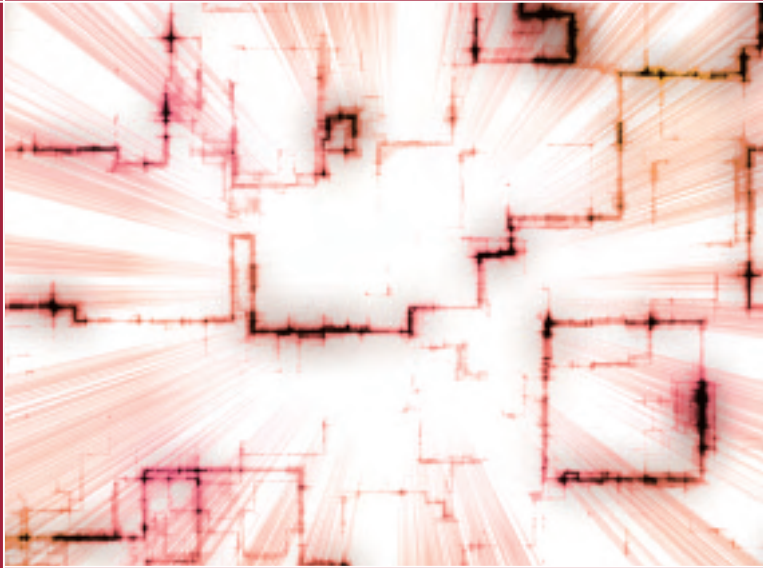


Routledge Education

# Lifelong Learning & Adult Education

New Titles and Key Backlist



2009/2010

# Welcome to the Routledge Lifelong Learning Catalogue New Titles & Key Backlist 2009



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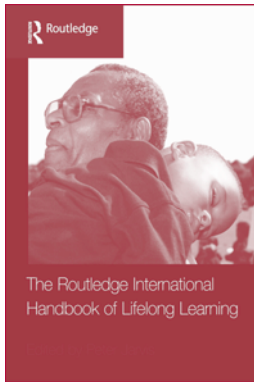
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## The Routledge International Handbook of Lifelong Learning

Edited by **Peter Jarvis**, University of Surrey, UK



As lifelong learning grows in popularity, few comprehensive pictures of the phenomenon have emerged. *The Routledge International Handbook of Lifelong Learning* provides a disciplined and complete overview of lifelong learning internationally.

The theoretical structure puts the learner at the centre and the book emanates from there, pointing to the social context beyond the learner.

Up-to-the-minute syntheses from many of the leading international experts in the field give vital snapshots of this rapidly evolving subject from wide-ranging perspectives including:

- learning throughout life
- sites of lifelong learning
- modes of learning
- policies
- social movements
- issues in lifelong learning
- geographical dimensions.

This authoritative volume, essential reading for academics in the field of Lifelong Learning, examines the complexities of the subject within a systematic global framework and places it in its socio-historic context.

**Selected Contents: Part 1: Introductory Chapters** 1. Lifelong Learning - a social ambiguity, *Peter Jarvis* 2. Learning in Everyday Life, *Peter Jarvis* **Part 2: Learning throughout Life** 3. Young Adulthood, *Rachel Brooks* 4. Middle Age, *Mary Alice Wolf* 5. Later Adulthood, *Mary Alice Wolf* **Part 3: Sites of Lifelong Learning** 6. The Family, *Linden West* 7. Literacy, *Paul Belanger* 8. Schooling, *Stephen Gorard* 9. Universities, *David Watson* 10. Workplace Learning, *Henning Salling Olesen* 11. Workplace Learning in America, *Karen Watkins & Victoria Marsick* 12. Trades Unions, *John Holford* 13. The Community, *John Field* 14. The Learning Region, *Shirley Walters* 15. Cultural Heritage, *Henrik Zapsane* 16. Libraries, *Susam Imel & Kim Duckett* 17. Tourism, *Jean-Louis Vignuda* **Part 4: Modes of Learning** 18. Self-Directed Learning, *Richard Taylor* 19. On Being Taught, *Stephen Brookfield* 20. Distance Learning, *Otto Peters* 21. e-learning, *WeiYuan Zhang* 22. The Web, *Santosh Panda* **Part 5: Policies** 23. National Policies and Lifelong Learning, *Colin Griffin* 24. The European Union, *Peter Jarvis* 25. The World Bank, *William Rivera* 26. OECD, *Tom Schuller* 27. UNESCO, *Adama Ouane* 28. Commonwealth of Learning, *John Daniels* **Part 6: Social Movements** 29. Non-Governmental Organisations and Networks, *Alan Tuckett* 30. NGOs and Development – *dvw*, *Chris Duke & Heribert Hinzen* 31. Social Movements, *Budd Hall* 32. International Aid and Development, *Cornelia Dragne & Budd Hall* **Part 7: Perspectives on Lifelong Learning** 33. Economics, *Hans Schuetze* 34. Philosophy, *Kenneth Wain* 35. Psychology, *Knud Illeris* 36. Sociology, *Kjell Rubenson* 37. Feminism, *Julia Preece* 38. Religion, *Peter Jarvis* **Part 8: Geographical Dimensions** 39. Africa, *Michel Omolewa* 40. Asia, *Songee Han* 41. Australia, *Mark Tennant & Roger Morris* 42. Europe, *Janos Toff* 43. India, *Dr. CPS Chauhan* 44. South America, *Candido Gomes* 45. United States, *Arthur Wilson*

2008: 246x174: 560pp

Hb: 978-0-415-41904-8: **£110.00**

eBook: 978-0-203-87054-9

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## Lifelong Learning and the Learning Society Series

Peter Jarvis, University of Surrey, UK



With the release of the final volume of his trilogy, Peter Jarvis completes his comprehensive, multi-disciplinary study of lifelong learning and the learning society. Between them, these three volumes analyse every aspect of learning, from the fundamental psychology of the human drive to learn, to the global sociological apparatus in which learning takes place.

In Volume 1, *Towards a Comprehensive Theory of Human Learning*, Jarvis demonstrates how learning underpins humanity. By assessing theories of learning across all ages, he constructs a new model for analysing how people learn.

Volume 2, *Globalization, Lifelong Learning and the Learning Society*, considers the effects on the learning society of sociological structures, politics and economics, alongside the moral and ethical basis of such a society.

In Volume 3, *Democracy, Lifelong Learning and the Learning Society*, the arguments of the first two volumes are brought together and furthered, asking what kind of society is possible as a result of learning? The book concludes that since human beings continue to learn, so the learning society must be a process within the incomplete project of humanity.

All three books in the trilogy will be essential reading for students in education, HRD and teaching and learning generally, in addition to academics and informed practitioners.

