

The Social Context Of Adult Learning In Africa

This book examines how adult education is influenced by and has an influence on the society in which it takes place. It presents an analysis of the development challenges and sociological realities which is essential involved for educators are help African countries and communities achieve their developmental goals.--Publisher's description

Adult migrants who received little or no formal education in their home countries face a unique set of challenges when attempting to learn the languages of their new countries. Few adult migrants with limited or no literacy in their native languages successfully attain higher levels of literacy in their additional languages, even if they attain high levels of oral proficiency. This book, the result of a European- and United States-wide collaborative research project, aims to assist teachers working with adult migrants to address this attainment gap and help students reach the highest possible levels of literacy in their new languages. The chapters provide the latest research-informed evidence on the acquisition of linguistic competence and the development of reading in a new language by adults. The book concludes with a chapter that addresses the challenges and opportunities faced by this group of learners and their teachers, with specific instructional strategies that can be used. The book will be an invaluable resource for teachers, tutors and training providers, as well as volunteers, who work with adult migrants. This book is a logical progression from *The Sociology of Adult and Continuing Education*. The author takes a completely new approach to the subject and puts forward a model of adult learning which is analysed in depth. This model arises from the results of a research project in which adults analysed their own learning experiences.

Traditional approaches to cognitive development can tell us a great deal about the internal processes involved in learning. Sociocultural perspectives, on the other hand, provide valuable insights into the influences on learning of relationship and cultural variables. This volume provides a much-needed bridge between these disparate bodies of research, examining the specific processes through which children internalize the lessons learned in social contexts. The book reviews current findings on four specific domains of cognitive development--attention, memory, problem solving, and planning. The course of intellectual growth in each domain is described, and social factors that support or constrain it are identified. The focus throughout is on how family, peer, and community factors influence not only what a child learns, but also how learning occurs. Supporting her arguments with solid empirical data, the author convincingly shows how attention to sociocultural factors can productively complement more traditional avenues of investigation.

In their appearance, schools often seem to be physically separated from their surroundings, cut off from the neighbouring houses and streets by high walls, by playgrounds or playing fields. Within the school, another world seems to exist, with a life of its own – its own routine, dress, rules and customs – which appears to have little relationship to the day-to-day life of the society outside. Yet despite these signs of separateness, we are becoming increasingly aware that a school's surroundings, the local society in which it is set and whose children it educates, play an important part in determining what actually goes on in the classrooms and the playgrounds. This book looks at some of the factors in the local context of the schools and describes and analyses some of the often complex ways in which the schools interact with them.

In this updated landmark book, the authors have gathered the seminal work and most current thinking on adult learning into one volume. *Learning in Adulthood* addresses a wide range of topics including: Who are adult learners? How do adults learn? Why are adults involved in learning activities? How does the social context shape the learning that adults are engaged in? How does aging affect learning ability?

Providing an understanding of the impact of social circumstance on women

giving birth, their babies and families in the 21st century, this title explains to midwives and other health professionals how social issues, such as domestic violence, race and poverty, can affect the birth progress.

Early Adulthood in a Family Context, based on the 18th annual National Symposium on Family Issues, emphasizes the importance of both the family of origin and new and highly variable types of family formation experiences that occur in early adulthood. This volume showcases new theoretical, methodological, and measurement insights in hopes of advancing understanding of the influence of the family of origin on young adults' lives. Both family resources and constraints with respect to economic, social, and human capital are considered.

"At last there is a lucid, well-written OB book, which covers key issues required in OB teaching, but which has a mind of its own. Students and faculty will recognize this is more than standard fare." - Bill Cooke, Manchester Business School

This volume shows how experienced researchers have approached investigations of talk or reading and writing behaviour and what they have discovered about the social and cultural embeddedness of language and literacy practices.

