

Transitions and Learning through the Lifecourse

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Transitions And Learning Through The Lifecourse

Roger Hiemstra, Philippe Carré



Transitions And Learning Through The Lifecourse:

Transitions and Learning Through the Lifecourse Kathryn Ecclestone, Gert Biesta, Martin Hughes, 2009-10-16 Transition has numerous everyday and conceptual meanings yet while certain transitions are unsettling and difficult for some people risk challenge and even difficulty might also be important factors in successful transitions for others Transitions and Learning through the Lifecourse Kathryn Ecclestone, Gert Biesta, Martin Hughes, 2009-10-16 Like many ideas that inform policy practice and research transition has many meanings Children make a transition to adulthood pupils move from primary to secondary school and there is then a movement from school to work training or further education Transitions can lead to profound and positive change and be an impetus for new learning for some individuals and be unsettling difficult and unproductive for others Transitions have become a key concern for policy makers and the subject of numerous policy changes over the past ten years They are also of interest to researchers and professionals working with different groups Transitions and Learning Through the Lifecourse examines transitions across a range of education life and work settings It explores the claim that successful transitions are essential for educational inclusion social achievement and economic prosperity and that individuals and institutions need to manage them more effectively Aimed primarily at academic researchers and students at all levels of study across a range of disciplines including education careers studies sociology feminist and cultural studies this book is the first systematic attempt to bring together and evaluate insights about educational life and work transitions from a range of different fields of research Contributions include The transition between home and school The effects of gender class and age Transitions to further and higher education Transitions for students with disabilities Transitions into the workplace Learning within the workplace Approaches to managing transitions

Researching Transitions in Lifelong Learning John Field, Jim Gallacher, Robert Ingram, 2009-06-03 *Researching Transitions in Lifelong Learning* presents new research from Britain Australia and North America The authors include leading scholars with established international reputations such as Kathryn Ecclestone Norton Grubb David Boud and Gert Biesta as well as emerging researchers with fresh and sometimes challenging perspectives **The Routledge International Handbook of Learning** Peter Jarvis, Mary H. Watts, 2012 As our understanding of learning focuses on the whole person rather than individual aspects of learning so the process of learning is beginning to be studied from a wide variety of perspectives and disciplines This handbook presents a comprehensive overview of the contemporary research into learning it brings together a diverse range of specialities with chapters written by leading scholars throughout the world from a wide variety of different approaches The *International Handbook of Learning* captures the complexities of the learning process in seven major parts Its 54 chapters are sub divided in seven parts Learning and the person senses cognitions emotions personality traits and learning styles Learning across the lifespan Life wide learning Learning across the disciplines covering everything from anthropology to neuroscience Meaning systemse tm interpretation Learning and disability

Historical and contemporary learning theorists Written by international experts this book is the first comprehensive multi disciplinary analysis of learning packing a diverse collection of research into one accessible volume Educational Choices, Transitions and Aspirations in Europe Aina Tarabini, Nicola Ingram, 2018-06-13 Educational Choices Transitions and Aspirations in Europe analyses educational choices and transitions in eight different European countries regions and provides an engaging means of considering issues of inequality through international comparisons The book is underpinned by explorations of theoretical perspectives and methodological approaches which share the common goal of highlighting and challenging educational inequalities in relation to political imaginings and discursive constructions of notions of aspirations and choice Beginning with an overview of the theoretical landscape the book posits ways of understanding transitional experiences through both a social and a political lens Comprising of chapters that explore these issues within the context of specific countries and at different stages of young people s transitions the collection examines the features of different European education systems and how they frame transitions and choices before providing an overall analysis of systemic institutional and subjective constraints on these processes The book uniquely opens and develops an intellectual conversation about different education systems with similar educational challenges and outcomes Assimilating key issues and solutions this volume also makes general recommendations for policy and practice that would help to promote greater equity and social justice The book covers a range of transition points and countries which should make it essential reading for academics researchers and postgraduate students with an interest in international perspectives on education It will be particularly useful for those working in education sociology social policy geography and politics **Higher Education and Student Mobilities from the Global South** Carola Bauschke-Urban, Dorina Dedgjoni, 2025-03-06 This interdisciplinary collection explores student mobilities from the Global South focusing on how class ethnicity and gender influence decisions experiences and outcomes in studying abroad Featuring post colonial perspectives from Brazil Indonesia Ghana and India the collection highlights the unique challenges and opportunities faced by these students It includes personal narratives that add a qualitative dimension illustrating the individual agency and resilience of international students The role of educational institutions and policies in shaping mobility is also addressed including a discussion of how universities and governments create opportunities or barriers Overall this collection provides valuable insights into the interplay of class ethnicity and gender in shaping educational trajectories from the Global South By centering student perspectives it examines national transnational and institutional factors that either promote or inhibit mobility It will be of interest to students lecturers researchers ministries and NGOs working on higher education research and migration studies **Universities in Transition** Heather Brook, 2014-12 Universities are social universes in their own right They are the site of multiple complex and diverse social relations identities communities knowledges and practices At the heart of this book are people enrolling at university for the first time and entering into the broad variety of social relations and contexts entailed in their coming to