## Towards a Comprehensive Theory of Human Learning

Peter Jarvis, University of Surrey, UK

As interest grows in theories of lifelong learning not only across society but also as an area of serious academic study, the need has arisen for a thorough and critical study of the phenomenon. This distillation of the work of renowned writer Peter Jarvis addresses this need, looking at the processes involved in human learning from birth to old age and moving the field on from previous unsystematic and mainly psychological studies. Instead, Jarvis argues that learning is existential, and so its study must be complex and interdisciplinary.

2005: 234x156: 232pp  
Hb: 978-0-415-35540-7: **£85.00**  
Pb: 978-0-415-35541-4: **£24.99**  
eBook: 978-0-203-00167-7  
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## Globalization, Lifelong Learning and the Learning Society

Sociological Perspectives

Peter Jarvis, University of Surrey, UK

This book critically assesses the learning that is required and provided within a learning society and gives a detailed sociological analysis of the emerging role of lifelong learning with examples from around the globe. Divided into three clear parts the book:

- looks at the development of the knowledge economy
- provides a critique of lifelong learning and the learning society
- focuses on the changing nature of research in the learning society.

The author, well-known and highly respected in this field, examines how lifelong learning and the learning society have become social phenomena across the globe. He argues that the driving forces of globalisation are radically changing lifelong learning and shows that adult education/learning only gained mainstream status because of these global changes and as learning became more work orientated.

2007: 234x156: 256pp  
Hb: 978-0-415-35542-1: **£85.00**  
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## Democracy, Lifelong Learning and the Learning Society

Active Citizenship in a Late Modern Age

**Peter Jarvis**, University of Surrey, UK

This is a book with a difference: it produces a completely new perspective on lifelong learning and the learning society and locates them within humanity itself. Five themes run through this book:

- Humankind has always been aware of the imperfections of human society: as a consequence, it has looked back to a mythological past and forward to a utopian future that might be religious, political, economic or even educational to find something better.
- Lifelong learning as we currently see it is like two sides of the same coin: we learn in order to be workers who produce, and learn we have a need to consume. We then devour the commodities we have produced, whilst others take the profits!
- One of the greatest paradoxes of the human condition has been the place of the individual in the group/community, or conversely how the groups allow the individual to exist rather than stifle individuality
- Modernity is flawed and the type of society that we currently have, which we in the West call a learning society, is in need of an ethical overhaul in this late modern age.
- There is a need to bring a different perspective – both political and ethical – on lifelong learning and the learning society in order to try to understand what the good society and the good life might become.

In *Democracy, Lifelong Learning and the Learning Society*, the third volume of his trilogy on lifelong learning, Professor Jarvis expertly addresses the issues that arise from the vision of the learning society. The book concludes that since human beings continue to learn, so the learning society must be a process within the incomplete project of humanity.

2008: 234x156: 256pp  
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eBook: 978-0-203-00170-7  
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## Lifelong Learning and the Learning Society Complete Trilogy Set

**Peter Jarvis**, University of Surrey, UK

2008  
Pb: 978-0-415-47788-8: **£59.99**  
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## FORTHCOMING

### The Routledge Encyclopaedia of UK Education, Training and Employment

**John P. Wilson**, University of Sheffield, UK

This encyclopaedia will be a comprehensive description of all the main labour market initiatives which combine education and employment in the UK. It is also a historical source, tracking initiatives that began with the Guilds and the Statute of Artificers in 1563, all the way through to the present day. The cross-referencing and use of bibliographic and internet sources will make this a widely used reference for all those involved in education, training, learning, and employment.

The encyclopaedia includes:

- descriptions in detail of all the major government initiatives connecting education, training and employment.
- documentation covering England, Northern Ireland, Scotland and Wales; and also initiatives in Ireland up to Irish independence.
- all major public agencies and qualifications.
- a detailed bibliography.
- an extensive glossary of acronyms.
- related items that are cross referenced to facilitate research.
- historical compilation and referencing of the items, enabling the tracing back of organisations and initiatives which have occupied similar responsibilities and niches.
- many items that have been rarely recorded or are only to be found in documents relatively inaccessible to the public and those involved with education and training.

Although current governmental documents are now to be found online, many historical records are not available. This encyclopaedia crosses these knowledge boundaries, and will appeal to all involved in UK education, training and employment.

May 2010: 246x174: 256pp  
Hb: 978-0-415-55822-8: **£100.00**  
[www.routledge.com/9780415558228](http://www.routledge.com/9780415558228)

**FORTHCOMING****Learning and Work and the Politics of Working Life**

Global Transformations and Collective Identities in Teaching, Nursing and Social Work

By **Terri Seddon**, Monash University, Australia,  
**Lea Henriksson**, University of Tampere, Finland and  
**Beatrix Niemeyer**, University of Flensburg, Germany.

Large-scale changes in work and education are key features of contemporary global transformations. On a local scale, these changes affect people's experiences of workplaces that are also learning places, where a significant politics of work plays out. This thought-provoking and empirically researched book questions prevailing debates about compliance in work, education and lifelong learning, and affirms the importance of debate and dissent within the current terms and conditions of work: the politics of working life in a globalised world. It examines the way human service work – teaching, nursing and social work – is being disturbed today and how these disturbances both constrain and enable collective identities in everyday practical politics.

The book is structured by three main themes: disturbed work, disturbing work, and transforming politics. Coming to the view that this transforming politics is, at heart, a 'politics of we', it approaches this agenda through detailed empirical research in human service work in Europe, Australia and the USA, as well as through self-reflective theorising about doing academic work cross-nationally, using a distinctive global research methodology.

Transforming politics is about the use and effects of power in everyday life. Contemporary global challenges require us to find cultural anchorpoints that support collective agency within a local and global ethic. Using power responsibly as an everyday practice throughout working lives is a way of approaching agency that offers new opportunities to build more sustainable workplaces, work practices and working lives. (If space is limited, remove this paragraph)

This book is written for postgraduate students, researchers, policy actors, planners, organisational and community development practitioners, professionals in education, work, and lifelong learning consultants in the US, Europe and Australia.

January 2010: 234 x 156  
Hb: 978-0-415-55752-8: **£80.00**  
Pb: 978-0-415-55753-5: **£22.99**  
[www.routledge.com/9780415557535](http://www.routledge.com/9780415557535)

**NEW****Researching Transitions in Lifelong Learning**

Edited by **John Field**, University of Stirling, UK,  
**Jim Gallacher** and **Robert Ingram**, both at Glasgow  
Caledonian University, UK



In today's society, people and organisations increasingly undergo processes of transition. Experiences of change affect all areas of life: our jobs, relationships, status, communities, engagement in civil society, lifestyles, even understandings of our own identity. Each person must expect and make ready for transitions, engaging in learning as a fundamental strategy for handling change. This is where lifelong learning steps in. From

career guidance to third age programmes, from 'learning to learn' in kindergarten to MBA, from Mozart for babies to gender re-assignment counselling, people face a crowded world of learning activities designed to help them through transitions.