These companion volumes bring together research and theoretical work that addresses the relations between social context and the development of children. They allow for the in-depth discussion of a number of vital metatheoretical, theoretical, and methodological issues that have emerged as a result of increased investigation in these areas. For example: Which methodological and statistical procedures are appropriate and applicable to studies of social context and processes of development? Should the nature of social context be reconceptualized as something more than different levels of some social independent variable? Are theories of development that do not consider social context incomplete? Will the increasingly finer definitions of social context lead to extreme situationism and contextualism? As developmental theory and investigation continues to address relationships between social and cognitive development, it becomes increasingly important that issues concerning social context be elaborated and discussed.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational

technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

The book tracks the rise of Business Ethics as a discipline in the United States through a review of the basic understandings of the role of business practices in the operations of society, beginning with Aristotle and proceeding to a review of the formative concepts and cases in the history of American business.?

One of the distinctive features of humans is their unique sociality. Humans live in organized societies that are characterized by a high level of interdependence of group members in various aspects of life, ranging from the economic phenomenon of labour division to providing emotional support to others. Under these circumstances, the capacity to track social connections within and between groups has great adaptive value in managing everyday life. We may understand the importance and adaptive value of tracking the scope of culturally shared knowledge if we consider the importance of cultural norms in guiding behaviour. To become a competent member of their cultural group one must be able to conform to the group's specific behavioural norms and to accumulate culturally shared knowledge. Acquiring this knowledge is essential for successful social interactions. In contrast to current dominant explanatory theories emphasizing that social category formation is simply rooted in humans' need to belong and affiliate with a group, the aim of this e-book is to provide evidence that, in addition to its affiliative role, children form social categories for epistemic purposes. We show that children use specific cues, like kinship, patterns of resource allocation and consensus to understand group cohesion (Section 1). Once children figured out who is in-group and who is out-group, they show a significant in-group bias in attention, acting and learning (Section 2). Yet, this in-group bias can be attenuated by induced synchronous behavior (Section 3).

Greatly expanded, revised and updated, with an entirely new chapter on disability, *The Social Context of Birth, Second Edition* provides an essential understanding of how social issues affect midwives, the birth process and motherhood. Childbirth is much more than a biological event or a set of case notes. No-one has an uneventful pregnancy, and women seek narratives through which they can explain and try to make sense of what has happened to them. This is often neglected in the relentlessly technocratic modern culture of childbirth. Appreciating the social context surrounding an individual enriches the understanding a midwife must have if she is to work successfully alongside a woman and her family throughout a pregnancy and birth in an insightful, intelligent and informed manner. This comprehensive guide provides countless valuable insights for midwives, nurses, obstetricians and health visitors into the many different lives, experiences and expectations of women in their childbearing years, their babies and families in the 21st Century. Written by a team of highly experienced health professionals, it also covers contentious areas of maternity care, such as new reproductive technologies and fetal surveillance.

The new edition of the authoritative book in the field of adult education — fully revised to reflect the latest research and practice implications. For nearly three decades, *Learning in Adulthood* has been the definitive guide in the field of adult education. Now in its fourth edition, this

comprehensive volume is fully revised to reflect the latest developments in theory, research, and practice. The authors integrate foundational research and current knowledge to present fresh, original perspectives on teaching and learning in adulthood. Written by internationally-recognized experts, this market-leading guide draws from work in sociology, philosophy, critical social theory, psychology, and education to provide an inclusive overview of adult learning. Designed primarily for educators of adults, this book is accessible for readers new to adult education, yet suitably rigorous for those more familiar with the subject. Content is organized into four practical parts, covering topics such as the social context of adult learning, self-directed and transformational learning, postmodern and feminist perspectives, cognitive development in adulthood, and more. Offering the most comprehensive single-volume treatment of adult learning available, this landmark text: Offers a wide-ranging perspective on adult learning Synthesizes the latest thinking and work in the field Includes coverage of the sociocultural perspectives of adult learning Explores the broader social implications of adult education Learning in Adulthood: A Comprehensive Guide, 4th Edition is an indispensable resource for educators and administrators involved in teaching adults, as well as faculty and students in graduate programs in adult education.