know at of and through university For some time now the terms transition to university and first year experience have been at the centre of discussion and discourse at and about Australian universities For those university administrators researchers and teachers involved this focus has been framed by a number of interlinked factors ranging from social justice concerns to the hard economic realities confronting the contemporary corporatising university In the midst of changing global economic conditions affecting the international student market as well as shifting domestic politics surrounding university funding the equation of dollars with student numbers has remained a constant and has kept universities attention on the current three Rs of higher education recruitment retention reward and in particular on the critical phase of students entry into the tertiary institution environment By recasting the transition to university as simultaneously and necessarily entailing a transition of university indeed universities and of their many and varied constitutive relations structures and practices the contributors to this book seek to reconceptualise the first year experience in terms of multiple and dynamic processes of dialogue and exchange amongst all participants They interrogate taken for granted understandings of what the university is and consider what universities might yet become

Vocational Education and Training in Times of Economic Crisis Matthias Pilz, 2016-12-20 This book brings together a broad range of approaches and methodologies relevant to international comparative vocational education and training VET Revealing how youth in transition is affected by economic crises it provides essential insights into the strengths and weaknesses of the various systems and prospects of VET in contexts ranging from North America to Europe e.g. Spain Germany or the UK to Asia such as China Thailand and India Though each country examined in this volume is affected by the economic crisis in a different way the effects are especially apparent for the young generation In many countries the youth unemployment rate is still very high and the job perspectives for young people are often limited at best The contributions in this volume demonstrate that VET alone cannot solve these problems but can be used to support a smooth transition from school to work If the quality of VET is high and the status and job expectations are good VET can help to fill the skills gap especially at the intermediate skill level Furthermore VET can also offer a realistic alternative to the university track for young people in many countries

Challenging Transitions in Learning and Work, 2010-01-01 In the past two decades advanced capitalist countries have seen sustained growth in labour market participation along with a growth in the number of jobs workers tend to have in their working lives Over a slightly longer period we also see that participation in both formal educational attainment and a range of non compulsory learning training has grown However labour market discrimination based on gender age disability and race ethnicity remains a serious issue in virtually all OECD countries **Challenging Transitions in Learning and Work** presents a critical and expansive exploration of learning and work transitions within this context These transitions are challenging for those enmeshed in them and need to be actively challenged through the critical research reported The impetus for this volume its conceptual framing and much of the research emerges from the team of Canadian researchers who together completed case

study and survey projects within the Work and Lifelong Learning WALL network The authors include leading scholars with established international reputations as well as emerging researchers with fresh perspectives This volume will appeal to researchers and policy makers internationally with an interest in educational studies and industrial sociology

Researching the Lifecourse Nancy Worth,Irene Hardill,2016-06-01 The lifecourse perspective continues to be an important subject in the social sciences Researching the Lifecourse offers a distinctive approach in that it truly covers the lifecourse childhood adulthood and older age focusing on innovative methods and case study examples from a variety of European and North American contexts This original approach connects theory and practice from across the social sciences by situating methodology and research design within relevant conceptual frameworks This diverse collection features methods that are linked to questions of time space and mobilities while providing practitioners with practical detail in each chapter

Families and Transition to School Sue Dockett,Wilfried Griebel,Bob Perry,2017-07-04 This collection addresses issues related to families and transition and pays special attention to the transition to school the effect of this on the family as well as the effect of the family on that transition It celebrates the roles of families locating them as integral partners in time of transition and identifying a variety of ways in which families and educators can work together with children to promote positive transitions The book draws on a range of theoretical frameworks and research projects to provide multiple perspectives of family involvement in education family educator partnerships the nature of collaboration issues for families in marginalised or complex circumstances as well as the multiple intersections of families and transition processes The research projects reported range from in depth case studies to the analysis of large scale data sets and all have multiple messages for practitioners policy makers and researchers as they seek ways to engage with families as their children start school

