Lifelong Learning and Adult Education

New Titles and Key Backlist 2010/2011
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Lifelong Learning and Adult Education
New Titles and Key Backlist 2010/2011

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Overseas: 1-215-625-8900
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.

2008: 246 x 174: 560pp
Hb: 978-0-415-41904-8: £125.00
Pb: 978-0-415-58165-3: £44.99
eBook: 978-0-203-87054-9

For more information, visit: www.routledge.com/9780415581653

NEW

The Routledge Encyclopedia of UK Education, Training and Employment

From the Earliest Statutes to the Present Day

John P. Wilson, University of Sheffield, UK

A comprehensive guide to all the main labour market initiatives and agencies combining education and employment in the UK, this encyclopedia presents an historical progression from the Guilds and Statute of Artifices in 1563 through to present day initiatives and changes.

Fully cross-referenced throughout, with a full list of acronyms, bibliographic and internet resources, the encyclopedia includes:

- detailed descriptions of all major government initiatives connecting education, training and employment
- documentation covering England, Northern Ireland, Scotland and Wales, and initiatives in Ireland up to Irish independence
- a brief history of education and employment in the UK
- chronological history of Government Departments
- outlines of all major public agencies and qualifications.

With over 1500 entries, this encyclopedia crosses knowledge boundaries providing for the first time an integrated map of national human capital development. It addresses: preschool initiatives, primary, secondary, further and higher education; vocational education and training; labour market interventions including those designed to return people to employment; and, government strategies designed to enhance economic and technological competitiveness. The cross-referenced structure provides connections to associated items and a chronological tracing of agencies and initiatives.

July 2010: 246 x 174: 424pp
Hb: 978-0-415-55822-8: £125.00

For more information, visit: www.routledge.com/9780415558228

BROWSE AND ORDER ONLINE: www.routledge.com/education
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: Globalisation, 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.

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.

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.
Democracy, Lifelong Learning and the Learning Society

Active Citizenship in a Late Modern Age

This book 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 that 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.

NEW IN 2011

Learning Futures

Imagining the Educational World to Come

Keri Facer, Manchester Metropolitan University, UK

In the twenty-first century, educators around the world are witnessing a shift towards a knowledge economy which is increasingly global and competitive, further intensified by the use of new technologies. In order to equip young people for the challenges of the next twenty-five years, educators are expected to re-design and re-conceptualise educational systems, curriculum and pedagogy for future generations.

Drawing on ten years of research into educational innovation, incorporating scientists, teachers, students, industry professionals and policy-makers, this book challenges the often adopted notion of a single, linear educational future. Considering alternative strategies for conceptualising the future of education, Keri Facer takes into account the challenges that future decades may face.

An important contribution to the debates surrounding educational futures, this book is compelling reading for all professionals involved in education, as academics, students and policy-makers.

March 2011: 234 x 156: 224pp
Hb: 978-0-415-58142-4: £80.00
Pb: 978-0-415-58143-1: £19.99

For more information, visit:
www.routledge.com/9780415581431

BESTSELLER

How We Learn

Learning and Non-Learning in School and Beyond

Knud Illeris, Danish University of Education, Denmark

How We Learn deals with the fundamental issues of the processes of learning, critically assessing different types of learning and obstacles to learning.

2007: 234 x 156: 304pp
Hb: 978-0-415-43846-9: £85.00
eBook: 978-0-203-93989-5

For more information, visit:
www.routledge.com/9780415438476

Learning Society Complete Trilogy Set

2008
Pb: 978-0-415-47788-8: £65.00

For more information, visit:
www.routledge.com/9780415477888

2007: 234 x 156: 256pp
Hb: 978-0-415-35544-5: £85.00
eBook: 978-0-203-00170-7

For more information, visit:
www.routledge.com/9780415355452
NEW

Knowledge Power
Interdisciplinary Education for a Complex World

Alan Wilson, University College London, UK

Success in the twenty-first century demands knowledge power. This book offers a map showing the structure of the knowledge space in a contemporary context. The routes beyond traditional disciplines are charted, in part based on the notions of superconcepts and superproblems. There are major implications for the development of education systems, particularly for universities but also for all employers as they seek to ensure that their organisations have the requisite knowledge to meet future challenges. In many instances, radical change is called for.

