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The Learning Society Revisited

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The Learning Society Revisited:

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Torsten Husén has brought together in this volume a collection of his own essays the topics of which reflect his long and distinguished career both as an academic and as a practical researcher The essays are grouped under six main themes on which he has worked over the years research and policy making educational reforms equality and meritocracy the impact of education on career international and comparative dimensions and present trends and future perspectives An underlying message running throughout the volume is the importance of examining educational problems from a wide social perspective rather than solely from the narrow confines of the classroom

The Learning Society Revisited Torsten Husén, 2014-06-28

Inside the Learning Society Stewart Ranson, 1998-11-01
As an approach to the diverse and shifting learning needs of today the learning society labours under a definitional generosity which has led to three different models evolving with competing claims This book traces the history of the concept and lucidly lays out these three interpretive models learning for work learning for citizenship and learning for democracy The book's close scrutiny concludes with an analysis that synthesizes and sharpens our understanding of the learning society With due consideration given to the emerging critique and with chapters from public bodies engaged in implementing learning society principles Inside the Learning Society offers a comprehensive appraisal of ideas and practices This is a book of great significance for anyone concerned about or involved in the future of education

The Age of Learning Peter Jarvis, 2014-06-23 A multidisciplinary analysis of learning in contemporary society It analyzes both the meaning and the place of these strands that make up modern education and offers an overview of the part they play in the work of all educators trainers teachers and course developers

Creating a Learning Society? Gorard, Stephen, Rees, Gareth, 2002-05-22 This book presents a highly innovative study of participation in lifelong learning and the problems which need to be overcome if lifelong learning policies are to be successful It provides a systematic analysis based on innovative empirical research of the social and economic realities which actually determine patterns of participation in lifelong learning shows what the factors are that shape people's participation or their decision not to participate offers new insights into the processes of lifelong learning which have important implications for the development of more effective policies Creating a learning society is a stimulating read for lifelong learning practitioners as well as policy makers and researchers in this field

The Learning Society in a Postmodern World Kenneth Wain, 2004 Lifelong learning has become a key concern as the focus of educational policy has shifted from mass schooling toward the learning society The shift started in the mid 1960s and early 1970s under the impetus of a group of writers and adult educators gravitating around UNESCO with a humanist philosophy and a leftist agenda The vocabulary of that movement was appropriated in the 1990s by other interests with a very different performativist agenda emphasizing effectiveness and economic outcomes This change of interest described in the book has signified the death of education The Learning Society in a Postmodern World explores different theoretical resources to

respond to this situation mainly those that propose some restoration of an educated public or to the contrary individual self creation and uses the works of a broad range of philosophers and thinkers notably MacIntyre Habermas Foucault Derrida Rorty and Baudrillard In addition it raises important questions about postmodern and poststructuralist responses to education in the postmodern world Its comprehensiveness and historical background make it an essential textbook for theoretical courses in lifelong learning and in educational theory in general A broad range of interests and subject matter make it important reading for educators policy specialists media specialists researchers on the subject of lifelong learning and on the relation between education and the postmodern world political theorists philosophers and philosophers of education

International Handbook of Lifelong Learning David N. Aspin, Judith Chapman, Michael Hatton, Yukiko Sawano, 2012-12-06 Recent changes in the world effected by the transformations of information technology globalisation and the move towards a knowledge economy over the last thirty years have been as radical and fundamental as the changes resulting from the invention of the wheel and the printing press We are now living in a new age in which the demands are so complex so multifarious and so rapidly changing that the only way in which we shall be able to survive them is by committing to a process of individual communal and global learning throughout the lifespan of all of us A number of international bodies and agencies have taken cognisance of these transformations and the demands they impose upon societies and communities of the twenty first century and have developed and articulated policies intended to enable all citizens of the world in the twenty first century to face these challenges It is now a declared policy of many governments and international agencies that the only vehicle for such preparation is education education education and that preparing for the knowledge economy and the learning society of the future has to be a lifelong undertaking an investment in the future that is not restricted merely to the domain of economic advancement but also to those of social inclusion and personal growth Realising this policy makers across the international arena are grappling with the need to move from systems that emphasise education and training to the radically more unworked construct of lifelong learning In this volume the editors and authors analyse criticise and rework the ideas principles and theories underpinning policies and programs of lifelong learning re interpreting them in the light of examples of best practice found in a range of educating institutions around the world We believe that students of educational change and community development will find it useful and helpful to have available in this volumesome of the most up to date thinking on the chief concepts theories and values of increasing policy interest in lifelong learning together with a review of some significant examples of the different forms focuses and nexuses of thought and practice on this topic All this enables us to offer some policy recommendations and practical suggestions as to ways forward in the endeavour to make lifelong learning a reality for all

