

Learning Trajectories Violence And Empowerment Amongst Adult Basic Skills Learners Routledge Research In Lifelong Learning And Adult Education

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Preventing Violence Against Women and Children Institute of Medicine 2011-10-12 Violence against women and children is a serious public health concern, with costs at multiple levels of society. Although violence is a threat to everyone, women and children are particularly susceptible to victimization because they often have fewer rights or lack appropriate means of protection. In some societies certain types of violence are deemed socially or legally acceptable, thereby contributing further to the risk to women and children. In the past decade research has documented the growing magnitude of such violence, but gaps in the data still remain. Victims of violence of any type fear stigmatization or societal condemnation and thus often hesitate to report crimes. The issue is compounded by the fact that for women and children the perpetrators are often people they know and because some countries lack laws or regulations protecting victims. Some of the data that have been collected suggest that rates of violence against women range from 15 to 71 percent in some countries and that rates of violence against children top 80 percent. These data demonstrate that violence poses a high burden on global health and that violence against women and children is common and universal. Preventing Violence Against Women and Children focuses on these elements of the cycle as they relate to interrupting this transmission of violence. Intervention strategies include preventing violence before it starts as well as preventing recurrence, preventing adverse effects (such as trauma or the consequences of trauma), and preventing the spread of violence to the next generation or social level. Successful strategies consider the context of the violence, such as family, school, community, national, or regional settings, in order to determine the best programs.

Adult Literacy Policy and Practice Vicky Duckworth 2015-09-17 This book explores the gradual evolution of Adult literacy policy from the 1970s using philosophical, sociological and economic frames of reference from a range of perspectives to highlight how priorities have changed. It also offers an alternative curriculum; a transformative model that presents a more socially just different value position.

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How Non-Permanent Workers Learn and Develop Helen Bound 2018-07-11 How Non-Permanent Workers Learn and Develop is an empirically based exploration of the challenges and opportunities non-permanent workers face in accessing quality work, learning, developing occupational identities and striving for sustainable working lives. Based on a study of 100 non-permanent workers in Singapore, it offers a model to guide thinking about workers' learning and development in terms of an 'integrated practice' of craft, entrepreneurial and personal learning-to-learn skills. The book considers how strategies for continuing education and training can better fit with the realities of non-permanent work. Through its use of case studies, the book exams the significance of non-permanent work and its rise as a global phenomenon. It considers the reality of being a non-permanent worker and reactions to learning opportunities for these individuals. The book draws these aspects together to present a conceptual frame of 'integrated practices', challenging educational institutions and training providers to design and deliver learning and the enacted curriculum not as separate pieces of a puzzle, but as an integrated whole. With conclusions that have wider salience for public policy responses to the rise of non-permanent work, this book will be of great interest to academics and researchers in the fields of adult education, educational policy and lifelong learning.

Mature-Age Male Students in Higher Education Madeleine Mattarozzi Laming 2019-10-10 This book explores the unique set of challenges faced by mature-age male undergraduates as they adapt to university study. The authors examine the motivations of mature male students for enrolling in higher education and their aspirations for life after graduation, in doing so filling a crucial gap in the current literature. Later access to higher education carries numerous benefits, including improved social mobility: it is therefore paramount to understand why men tend to be underrepresented among mature students. Exploring the intersections of socioeconomic status, ethnicity, culture and gender, and paying careful attention to the stories of the students themselves, the authors provide a thought-provoking analysis of an underrepresented student group. The book will be of interest and value to students and scholars of mature-age male students, and aspirations and motivations within higher education more generally.

Enhancing the Wellbeing and Wisdom of Older Learners Tess Maginess 2016-06-10 Enhancing the Wellbeing and Wisdom of Older Learners: A Co-research Paradigm examines how lifelong learning, becoming wise, and sharing wisdom are integrally linked to older people's wellbeing. The book highlights appropriate learning styles and pedagogies for older people, including research models emphasising participation, and offers recommendations for research in lifelong learning with the potential to effect change. Focusing upon a collaborative action research project, 'Sagaciation', chapters explore the involvement of older learners in the design and delivery of the scheme, which enabled them to expand their knowledge and skills, and to fully engage as critical and creative voices in a supportive and welcoming environment. The book offers an account of the process of the action research, as well as its findings. The project is set into the context of leading academic thinking on fields such as the growth of an ageing population, the rise of literature on ageing, negative and positive constructions of ageing, social gerontology, the wellbeing and health of older people, and educational gerontology. This book challenges negative representations of older people as a burden by offering a paradigm of hope, resilience, and sagacity within education and beyond. It will appeal to researchers, academics and postgraduate students in the fields of adult education, lifelong learning, gerontology, mental health and wellbeing, and the sociology of education, as well as to policymakers and those working with older people