The traditional disciplines and their future development are reviewed and systems concepts are introduced to develop an interdisciplinary framework for the future. The nature of the knowledge core for different kinds of organisation is outlined in the context of development strategies and management capabilities.

February 2010: 234 x 156: 184pp
Hb: 978-0-415-55310-0: £75.00
Pb: 978-0-415-55311-7: £18.99
eBook: 978-0-203-85803-5

For more information, visit: www.routledge.com/9780415553117

NEW

Narrative Learning

Ivor F. Goodson, University of Brighton, UK,
Gert J.J. Biesta, University of Stirling, UK,
Michael Tedder, University of Exeter, UK and
Norma Adair

Based on data gathered for the Learning Lives project, which sought to understand learning by questioning individuals about their life stories, this book seeks to define a new learning theory which focuses on the role of narrative and narration in learning. Through a number of detailed case-studies based on longitudinal interviews conducted over three and four-year periods with a wide range of life story informants, Narrative Learning highlights the role of narrative and narration in an individual’s learning and understanding of how they act in the world. The authors explore a domain of learning and human subjectivity which is vital but currently unexplored in learning and teaching and seek to re-position learning within the ongoing preoccupation with identity and agency.

February 2010: 234 x 156: 152pp
Hb: 978-0-415-48893-8: £75.00
eBook: 978-0-203-85688-8

For more information, visit: www.routledge.com/9780415488945

Contemporary Theories of Learning
Learning Theorists In Their Own Words

Edited by Knud Illeris, Danish University of Education, Denmark

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.

Includes the theories of: 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.


For more information, visit: www.routledge.com/9780415473446
Innovations in Lifelong Learning
Critical Perspectives on Diversity, Participation and Vocational Learning

Edited by Sue Jackson, University of London, UK
Setting out some of the key debates and issues about innovations in lifelong learning, this book critically considers a range of sometimes competing perspectives. The book is organised in three sections, interlinked by the key themes of the book: cultural and other diversities, social justice, pedagogies and practices, lifelong learning policies, global economic and social contexts, and international perspectives.

The first section of the book explores ‘learning communities’ in their diverse forms. Section two centralises debates about learning participation and apparent non-participation, critically engaging with what are increasingly being seen as key issues in current lifelong learning policies: literacy, numeracy and information technologies. The final section turns to work-based learning and learning through work, drawing on issues of diversity, participation and non-participation already explored in earlier sections.

January 2011: 234 x 156: 224pp
Hb: 978-0-415-54878-6: £75.00

For more information, visit: www.routledge.com/9780415548793

NEW
Actor-Network Theory in Education
Tara Fenwick and Richard Edwards, both at University of Stirling, UK

This book offers an introduction to actor-network theory for educators to consider in three modes. One mode is the introduction of concepts, approaches and debates around actor-network theory as a research approach in education. Another mode is a showcase of educational studies that have employed ANT approaches in classrooms, workplaces and community settings, drawn from the UK, USA, Canada, Europe and Australia. A third mode is conversation with recent ‘after-ANT’ inquiries. These open an array of important new approaches to trace the ontological politics of socio-material phenomena in education, its messy and fluid objects, and its ambivalences and non-coherences. Across these diverse environments and uptakes, the authors trace how learning and practice – as assemblages of activity, actors and spaces – emerge, show what scales are at play, and demonstrate what this means for educational possibilities.

