of learning with the aim of changing problematic perceptions and behaviours Such issues as convergences and divergences among the theoretical perspectives as well as the impact of the theoretical ideas that Mezirow incorporated in his work are addressed The work of Mezirow is further reviewed in order to pinpoint the dimensions which appear to have been confirmed and endure over time and in turn those that seem to need expansion or even revision This book will be of great interest to researchers academics students and adult educators who are interested in transformative learning theory and emancipatory education **Living and Studying**

**Abroad** Michael Byram,Anwei Feng,2006-01-01 Living and Studying Abroad looks at students who travel to other countries for study It includes students travelling within Europe from Europe and America to East Asia and China and vice versa The articles report the results of research and also give detailed accounts of the research methods used *Experiential*

*Exercises in the Classroom* Mary K. Foster,Vicki Fairbanks Taylor,Jennie L. Walker,2021-06-25 The definitive guide to creating and using experiential exercises in the classroom For anyone interested in continuously improving their teaching practice this book provides an overview of the theory and empirical evidence for active learning and the use of experiential exercises Using a prescriptive model and checklist for creating adapting or adopting experiential exercises in the classroom the authors demonstrate evidence based best practices for each step in the development and use of experiential exercises including tips worksheets and checklists to facilitate use of these practices

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