Literacy Across the Community Laurie A Henry 2020-12-18 This volume explores and evaluates community-based literacy programs, examining how they bridge gaps in literacy development, promote dialogue, and connect families, communities, and schools. Highlighting the diversity of existing literary initiatives across populations, this book brings together innovative and emerging scholarship on the relationship between P20 schools and community-based literacy programming. This volume not only identifies trends in research and practice, but it also addresses the challenges affecting these community-based programs and presents the best practices that emerge from them. Collaborating with leading scholars to provide national and international perspectives, and offering a clear, birds-eye view of the state of community literacy praxis, chapters cover programming in a multitude of settings and for a wide range of learners, from early childhood to incarcerated youths and adults, and including immigrants, refugees, and indigenous communities. Topics include identity and empowerment, language and literacy development across the lifespan, rural and urban environments, and partnership programs. The breadth of community literacy programming gathered in a single volume represents a unique array of models and topics, and has relevance for researchers, scholars, graduate students, pre-service educators, and community educators in literacy.

EBOOK: Understanding Behaviour 14+ Vicky Duckworth 2012-10-16 Dealing with challenging behaviour is a fundamental concern of all trainee teachers and even more so for

those who are training to work with pupils' age 14+, whether within a secondary school context or post-compulsory college context. This book will equip the practitioner with the skills required to implement change within problematic relationships and environments, and to explore a range of possible reasons as to 'why students behave in the way they do'. Understanding Behaviour 14+ challenges existing paradigms in order to break down barriers; substituting and encouraging professional responsibility for promoting positive relationships rather than the passive acceptance of unwanted behaviors, or a reliance on a culture of 'blame'. Key features of the book include: A brief and effective solution-focused approach Challenging existing paradigms Consideration of the process of reflection and evaluation Effective approaches to providing an inclusive classroom This essentially moves away from thinking about difficult or 'bad' students and towards thinking about difficult relationships or environments. This process of change allows the practitioner to reflect in a far more constructive and objective manner, also allowing the practitioner to acknowledge their own feelings in this process. "The effective management of the behaviour of 14+ learners has become a key issue across the school and lifelong learning sectors. The new Ofsted Schools, Common Inspection Framework and Initial Teacher Education Framework have behaviour management as a central focus. The raising of the participation age (RPA) will require teachers to manage the learning of a wider range of students in an increasingly broader spectrum of institutional contexts. Understanding Behaviour 14+ will be a welcome resource for these teachers, whether more or less experienced. The authors recognize that there are no quick fixes to deal with what are extremely complicated relations and situations and avoid a 'tips for teachers' approach to behaviour management. They emphasise the importance of understanding why students behave the way they do and, with an excellent blend of theory and practice, encourage teachers to use reflection and to take solution- rather than problem-based approaches to managing behaviour. The text is highly accessible and issues are practically grounded in real life case studies." Andy Armitage is Head of The Department of Post-Compulsory Education, Canterbury Christ Church University, UK. He recently completed a year's secondment to Ofsted as an inspector of Initial Teacher Education *Reflective Teaching in Further, Adult and Vocational Education* Margaret Gregson 2015-02-26 Reflective Teaching in Further, Adult and Vocational Education is the definitive textbook for reflective professionals in further, adult and vocational education, drawing on the experience of the author team and the latest research, including that of the Teaching and Learning Research Programme (TLRP) findings. It offers extensive support for trainee and practising teachers in further, adult and vocational settings, for both practice-based training and career-long professionalism. Now in its fourth edition, written by a collaborative author team of further, adult and vocational education experts led by Yvonne Hillier and Margaret Gregson, Reflective Teaching in Further, Adult and Vocational Education offers two levels of support: - practical guidance for practitioner success with a focus on the key issues including individual and collaborative approaches to reflective practice, a systematic approach to educational improvement based upon Joint Practice Development; and - evidence-informed 'principles' to aid understanding of how theories can effectively inform teaching practices and offer ways to develop deeper understanding of effective practices. The new edition is also enhanced by improved navigation and updated pedagogical features, including a revised chapter structure and text design, all-new case studies, activities, figures and diagrams. The team includes: Margaret Gregson (University of Sunderland, UK) | Yvonne Hillier (University of Brighton, UK) | Gert Biesta (University of Luxembourg, Luxembourg) | Sam Duncan (Institute of Education, University College London, UK) | Lawrence Nixon (University of Sunderland, UK) | Trish Spedding (University of Sunderland, UK) | Paul Wakeling (Havering Sixth Form College, UK) Reflective Teaching in Further, Adult and Vocational Education directly compliments and extends the chapters of this book. It has been designed to provide convenient access to key texts, working as a compact and portable library. The associated website, www.reflectiveteaching.co.uk offers supplementary resources including reflective activities, research briefings and advice on further readings. It also features a glossary of educational terms, links to useful websites and showcases examples of excellent research and practice. This book forms part of the Reflective Teaching series, edited by Andrew Pollard and Amy Pollard, offering support for reflective practice in early, primary, secondary, further, vocational, university and adult sectors of education.

