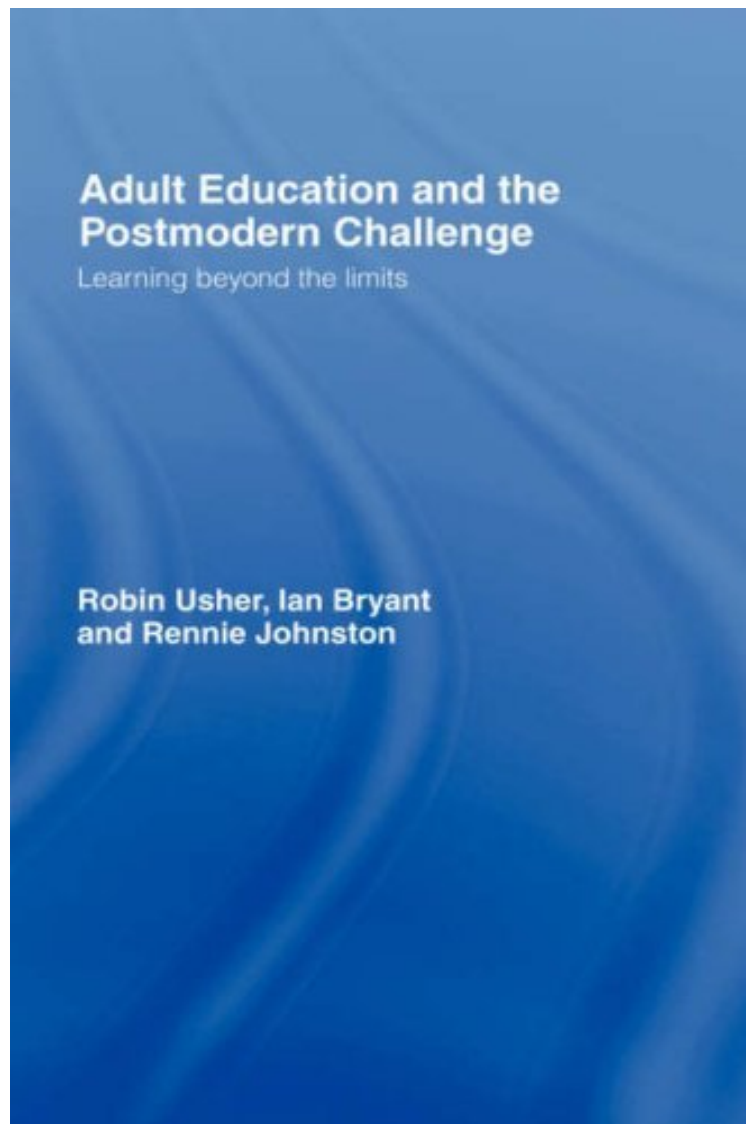


(Ebook pdf) Adult Education and the Postmodern Challenge: Learning Beyond the Limits

Adult Education and the Postmodern Challenge: Learning Beyond the Limits

Von Ian Bryant, Rennie Johnston, Robin Usher
*ebooks / Download PDF / *ePub / DOC / audiobook*



DOWNLOAD



READ ONLINE

Produktinformation Veröffentlicht am: 2004-08-02 Erscheinungsdatum: 2004-08-02 File Name: B000OI0NAK
| File size: 65.Mb

Von Ian Bryant, Rennie Johnston, Robin Usher : Adult Education and the Postmodern Challenge: Learning Beyond the Limits before purchasing it in order to gauge whether or not it would be worth my time, and all praised Adult Education and the Postmodern Challenge: Learning Beyond the Limits:

Kundenrezensionen Hilfreichste Kundenrezensionen 0 von 0 Kunden fanden die folgende Rezension hilfreich.
Thoughtful analysis of problems with adult learning. Von Ein Kunde The authors offer an insightful examination of

some problems with structuring learning experiences for adults and associated difficulties with learning from research. Their discussion of disciplinarity --- and how it constructs or limits what is perceived as appropriate in various educational practices --- is quite interesting (it seems to me that since those doing the teaching are also "victims" of disciplinarity, it is inevitable that this cycle will be self-perpetuating). The discussion of reintroducing the self (personal experience) into the technical trajectory of research is also worthy of further consideration --- the authors note that many factors affecting the researcher [and thus the research "product" (e.g., tolerance for ambiguity)] are acknowledged privately as important, but not documented or really confronted when the research is reported or critiqued. I only wish the authors would bring their recommendations down a level in terms of methods for real-world application of these concepts in institutions where adults are attempting to learn.0 von 0 Kunden fanden die folgende Rezension hilfreich. An inciteful and original conceptVon Ein KundeA must have for academics all over the world

KurzbeschreibungThis book offers some suggestions as to ways forward from this dilemma. Drawing on the new intellectual frameworks of critical pedagogy, feminism and postmodernism and their impact upon educational theory, practice and research, the book focuses on the changing contexts of adult education. By building on the notion of going beyond the limits of certain current adult education orthodoxies, the authors try to provide alternatives for practice. The final three chapters deal with research, focusing on a critical macro-analysis of mainstream paradigms, a review of alternative approaches, and a more micro-analysis centering on the role of the socially-located self in the research process.**Kurzbeschreibung**This book offers some suggestions as to ways forward from this dilemma. Drawing on the new intellectual frameworks of critical pedagogy, feminism and postmodernism and their impact upon educational theory, practice and research, the book focuses on the changing contexts of adult education. By building on the notion of going beyond the limits of certain current adult education orthodoxies, the authors try to provide alternatives for practice. The final three chapters deal with research, focusing on a critical macro-analysis of mainstream paradigms, a review of alternative approaches, and a more micro-analysis centering on the role of the socially-located self in the research process.**Synopsis** Drawing on the intellectual frameworks of critical pedagogy, feminism and postmodernism and their impact upon educational theory, practice and research, this study focuses on the changing contexts of adult education. By building on the notion of going beyond the limits of certain current adult education orthodoxies, the authors try to provide alternatives for practice. The final three chapters deal with research, focusing on a macro-analysis of mainstream paradigms, a review of alternative approaches, and a more micro-analysis centering on the role of the socially-located self in the research process.