May 2010: 234 x 156: 200pp
Hb: 978-0-415-49296-6: £75.00
Pb: 978-0-415-49298-0: £23.99
eBook: 978-0-203-84908-8

For more information, visit: www.routledge.com/9780415492980

NEW
4th Edition
Adult Education and Lifelong Learning
Theory and Practice
Peter Jarvis, University of Surrey, UK

Fully revised and updated with substantial additional material, this new edition takes account of many changes which have occurred in the field of adult education. With new features for students and researchers, updates incorporate: material on the ethical and political implications of lifelong learning; detailed information on changes relating to globalisation; increased emphasis on societal changes; information on the way technologies are affecting the way people learn; and changing approaches to knowledge, knowledge acquisition and knowledge assessment.

Students of education and education studies will find this an invaluable course companion, whilst practitioners and researchers in adult and lifelong learning will find this new fully-up-to-date edition even broader in scope than the last.


For more information, visit: www.routledge.com/9780415494816
Learning Across Sites
New Tools, Infrastructures and Practices
Edited by Sten R. Ludvigsen, Andreas Lund, Ingvill Rasmussen, all at Intermedia, University of Oslo, Norway and Roger Säljö, University of Goteborg, Sweden

Series: New Perspectives on Learning and Instruction

Learning Across Sites brings together a diverse range of contributions from leading international researchers, to examine the impacts and roles which evolving digital technologies have on our navigation of education and professional work environments. Viewing learning as a socially organised activity, the contributors explore the evolution of learning technologies and knowledge acquisition in networked societies through empirical research in a range of industries and workplaces. The areas of study include public administration, engineering, production, and healthcare and the contributions address the following questions: How are learning activities organised? How are tools and infrastructures used? What counts as knowledge in multiple and diverse settings? Where can parallels be drawn between workplaces?

September 2010: 234 x 156: 392pp
Hb: 978-0-415-58175-2: £85.00
eBook: 978-0-203-84781-7

For more information, visit: www.routledge.com/9780415581769

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.

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 practice.

2009: 234 x 156: 240pp
Hb: 978-0-415-46792-6: £75.00
For more information, visit: www.routledge.com/9780415467933

Lifelong Learning in Paid and Unpaid Work
Survey and Case Study Findings
Edited by D.W. Livingstone, University of Toronto, Canada

Lifelong Learning in Paid and Unpaid Work provides a new paradigm for understanding work and learning, documenting the active contribution of workers to their development and their adaptation to paid and unpaid work. Empirical evidence drawn from national surveys in Canada and eight related case studies is used to explore the current learning activities of those in paid employment, housework and volunteer work, addressing all forms of learning including: formal schooling, further education courses, informal training and self-directed learning, particularly in the context of organisational and technological change.

Proposing an expanded conceptual framework for investigating the relationships between learning and work, the contributors offer new insights into the ways in which adult learning adapts to and helps reshape the wide contemporary world of work throughout the life course.

April 2010: 234 x 156: 272pp • Hb: 978-0-415-56564-6: £80.00 • eBook: 978-0-203-85316-0
For more information, visit: www.routledge.com/9780415565646
Learning and Work and the Politics of Working Life

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

Edited by Terri Seddon, Monash University, Australia, Lea Henriksson, University of Tampere, Finland and Beatrix Niemeyer, University of Flensburg, Germany

This thought-provoking book uses empirical research to question prevailing debates surrounding compliance at work, education and lifelong learning, and emphasises the importance of debate and dissent within the current terms and conditions of work. Examining a number of types of work, including teaching, nursing and social work, through a transnational research space, the contributors investigate how disturbances in work both constrain and enable collective identities in practical politics.

Structured around three main themes, the book covers:

- Disturbed Work: with cases of occupational reform in nursing and vocational teaching in Finland and re-regulating work in Australia.
- Disturbing Work: examining contested occupational knowledge in German school to work transitions, paraprofessional healthwork in the UK, and social work in Finland.
- Transforming Politics: negotiating an ageing workforce in Germany, and young adults moving through identities and careers.

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. 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.

NEW

Women, War, Violence and Learning

Edited by Shahrzad Mojab

February 2010: 246 x 174: 168pp
Hb: 978-0-415-55986-7: £80.00
Pb: 978-0-415-55985-0: £22.99

For more information, visit: www.routledge.com/9780415559859
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, 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, 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. 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.

