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THE SOCIAL CONTEXT OF LEARNING AND DEVELOPMENT

Edited by
JOHN C. GLIDEWELL

Social Context Of Learning And Development

**Stephen Billett, Tara Fenwick, Margaret
Somerville**



Social Context Of Learning And Development:

The Social Context of Learning and Development John C. Glidewell, 1977 The Social Context of Learning and Development John C. Glidewell, 1977 The Social Contexts of Young People, 2024-02-14 This edited volume investigates young people within their social contexts. The focus is on engaging young people as they transition from youth into young adulthood. Key advantages of this book are its embodiment of interdisciplinarity in gathering research across a range of diverse methods, theories, settings, and countries. The volume begins with reviews of key theories and methods in understanding young people within their social networked contexts of generosity, networks, identity, and ethnic heritage. The second section includes chapters attending to education and work as contexts for transitions to adulthood, counseling, meaning, and aesthetics from high school to college and into workplaces. The third section includes chapters studying community engagement and the well-being of young people, including social support, meaning in life, religiosity, spirituality, stress coping, yoga, and sports. The diverse topics addressed in this edited volume are generosity, philanthropy, voluntary action, social networks, social identity, personhood, ethnic heritage, post colonialism, intersectionality, personality, lived experiences, informal economy, sustainability, pandemic, family support, educational counselors, motivation, Not in Education, Employment, or Training, NEET, everyday aesthetics, built environment, generativity, community, adult allies, youth engagement, life satisfaction, spiritual identity, religious affiliation, stress, practicing yoga, sexual violence, athletes, sports, climate pressures, to perform resilience, and neurodiversity. Disciplines span economics, business, education, sociology, psychology, medical science, geography, journalism, architecture, engineering, science, and technology, and applied sciences. Methods include quantitative surveys, qualitative in-depth interviews, life course biographies, ethnographic case studies, bibliometric analysis, and integrative reviews. Young people are investigated across thirteen countries including the United States, United Kingdom, Yemen, Ghana, Bahrain, Norway, Denmark, Finland, Sweden, Iceland, Canada, Romania, and the Netherlands. **Work, Subjectivity and Learning** Stephen Billett, Tara Fenwick, Margaret Somerville, 2007-06-03 In recent years, efforts to understand learning for and throughout working life have moved away from a focus on workplace training to concerns about learning as a component and outcome of engaging in work and work-related activities and interactions. This shift acknowledges a broader set of workplace factors that shape workers' learning and development. Yet equally, it acknowledges that this learning through engagement is also necessarily shaped by the diverse ways that individuals elect to engage or participate in workplace activities. Central here is the issue of individuals' subjectivity and how this is shaped by but shapes engagement in work and therefore what learning flows from their participation. It is in considering the relations among subjectivity, learning, and work that it is possible to advance both the conceptual and procedural bases for understanding learning through and for working life. Moreover, the focus on relations among subjectivity, work, and learning represents a point of convergence for diverse disciplinary traditions and practices that are provided by the book's contributors. In this way

the contributions represent something of the emerging perspectives that are elaborating the complex relations among subjectivity work and learning and circumstances in which they are played out *Campus Service Workers Supporting First-Generation Students* Georgina Guzmán, La'Tonya Miles, Stephanie Youngblood, 2021-11-29 This unique collection of testimonials critical essays and first hand accounts demonstrates the significant contribution of campus service workers in supporting the retention and success of first generation college students Using a Freirean framework to ground individual stories the text identifies ways in which campus workers connect with students provide informal mentorship and offer culturally relevant support during students transition to college and beyond Drawing on a range of interviews case studies and research studies emphasis is placed on the unique challenges faced by first generation and minority students such as cultural alienation imposter syndrome language barriers and financial insecurity Ultimately the text dismantles notions of social hierarchies that separate workers and college students and encourages institutions to invest in these workers and their contribution to student well being and success This book will benefit researchers academics and educators with an interest in the higher education and student affair practice and higher education administration more broadly Those specifically interested in multicultural education and the study of race and ethnicity within US higher educational contexts will also benefit from this book *Encyclopedia of Bilingual Education* Josue M. Gonzalez, 2008-06-05 With articles on Spanglish and Spanish loan words in English as well as Southeast Asian refugees and World Englishes this encyclopedia has a broad scope that will make it useful in academic and large public libraries serving those involved in teaching and learning in multiple languages Also available as an ebook Booklist The simplest definition of bilingual education is the use of two languages in the teaching of curriculum content in K 12 schools There is an important difference to keep in mind between bilingual education and the study of foreign languages as school subjects In bilingual education two languages are used for instruction and the goal is academic success in and through the two languages The traditional model of foreign language study places the emphasis on the acquisition of the languages themselves The field of bilingual education is dynamic and even controversial The two volumes of this comprehensive first stop reference work collect and synthesize the knowledge base that has been well researched and accepted in the United States and abroad while also taking note of how this topic affects schools research centers legislative bodies advocacy organizations and families The *Encyclopedia of Bilingual Education* is embedded in several disciplines including applied linguistics politics civil rights historical events and of course classroom instruction This work is a compendium of information on bilingual education and related topics in the United States with select international contributors providing global insight onto the field Key Features Explores in a comprehensive non technical way the intricacies of this subject from multiple perspectives its history policy classroom practice instructional design and research bases Shows connections between bilingual education and related subjects such as linguistics education equity issues socio cultural diversity and the nature of demographic change in the United States Documents the history of bilingual