*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, Sue Webb, Gert Biesta, W. Norton Grubb, Nicky Solomon and David Boud – as well as emerging researchers with fresh and sometimes challenging perspectives. While emphasising the complexity and variety of people's experiences of learning transitions, as well as acknowledging the ways in which they are embedded in the specific contexts of everyday life, the authors share a common interest in understanding the lived experiences of change from the learner's perspective. This volume therefore provides an opportunity to take stock of recent research into transitions, seen in the context of lifelong learning, and outlines important messages for future policy and practice. It will also appeal to researchers worldwide in education and industrial sociology, as well as students on courses in post-compulsory education.

June 2009: 234x156: 240pp  
Hb: 978-0-415-49598-1: **£75.00**  
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**NEW****Beyond Reflective Practice**

New Approaches to Professional Lifelong Learning

Edited by **Helen Bradbury**, University of Leeds, UK,  
**Nick Frost**, Leeds Metropolitan University, UK,  
**Sue Kilminster** and **Miriam Zukas**, both at University  
of Leeds, UK

Reflective practice has moved from the margins to the mainstream of professional education. However, in this process, its radical potential has been subsumed by individualistic, rather than situated, understandings of practice. Presenting critical perspectives that challenge the current paradigm, this book aims to move beyond reflective practice. It proposes new conceptualisations and offers fresh approaches relevant across professions. Contributors include both academics and practitioners concerned with the training and development of professionals.

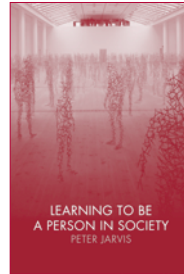
Definitions of reflection (which are often implicit) often focus on the individual's internal thought processes and responsibility for their actions. The individual - what they did/thought/felt - is emphasised with little recognition of context, power dynamics or ideological challenge. This book presents the work of practitioners, educators, academics and researchers who see this as problematic and are moving towards a more critical approach to reflective practice.

With an overview from the editors and fourteen chapters considering new conceptualisations, professional perspectives and new practices, *Beyond Reflective Practice* examines what new forms of professional reflective practice are emerging. It examines in particular the relationships between reflective practitioners and those upon whom they practise. It looks at the ways in which the world of professional work has changed and the ways in which professional practice needs to change to meet the needs of this new world. It will be relevant for those concerned with initial and ongoing professional learning, both in work and in educational contexts.

July 2009: 234x156: 224pp  
Hb: 978-0-415-46792-6: **£75.00**  
Pb: 978-0-415-46793-3: **£23.99**  
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**NEW****Learning to be a Person in Society**

Peter Jarvis, University of Surrey, UK



Learning is a lifelong process and we are the result of our own learning. But how exactly do we learn to be a person through living? In this book, Peter Jarvis draws together all the aspects of becoming a person into the framework of learning.

Considering the ongoing, 'nature versus nurture' debate over how we become people, Jarvis's study of nurture - what learning is primarily about - builds on a detailed recognition of our genetic

inheritance and evolutionary reality. It demonstrates the ways in which we become social human beings: internalising, accommodating and rejecting the culture to which we are exposed (both primarily and through electronic mediation) while growing and developing as human beings and people.

As learning theory moves away from traditional, single-discipline approaches it is possible to place the person at the centre of all thinking about learning, by emphasising a multi-disciplinary approach. This wide-ranging study draws on established research from a number of disciplines into the complexities that make us who we are. It will appeal to a wide variety of audiences: those involved in all fields of education, the study of learning and development, human resource development, psychology, theology and the caring professions.

June 2009: 234x156: 240pp  
Hb: 978-0-415-41902-4: **£75.00**  
Pb: 978-0-415-41903-1: **£22.99**  
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## NEW

## Transitions and Learning through the Lifecourse

**Kathryn Ecclestone**, University of Birmingham, UK,  
**Gert Biesta**, University of Stirling, UK and  
**Martin Hughes**, University of Bristol, UK



Like many ideas that inform policy, practice and research, 'transition' has numerous everyday and conceptual meanings. Children make a transition to adulthood, pupils move from primary to secondary school, from school to work, training or further education. Such transitions can lead to profound change or be an impetus for new learning, or they can be unsettling, difficult and unproductive. 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.

Rapid social and economic changes in work and education, life patterns and support systems are leading to growing political interest in transitions in many countries. Reports by the British government's Social Exclusion Unit and the Organisation for Economic Cooperation and Development present successful transitions as essential for educational and social achievement and for economic prosperity. Policy makers regard successful transitions through the education system and labour market as essential for social inclusion and educational achievement, and are therefore increasingly concerned that some groups and individuals experience particular difficulty in managing transitions.

Transitions have increasingly become a political concern, through numerous policy initiatives that encourage institutions and individuals to manage transitions more effectively. Aimed primarily at academic researchers and students at all levels of study across a range of disciplines, including education, careers, sociology, feminist and cultural studies, it is the first systematic attempt to bring together and evaluate insights about educational, life and work transitions from different fields of research.

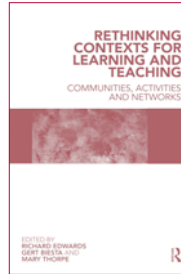
October 2009: 234x156: 176pp  
 Hb: 978-0-415-48173-1: **£75.00**  
 Pb: 978-0-415-48174-8: **£23.99**  
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## NEW

## Rethinking Contexts for Learning and Teaching

Communities, Activities and Networks

Edited by **Richard Edwards** and **Gert Biesta**, both at University of Stirling, UK and **Mary Thorpe**, Open University, UK



Now that learning is seen as lifelong and lifewide, what specifically makes a learning context? What are the resultant consequences for teaching practices when working in specific contexts? Drawing upon a variety of academic disciplines, *Rethinking Contexts for Learning and Teaching* explores some of the different means of understanding teaching and learning, both in and across contexts, the issues they raise and their implications for pedagogy and

research. It specifically addresses

- What constitutes a context for learning?
- How do we engage the full resources of learners for learning?
- What are the relationships between different learning contexts?
- What forms of teaching can most effectively mobilise learning across contexts?
- How do we methodologically and theoretically conceptualise contexts for learning?

Drawing upon practical examples and the UK's TLRP, this book brings together a number of leading researchers to examine the assumptions about context embedded within specific teaching and learning practices. It considers how they might be developed to extend opportunity by drawing upon learning from a range of contexts, including schools, colleges, universities and workplaces.

February 2009: 234x156: 192pp  
 Hb: 978-0-415-46775-9: **£75.00**  
 Pb: 978-0-415-46776-6: **£22.99**  
 eBook: 978-0-203-88175-0  
[www.routledge.com/9780415467766](http://www.routledge.com/9780415467766)

## Contemporary Theories of Learning

Learning Theorists In Their Own Words

Edited by **Knud Illeris**, Danish University of Education, Denmark



In this definitive collection of today's most influential learning theorists, sixteen world-renowned experts present their understanding of what learning is and how human learning takes place.