Education and Society in Hong Kong and Macao Mark Bray, Ramsey Koo, 2005

Education, Training and the Future of Work II Mike Flude, Sandy Sieminski, 2013-10-18 This volume focuses on the recent changes in education and training policy mainly in the UK The considerable developments of past years and the ways in

which they have affected both education and training are examined The contributors analyse the methods by which we educate our workforce and look closely at the kind of training now offered to those in work The chapters in this reader cover the role of the state how economic factors influence education national education and training policy the political factor Other countries including Germany are looked at and there is reflection on the ways in which the new industry led qualifications such as NVQs have fared There is careful analysis as to how much the political climate of the time influenced developments There is thorough research to back up claims made throughout the book and many practical examples are referred to What emerges is an incisive examination of current trends in education and the workplace

Studies in Modern Childhood J. Qvortrup, 2005-08-05 In this timely study high profile researchers contribute to the burgeoning field of the social studies of childhood with original and often surprising perspectives and approaches They demonstrate that far from being esoteric or negligible childhood is part and parcel of the social fabric in both poor and affluent countries With chapters on children's agency in small worlds and childhood's placement in large scale relationships the book shows not only the variety of childhoods but also suggests that much is common in a generational context

Digital Storytelling, Mediatized Stories Knut Lundby, 2008 Recent years have seen amateur personal stories focusing on me flourish on social networking sites and in digital storytelling workshops The resulting digital stories could be called mediatized stories This book deals with these self representational stories aiming to understand the transformations in the age old practice of storytelling that have become possible with the new digital media Its approach is interdisciplinary exploring how the mediation or mediatization processes of digital storytelling can be grasped and offering a sociological perspective of media studies and a socio cultural take of the educational sciences Aesthetic and literary perspectives on narration as well as questioning from an informatics perspective are also included

Values Education for Citizens in the New Century Zijian Li, 2006 This book is a collection of papers by international experts in education on the theory and practice of values education in global contexts Contemporary examples include Australia the U K Hong Kong Macau and Thailand

The World as a Laboratory Sotiria Grek, Joakim Landahl, Martin Lawn, Christian Lundahl, 2024-09-23 This book covers the construction of international education research community in the 1950s 1990s and the growth of its disembedded laboratory i e networks spaces materiality travelling translations The book follows a sociology of science theoretical framework in order to examine the research archive of the Swedish internationally renowned educational scholar Torsten Husén 1916-2009 The archive reveals the shifting and heterogeneous transnational networks that contribute to the development of social science research beyond fixed time and space dimensions and that extends social science beyond individual ideas researchers environments institutions and universities These are practices that create mobilise sustain and challenge relations between actors in innovations knowledge creation and various social activities In other words the archive represents the socio material manifestation not only of the intellectual trajectory of a key education actor but the growing organisation of a whole scientific field at the time

Globalization, Lifelong Learning and the Learning Society Peter Jarvis, 2007 **International Perspectives on Higher Education** Trevor Kerry, 2012-05-24 Trevor Kerry draws together contributions from leading academics in the field based in Europe Canada and Australia to examine key themes in higher education including academic freedom leadership and management the nature of learning and teaching ethical behaviour curriculum innovation attitudes to globalization and internationalization The contributors explore what might constitute effective higher education provision drawing on innovative practice from around the world and encouraging higher education practitioners to become more analytical and critical about their institutions about their own roles and about the ways in which they and their work serve their client base In so doing the book confronts the contextual conflicts that arise from political social and fiscal agendas for higher education