Beyond Economic Interests Keiko Yasukawa 2016-02-10 Over the last two decades, an increasingly economic discourse has dominated discussions about adult literacy and numeracy. This book provides critiques of, and alternative narratives to the dominant discourse. Authors provide tools and methodologies of critique, including ways of seeing how policies in the countries of focus come to be captured almost completely by the interests of business and industry, as well as how to critically interpret the data that policy makers use to justify their priorities. But adult literacy and numeracy practitioners and learners find spaces and places to pursue learning that matters for the lived experiences of adults and their communities. Beyond Economic Interests presents the struggles and achievements of practitioners and learners that lead the readers of the book to critically appreciate that a counter narrative to the purely economic discourse of adult literacy and numeracy is much needed, and possible.

Practical Wisdom and Democratic Education Samantha Broadhead 2018-02-20 This book explores the development of practical wisdom, or phronesis, within the stories of four mature students studying for degrees in art and design. Through an analysis informed by the ideas of Basil Bernstein and Aristotle, the authors propose that phronesis - or the ability to deliberate well - should be an intrinsic part of a democratic education. As a number of vocational and academic disciplines require deliberation and the ability to draw on knowledge, character and experience, it is essential that no student feels their experience puts them at a disadvantage. The authors argue that democratic education should allow each participant to feel enhanced, included and able to participate in order to create a constructive and reciprocal dialogue. This work will be of value to students and scholars interested in democratic education, the experiences of non-traditional students, and the sociology of education.

Learning Trajectories, Violence and Empowerment Amongst Adult Basic Skills Learners Vicky Duckworth 2011

Professional Studies in Primary Education Hilary Cooper 2022-01-12 This textbook gives you a broad overview of everything you will need to know to prepare for your initial teacher training and future career in the classroom. Covering practical issues including planning and assessment, and thought-provoking topics such as reflecting on your practice and developing critical thinking skills, this textbook provides you with an insightful exploration of the realities of teaching in primary schools. This fourth edition has been comprehensively revised and includes five new chapters on: · Teacher wellbeing · The Early Career Framework (ECF) · Digital literacy and primary schools after the pandemic · Growth mindset, dialogue and P4C · Learning outside the classroom This is essential reading for all students on primary initial teacher education courses including university-based (PGCE, BEd, BA with QTS), and schools-based (School Direct, SCITT, Teach First) routes into teaching. Hilary Cooper is Professor Emeritus of History and Pedagogy at the University of Cumbria. Sally Elton-Chalcraft is Professor of Social Justice in Education and also the Director of the Learning Education and Development Research centre in the Institute of Education at the University of Cumbria.

[Portraits of Everyday Literacy for Social Justice](#) Susan Jones 2018-05-07 Based on an ethnographic study involving three families who live on a Midlands council housing estate, this book presents portraits of everyday lives - and the literacy practices that are part of them - as a way to explore the complex relationship between literacy and social justice. Each portrait focuses on a different aspect of literacy in everyday life: drawing on perspectives offered by the long and diverse tradition of literacy studies, each is followed by discussion of a different way of looking at literacy and what this means for social justice. The lens of literacy allows us to see the challenges faced by many families and communities as a result of social policy, and how a narrow view of literacy is often implicated within these challenges. It also illustrates the ways in which literacy practices are powerful resources in the creative and collaborative navigation of everyday lives. Arguing for the importance of looking carefully at everyday literacy in order to understand the intertwining factors that threaten justice, this book positions literary research and education as central to the struggle for wider social change. It will be of interest and value to researchers, educators and students of literacy for social justice.

UNESCO's Utopia of Lifelong Learning Maren Elfert 2017-09-05 With a focus on lifelong learning, this book examines the shifts that UNESCO's educational concepts have undergone in reaction to historical pressures and dilemmas since the founding of the organization in 1945. The tensions between UNESCO's humanistic worldview and the pressures placed on the organization have forced UNESCO to depart from its utopian vision of lifelong learning, while still claiming continuity. Elfert interprets the history of lifelong learning in UNESCO as part of a much bigger story of a struggle of ideologies between a humanistic-emancipatory and an economic-technocratic worldview. With a close study of UNESCO's two education flagship reports, the Faure and Delors reports, Elfert sheds light on the global impact of UNESCO's professed humanistic goals and its shifting influence on lifelong learning around the world.