Professor Knud Illeris has collected chapters that explain both the complex frameworks in which learning takes place and the specific facets of learning, such as the acquisition of learning content, personal development, and the

cultural and social nature of learning processes. Each international expert provides either a seminal text or an entirely new précis of the conceptual framework they have developed over a lifetime of study.

Elucidating the key concepts of learning, *Contemporary Theories of Learning* provides both the perfect desk reference and an ideal introduction for students. It will prove an authoritative guide for researchers and academics involved in the study of learning, and an invaluable resource for all those dealing with learning in daily life and work. It provides a detailed synthesis of current learning theories... all in the words of the theorists themselves.

Including: Knud Illeris, Peter Jarvis, Robert Kegan, Yrjö Engeström, Bente Elkjaer, Jack Mezirow, Howard Gardner, Peter Alheit, John Heron, Mark Tennant, Jerome Bruner, Robin Usher, Thomas Ziehe, Jean Lave, Etienne Wenger, Danny Wildemeersch and Veerle Stroobants.

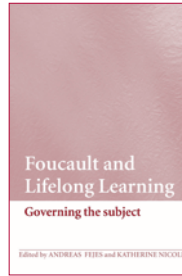
2008: 234x156: 256pp  
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## Foucault and Lifelong Learning

Governing the Subject

Edited by **Andreas Fejes**, Linköping University, Sweden and **Katherine Nicoll**, University of Stirling, UK



Over the last twenty years there has been increasing interest in the work of Michel Foucault in the social sciences and in particular with relation to education. This, the first book to draw on his work to consider lifelong learning, explores the significance of policies and practices of lifelong learning to the wider societies of which they are a part.

With a breadth of international contributors and sites of analysis,

this book offers insights into such questions as:

- What are the effects of lifelong learning policies within socio-political systems of governance?
- What does lifelong learning do to our understanding of ourselves as citizens?
- How does lifelong learning act in the regulation and re-ordering of what people do?

The book suggests that understanding of lifelong learning as contributory to the knowledge economy, globalisation or the new work order may need to be revised if we are to understand its impact more fully. It therefore makes a significant contribution to the study of lifelong learning.

2008: 234x156: 208pp  
Hb: 978-0-415-42402-8: **£85.00**  
Pb: 978-0-415-42403-5: **£24.99**  
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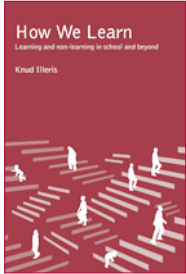
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## How We Learn

Learning and Non-Learning in School and Beyond

**Knud Illeris**, Danish University of Education, Denmark



**'This is a book which I will return to and come to value for its ability to provoke reassessments of my understanding of learning.'** - *Teaching and Learning Update*

**How We Learn is quite excellent-very well designed and very readable.** - *British Journal of Educational Technology*

*How We Learn* deals with the fundamental issues of the processes

of learning, critically assessing different types of learning and obstacles to learning. It also considers a broad range of other important questions in relation to learning such as:

- modern research into learning and brain functions
- self-perception, motivation and competence development
- teaching, intelligence and learning style
- learning in relation to gender and life age.

The book provides a comprehensive introduction to both traditional learning theory and the newest international research into learning processes, while at the same time being an innovative contribution to a new and more holistic understanding of learning including discussion on school-based learning, net-based learning, workplace learning and educational politics.

*How We Learn* examines all the key factors that help to create a holistic understanding of what learning actually is and why and how learning and non-learning take place. It is also however a refreshing and thought-provoking piece of scholarly work as it adds new research material, new understandings and new points of view.

2007: 234x156: 304pp  
Hb: 978-0-415-43846-9: **£80.00**  
Pb: 978-0-415-43847-6: **£19.99**  
eBook: 978-0-203-93989-5  
[www.routledge.com/9780415438476](http://www.routledge.com/9780415438476)

## The Concepts and Practices of Lifelong Learning

**Brenda Morgan-Klein**, University of Stirling, UK and  
**Michael Osborne**, University of Glasgow, UK



**'Morgan-Klein and Osborne are key researchers in the field of lifelong learning. Their book is very well researched, and approaches contested topics in a pleasingly balanced way ... The book is a welcome addition to the literature, and will be a useful text for learning and teaching in the fields of education and sociology. It will also be relevant for consideration in employability modules in any university discipline.'** - *ESCalate, Higher Education Academy*

This textbook gives a wide-ranging, research-informed introduction to issues in lifelong learning across a variety of educational settings and practices. It's very accessible approach is multi-disciplinary drawing on sociology and psychology in particular. In addition, issues are discussed within an international context. While there has been a proliferation of texts focussing on particular areas of practice such as higher education, there is little in the way of a broad overview.

Chapters one to four introduce various conceptions of lifelong learning, the factors that impinge on learning through the life course, and the social and the economic rationale for lifelong learning. Chapters five-ten consider the varied sites of lifelong learning, from the micro to macro (from the home to the region to the virtual). Chapter eleven draws the strands together in the context of turbulence and continuing transition in personal and work roles, and against the background of future technological development.

This timely overview will be relevant to education and training professionals, education studies students and the general reader.

2007: 234x156: 168pp  
Hb: 978-0-415-42860-6: **£80.00**  
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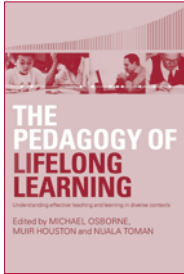
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## The Pedagogy of Lifelong Learning

Understanding Effective Teaching and Learning in Diverse Contexts

Edited by **Michael Osborne**, University of Glasgow, UK,  
**Muir Houston**, University of Stirling, UK and  
**Nuala Toman**, Glasgow Caledonian University, UK



Presenting a snapshot of contemporary international research into the pedagogy of lifelong learning and teaching, this book focuses on a wide range of issues related to lifelong learning, including higher education, community-based learning and literacy practices in continuing education. It highlights the fact that the wide-ranging conclusions they draw have vital implications for this rapidly changing field.

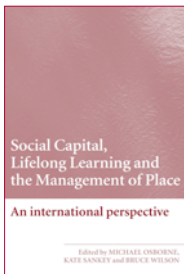
The book reviews the emerging issues from researching teaching and learning in different post-school contexts - an issue which has grown in research importance around the world in recent years - with the concern both to widen participation and improve student attainment. Examining empirically, methodologically and theoretically contemporary research in teaching and learning in diverse contexts, it focuses on three main areas: learning careers and identities; pedagogy and learning cultures and learning beyond institutions.