education in the last half of the 20th century and summarizes its roots in earlier periods. Discusses important legislation and litigation documents. Key Themes: Family, Community and Society, History, Instructional Design, Languages and Linguistics, People and Organizations, Policy, Evolution, Social Science Perspectives, Teaching and Learning. The Encyclopedia of Bilingual Education is a valuable resource for those who wish to understand the polemics associated with this field as well as its technical details. This will be an excellent addition to any academic library.

The Wiley Blackwell Handbook of the Psychology of Training, Development, and Performance Improvement Kurt Kraiger, Jonathan Passmore, Nuno Rebelo dos Santos, Sigmar Malvezzi, 2020-06-02. This Handbook is sure to become a key resource for any researcher or professional looking for the latest and most innovative thinking from around the world on the full range of topics related to training, development and performance management. Bradford S. Bell, PhD, Cornell University, USA, Editor, Personnel Psychology. I wish I could have accessed this book many years ago. Comprehensive and scholarly, the four sections: training, e-learning, personal and professional development, and performance management, fit well together and address a gap in the literature that has been apparent for some time. The psychological perspective speaks to growing interest in the micro foundations of strategic success, and the blending together of both formal and informal perspectives on learning in organizations ensures a holistic rather than piecemeal approach to the question of how to build individual knowledge, skills and competences in organizations. I believe that this book will make a significant impact on its target audience in this critical area.

Helen Shipton, Professor of International Human Resource Management, Nottingham Trent University, UK. The Wiley Blackwell Handbook of the Psychology of Training, Development and Performance Improvement provides up-to-date contemporary information for researchers and professionals by reviewing the latest literature and research in the interconnected fields of training, development and performance appraisal. It brings a psychological perspective to bear on a multidisciplinary field that links to management, human resources and education. Unique to reference works in this area, it maintains a truly global focus on the field with top international contributors looking at research and practice from around the world, including South America, Europe, Canada and Australia, as well as the United States and the United Kingdom. The chapters cover a diverse range of important contemporary topics such as needs analysis, job design, active learning, self-regulation, simulation, approaches, 360-degree feedback and virtual learning environments. Together, they offer researchers and professionals essential information for building a talented organization, a critical and challenging task for organizational success in the twenty-first century.

Multidisciplinary Organizational Training of Human Capital in the Digital Age Cardoso Espinosa, Edgar Oliver, 2024-12-17. Social changes have transformed both organizations and individuals, highlighting the importance of diversity, equity and inclusion in academic and professional development. Successful organizational transformation now depends on building inclusive and digitally skilled human capital. Education must adapt to equip new generations with the skills needed to navigate uncertainty and technological advancements. Leadership focused on communication, conflict

management emotional intelligence and inclusivity is essential for driving meaningful organizational change Multidisciplinary Organizational Training of Human Capital in the Digital Age provides a conceptual theoretical and empirical framework on research focused on the formation of human capital in connection with leadership leadership styles management in organizations and promotion of competencies to develop organizational transformation It includes studies on curricular and educational evaluation processes focused on the levels of development of competencies redesign and updating of educational programs Covering topics such as digital communications organizational change and vocational training this book is an excellent resource for academicians researchers educational leaders business leaders students consultants universities professionals and more