2009: 234 x 156: 240pp
Hb: 978-0-415-49598-1: £75.00
Pb: 978-0-415-49599-8: £22.99
eBook: 978-0-203-87517-9
For more information, visit: www.routledge.com/9780415495998

Rethinking Contexts for Learning and Teaching
Communities, Activities and Networks
Edited by Richard Edwards, Gert Biesta, both at University of Stirling, UK and Mary Thorpe, The Open University, UK

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? What are the relationships between different learning contexts? What forms of teaching can most effectively mobilise learning across contexts?

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.

2009: 234 x 156: 192pp
Hb: 978-0-415-46775-9: £75.00
eBook: 978-0-203-85775-0
For more information, visit: www.routledge.com/9780415467766

Theories, Policy, and Practice of Lifelong Learning in East Asia
Edited by Weiyuan Zhang, University of Hong Kong
Peter Jarvis, University of Surrey, UK and John Holford, University of Nottingham, UK

2009: 246 x 174: 112pp
Hb: 978-0-415-56042-9: £80.00
For more information, visit: www.routledge.com/9780415560429
Transitions and Learning through the Lifecourse

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

Transitions and Learning through the Lifecourse examines transitions across a range of education, life and work settings. It explores the claim that successful transitions are essential for educational inclusion, social achievement, and economic prosperity and that individuals and institutions need to manage them more effectively.

Aimed primarily at academic researchers and students at all levels of study across a range of disciplines, including education, careers studies, sociology, feminist and cultural studies, this book is the first systematic attempt to bring together and evaluate insights about educational, life and work transitions from a range of different fields of research. Contributions include: the transition between home and school, the effects of gender, class and age, transitions to further and higher education, transitions for students with disabilities, transitions into the workplace, learning within the workplace, and approaches to managing transitions.

2009: 234 x 156: 240pp
Hb: 978-0-415-48173-1: £80.00
Pb: 978-0-415-48174-8: £23.99
eBook: 978-0-203-86761-7

For more information, visit: www.routledge.com/9780415481748

Flexibility and Lifelong Learning

Policy, Discourse, Politics

Katherine Nicoll, University of Stirling, UK

This book seeks to develop different approaches to policy analysis through a discursive and rhetorical engagement with the themes of flexibility and lifelong learning.

2008: 234 x 156: 176pp
For more information, visit: www.routledge.com/9780415479301

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 relation to education in particular. 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.

2008: 234 x 156: 208pp
Hb: 978-0-415-42402-8: £90.00
eBook: 978-0-203-93341-1

For more information, visit: www.routledge.com/9780415424035
NEW IN 2011

The Fundamentals of Workplace Learning
Understanding How People Learn in Working Life

Knud Illeris, Danish University of Education, Denmark

The Fundamentals of Workplace Learning is a comprehensive guide to how people learn in the workplace, and the issues and challenges involved. Examining the fundamental characteristics of workplace learning and unravelling the various influences which affect the success of learners in a work-based environment, Knud Illeris presents a holistic model to explain how diverse individuals can be encouraged and invited to learn at work. Approaching workplace learning from the perspective of learners as human beings, with complex social and psychological needs, as opposed to resources to be managed, this book examines in detail the key issues surrounding workplace learning, including: the workplace environment as a learning space, prioritising work over learning, models of workplace learning, the interaction between formal and informal learning environments, and the challenges presented by specific groups.

February 2011: 234 x 156: 240pp
Hb: 978-0-415-57906-3: £80.00
Pb: 978-0-415-57907-0: £22.99
For more information, visit: www.routledge.com/9780415579070

NEW IN 2011

Widening Participation for Reluctant Students
Higher Education for All

Edited by Alison Fuller, Brenda Johnston and Sue Heath, all at University of Southampton, UK

Extending the chance for people from diverse backgrounds to participate in Higher Education (HE) is a priority in the UK and many countries internationally. Previous work on widening participation in HE has focussed on why people choose to go to university, but this vital new research has focussed on looking at why people choose not to go. This book examines the ways in which (non-) decision-making about HE is embedded within a range of social networks consisting of family, partners and friends, and to what extent future participation in HE is conceived as within the bounds of possibility.