2007: 234x156: 248pp  
Hb: 978-0-415-42494-3: **£85.00**  
Pb: 978-0-415-42495-0: **£23.99**  
eBook: 978-0-203-94529-2  
[www.routledge.com/9780415424950](http://www.routledge.com/9780415424950)

## Social Capital, Lifelong Learning and the Management of Place

An International Perspective

Edited by **Michael Osborne**, University of Glasgow, UK,  
**Kate Sankey**, University of Stirling, UK and  
**Bruce Wilson**, PASCAL Observatory, RMIT, Australia



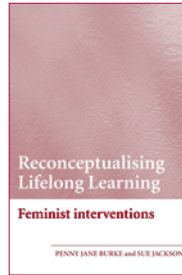
Providing valuable insight into the management of place and the development of learning at a regional level, the book presents international research that underpins the development and implementation of policies and practices that improve the quality of living and working circumstances at both local and regional levels.

2007: 234x156: 264pp  
Hb: 978-0-415-42795-1: **£85.00**  
Pb: 978-0-415-42796-8: **£23.99**  
eBook: 978-0-203-94553-7  
[www.routledge.com/9780415427968](http://www.routledge.com/9780415427968)

## Reconceptualising Lifelong Learning

Feminist Interventions

**Sue Jackson**, University of London, UK and  
**Penny Jane Burke**, Roehampton University, UK



Arising from work by the Gender and Lifelong Learning Group of the Gender and Education Association, this book presents reconceptualisations of lifelong learning. It argues that the current field of lifelong learning is based on certain hidden values and assumptions and examines the mechanisms by which exclusionary discourses and practices are reproduced and maintained.

The book opens up ways of conceptualising learning that takes into account multiple and shifting formations of learners from different social contexts. The authors broaden what counts as learning and who counts as a learner, offering different understandings of lifelong learning that are able to include currently marginalised values and principles.

Organised in four sections the book looks at:

- reclaiming - it draws on feminist and post-structural conceptual frameworks to create a critical analysis of the current 'field' of lifelong learning
- retelling - it tells the tales of different multi-positions in lifelong learning
- revisioning - it moves from narrative to analysis and the authors present their revisioning of learning which provide the tools to reconceptualise the field of lifelong learning
- reconstructing - it furthers the discussion to outline new approaches to and practices in lifelong learning.

2007: 234x156: 248pp  
Hb: 978-0-415-37614-3: **£85.00**  
Pb: 978-0-415-37615-0: **£23.99**  
eBook: 978-0-203-94745-6  
[www.routledge.com/9780415376150](http://www.routledge.com/9780415376150)



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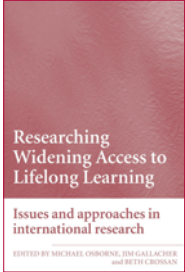
[www.ebookstore.tandf.co.uk](http://www.ebookstore.tandf.co.uk)  
eBooks are only available to order online

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Taylor & Francis Group

## Researching Widening Access to Lifelong Learning

Issues and Approaches in International Research

Edited by **Michael Osborne**, University of Glasgow, UK  
**Jim Gallacher** and **Beth Crossan**, both at Glasgow Caledonian University, UK



This authoritative volume is a truly international contribution to the worldwide debate on how best to widen access to lifelong learning.

The first section of the book comprises research studies from around the world, reflecting the diversity of contexts in which widening access is researched and considers issues central to the access debate, including different understandings of the concept of

change, curriculum development, entry policies, performance and retention and labour market outcomes.

The second section illustrates diverse and innovative methodological approaches that have been employed by researchers in the field, and considers the range of approaches available.

Given the growing concern around the world on the need to combat social exclusion and to improve economic circumstances through access to lifelong learning, this book acts as a unique reference point informing the ongoing debate, exploring the relationships between research, policy and practice.

2004: 234x156: 256pp  
Hb: 978-0-415-32236-2: **£85.00**  
Pb: 978-0-415-40964-3: **£23.99**  
eBook: 978-0-203-30030-5  
[www.routledge.com/9780415409643](http://www.routledge.com/9780415409643)

## Lifelong Learning

Concepts and Contexts

Edited by **Jim Crowther** and **Peter Sutherland**



This guide to lifelong learning brings together new writing from leading thinkers in the field to provide a critical summary of current developments in understanding adult learning and the societal context in which they are located.

2005: 234x156: 264pp  
Hb: 978-0-415-35372-4: **£80.00**  
Pb: 978-0-415-44305-0: **£24.99**  
eBook: 978-0-203-93620-7  
[www.routledge.com/9780415443050](http://www.routledge.com/9780415443050)

## NEW

## International Perspectives on Competence Development

Developing Skills and Capabilities

Edited by **Knud Illeris**, Danish University of Education, Denmark



In today's complex and ever-changing world it has become obvious that even highly developed knowledge and skills are no longer sufficient to meet new challenges, situations and problems facing individuals, organisations and nations. This raises an enormous and potentially confusing issue for educators and trainers: how is it possible to generate and assess abilities to deal with challenges and problems unknown – or not even in

existence – at the time when the learning takes place?

The book builds on the experiences and insights of its expert contributors, all of whom have worked with, studied and analysed competences and how they are developed. Their collected work presents

- Comprehensive explanation and analysis of the concept and nature of competence.
- Specific contexts of competence development, e.g. in the public sector or small business.
- Competence development as a national strategy for building an up-to-date education and training system.

With chapters from around the world, including the UK, USA, Canada, Australia, Scandinavia, this book illustrates in an engaging and convincing manner the importance and innovative nature of the concept of competences, resulting in a varied, differentiated and empathetic guide to the topic. It will appeal to educators, both in academic and management circles, as well as students and administrators of education.

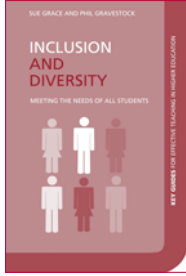
May 2009: 234x156: 224pp  
Hb: 978-0-415-49210-2: **£75.00**  
Pb: 978-0-415-49211-9: **£22.99**  
[www.routledge.com/9780415492119](http://www.routledge.com/9780415492119)

## Inclusion and Diversity

Meeting the Needs of All Students

**Sue Grace**, University of York, UK and **Phil Gravestock**, University of Gloucestershire, UK

*Series: Key Guides for Effective Teaching in Higher Education*



How should you prepare for the first day of class? How can you encourage all students to participate in discussions? How do you ensure disabled students can take part in field work? Increasingly, universities are drawing from a less traditional group of students – international students, disabled students, part time students, and mature students. This book offers specific, practical advice on the issues that teachers encounter when teaching in a

diverse classroom. *Inclusion and Diversity* highlights good practice for all students, and provides a helpful structure around the day-to-day experiences of staff and students as they make contact with each other. With reference to the international literature, and discussing some of the educational principles that underpin an inclusive curriculum, this book covers a wide range of useful topics so that teachers will have quick access to guidelines on different aspects of teaching and learning:

- small and large group teaching
- e-learning
- work placements
- students' lives out of the classroom
- personal tutoring
- skills agenda
- assessment
- employability and further study.

Addressing a range of themes, including student age, ethnicity, disability, sexuality and gender, this book aids all practitioners in higher education today – particularly those new lecturers meeting their students for the first time – to develop a better understanding of the issues involved in teaching a diverse range of students.

