Transitions and Learning through the Lifecourse

Edited by Kathryn Ecclestone, Gert Biesta and Martin Hughes



Transitions And Learning Through The Lifecourse

Jane Creaton, Owen Gower

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 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 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

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 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. Practical Wisdom and Democratic Education. Samantha Broadhead, Margaret Gregson, 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.

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 **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 Learning Beyond the School Julian Sefton-Green, Ola Erstad, 2018-08-06 Whilst with responsibility for student support 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 Learning across Contexts in the Knowledge Society Ola Erstad, Kristiina Kumpulainen, Åsa Mäkitalo, Kim Christian reform 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 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 Understanding Whole-School Approaches to LGBTQ+ Inclusion Jonathan Glazzard, Samuel countries 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 gueer 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 LGBTO 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 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 A-Z of Transitions Divya Jindal Snape, 2017-09-16 Looking for a comprehensive one stop resource on transitions across the life course Then look no further This concise reference book unpacks the far reaching topic of transitions delivered in an accessible A Z format that allows the reader quick and easy access to information relevant to whichever stage in the life course they are concerned with Providing an examination of each multidimensional transition the book also brings a strong focus to the role of practitioners in preparing individuals for and supporting them through the transition process whether it be a normative life transition such as starting school or something unexpected and distressing like the sudden death of a loved one With explicit Implications for Practice points a wealth of guidance on further reading and comprehensive cross referencing throughout the book is an essential resource for students and practitioners exploring the subject area from a vast array of disciplines from social work and nursing to teaching counselling and beyond

Research with International Students Jenna Mittelmeier, Sylvie Lomer, Kalyani Unkule, 2023-11-02 This must read book combines carefully selected contributions to form a collective scholarly critique of existing research with international students focusing on key critical and conceptual considerations for research where international students are participants or

co researchers It pushes forward new agendas for the future of research with international students in global contexts posing new sets of problems provocations and possibilities Bringing together a range of interdisciplinary scholars this book explores the many facets of research which centres international students and their experiences Each chapter concludes with practical reflection questions suggestions for researchers and examples in existing research to support research designs and aid in developing high quality critical research on this topic Bringing fresh perspectives to the topic of research with international students the book focuses on Outlining current problems with existing research including the ways that international students may be stereotyped homogenised Othered or framed through deficit and colonial narratives Re conceptualising key ideas that underpin research which are currently taken for granted Developing reflection points and practical guidance for new research designs which centre criticality and ethics Outlining ways that discourses and narratives about international students can be made more complex particularly in reflection of their intersectional identities This key text is essential reading for researchers at all career stages to reflect on issues of power inequality and ethics whilst developing understandings about critical choices in research design analysis and the presentation of findings The Open Access version of this book available at http www taylorfrancis com has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license **Prioritising the Mental Health and Wellbeing** of Doctoral Researchers Jane Creaton, Owen Gower, 2024-09-24 Drawing on academic research and practitioner expertise this essential volume provides a multidisciplinary and cross institutional perspective on postgraduate researcher mental health and wellbeing in order to support academic and professional staff in the higher education sector Contributing authors unpack the key debates issues and initiatives within higher education policy and practice while also considering wider contextual factors that may impact upon the mental health of researchers Readers are encouraged to recognise the importance of belonging throughout and to understand how we may promote healthy research cultures by fostering connections and community A crucial read for anyone working with doctoral students or involved higher education policy this edited collection provides a new contribution to research within the field bettering our understanding of the mental health of postgraduate researchers by drawing from a range of perspectives 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 Communique 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 Competencies in ICT and Informatics: Implications and Issues for Educational Professionals and Management Don Passey, Arthur Tatnall, 2014-12-15 This book features a selection of thoroughly refereed papers presented at two subconferences of the IFIP TC 3 Conference on Key Competencies in Informatics and Information and Communication Technologies the IFIP WG 3 4 Conference on Key Competencies for Educating ICT Professionals KCICTP 2014 and the IFIP WG 3 7 Conference on Information Technology in Educational Management ITEM 2014 held in Potsdam Germany in July 2014 The 28 revised full papers were carefully reviewed and selected from numerous submissions They are organized in the following topical sections key competencies for educating ICT professionals key competencies learning and life transitions key competencies and school management and education stakeholders and key competencies

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