A Feast of Learning Roger Hiemstra,Philippe Carré,2013-08-01 This book provides perspectives from authors in six countries Canada Colombia Germany France UK USA pertaining to adult learning in the 21st Century This book grew out of an exciting International Conference on Adult Learning ICAL held in Paris May 27 29 2012 Imagine listening in as these international scholars representing expertise in various areas related to adult education focus their collective attention to the topic of adult learning Their task is to concentrate their research and intellectual acumen on where adult learning is heading in the 21st Century and to bring together their varied areas of expertise to expand the field of adult education s knowledge base This book provides more than a record of their papers and meetings Instead each author has revised their paper with symposium feedback to help capture the discussion synergy and growing knowledge base we envision together Now you can read how these leading scholars understand adult learning in light on their collective work Areas of focus include Heuristics of Adult Learning Facilitating Self Directed Learning Individuals and the Learning Process Executives Self Development Distance Learning Science Self Directed Learning for All Entertainment Education Communication Strategy Positive Deviance to Transform Education Learning Through the Life Course This book will benefit

teachers researchers administrators and students in the field of adult education learning and practice The synergistic result of bringing together nine scholars results in many new practical applications research streams scholarship and practice suggestions

Supporting Student Mental Health in Higher Education Samuel Stones,Jonathan Glazzard,2025-02-28 Student mental health is a key consideration in higher education at the moment with recent reports identifying a major gap in provision by universities and how ill equipped academics feel to support students This book addresses these concerns providing comprehensive guidance and workable evidence informed strategies and interventions to help those working with students to support them effectively It is suitable for lecturers personal tutors student counsellors course leaders heads of department and administration staff with responsibility for student support

Learning Beyond the School Julian Sefton-Green,Ola Erstad,2018-08-06 Whilst learning is central to most understandings of what it is to be human we now live in a knowledge society where being educated defines life chances more than ever before Learning Beyond the School brings together accounts of learning from around the world in organisations spaces and places that are schooled but not school Exploring examples of learning organisation pedagogisation informal learning and social education the book shows not only how understandings of education are framed in terms of local versions of schooling but what being educated could and should mean in very different social and political contexts With contributions from scholars based in Australia Europe the USA Latin America and Asia the book brings together accounts of learning outside of school Chapters contain rich and detailed case studies of innovative projects new kinds of learning institutions youth peer driven and community based activities and public pedagogies as well as engaging with the dimensions of an argument about the place and nature of learning outside of the school It challenges dominant versions of school around the world whilst also critically discussing the value and place of non institutionalised learning Learning Beyond the School should be of interest to academics researchers postgraduate scholars engaged in the study of comparative education youth work education systems digital culture sociology of education and youth development It should also be essential reading for practitioners and policymakers who are interested in youth and education system reform

European Higher Education Area: Challenges for a New Decade Adrian Curaj,Ligia Deca,Remus Pricopie,2020-11-10 This open access book presents the major outcomes of the fourth edition of the Future of Higher Education Bologna Process Researchers Conference FOHE BPRC 4 which was held in January 2020 and which has already established itself as a landmark in the European higher education environment The conference is part of the official calendar of the European Higher Education Area EHEA for events that promote and sustain the development of EHEA The conference provides a unique forum for dialogue between researchers experts and policy makers in the field of higher education all of which is documented in this proceedings volume The book focuses on the following five sub themes Furthering the Internationalization of Higher Education Particular Challenges in the EHEA Access and Success for Every Learner in Higher Education Advancing Learning and Teaching in the EHEA Innovation and Links With Research The Future

of the EHEA Principles Challenges and Ways Forward Bologna Process in the Global Higher Education Arena Going Digital While acknowledging the efforts and achievements so far at EHEA level the Paris Ministerial Communiqué highlights the need to intensify crossdisciplinary and cross border cooperation One of the ways to achieve this objective is to develop more efficient peer learning activities involving policymakers and other stakeholders from as many member states as possible for which this book provides a platform It acknowledges the importance of a continued dialogue between researchers and decisionmakers and benefits from the experience already acquired this way enabling the higher education community to bring its input into the 2020 European Higher Education Area EHEA priorities for 2020 onwards European Higher Education Area Challenges for a New Decade marks 21 years of Bologna Process and 10 years of EHEA and brings together an unique collection of contributions that not only reflect on all that has been achieved in these years but more importantly shape directions for the future This book is published under an open access CC BY license **Learning across Contexts in the**