2008: 216x140: 264pp  
Hb: 978-0-415-43044-9: **£70.00**  
Pb: 978-0-415-43045-6: **£19.99**  
eBook: 978-0-203-89038-7  
[www.routledge.com/9780415430456](http://www.routledge.com/9780415430456)

## The Means to Grow Up

Reinventing Apprenticeship as a Developmental Support in Adolescence

**Robert Halpern**, Erikson Institute, Chicago, USA



In *The Means to Grow Up*, Robert Halpern describes the pedagogical importance of 'apprenticeship'—a growing movement based in schools, youth-serving organizations, and arts, civic, and other cultural institutions. This movement aims to re-engage youth through in-depth learning and unique experiences under the guidance of skilled professionals. Employing a 'pedagogy of apprenticeship,' these experiences combine specific, visceral, and sometimes messy work with opportunity for self-expression, increasing responsibility, and exposure to the adult world.

Grounded in ethnographic studies, *The Means to Grow Up* illustrates how students work in unique ways around these meaningful activities and projects across a range of disciplines. Participation in these efforts strengthens skills, dispositions, and self-knowledge that is critical to future schooling and work, renews young peoples' sense of vitality, and fosters a grounded sense of accomplishment. In unearthing the complexities of apprenticeship learning, Halpern challenges the education system that is increasingly geared towards the acquisition of de-contextualized skills. Instead, he reveals how learning alongside experienced adults can be a profoundly challenging and complex endeavor for adolescents and offers readers an exciting vision of what education can and should be about.

2008: 229x152: 248pp  
Hb: 978-0-415-96032-8: **£75.00**  
Pb: 978-0-415-96033-5: **£21.99**  
eBook: 978-0-203-88597-0  
[www.routledge.com/9780415960335](http://www.routledge.com/9780415960335)

## Toward Defining and Improving Quality in Adult Basic Education

Issues and Challenges

Edited by **Alisa Belzer**, Rutgers, the State University of New Jersey, USA

*Series: Rutgers Invitational Symposium on Education Series*

This volume revisits, problematizes, and expands the meaning of quality in the context of adult basic education. It is organized around three themes - Accountability, Standards, and the Use of Documentation and Research; Program Structures and Instruction; and Rethinking Our Assumptions and Concepts.

2007: 229x152: 344pp  
Hb: 978-0-8058-5545-6: **£65.00**  
eBook: 978-1-4106-1553-4  
[www.routledge.com/9780805855456](http://www.routledge.com/9780805855456)

## 2ND EDITION

**Learning to Teach Adults**

An Introduction

**Nicholas Corder**, Former trainer of FE tutors at Buckinghamshire LEA, and latterly Warwick and Oxford Brookes Universities, UK



*Learning to Teach Adults* is an indispensable guide for anyone who teaches, or is planning to teach adults. This comprehensive yet light-hearted book gives sensible advice on the business of teaching and training, and is relevant for any subject taught, be it archery or zoology. Writing with passion and humour, the author provides helpful tips, ideas and practical examples throughout.

Topics include:

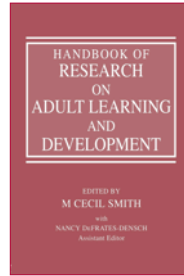
- adult learners and learning styles;
- teaching methods and techniques;
- course and lesson planning;
- student motivation and participation;
- dealing with awkward situations.

Fully updated, the new edition includes vital new sections on assessment, teaching students with learning difficulties and the impact of new technologies on teaching and learning. This engaging and accessible book is essential reading for anyone teaching adults for the first time. It is also a useful reminder of good practice for experienced teachers and trainers and a helpful refresher for anyone returning to teaching after a career break.

2007: 234x156: 176pp  
 Hb: 978-0-415-42362-5: **£80.00**  
 Pb: 978-0-415-42363-2: **£21.99**  
 eBook: 978-0-203-93594-1  
[www.routledge.com/9780415423632](http://www.routledge.com/9780415423632)

**Handbook of Research on Adult Learning and Development**

Edited by **M Cecil Smith**, Northern Illinois University, USA with **Nancy DeFrates-Densch**, Assistant Editor, Northern Illinois University, USA



This comprehensive, state-of-the-art *Handbook* analyzes, integrates, and summarizes theoretical advances and research findings on adult development and learning.

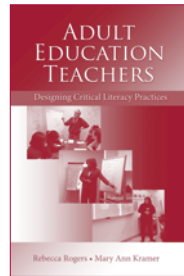
Contributors include prominent scholars across diverse disciplinary fields (education, developmental psychology, public policy, gerontology, neurology, public health, sociology, family studies, and adult education).

2008: 254x178: 832pp  
 Hb: 978-0-8058-5819-8: **£155.00**  
 Pb: 978-0-8058-5820-4: **£55.00**  
 eBook: 978-0-203-88788-2  
[www.routledge.com/9780805858204](http://www.routledge.com/9780805858204)

**Adult Education Teachers**

Designing Critical Literacy Practices

**Rebecca Rogers**, University of Missouri, USA and **Mary Ann Kramer**, Literacy Coordinator for Adult Literacy Education in the St. Louis Public Schools, USA



This book examines the literacy practices of exemplary adult education teachers working within critical literacy frameworks. It provides an in-depth look at the complexity of adult literacy education through the lenses of these teachers. An understanding of this complexity helps teachers design literacy practices in classrooms on a daily basis. This is an important book for there is considerable pedagogical and political attention focused on

adult literacy education at this time. As the field of adult education continues to grapple with issues of teacher professionalization/certification, it adds a much needed teacher perspective.

Appropriate as a text for adult education courses, this volume will also appeal to researchers, teacher educators, practitioners, and graduate students across the field of literacy education.

2007: 229x152: 352pp  
 Hb: 978-0-8058-6242-3: **£80.00**  
 Pb: 978-0-8058-6243-0: **£25.99**  
 eBook: 978-1-4106-1637-1  
[www.routledge.com/9780805862430](http://www.routledge.com/9780805862430)

## Improving Learning Series

Series Editor: **Andrew Pollard**, Institute of Education, University of London, UK

*The Improving Learning series showcases findings from projects within ESRC's Teaching and Learning Research Programme (TLRP) – the UK's largest ever coordinated educational research initiative. Each book is explicitly designed to support 'evidence-informed' decisions in educational practice and policy-making. In particular, they combine rigorous social and educational science with high awareness of the significance of the issues being researched.*

### FORTHCOMING

#### Improving Literacy at Work

**Alison Wolf** and **Karen Evans**, both at Institute of Education, University of London, UK

This book comes at a time when there is continuing policy interest in how to improve basic skills of adults at work. The core of this interest is improving literacy at work and this book will be essential reading for all those concerned with both policy and practice in this area. While the authors build on detailed research from the UK, the issue is a universal one, and rising skill requirements means the conclusions drawn will be of equal interest elsewhere in Europe, USA, Canada, Australia and New Zealand (especially as the project team are already discussing policy options in this area in a number of countries). The research also has very direct implications and practical relevance for teaching and learning as this valuable book will provide tutors with clear guidelines and advice on exactly what is effective provision and how best to support learners at work.