[Social Justice, Transformation and Knowledge](#) James Avis 2016-01-22 *Social Justice, Transformation and Knowledge: Policy, Workplace Learning and Skills* examines the policy contexts in which lifelong learning, vocational education and training and skill development is set. It provides a critique of neo-liberalism and its impact on vocational education and training and lifelong learning. It interrogates potentially progressive policy interventions that take for granted capitalist relations as these can become a form of 'comfort radicalism' that whilst calling for structural change remain lodged within capitalism. Such analyses are limited, particularly in austere conditions of worklessness with increasing numbers of workers surplus to the requirements of capital. Offering detailed discussions within UK, European and global contexts, this book proves an insightful and critical text which illustrates Professor Avis' extensive experience and knowledge of the field. Adopting a substantive focus on debates and analysis with significance that extends beyond the particular policy context of England, the book offers: an exploration of arguments that suggest workplace learning carries with it progressive possibilities an examination of models of class implicit within education policy and documents consideration of forms of governance and professionalism and their articulation to the pursuit of social justice an insight into discussions concerned with social justice, knowledge as well as the current conditions of austerity in which education and social policy are emphasised *Social Justice, Transformation and Knowledge* is a significant addition to the field. It is an insightful and thought-provoking book from which students, lecturers and researchers with an interest in education studies, education policy, and social justice will greatly benefit from reading.

Global Networks, Local Actions Marcella Milana 2016-12-01 *Global Networks, Local Actions: Rethinking adult education policy in the 21st century* examines public policy developments in adult education, exploring the policy framing of adult education practice in a range of socio-cultural contexts, and contributing to the development of policy research from global and comparative perspectives. Drawing from multidisciplinary fields such as adult education, comparative and international education, and sociology, chapters analyse empirically grounded studies from the US, Italy, Argentina and Brazil. Each study helps to identify how political agents interact at international, regional, national and local scales, and what the implications are for publically-funded interventions in adult education. While this book recognises the complexity of adult education policy, it argues for the need to deconstruct the false belief that what is global in adult education may be intrinsically distinct from the characteristics of geographical or social territories in which adult education occurs. Instead, it points to localised norms and ideas on Adult Basic and Secondary Education as ultimately contained in, and constituting, what is at times perceived as global, or abstracted from definite geographical or social territories. This book calls for a global sociology of adult education in response to global challenges, and makes an important contribution to our understanding of developments in public adult education policy. As such, it will be of key interest to researchers, academics and postgraduate students in the fields of adult education, comparative and international education, education policy and politics, sociology of education, and global studies.

What Works in Girls' Education Gene B Sperling 2015-09-29 Hard-headed evidence on why the returns from investing in girls are so high that no nation or family can afford not to educate their girls. Gene Sperling, author of the seminal 2004 report published by the Council on Foreign Relations, and Rebecca Winthrop, director of the Center for Universal Education, have written this definitive book on the importance of girls' education. As Malala Yousafzai expresses in her foreword, the idea that any child could be denied an education due to poverty, custom, the law, or terrorist threats is just wrong and unimaginable. More than 1,000 studies have provided evidence that high-quality girls' education around the world leads to wide-ranging returns: Better outcomes in economic areas of growth and incomes Reduced rates of infant and maternal mortality Reduced rates of child marriage Reduced rates of the incidence of HIV/AIDS and malaria Increased agricultural productivity Increased resilience to natural disasters Women's empowerment *What Works in Girls' Education* is a compelling work for both concerned global citizens, and any academic, expert, nongovernmental organization (NGO) staff member, policymaker, or journalist seeking to dive into the evidence and policies on girls' education. [Continuity and Discontinuity in Learning Careers](#) Barbara Merrill 2018-08-23 *Continuity and Discontinuity in Learning Careers: Potentials for a Learning Space in a Changing World* focuses on the continuities and discontinuities of the learning careers and identities of non-traditional adult students in diverse learning contexts.