The Social Context of Adult Learning in Africa Pearson South Africa

How do people learn nonnative languages? Is there one part or function of our brains solely dedicated to language processing, or do we apply our general information-processing abilities when learning a new language? In this book, an interdisciplinary collaboration of scholars and researchers presents an overview of the latter approach to adult second language acquisition and brings together, for the first time, a comprehensive picture of the latest research on this subject. Clearly organized into four distinct but integrated parts, *Mind and Context in Adult Second Language Acquisition* first provides an introduction to information-processing approaches and the tools for students to understand the data. The next sections explain factors that affect language learning, both internal (attention and awareness, individual differences, and the neural bases of language acquisition) and external (input, interaction, and pedagogical interventions). It concludes by looking at two pedagogical applications: processing instruction and content based instruction. This important and timely volume is a must-read for students of language learning, second language acquisition, and linguists who want to better understand the information-processing approaches to learning a non-primary language. This book will also be of immense interest to language scholars, program directors, teachers, and administrators in both second language acquisition and cognitive psychology.

Drinking alcohol can be immensely pleasurable and life-enhancing. On the other hand, it can be associated with danger and risk. This book explores some of the implications of this dichotomy, which creates many policy and practice dilemmas, by a detailed exploration of the place of drinking in women's lives. Interviews and case-studies show women's drinking practices to be constructive and autonomous responses to the social and material contexts of their lives. Everyday conversations including gossip, boasting, flirting, teasing, and informative discussions are highly creative, improvised interactions. Children's play is also an important, often improvisational activity. One of the most improvisational games among 3- to 5-year-old children is social pretend play--also called fantasy play, sociodramatic play, or role play. Children's imaginations have free reign during pretend play. Conversations in these play episodes are far more improvisational than the average adult conversation. Because pretend play occurs in a dramatized, fantasy world, it is less constrained

by social and physical reality. This book adds to our understanding of preschoolers' pretend play by examining it in the context of a theory of improvisational performance genres. This theory, derived from in-depth analyses of the implicit and explicit rules of theatrical improvisation, proves to generalize to pretend play as well. The two genres share several characteristics: * There is no script; they are created in the moment. * There are loose outlines of structure which guide the performance. * They are collective; no one person decides what will happen. Because group improvisational genres are collective and unscripted, improvisational creativity is a collective social process. The pretend play literature states that this improvisational behavior is most prevalent during the same years that many other social and cognitive skills are developing. Children between the ages of 3 and 5 begin to develop representations of their own and others' mental states as well as learn to represent and construct narratives. Freudian psychologists and other personality theorists have identified these years as critical in the development of the personality. The author believes that if we can demonstrate that children's improvisational abilities develop during these years--and that their fantasy improvisations become more complex and creative--it might suggest that these social skills are linked to the child's developing ability to improvise with other creative performers.

Psychology for the Classroom: Constructivism and Social Learning provides a lively introduction to the much debated topics of talk and group collaboration in classrooms, and the development of interactive approaches to teaching.

Emerging adulthood has been identified as an important developmental stage, characterised by identity exploration, instability and open possibilities, in which young people are no longer adolescents but have not yet attained full adult status. This ground-breaking edited collection is the first book to offer a comprehensive overview of emerging adulthood in a European context, which includes a comparison of findings in 9 different European countries and the USA.??? Each chapter, written by a leading European researcher, describes the socio-demographic characteristics of emerging adults, reviews the state of the field, synthesises new findings, and provides suggestions for how to move forward in research, interventions, and policy. The book examines how the traditional domain markers of adulthood, such as finishing education and caring for children, have changed. It also highlights how different factors such as gender, working status, living arrangements, romantic status and parental educational background affect the importance assigned to each set of adulthood criteria. The theory of emerging adulthood is further developed by considering how Arnett's emerging adulthood, Erikson's early adulthood, and Robinson's theory of early adult crisis fit together, and data is provided to support the new framework given. The book will be of great interest to researchers interested in these developmental transitions, and to advanced students of Emerging Adulthood on developmental psychology and lifespan courses, and related disciplines.