While the authors' central objective has been to identify when and how workplace programs are effective in improving adults' basic skills, as well as their effects on other life-course variables (employment stability, promotion, enrolment in further educational programs) and to examine the impact on enterprises of sponsoring such programs, the book is able to draw on a unique research base designed longitudinally to gain longer-term perspectives and deeper insights into both the trajectories of learners/employees and the features of the organizations and workplaces than are possible or available through short term evaluations.

April 2010: 216x138: 176pp  
Hb: 978-0-415-54868-7: **£75.00**  
Pb: 978-0-415-54872-4: **£21.99**  
[www.routledge.com/9780415548724](http://www.routledge.com/9780415548724)

### FORTHCOMING

#### Improving Mathematics at Work

The Need for Techno-mathematical Literacies

**Celia Hoyles, Richard Noss, Philip Kent** and **Authur Bakker**, all at Institute of Education, University of London, UK

What are the mathematical knowledge and skills that actually matter for the world of work today? Has technology reduced the necessary knowledge to the most basic arithmetic? Or has the era of globalised competition and customer-focus ushered in a new era where novel skills are required? If so, how can they be developed?

This book argues that there has been a radical shift in the nature of mathematical skills required for work – a shift which has still not been fully recognised by either the formal education system or by employers and managers. People need mathematical knowledge and skills that are shaped in new ways by information technologies and situated in concrete work situations – what we term techno-mathematical literacies (TmL): for example, the need to be fluent in the language of mathematical inputs and outputs to technologies and to interpret and communicate them, rather than merely to be procedurally competent with calculations.

The book presents case studies in manufacturing and financial service sectors, and proven design principles for the successful implementation of learning interventions for TmL learning opportunities. These include vignettes that describe the co-design and evaluation with employer-partners of interactive computer tools and authentic learning activities.

This book is required reading for trainers and managers in commerce and industry; teachers and lecturers of mathematics and technical subjects, especially in the Further Education field; for stakeholders and decision-makers interested in evidence-based policy; and for academic researchers interested in the application of cultural-historical activity theory to the understanding of workplace knowledge.

April 2010: 216x138: 160pp  
Hb: 978-0-415-48007-9: **£75.00**  
Pb: 978-0-415-48008-6: **£21.99**  
[www.routledge.com/9780415480086](http://www.routledge.com/9780415480086)

## NEW

## Improving Learning in Later Life

**Alexandra Withnall**, University of Warwick, UK

With life expectancy increasing, there is growing emphasis on encouraging older people to continue learning. This comes as part of a strategy to allow them to remain healthy, independent and vitally engaged in society for as long as possible. All the same, policymakers have barely begun to address the issues involved and the perspectives of these learners. This book presents insightful research that will help shift the focus of debate onto the learning experiences of older people themselves. It offers a critical overview of the development of theoretical and philosophical approaches to later life learning that have developed over the last three decades, drawing on published work from the USA, the UK, Australia and other countries. It documents the individual experiences of older people through a variety of methods, including:

- Focus group discussions
- Learning diaries kept by older people
- Questionnaires considering, among other issues, older people's definition on what learning is
- Interviews and commentary.

This material gives a sense of the breadth and diversity of older people's experiences, as well as the enormous range of learning activities, both informal and formal, in which they are engaged in retirement. In a climate of debate and change concerning the provision and funding of non-vocational learning opportunities for adults of any age, this study's findings will be of particular importance. It will appeal to researchers and students of education as well as those directly involved in the implementation of courses and classes involving older learners.

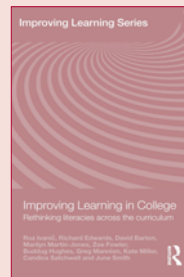
July 2009: 216x138: 192pp  
 Hb: 978-0-415-46171-9: **£75.00**  
 Pb: 978-0-415-46172-6: **£21.99**  
 eBook: 978-0-203-87253-6  
[www.routledge.com/9780415461726](http://www.routledge.com/9780415461726)

## NEW

## Improving Learning in College

Rethinking literacies across the curriculum

**Roz Ivanic** and **David Barton**, both at University of Lancaster, UK, **June Smith**, **Richard Edwards**, **Greg Mannion** and **Kate Miller**, all at University of Stirling, UK, **Marilyn Martin-Jones**, University of Birmingham, UK, **Zoe Fowler**, Independent Researcher, **Buddug Hughes**, University of Wales, Bangor, UK and **Candice Satchwell**, Lancaster University and Blackpool & The Fylde College



What's the problem with literacy at college? How might everyday literacy be harnessed for educational ends?

Based on the first major study of literacy practices in colleges in the UK, this book explores the reading and writing associated with learning subjects across the college curriculum. It investigates literacy practices in which students engage outside of college, and teaching and learning strategies through which these can help support the

curriculum. With insightful analyses of innovative practices, it considers ways of changing teaching practices to enable students to draw upon their full potential.

Recent research work has challenged the myth of individual student deficit, arguing cogently that people have 'funds of knowledge' from diverse and vibrant cultural roots, and that these have been misguidedly disqualified by the education system. It has claimed that different 'ways with words' can provide valuable resources for learning. However, the empirical exploration of this claim has lagged far behind the theoretical debate. *Improving Learning in College* resolves this by showing the integrity and richness of the literacy practices of a significant population, not previously the focus of such research: those who take vocational and academic college courses in colleges. It addresses an issue which has not until now been developed within this research tradition: that of how these practices can not only be valued and validated, but mobilised and harnessed to enhance learning in educational settings.

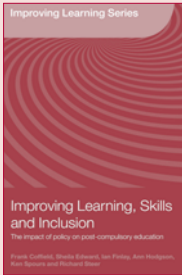
This book will interest all teachers, teacher-educators and researchers concerned with post-compulsory education and vocational education in compulsory schooling.

February 2009: 216x138: 232pp  
 Hb: 978-0-415-46911-1: **£75.00**  
 Pb: 978-0-415-46912-8: **£21.99**  
 eBook: 978-0-203-88142-2  
[www.routledge.com/9780415469128](http://www.routledge.com/9780415469128)

## Improving Learning, Skills and Inclusion

The Impact of Policy on Post-Compulsory Education

**Frank Coffield**, University of Newcastle Upon Tyne, UK, **Sheila Edward**, **Ian Finlay**, University of Strathclyde, UK, **Ann Hodgson** and **Ken Spours**, both at University of London, UK and **Richard Steer**, Institute of Education, UK



How can opportunities for teaching and learning be improved to ensure that many more people participate, gain qualifications and obtain decent jobs? Will government policies enable us to achieve these goals? What new ideas do we need to ensure a more inclusive, equitable and efficient learning system? These are some of the main concerns which underlie this thought-provoking book coming from a major research project looking at

how policies affect learners, tutors, managers and institutional leaders in Further Education Colleges, Adult and Community Learning centres and in Work Based Learning sites.