• provides a conceptual framework for understanding the value of network-based decision-making about participation in HE, in the light of the changing historical and policy contexts in which it is always located
• highlights the importance of researching the socially embedded narratives of ‘ordinary people’ in order to critique the deficit discourse which dominates debates about widening participation in HE
• discusses the policy and practice implications of the network-based approach for widening participation and educational institutions.

February 2011: 234 x 156: 208pp
Hb: 978-0-415-57563-8: £75.00
For more information, visit: www.routledge.com/9780415575645

NEW

2nd Edition

In at the Deep End
A Survival Guide for Teachers in Post-Compulsory Education

Jim Crawley, Bath Spa University, UK

Now in its second edition, this book will help you to manage the varied demands of teaching in PCE more effectively by offering friendly, professional advice and a range of teaching and learning activities which will help you become an effective, confident, committed and reflective teacher. With a range of strategies, activities and spaces to reflect, this positive and practical ‘survival guide’ provides advice on: meeting initial challenges, working positively with your students and handling challenging behaviour, accessing support, working with your local colleagues and a greater community of practice, using straightforward techniques to help you, managing inspections, developing as a leader and becoming a ‘Reflective Practitioner’. Lively and engaging, and built from the experience of many teachers across the last thirty years, this book will help all teachers overcome everyday problems and pressures to keep their ‘heads above water’, and become efficient, skilled professionals in the Post Compulsory Education workforce.

For more information, visit: www.routledge.com/9780415499897
NEW

An Introduction to Career Learning and Development
11-19

Anthony Barnes, Barbara Bassot and Anne Chant, all at Canterbury Christ Church University, UK

This book is a comprehensive resource providing a framework for career education conducive with the realities of lifelong learning, enterprise, flexibility and resilience in a dynamic world. It discusses the key underpinning theory and policies and provides straight-forward, practical advice for student and practising professionals. Experts in the field provide essential guidance on:
- planning and implementing career learning activities in the curriculum
- collaborative working and engagement between schools, colleges and Connexions services, as well as with parents, community and business organisations
- key organisations and where to find useful resources
- effective teaching and learning – active, participative and experiential learning approaches
- issues of ethics, values, equality, diversity, and faith.

September 2010: 246 x 174: 168pp
Hb: 978-0-415-57777-9: £80.00
For more information, visit: www.routledge.com/9780415577786

NEW

Work Integrated Learning
A Guide to Effective Practice

Lesley Cooper, Wilfrid Laurier University, Canada, Janice Orrell and Margaret Bowden, both at Flinders University, Australia

The demand for work-ready graduates who are familiar with organizational practices in the workplace is increasing, and so the need for greater work integrated learning (WIL) is a growing concern for the education sector. Examining WIL as a process of integration between workplaces, higher education institutions, government, business and industry, this book includes:
- strategies for managing work integrated learning experiences; the what, when, where, why and who of WIL across professions;
- advice on building relationships between higher education and the workplace;
- guidance on preparing learners effectively for work;
- practical case studies from firsthand experience; and direct information and instruction on the use of WIL.

March 2010: 234 x 156: 240pp
Hb: 978-0-415-55676-7: £75.00
eBook: 978-0-203-85450-1
For more information, visit: www.routledge.com/9780415556774

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: a comprehensive explanation and analysis of the concept and nature of competence; specific contexts of competence development; 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, and 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.

For more information, visit: www.routledge.com/9780415492119
Handbook of Research on Adult Learning and Development
Edited by M. Cecil Smith with Nancy DeFrates-Densch, both at 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: 254 x 178: 832pp
Hb: 978-0-8058-5819-8: £180.00
Pb: 978-0-8058-5820-4: £65.00
eBook: 978-0-203-88788-2
For more information, visit: www.routledge.com/9780805858204

The Means to Grow Up
Reinventing Apprenticeship as a Developmental Support in Adolescence
Robert Halpern, Erikson Institute, Chicago, USA

The Means to Grow Up describes the pedagogical importance of ‘apprenticeship’ and illustrates how students learning alongside experienced adults can be a challenging and complex endeavour for adolescents. This book offers readers an exciting vision of what education can and should be about.