Knowledge Society Ola Erstad, Kristiina Kumpulainen, Åsa Mäkitalo, Kim Christian Schrøder, Pille Pruulmann-Vengerfeldt, Thuridur Jóhannsdóttir, 2016-02-10 Developments within the knowledge society especially those resulting from technological innovation have intensified an interest in the relationship between different contexts and multiple sites of learning across what is often termed as formal non formal and informal learning environments The aim of this book is to trace learning and experience across multiple sites and contexts as a means to generate new knowledge about the borders and edges of different practices and the boundary crossings these entail in the learning lives of young people in times of dynamic societal environmental economic and technological change The empirical research discussed in this book has grown out of a Nordic network of researchers The research initiatives in the Nordic countries tend to avoid the more spectacular debates over the future of the educational institutions that tend to dominate and obscure discussions on education in the knowledge society and which look to models of informal learning whether in the learning communities of workplaces and families or in the new socio technical spaces of the Internet as a source of alternative educational strategies Rather Nordic researchers more modestly ask whether it is possible to envisage new models of teaching and learning which take seriously both the responsibility to social justice and social wellbeing which at least rhetorically underpinned a commitment to mass education of the 20th century as well as to the radical challenges to traditional educational models offered by the new socio technical spaces and practices of the 21st century Understanding Whole-School Approaches to

LGBTQ+ Inclusion Jonathan Glazzard, Samuel Stones, 2024-06-03 The book provides a comprehensive theoretical exploration of LGBTQ inclusion in schools drawing on critical insights from across the disciplines of sociology psychology history and queer theory to present a robust theoretical foundation for school wide approaches to LGBTQ inclusion Examining key concepts such as minority stress and post gay identities it offers a nuanced understanding of the historical attitudes and systemic oppression faced by the LGBTQ community The chapters construct an ecological framework that highlights the

unique challenges encountered by LGBTQ students and teachers in educational settings This framework serves as the basis for a model that advocates for proactive measures in fostering an inclusive environment in schools This includes the development of inclusive policies practices culture and curricula The book concludes by contemplating the potential applications of this model in Higher Education extending its relevance beyond K 12 schools to also include universities and colleges This volume will be valuable resource for researchers scholars educators and policymakers interested in promoting LGBTQ inclusion in educational institutions and with interests in gender and education whole school approaches LGBTQ and diversity and inclusion more broadly

Perspectives on Wellbeing: Applications from the Field, 2022-03-07 This volume provides an exciting introduction to social wellbeing and different epistemological standpoints Targeted at researchers students academics policy makers practitioners and activists the volume allows stakeholders to collectively problematise and address marginalised populations social wellbeing providing perspectives and applications from various disciplines such as education health public policy and social welfare Chapters continue to debate social wellbeing within their disciplines and challenges practitioners and researchers experience particularly interactions between individual and social aspects of wellbeing Contributors provide practical and academic discussions drawing upon different cultural historical political and social paradigms putting forward available empirical data Contributors are Andrew Azzopardi Amanda Bezzina Trevor Calafato Joanne Cassar Marlene Cauchi Carmel Cefai Marilyn Clark Maureen Cole Katya De Giovanni Melanie E Demarco Andreana Dibben Ruth Falzon Marvin Formosa Natalie Kenely Dione Mifsud Brenda Murphy Claudia Psaila Sandra Scicluna Anabel Scolaro Miriam Teuma Anna Maria Vella Sue Vella and Carla Willing

Perspectives on Access to Higher Education Sam Broadhead, Rosemarie Davies, Anthony Hudson, 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

Challenging the 'European Area of Lifelong Learning' George K. Zarifis, Maria N. Gravani, 2013-10-29 This book critically reflects on the context in which lifelong learning policies and practices are organized in Europe with contributions of researchers and policy makers in the field Through a critical lens the book reinterprets the core content of the messages that are conveyed by the European Commission in the Memorandum for Lifelong Learning the most important policy document in the area which after a decade from its publication still remains the vehicle for all current developments in lifelong learning in Europe With references to research findings proposed actions and applications to immediate practice that have an added value for Europeans but which either do not appear to correspond directly to what is stipulated by the European Commission or are completely ignored as part of the lifelong learning process the book offers an analytic and systematic outlook of the main challenges in creating the European Area of Lifelong Learning In times as decisive as the ones we are going through today both in social and economic terms a critical perspective of the practices and policies adopted by the EU Member States is essential The book follows the same structure as the

Memorandum in order to debate and critically approach in separate sections the core issues that Europe faces today in relation to the idea of making a European area of Lifelong Learning

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