Post compulsory education in the UK has been constantly restructured by the New Labour government and has been subject to considerable policy turbulence over the last few years. This book attempts to understand this important but poorly understood sector by both talking to students and front-line staff and by interviewing the officials responsible for managing post-compulsory education and lifelong learning.

By examining the sector simultaneously from the 'bottom up' and from 'top down', the authors show how recent policy is affecting three disadvantaged groups - 16-19 year olds who have fared poorly in official tests at school; unemployed adults learning basic skills; and employees at work learning basic skills. The authors conclude that there are serious failings and suggest principles and features of a more equitable and effective learning system.

2008: 216x138: 248pp

Hb: 978-0-415-46180-1: **£80.00**

Pb: 978-0-415-46181-8: **£22.99**

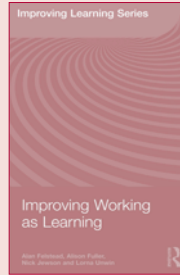
eBook: 978-0-203-92899-8

[www.routledge.com/9780415461818](http://www.routledge.com/9780415461818)

**NEW**

## Improving Working as Learning

**Alan Felstead**, University of Cardiff, **Alison Fuller**, Southampton University, UK, **Nick Jewson**, Cardiff University, UK and **Lorna Unwin**, University of London, UK



Interest in learning at work has captured the attention of many people around the world, often taking centre stage in policy debates about improving economic performance, prosperity and well-being. This book is about the learning that goes on in workplaces – ranging from offices, factories and shops to gyms, health centres and universities – and how it can be improved. Such learning includes everyday work activity, on-the-job instruction and off-the-job training events.

*Improving Working as Learning* is the first book to analyze systematically learning at work in different settings by developing and applying a new analytical framework. The Working as Learning Framework connects the particularities of work tasks with the way jobs are organized and the wider pressures and constraints organizations face for survival, growth and development. The authors convincingly demonstrate that the framework offers a sophisticated understanding of how improving the work environment – both within the workplace and beyond – can enhance and sustain improvements in learning at work.

Each chapter presents evidence – taken from both private and public sectors – to illustrate how the Working as Learning Framework provides a means by which employers, researchers and policy-makers can

- Improve the conditions for nurturing and sustaining learning at work
- Build appropriate workforce development plans within given constraints
- Recognize that the creation and use of knowledge is widely distributed
- Mobilize existing workplace resources to support learning
- Enhance our understanding of how workplace learning is shaped by relationships at, and beyond, the workplace

This topical book will appeal to an international readership of undergraduate and postgraduate students, vocational teachers and trainers, human resource professionals, policy-makers, and researchers.

April 2009: 216x138: 248pp

Hb: 978-0-415-49645-2: **£75.00**

Pb: 978-0-415-49646-9: **£21.99**

eBook: 978-0-203-87795-1

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eBooks are only available to order online

**Routledge**  
Taylor & Francis Group

## Improving Workplace Learning

**Karen Evans**, University of London, UK  
**Phil Hodgkinson**, University of Leeds, UK  
**Helen Rainbird**, University of Birmingham, UK and  
**Lorna Unwin**, University of Leicester, UK



**'Improving Workplace Learning certainly improves the level of debate around work based learning at a time when the debate is about to take centre stage. It contributes extensively to this under-researched area, it provides a very useful framework within which such design can be informed.'** - *Keith Pond, Loughborough University, UK and International Journal of Management Education*

Across the western world, there is a growing awareness of the importance of workplace learning, seen at the level of national and international policy, as well as in the developing practices of employers, training providers and Trades Unions. Authoritative, accessible, and appealing, it presents key findings on work-based learning, bringing together conclusions and investigating a variety of workplace contexts to show how such learning can be improved. An extensive practical treatment, brought to life with illustrations from both the public and private sectors, this book has a unique combination of breadth of coverage and depth of understanding.

Grounded in rich and detailed empirical studies, this volume challenges conventional thinking. An important new addition to the *Improving Learning* series, it focuses on guidelines for improving learning by marrying the very best theory and practice to provide an accessible and authoritative guide to workplace learning. Practitioners, policy makers, students and academics with an interest in learning at work will find this an invaluable addition to their bookshelves.

2006: 216x138: 224pp  
 Hb: 978-0-415-37119-3: **£85.00**  
 Pb: 978-0-415-37120-9: **£25.99**  
 eBook: 978-0-203-94694-7  
[www.routledge.com/9780415371209](http://www.routledge.com/9780415371209)

## Tracking Adult Literacy and Numeracy Skills

Findings from Longitudinal Research

Edited by **Stephen Reder**, Portland State University, USA and **John Bynner**, City University London, UK

Series: *Routledge Research in Education*

Understanding the origins of poor literacy and numeracy skills in adulthood and how to improve them is of major importance when society places a high premium on proficiency in these basic skills. This edited collection brings together the results of recent longitudinal studies that greatly extend our knowledge of what works in raising skill levels, as well as the social and economic returns to improvement.

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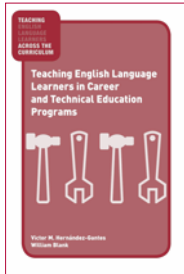
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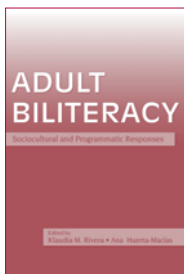
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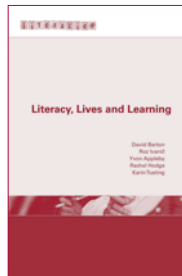
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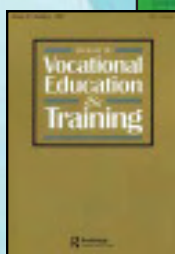
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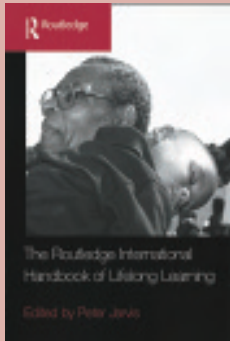
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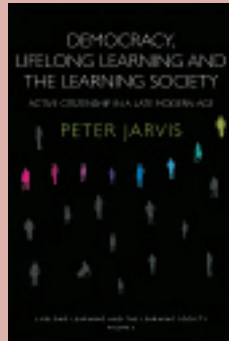
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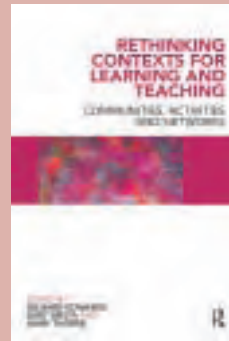
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