Adult Education and the Formation of Citizens Andreas Fejes 2018-05-08 *Adult Education and the Formation of Citizens* turns attention towards normative claims about who adults should become through education, and what capacities and skills adults need to develop to become included in society as 'full' citizens. Through these debates, adults are construed as not yet citizens, despite already being citizens in a formal sense; this book problematises such regimes of truth and their related notions of the possibilities and impossibilities of adult education and citizenship. Drawing on empirical examples from the two main adult education institutions in Sweden, folk high schools and municipal adult education, it argues that, through current regimes of truth, these institutions become spaces for the re-shaping of the "abnormal" citizen. The book suggests that only certain futures of citizenship and its educational provision are made possible, while other futures are ignored or even made impossible to imagine. Offering a unique focus on critically problematising the role of adult education in relation to the fostering and shaping of citizens, the book addresses the important contemporary challenges of the role of adult education in a time of migration. *Adult Education and the Formation of Citizens* will be of great interest to academics, researchers and postgraduate students in the fields of adult education, lifelong learning and education.

[Landscapes of Specific Literacies in Contemporary Society](#) Vicky Duckworth 2014-11-27 This volume makes a timely contribution to our understanding of literacy as a multi-faceted, complexly situated activity. Each chapter provides the reader with a fresh perspective into a different site for literate behaviour, approaches, design and relationships, and offers an exploration into the use of literacy theories to inform policy and practice, particularly in regard to curriculum. Bringing together international experts in the field, the contributing authors represent a wide variety of theoretical and research perspectives which cover literacy in various forms, including: • transformative literacy • survey literacy • academic literacies • information literacy in the workplace • digital literacy. *Landscapes of Specific Literacies in Contemporary Society* suggests that literacy curriculum needs to evolve from its current perspective if it is to cater for the demands of the 21st century contemporary globalised society. The book will be of key interest to researchers and academics in the fields of education, curriculum studies and the

sociology of education, as well as to policy makers and literacy specialists.

Leaps of Faith Anne C. Benoit 2018-09-01 As discourses and programming to support diversity and inclusion across higher education are intensifying, *Leaps of Faith: Stories from Working-Class Academics* presents a collection of narratives that highlights the "on-the-ground" experiences of working-class students and scholars. These are stories of negotiation, transition, and challenge. These are stories of struggle. These are stories of beating the odds. The early works of Ryan and Sackrey (1984), Sennett and Cobb (1993), and Dews and Law (1996) raised the voices of working-class academics, and the subject of class in higher education has gained traction—especially with the increasing focus on the enrollment and persistence of first-generation college students. This project situates contributor stories in adult learning and development, with the goal of enhancing dialogue and increasing understanding of a still-hidden population in the academy. *Leaps of Faith: Stories from Working-Class Academics* is a compelling collection of reflections from working-class students and scholars from diverse demographic and geographic backgrounds who are currently navigating various transition points and career stages. *Leaps of Faith: Stories from Working-Class Academics* presents the strengths and gifts of the scholar-contributors and the opportunity to "turn the stories" through accessible and meaningful reflective "telling." The collection concludes with a discussion of salient implications for working-class students and scholars, those who support their learning and development, and higher education institutions and programs.

Gendering the First-in-Family Experience Garth Stahl 2022-02-04 Despite efforts to widen participation, first-in-family students, as an equity group, remain severely under-represented in higher education internationally. This book explores and analyses the gendered and classed subjectivities of 48 Australian students in the First-in-Family Project serving as a fresh perspective to the study of youth in transition. Drawing on liminality to provide theoretical insight, the authors focus on how they engage in multiple overlapping and mutually informing transitions into and from higher education, the family, service work, and so forth. While studies of class disadvantage and widening participation in HE remains robust, there is considerably less work addressing the gendered experiences of first-in-family students.

[Nomenclatural Poetization and Globalization](#) T. Ankumah 2014-10-20 This prolific collection of essays, with contributions from scholars from across several disciplines, on the practice and implications of naming *Nomenclatural Poetization and Globalization* explores diverse concerns in onomastics, such as cultural and ethnic implications as well as individual identity formation processes in the age of Globalization and extends these to a variety of contemporary theories of appreciation and internationalization.

Transformative Teaching and Learning in Further Education Smith, Rob 2022-07-27 Based on the *Transforming Lives* research project, this book explores the transformative power of further education. The book outlines a timely and critical approach to educational research and practice, and draws extensively on the testimonies of students and teachers to construct a model of transformative teaching and learning. It critiques reductive 'skills' policies in further education and illuminates the impact colleges and lifelong learning have on social justice outcomes for individuals, their families and communities. For trainee teachers, teachers, leaders, researchers and policy makers alike, the book presents a persuasive argument for transformative approaches to teaching and learning, and highlights the often unmeasured and under-appreciated holistic social benefits of further education.