2008: 229 x 152: 248pp
Hb: 978-0-415-96032-8: £90.00
eBook: 978-0-203-88597-0
For more information, visit: www.routledge.com/9780415960335

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

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.

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: 216 x 140: 264pp
Hb: 978-0-415-43044-9: £70.00
eBook: 978-0-203-89038-7
For more information, visit: www.routledge.com/9780415430456
Teaching Foundation Mathematics
A Guide for Teachers of Older Students with Learning Difficulties
Nadia Naggar-Smith, New College Nottingham, UK
Series: David Fulton / Nasen

This fully photocopiable resource will provide essential materials for anyone teaching pre-entry or foundation maths in secondary schools and further education.

2008: 297 x 210: 200pp
eBook: 978-0-203-93879-9
For more information, visit: www.routledge.com/9780415451642

BESTSELLER
3rd Edition
Teaching and Learning in Further Education
Diversity & Change
Prue Huddleston and Lorna Unwin

Packed full of practical activities and case study examples, this guide to teaching and learning within the context of the changing FE environment addresses the diverse nature of the curriculum and of the student body for which it is designed.

2007: 234 x 156: 264pp
Hb: 978-0-415-41350-3: £85.00
For more information, visit: www.routledge.com/9780415413497
**NEW**

**Improving Literacy at Work**

Alison Wolf, King’s College, London, UK and Karen Evans, 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. 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, the USA, Canada, Australia and New Zealand. 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.

November 2010: 216 x 138: 176pp
Hb: 978-0-415-54868-7: £75.00
For more information, visit: www.routledge.com/9780415548724

**NEW**

**Improving Mathematics at Work**

The Need for Techno-Mathematical Literacies

Celia Hoyles, Richard Noss, Phillip Kent and Arthur Bakker, all at Institute of Education, UK

Improving Mathematics at Work questions the mathematical knowledge and skills that matter in the twenty-first century world of work, and studies how the use of mathematics in the workplace is evolving in the rapidly-changing context of new technologies and globalisation. Through a series of case studies from the manufacturing and financial service sectors, the authors argue that there has been a radical shift in the type of mathematical skills required for work. Examining how information technology has changed mathematical requirements, the idea of Techno-mathematical Literacies (TmL) is introduced to describe the emerging need to be fluent in the language of mathematical inputs and outputs to technologies and to interpret and communicate with these, rather than merely to be procedurally competent with calculations. The authors argue for careful analyses of workplace activities, looking beyond the conventional thinking about numeracy, which still dominates policy arguments about workplace mathematics.

May 2010: 216 x 138: 224pp
Hb: 978-0-415-48007-9: £80.00
eBook: 978-0-203-85465-5
For more information, visit: www.routledge.com/9780415480086

**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. All the same, policy-makers have barely begun to address the issues involved and the perspectives of these learners. This book 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. 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.

2009: 216 x 138: 176pp
For more information, visit: www.routledge.com/9780415461726
Improving Working as Learning
Alan Felstead, University of Cardiff, UK,
Alison Fuller, Southampton University, UK,
Nick Jewson, Cardiff University, UK and
Lorna Unwin, Institute of Education, University of London, UK

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, mobilize existing workplace resources to support learning, enhance and extend our understanding of how workplace learning is shaped by relationships at, and beyond, the workplace.

2009: 216 x 138: 248pp
Hb: 978-0-415-49645-2: £75.00
eBook: 978-0-203-88142-2
For more information, visit: www.routledge.com/9780415496469

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

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. 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 those who take vocational and academic college courses in colleges.