Development and Learning Lynn S. Liben, 2013-05-13 This volume juxtaposes two different domains of developmental theory the Piagetian approach and the information processing approach Articles by experts in both fields discuss how concepts of development and learning traditionally approached through cognitive developmental theories such as Piaget's are analyzed from the perspective of a task analytic information processing approach

Basil Bernstein, Code Theory, and Education Parlo Singh, 2020-11-25 Over a career spanning forty years Basil Bernstein produced theoretical models about the workings of educational systems and how these systems produce social relations of inequality He was considered by many to be a radical scholar whose work generated enormous controversies One such controversy was around code theory specifically restricted and elaborated codes which came to signify for some scholars the deficit views of those living in poverty Bernstein weathered the intensity of the debates around these ideas spending much of his career vehemently challenging deficit portrayals of code theory reworking and extending his theoretical corpus with the development of ideas around pedagogic discourse and identity The past decade has witnessed a revival of interest in Bernstein's theoretical ideas across fields as diverse as policy studies sociology of education curriculum and pedagogy studies anthropology linguistics and social and cultural psychology This book contributes to the revival of Bernstein's work by examining specifically some women's contribution to this theoretical corpus The contributions traverse a number of disciplines building a rich tapestry of concepts to think about education systems and the formation of social minds Significantly the book tackles the complex matter of how to empirically work with Bernstein's ideas and so contribute to debates about the nexus between theory and methods The chapters in this book were originally published as articles in Taylor Francis journals or previously published in Taylor Francis books

Learning in Social Context: The Nature and Profit of Living in Groups for Development Ildikó Király, David Buttelmann, 2017-05-25 One of the distinctive features of humans is their unique sociality Humans live in organized societies that are characterized by a high level of interdependence of group members in various aspects of life ranging from the economic phenomenon of labour division to providing emotional support to others Under these circumstances the capacity to track social connections within and between groups has great adaptive value in managing everyday life We may understand the importance and adaptive value of tracking the scope of culturally

shared knowledge if we consider the importance of cultural norms in guiding behaviour To become a competent member of their cultural group one must be able to conform to the group s specific behavioural norms and to accumulate culturally shared knowledge Acquiring this knowledge is essential for successful social interactions In contrast to current dominant explanatory theories emphasizing that social category formation is simply rooted in humans need to belong and affiliate with a group the aim of this e book is to provide evidence that in addition to its affiliative role children form social categories for epistemic purposes We show that children use specific cues like kinship patterns of resource allocation and consensus to understand group cohesion Section 1 Once children figured out who is in group and who is out group they show a significant in group bias in attention acting and learning Section 2 Yet this in group bias can be attenuated by induced synchronous behavior Section 3 Handbook of Psychology, Developmental Psychology Irving B. Weiner,Donald K.

Freedheim,2003-01-03 This work provides an overview of cognitive intellectual personality and social development across the lifespan with attention to infancy early childhood middle childhood adolescence and early middle late adulthood Chapters cover a broad range of core topics including language acquisition identity formation and the role of family peers school and workplace influences on continuity and change over time **Developing Professional Practice 0-7** Sonia

Blandford,Catherine Knowles,2016-05-20 Developing Professional Practice 0 7 provides a thoroughly comprehensive and cutting edge guide to developing the understanding and practical skills necessary for working within early years education The new edition is fully updated for the revised Early Years Foundation Stage Statutory Framework The updated edition covers all core topics associated with developing effective professional practice including leadership and management personalised learning and continuing professional development There is also a strong focus on parent carer engagement setting accountability for the lowest attaining groups the parent carer and child voice in education transition SEND reform early intervention and developing leadership at all levels including as a business model Readers can explore in depth issues and take ownership of them by applying theory to real practice in schools and early years settings Chapter contents are directly linked to the Early Years Teacher Standards providing a clear understanding of how the content relates to competencies and allowing readers to reflect critically on best practice Discussion points and case studies further connect theory to practice and offer a genuinely accessible and engaging introduction to supporting the education of babies toddlers and young children This vibrant dynamic and interactive approach uses examples of real practice along with a range of additional features tailored to support the reader in developing their knowledge skills and understanding Developing Professional Practice 0 7 is essential reading for anyone training to work in the early years and an invaluable resource for all those already in the early stages of their careers Engagement, Motivation, and Students' Achievement Joseph