[Imagination for Inclusion](#) Derek Bland 2016-02-12 *Imagination for Inclusion* offers a reconsideration of the ways in which imagination engages and empowers learners across the education spectrum, from primary to adult levels and in all subject areas. Imagination as a natural, expedient, and exciting learning tool should be central to any approach to developing and implementing curriculum, but is increasingly undervalued as learners progress through the education system; this disregards not only imagination's potential, but its paramount place in informing truly inclusive approaches to teaching and learning. This book presents a new theory of imagination and includes discussion about its application to teaching and learning to increase the engagement of disaffected students and reinvigorate their relationships with curriculum content. Chapters include key ideas and discussion surrounding the benefits of introducing imaginative practices into the classroom for learners from a range of marginalised backgrounds, such as young people with disabilities and adult learners from socio-economically disadvantaged environments. In exploring imagination in the practice of inclusive education, the book includes chapters from researchers and practitioners in education who have fresh ideas about how learners and teachers have benefited from introducing imaginative pedagogies. The diverse collection, featuring writers with backgrounds from early childhood to adult education, will be essential reading for academics and researchers in the fields of education, inclusive education, social policy, professional development, teacher education and creativity. It will be of particular interest to current and pre-service teachers who want to develop inclusive practice and increase the engagement of all students with formal education.

[Mentoring in Higher Education](#) Clare Woolhouse 2020-09-07 This book explores the role and importance of mentoring as a form of collaborative learning in higher education. While mentoring has become increasingly popular, the definition itself can remain broad and potentially nebulous, and could be applied to a variety of endeavours. The chapters engage with case studies and empirical research from across the globe that respond to concerns raised within a range of cross-disciplinary fields, providing important clarity as to the role of mentoring within higher education. Offering clarity and precision as well as robust qualitative data, this book will be of interest and value to scholars of mentoring in higher education as well as those engaged in mentoring themselves.

[Learning Trajectories, Violence and Empowerment amongst Adult Basic Skills Learners](#) Vicky Duckworth 2013-11-20 *Learning Trajectories, Violence and Empowerment amongst Adult Basic Skills Learners* offers deep insights into the lives of marginalised communities and the link between learning, literacy and violence, not previously carried out in-depth in a small scale study. It breaks the negative stereo-types of adults who struggle to read and write, who are often labelled and stigmatised by dominant discourses, and in doing so exposes why and how Basic Skills Learners often find themselves in marginal positions. The structural inequalities many face from childhood to adulthood across the private and public domains of their lives are revealed and probed, thus challenging neo-liberalism claims of an apparently egalitarian social field. The learners' narratives expose the contradiction, complexities and ambivalences they experience in their daily lives, and how they try to make sense of them from their structural positioning as basic skills learners in a society based on inequality of opportunity and choice. Applying a feminist, qualitative, longitudinal, ethnographic and participatory approach, the book offers a critical perspective, drawing on Bourdieu's work as the theoretical framework, as well as using a range of feminist, sociologists of education, literature on the ethics of care and critical literacy pedagogy, including the New Literacy Studies. The author's personal position as an 'insider' with 'insider knowledge' of marginalised communities is also woven throughout the chapters and offers insights into the struggles, conformity and resistance faced by the participants in the study. The book contributes to the debate on the impact of violence on learning and its link to class, gender and basic skills as well opening up a discussion on the power of a critical curriculum to empower people across the domains of their lives. It will be valuable reading for trainee teachers, teachers, education and sociology students, postgraduate students, as well as literacy specialists, researchers, academics, policy makers and managers of public services.

[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 signals 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.

Literacy and the Politics of Representation Mary Hamilton 2012 Literacy is a key indicator for comparing individuals and nations in contemporary society. It is central to public debates about the nature of the public sphere, economic markets, citizenship and self-governance. Literacy and the Politics of Representation aims to uncover the constructed nature of public understandings of literacy by examining detailed examples of how literacy is represented in a range of public contexts. It looks at the ways in which knowledge about literacy is created and distributed, the location and relative power of the knowledge-makers, and examines the different semiotic resources used in such representations: images and metaphors, numerical and statistical models, and textual narratives and how they are related to one another. The book focuses on the UK from 1970 to the present, but includes a range of international comparisons and examples. In addition, exemplar chapters offer a model of analysis that can be used to deconstruct the representations of social policy issues. This book is vital reading for postgraduate students in the areas of education studies, literacy, discourse analysis and multimodality.