2009: 216 x 138: 232pp
Hb: 978-0-415-46911-1: £75.00
Pb: 978-0-415-46912-8: £22.99
eBook: 978-0-203-88142-2
For more information, visit: www.routledge.com/9780415469128

Improving Learning, Skills and Inclusion
The Impact of Policy on Post-Compulsory Education
Ann Hodgson, University of London, UK, Sheila Edward, Ian Finlay, University of Strathclyde, UK, Ken Spours, University of London, UK and Richard Steer, Institute of Education, UK

This thought provoking book from a major research project looks at the roles of learners, tutors, managers and institutional leaders in Further Education Colleges, Adult and Community Learning Centres and in Work-based Learning sites.

For more information, visit: www.routledge.com/9780415461818
NEW
Understanding Adult Functional Literacy
Connecting Text Features, Task Demands, and Respondent Skills
Sheida White
‘This is a genuinely scholarly work. It is based on [analysis of] the most up-to-date quantitative surveys that we have on adult literacy. These surveys are the gold standard in terms of documenting adult literacy in the United States. The author analyzes these extensive surveys and puts them into a theoretical context in a way that has not been done before.’ – Rosemary J. Park, University of Minnesota, USA
Drawing on a rich array of empirical research, the author presents a detailed and highly integrative new theory of functional literacy. The text-task-respondent (TTR) theory of functional literacy offers improved understanding of how successful performance on everyday literacy tasks involves a dynamic relationship among the text, the task, and the reader.
October 2010: 229 x 152: 272pp
Hb: 978-0-415-88247-7: £95.00
Pb: 978-0-415-88248-4: £34.99
eBook: 978-0-203-84188-4
For more information, visit: www.routledge.com/9780415882484

NEW
Understanding Advanced Second-Language Reading
Elizabeth B. Bernhardt, Stanford University, USA
What distinguishes this book is its broad, yet thorough, view of theory, process, and research on adult second-language reading. Offering extensive discussions of upper-register second-language texts (both expository and narrative) that adult second-language readers encounter daily across the globe, it also presents an assessment schema for second-language text comprehension as well as for the assessment of teaching.
Filling the need for a coherent, theoretically consistent, and research-based portrait of how literate adolescents and adults comprehend, and learn to comprehend, at greater levels of sophistication and whether that ability can be enhanced by instruction, this is a must-have resource for reading and second-language researchers, students, and teachers.
July 2010: 229 x 152: 240pp
Hb: 978-0-415-87909-5: £95.00
Pb: 978-0-415-87910-1: £32.99
eBook: 978-0-203-85240-8
For more information, visit: www.routledge.com/9780415879101

Teaching English Language Learners in Career and Technical Education Programs
Victor M. Hernández-Gantes and William Blank, both at University of South Florida, USA
Exploring the unique challenges of vocational education, this book provides simple and straightforward advice on how to teach English Language Learners in the classroom, in the laboratory or workshop, and in work-based learning settings.
2008: 254 x 178: 256pp
Hb: 978-0-415-95758-8: £100.00
eBook: 978-0-203-89439-2
For more information, visit: www.routledge.com/9780415957571
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

Poor literacy and numeracy skills of adults remain substantial problems in today's societies. This volume examines this issue through an analysis of adult education programs and their impact on basic skills development, offering far-reaching conclusions about what works and for what reasons.

2008: 229 x 152: 412pp
Hb: 978-0-415-95858-5: £70.00
eBook: 978-0-203-88888-9
For more information, visit: www.routledge.com/9780415958585

2nd Edition
Handbook of College Reading and Study Strategy Research

Edited by Rona F. Flippo, University of Massachusetts Boston, USA and David C. Caverly, Texas State University – San Marcos, USA

This Handbook, the most comprehensive and up-to-date source available for college reading and study strategy practitioners and administrators, provides a thorough and systematic examination of theory, research, and practice in the field. This second edition features six new chapters and a more user-friendly structure.

2008: 254 x 178: 520pp
Hb: 978-0-8058-6000-9: £180.00
Pb: 978-0-8058-6001-6: £65.00
eBook: 978-0-203-89494-1
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