Attachment theory posits that the need for attachment is a life-long phenomenon that becomes especially relevant in times of crisis or trauma. When adults experience illness, accidents, assaults, psychological difficulties or losses, their attachment-behavioural systems are activated, motivating them to seek help and support from family and friends and/or from helping professionals. However, the resulting request for help is affected and shaped by earlier experiences regarding the support and trustworthiness of attachment figures. Can others be trusted? Is it safe to show vulnerability? How should one behave to increase the likelihood of receiving the help needed? *Adult Attachment Patterns in a Treatment Context* provides an integrated introduction to the subject of adult attachment. Research into adult attachment patterns offers professional helpers a theoretically sound insight into the dynamics underlying a range of client behaviours, including some of the more puzzling and frustrating behaviours such as denying obvious pain or continually pushing the professional for more personal involvement. Sarah Daniel shows how applying knowledge of attachment patterns to treatment settings will improve the way in which professionals engage with clients and the organization of treatments. This book will be relevant to a range of helping professionals such as psychotherapists, psychologists and social workers, both in practice and in training.

This book, written by Clare Holdsworth and David Morgan, looks at the socially significant event of leaving the parental home.

This book provides a comprehensive sociological overview of adult and continuing education. It draws on all branches of sociology rather than advocating one approach. It examines the theories of all the significant sociological writers in the field such as Knowles, Marx, Freire and Gramsci and sets them in the broader intellectual context. It also considers the content of the curriculum in adult education and the place of adult education in society at large. The author indicates the strengths and weaknesses of the different sociological perspectives and demonstrates how they can be used to analyse the function and purpose of adult and continuing education.

This collection of essays is a representative sample of the current research and researchers in the fields of language and social interactions and social context. The opening chapter, entitled "Context in Language," is written by Susan Ervin-Tripp, whose diverse and innovative research inspired the editors to dedicate this book to her honor. Ervin-Tripp is known for her work in the fields of linguistics, psychology, child development, sociology, anthropology, rhetoric, and women's studies. She has played a central role in the definition and establishment of psycholinguistics, child language development, and sociolinguistics, and has been an innovator in terms of approaches and methods of study. This book covers a wide range of research interests in the field, from linguistically oriented approaches to social and ethnography oriented approaches. The issue of the relationships between forms and structures of language and social interactions is examined in studies of both adult and child speech. It is a useful anthology for graduate students studying language and social interaction, as well as for researchers in this field.

This book underscores how, apart from bacteriological factors, human behavioural characteristics as well as the socio-cultural factors that affect people's lives contribute to the risk for and prevention of infection, with particular focus on malaria. It argues that the implementation of malaria-control measures can be successful only if it considers the human

response to malaria and control measures. Any new tool which is introduced in a particular area — be it a new vaccine, a new drug combination, the promotion of impregnated bed nets, spraying of insecticides, or improved home management — will be effective and sustainable only if it is adapted to needs of the local population, i.e., if it makes sense to them. This volume also studies traditional knowledge systems with respect to health and malaria, arguing that local knowledge about infection is the result of an amalgamation of the biomedical and the traditional. By attempting to identify how traditional and biomedical elements interrelate in local illness concepts, it hopes to assist health interventionists in providing efficacious health education and awareness among people.

First published in 1986, this book looks at the impact of mass literacy on everyday life, discussing the fundamental differences between traditional oral cultures and contemporary industrialised societies where most people rely on complex combinations of oral and literate communication. There is also a detailed examination of the problems of the sub-literate minority with recommendations for future programmes of assistance. This book also provides a historical survey of the spread of literacy in British society from the Roman occupation onwards. In conclusion, the author discusses the impact of information technologies on people with limited basic skills.

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