How to be a Brilliant FE Teacher Vicky Duckworth 2013-09-05 How to be a Brilliant FE Teacher is a straightforward, friendly guide to being an effective and innovative teacher in post-compulsory education. Focussing on practical advice drawn from the author's extensive and successful personal experience of both teaching and training teachers, it offers sound guidance, underpinned by the latest research, theory and policy in the field. Structured around the questions that all new teachers and lecturers ask in their first teaching post, it is an introduction to both essential teaching skills and what to expect from working in this exciting, fast-paced sector. Key chapters cover: The learners – who they are, diversity and motivation; What will actually happen – organising teaching, technology and resources; How to keep your students' interest – understanding and responding to learning styles; How will I know if they've learned it? – assessment and feedback; Making sure it's working – student evaluation, reflecting on and improving practice. Packed throughout with information about where to find the best materials and resources to support your teaching, this book also offers sensible advice on balancing home and life, working effectively with your colleagues and progressing in your career. How to be a Brilliant FE Teacher will be a source of support and inspiration for all those embarking on their initial training and first post in the sector, as well as qualified professionals looking for reassuring, fresh ideas.

Teaching and Training Vocational Learners Steve Ingle 2013-11-01 If you are teaching or training to teach vocational learners across the further education and skills sector or in the workplace, this is your essential guide. Teaching and Training Vocational Learners is a focused text written to support those who are working with vocational learners, taking into account the specific needs of this group. It provides practical advice and guidance to help you to shape your approach to teaching, learning and assessment. It has comprehensive coverage of the learning you need to prepare you to teach. Throughout, the authors offer a range of exciting and practical examples to help you to expand your 'vocational teaching toolkit'. Included are lesson plans, assessment grids, assignment briefs, ideas to engage employers, help on marking vocational evidence, planning trips and visits and much more.

Teaching with Sociological Imagination in Higher and Further Education Christopher R. Matthews 2018-01-30 This book uses research and personal stories from university lecturers to explore pedagogical strategies that illuminate how students' minds can be 'switched on' in order to unlock their extraordinary potential. It presents diverse ways to create inspiring learning environments, in chapters written by internationally respected experts in the broad field of the social sciences. Each author illustrates how – through their unique teaching philosophies and practices – they seek to enhance students' experiences and promote their critical thinking, learning and development. The respective chapters provide conceptual arguments, personal insights and practical examples from a broad range of classrooms, demonstrating various ways in which students' sociological imagination can be brought to life. As such, the book is both practical and theoretical, and is primarily aimed at educators working in both higher and further education institutions who wish to develop their understanding of classroom pedagogy as well as gain practical ideas for teaching and learning in the social sciences.

Post Compulsory Teacher Educators: Connecting Professionals Jim Crawley 2016-10-10 This book provides a call to action for post-compulsory teacher education professionals, both in the UK and internationally, to unite around key principles and practices. The professional, educational and funding turbulence experienced by post-compulsory teacher education since 2008 has been significant. Austerity financing and increasing government intervention have provided many new and difficult challenges. At the same time evidence is building that the quality of teaching is the most important contributor to the quality of learning and achievement, and teacher education is demonstrably one of the most important influences on that teaching quality. The mainly workplace-based partnership model of teacher education used in the post-compulsory education (PCE) sector resonates well with a number of key current developments in the UK and broader field of teacher education. PCE teacher educators are particularly well placed to tell their story and share their vision of a better future for teachers through their own experiences, values and principles. Written by a range of post-compulsory teacher educators, the text therefore is an informed and passionate argument for: improving the professional recognition of teacher education and teacher educators; demonstrating how teacher education already connects teaching professionals into an engaged and collaborative professional community; providing strategies to enact this vision through connected, democratic professionalism. This title is part of the successful Critical Guides for Teacher Educators series edited by Ian Menter.

Learning Trajectories, Violence and Empowerment amongst Adult Basic Skills Learners Vicky Duckworth 2013-11-20 Learning Trajectories, Violence and Empowerment amongst Adult Basic Skills Learners offers deep insights into the lives of marginalised communities and the link between learning, literacy and violence, not previously carried out in-depth in a small scale study. It breaks the negative stereo-types of adults who struggle to read and write, who are often labelled and stigmatised by dominant discourses, and in doing so exposes why and how Basic Skills Learners often find themselves in marginal positions. The structural inequalities many face from childhood to adulthood across the private and public domains of their lives are revealed

and probed, thus challenging neo-liberalism claims of an apparently egalitarian social field. The learners' narratives expose the contradiction, complexities and ambivalences they experience in their daily lives, and how they try to make sense of them from their structural positioning as basic skills learners in a society based on inequality of opportunity and choice. Applying a feminist, qualitative, longitudinal, ethnographic and participatory approach, the book offers a critical perspective, drawing on Bourdieu's work as the theoretical framework, as well as using a range of feminist, sociologists of education, literature on the ethics of care and critical literacy pedagogy, including the New Literacy Studies. The author's personal position as an 'insider' with 'insider knowledge' of marginalised communities is also woven throughout the chapters and offers insights into the struggles, conformity and resistance faced by the participants in the study. The book contributes to the debate on the impact of violence on learning and its link to class, gender and basic skills as well opening up a discussion on the power of a critical curriculum to empower people across the domains of their lives. It will be valuable reading for trainee teachers, teachers, education and sociology students, postgraduate students, as well as literacy specialists, researchers, academics, policy makers and managers of public services.