Zajda,2024-06-21 This book analyses discourses of the use of engagement and motivation in schools globally It focuses on the overall impact of engagement on teachers students motivation students well being and standards It examines the role of

engagement and motivation impacting teachers and students in the classroom and the overall impact of inclusive classroom models to improve their performance in the classroom The book analyses topics such as cultural identities and engagement students personalities and their impact on learning the role of intelligence in learning social learning engagement in collaborative groups and teachers role in promoting engagement in the classroom The book contributes in a very scholarly way to a more holistic understanding of the nexus between globalisation dominant models of motivation and students engaging learning environments and their academic achievement

E-Training Practices for Professional Organizations Paul Nicholson, J. Barrie Thompson, Mikko Ruohonen, Jari Multisilta, 2010-04-08 E Training Practices for Professional Organizations is an essential reference for anyone interested in the integration of e business e work and e learning processes The book collects for the first time the proceedings from the 2003 IFIP eTrain Conference held in Pori Finland The text serves as a multi disciplinary resource for information on the research development and applications of all topics related to e Learning The first half of the book discusses theories paradigms and their applications in academia and industry The last half of the book examines learning environments design issues and collaboration among the corporate governmental and academic sectors With academic and professional contributors E Training Practices for Professional Organizations reflects the multi faceted and exciting nature of e training studies This volume presents the balanced view of past developments and current research necessary to truly reach the potential of this burgeoning field

The Social Context of Cognitive Development Mary Gauvain, 2001-01-01 Traditional approaches to cognitive development can tell us a great deal about the internal processes involved in learning Sociocultural perspectives on the other hand provide valuable insights into the influences on learning of relationship and cultural variables This volume provides a much needed bridge between these disparate bodies of research examining the specific processes through which children internalize the lessons learned in social contexts The book reviews current findings on four specific domains of cognitive development attention memory problem solving and planning The course of intellectual growth in each domain is described and social factors that support or constrain it are identified The focus throughout is on how family peer and community factors influence not only what a child learns but also how learning occurs Supporting her arguments with solid empirical data the author convincingly shows how attention to sociocultural factors can productively complement more traditional avenues of investigation

Learning, Training, and Development in Organizations Steve W.J. Kozlowski, Eduardo Salas, 2009-08-06 This scholarly book in SIOP s Organizational Frontier series looks at research on enhancing knowledge acquisition and its application in organizations It concentrates on training design and delivery given the changing nature of work and organizations Now that work is increasingly complex there is greater emphasis on expertise and cognitive skills Advances in technology such as computer simulations and web based training are necessitating a more active role for the learner in the training process In the broad context of the organization systems this book promotes learning and development as a continuous lifelong endeavor

Learners, Learning and Educational Activity Judith Ireson, 2008-03-05 Offers a new and creative approach to the psychology of learning The central idea in the book is that learning in schools and other educational settings is best understood by paying attention to both individual learners and the educational contexts in which learning takes place

The Online Teaching Survival Guide Judith V. Boettcher, Rita-Marie Conrad, 2016-09-19 Essential reading for online instructors updated to cover new and emerging issues and technologies The Online Teaching Survival Guide provides a robust overview of theory based techniques for teaching online or technology enhanced courses Covering all aspects of online teaching this book reviews the latest research in cognitive processing and related learning outcomes while retaining a focus on the practical A simple framework of instructional strategies mapped across a four phase timeline provides a concrete starting point for both new online teachers and experienced teachers designing or revamping an online course Essential technologies are explored in their basic and expanded forms and traditional pedagogy serves as the foundation for tips and practices customized for online learning The tips cover course management social presence community building integration of new technologies discussion and questioning techniques assessment and debriefing along with new coverage of intensive or accelerated courses customizing learning strategies developing expertise advanced course design and assessment techniques exclusive to this new second edition The theory and techniques of successful online teaching can be significantly different from those used face to face With more and more classes being offered online this book provides a valuable resource for taking your course to the next level Understand the technology used in online teaching Learn specialized pedagogical tips and practices Examine new research on cognition and learning Adopt a clear framework of instructional strategies The explosion of online learning has created a demand for great online teachers Increasingly faculty who normally teach face to face are being asked to cover online courses yet comprehensive pedagogical resources are scarce The learning curve is huge and faculty need a practical approach to course design and management that can be quickly and easily implemented The Online Teaching Survival Guide provides that essential resource with a customizable framework and deeper exploration of effective online teaching

Interactions Between Education, Practice of Physical Activity and Psychological Well-Being Alexandre Garcia-Mas, Pere Palou Sampol, Pedro L. Almeida, Adrià Muntaner Mas, 2020-06-15

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