Automating Instructional Design, Development, and Delivery Robert D. Tennyson, 2012-12-06 This workshop was organized and presented by an international group of scholars interested in the advancement of automating instructional design Although the principal leader for this effort was myself each of the committee members devoted equally in time and effort in the total preparation and conducting of the workshop Members of the organizing committee included Dr Klaus Breuer from disce and the University of Paderborn Germany Dr Begofia Gros from the University of Barcelona and Dr Daniel Muraida and Dr Michael Spector from the Armstrong Laboratory USA Dr Gros participated as the co director of the workshop and was directly responsible for the preparation and operation of the workshop in Sitges Spain The workshop was held in Sitges a short distance from Barcelona March 23 27 1992 Because of preparations at that time for the 1992 summer Olympic Games in Barcelona the workshop was moved to a more convenient location The theme of the workshop included three main topics planning production and implementation Dr Peter Goodyear from the Lancaster University England presented the invited keynote address During the four day workshop 14 papers were presented and discussed Following each of the three topic areas Drs Gros and Breuer led discussions critiquing the ideas presented *The Schools We Need* E.D. Hirsch, Jr., 2010-02-17 This paperback edition with a new introduction offers a powerful compelling and unassailable argument for reforming America s schooling methods and ideas by one of America s most important educators and author of the bestselling Cultural Literacy For over fifty years American schools have operated under the assumption that challenging children academically is unnatural for them that teachers do not need to know the subjects they teach that the learning process should be emphasized over the facts taught All of this is tragically wrong Renowned educator and author E D Hirsch Jr argues that by disdaining content based curricula while favoring abstract and discredited theories of how a child learns the ideas uniformly taught by our schools have done terrible harm to America s students Instead of preparing our children for the highly competitive information based economy in which we now live our schools practices have severely curtailed their ability and desire to learn With an introduction that surveys developments in education since the hardcover edition was published *The Schools We Need* is a passionate and thoughtful book that will appeal to the millions of people who can t understand why

America's schools aren't educating our children Fifty Modern Thinkers on Education Liora Bresler, David Cooper, Joy Palmer, 2002-09-11 *Fifty Modern Thinkers on Education* looks at fifty of the twentieth century's most significant contributors to the debate on education. Among those included are Pierre Bourdieu, Elliot Eisner, Hans J. Eysenck, Michel Foucault, Henry Giroux, Jürgen Habermas, Susan Isaacs, A. S. Neill, Herbert Read, Simone Weil. Together with *Fifty Major Thinkers on Education*, this book provides a unique history of educational thinking. Each essay gives key biographical information, an outline of the individual's principal achievements and activities, an assessment of his or her impact and influence, and a list of their major writings and suggested further reading.

Social Theory and Education Raymond Allen Morrow, Carlos Alberto Torres, 1995-01-01 This book summarizes and critiques theories of social and cultural reproduction as they relate to sociology of education.

Routledge Encyclopaedia of Educational Thinkers Joy Palmer Cooper, 2016-05-20 The *Routledge Encyclopaedia of Educational Thinkers* comprises 128 essays by leading scholars analysing the most important influential innovative and interesting thinkers on education of all time. Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social, historical, and political contexts in which the thinker worked. Ranging from Confucius and Montessori to Dewey and Edward de Bono, the entries form concise accessible summaries of the greatest or most influential educational thinkers of past and present times. Each essay includes the following features: concise biographical information on the individual; an outline of the individual's key achievements and activities; an assessment of their impact and influence; a list of their major writings; suggested further reading. Carefully brought together to present a balance of gender and geographical contexts, as well as areas of thought and work in the broad field of education, this substantial volume provides a unique history and overview of figures who have shaped education and educational thinking throughout the world. Combining and building upon two internationally renowned volumes, this collection is deliberately broad in scope, crossing centuries, boundaries, and disciplines. The *Encyclopaedia* therefore provides a perfect introduction to the huge range and diversity of educational thought. Offering an accessible means of understanding the emergence and development of what is currently seen in the classroom, this *Encyclopaedia* is an invaluable reference guide for all students of education, including undergraduates and postgraduates in education or teacher training, and students of related disciplines.

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