Vocational Education of Female Entrepreneurs in China Mary Ann Maslak 2014-10-17 This book examines the ways in which formal and non-formal education can contribute to women's successful design, development and operation of small businesses in rural settings. Calling on varied, pertinent social theories, the book examines profitable businesses operated by Dongxiang Muslim women in the southern Gansu province of northwestern China. The author explains the multifaceted formula for women's challenges and successes in their business endeavours and goal for financial security. It argues that informal learning is the most important type of education to employ knowledge and skills to earn a living in general, and design and operate small businesses by women in rural areas in particular. The book concludes with an original, timely and necessary model for education that could be utilized by the women in this work; one that positions informal education as the primary conduit for successful entrepreneurial work and combines elements of both formal and non-formal educational principles and practices, thus offering support for the successful operation of women's businesses.

Perspectives on Access to Higher Education Samantha Broadhead 2019-05-15 This book brings together researchers and practitioners to critically reflect upon the current diversity of Access to Higher Education programmes and their different perspectives on widening participation and access education.

Research Methods for Social Justice and Equity in Education Liz Atkins 2019-02-21 Research Methods for Social Justice and Equity in Education offers researchers a full understanding of very important concepts, showing how they can be used a means to develop practical strategies for undertaking research that makes a difference to the lives of marginalised and disadvantaged learners. It explores different conceptualisations of social justice and equity, and leads the reader through a discussion of what their implications are for undertaking educational research that is both moral and ethical and how it can be enacted in the context of their chosen research method and a variety of others, both well-known and more innovative. The authors draw on real, practical examples from a range of educational contexts, including early childhood, special and inclusive education and adult education, and cultures located in both western and developing nations in order to exemplify how researchers can use methods which contribute to the creation of more equitable education systems. In this way, the authors provide a global perspective of the contrasting and creative ways in which researchers reflect on and integrate principles of social justice in their methods and their methodological decision making. It encourages the reader to think critically about their own research by asking key questions, such as: what contribution can research for equity and social justice make to new and emerging methods and methodologies? And how can researchers implement socially just research methods from a position of power? This book concludes by proposing a range of methods and methodologies which researchers can use to challenge inequality and work towards social justice, offering a springboard from which they can further their own studies.

Working-Class Masculinities in Australian Higher Education Garth Stahl 2021-09-07 This book takes a critical view of masculinities through an investigation of first-in-family males transitioning to higher education. Drawing on six in-depth longitudinal case studies, the focus is on how young men from working-class backgrounds engage with complex social inequalities, as well as the various capitals they draw upon to ensure their success. Through the longitudinal approach, the work problematises the rhetoric of 'poverty of aspirations' and foregrounds how class and gender influence the lives and futures of these young men. The book demonstrates how the aspirations of these young men are influenced by a complex interplay between race/ethnicity, religion, masculinity and social class. Finally, the book draws connections between the lived experiences of the participants and the implications for policy and practice in higher education. Drawn from a larger research project, each case study compels the reader to think critically regarding masculinities in relation to social practices, institutional arrangements and cultural ideologies. This is essential reading for those interested in widening participation in higher education, gender theory/masculinities, longitudinal research and social justice.

Readings for Reflective Teaching in Further, Adult and Vocational Education Margaret Gregson 2015-02-26 Readings for Reflective Teaching in Further, Adult and Vocational Education is a unique portable library of exceptional readings drawing together seminal extracts and contemporary literature from international sources from books and journals to support both initial study and extended career-long professionalism for further, adult and vocational education practitioners. Introductions to each reading highlight the key issues explored and explain the status of classic works. This book, along with the core text and associated website, draw upon the work of Andrew Pollard, former Director of the TLRP, and the work of many years of accumulated understanding of generations of further, adult and vocational professionals. Readings for Reflective Teaching in Further, Adult and Vocational Education, the core text, Reflective Teaching in Further, Adult and Vocational Education, and the website, provide a fully integrated set of resources promoting the expertise of further, adult and vocational professionals. The associated website, www.reflectiveteaching.co.uk offers supplementary resources including reflective activities, research briefings and advice on further readings. It also features a glossary of educational terms, links to useful websites and showcases examples of excellent research and practice. This book forms part of the Reflective Teaching series, edited by Andrew Pollard and Amy Pollard, offering support for reflective practice in early, primary, secondary, further, vocational, university and adult sectors of education.