

The Social Context Of Adult Learning In Africa

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

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

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

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

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

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

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

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

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

How do people learn nonnative languages? Is there one part or function of our brains solely dedicated to language processing, or do we apply our general information-processing abilities when learning a new language? In this book, an interdisciplinary collaboration of scholars and researchers presents an overview of the latter approach to adult second

language acquisition and brings together, for the first time, a comprehensive picture of the latest research on this subject. Clearly organized into four distinct but integrated parts, *Mind and Context in Adult Second Language Acquisition* first provides an introduction to information-processing approaches and the tools for students to understand the data. The next sections explain factors that affect language learning, both internal (attention and awareness, individual differences, and the neural bases of language acquisition) and external (input, interaction, and pedagogical interventions). It concludes by looking at two pedagogical applications: processing instruction and content based instruction. This important and timely volume is a must-read for students of language learning, second language acquisition, and linguists who want to better understand the information-processing approaches to learning a non-primary language. This book will also be of immense interest to language scholars, program directors, teachers, and administrators in both second language acquisition and cognitive psychology.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

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

The Social Context of Adult Learning in Africa Pearson South Africa

The reasons why people do not always act in accord with their attitudes has been the focus of much social psychological research, as have the factors that account for why people change their attitudes and are persuaded by such influences as the media. There is strong support for the view that attitude-behavior consistency and persuasion cannot be well understood without reference to the wider social context in which we live. Although attitudes are held by individuals, they are social products to the extent that they are influenced by social norms and the expectations of others. This book brings together an international group of researchers discussing private and public selves and their interaction through attitudes and behavior. The effects of the social context on attitude-behavior relations and persuasion is the central theme of this book, which--in its combination of theoretical exposition, critique, and empirical research--should be of interest to both basic and applied social psychologists.

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

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

This volume focuses on the cultural aspects of learning and cognitive processes, examining the theory, methods, findings, and applications in this area. The chapter authors cover such topics as family context, peer interaction and formal education.

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

Adult migrants who received little or no formal education in their home countries face a unique set of challenges when attempting to learn the languages of their new countries. Few adult migrants with limited or no literacy in their native languages successfully attain higher levels of

literacy in their additional languages, even if they attain high levels of oral proficiency. This book, the result of a European- and United States-wide collaborative research project, aims to assist teachers working with adult migrants to address this attainment gap and help students reach the highest possible levels of literacy in their new languages. The chapters provide the latest research-informed evidence on the acquisition of linguistic competence and the development of reading in a new language by adults. The book concludes with a chapter that addresses the challenges and opportunities faced by this group of learners and their teachers, with specific instructional strategies that can be used. The book will be an invaluable resource for teachers, tutors and training providers, as well as volunteers, who work with adult migrants.

Young adulthood - ages approximately 18 to 26 - is a critical period of development with long-lasting implications for a person's economic security, health and well-being. Young adults are key contributors to the nation's workforce and military services and, since many are parents, to the healthy development of the next generation. Although 'millennials' have received attention in the popular media in recent years, young adults are too rarely treated as a distinct population in policy, programs, and research. Instead, they are often grouped with adolescents or, more often, with all adults. Currently, the nation is experiencing economic restructuring, widening inequality, a rapidly rising ratio of older adults, and an increasingly diverse population. The possible transformative effects of these features make focus on young adults especially important. A systematic approach to understanding and responding to the unique circumstances and needs of today's young adults can help to pave the way to a more productive and equitable tomorrow for young adults in particular and our society at large. Investing in The Health and Well-Being of Young Adults describes what is meant by the term young adulthood, who young adults are, what they are doing, and what they need. This study recommends actions that nonprofit programs and federal, state, and local agencies can take to help young adults make a successful transition from adolescence to adulthood. According to this report, young adults should be considered as a separate group from adolescents and older adults. Investing in The Health and Well-Being of Young Adults makes the case that increased efforts to improve high school and college graduate rates and education and workforce development systems that are more closely tied to high-demand economic sectors will help this age group achieve greater opportunity and success. The report also discusses the health status of young adults and makes recommendations to develop evidence-based practices for young adults for medical and behavioral health, including preventions. What happens during the young adult years has profound implications for the rest of the life course, and the stability and progress of society at large depends on how any cohort of young adults fares as a whole. Investing in The Health and Well-Being of Young Adults will provide a roadmap to improving outcomes for this age group as they transition from adolescence to adulthood.

Midwives and other health care professionals need to have a deep understanding of the various lives childbearing women live in order to support them insightfully and practise in a nuanced manner. The Social Context of Birth has been revised, updated and enlarged to provide an essential understanding of the different lives women live and in which they birth their children. For the first time, it also contains original primary research on the perspectives of student midwives as they progress through their three year training. This comprehensive guide provides countless valuable insights into the many different lives, experiences and expectations of women in their childbearing years in the twenty-first century, especially vulnerable women. Written by a team of highly experienced health professionals, it also covers contentious areas of maternity care, such as new reproductive technologies and fetal surveillance. A true essential for all healthcare professionals who work with women giving birth, such as midwives, nurses, health visitors and obstetricians, and wish to deepen their knowledge of women's lives.

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

In this updated landmark book, the authors have gathered the seminal work and most current thinking on adult learning into one volume.

Learning in Adulthood addresses a wide range of topics including: Who are adult learners? How do adults learn? Why are adults involved in learning activities? How does the social context shape the learning that adults are engaged in? How does aging affect learning ability?

Over the last decade, the field of socio-emotional development and aging has rapidly expanded, with many new theories and empirical findings emerging. This trend is consistent with the broader movement in psychology to consider social, motivational, and emotional influences on cognition and behavior. The Oxford Handbook of Emotion, Social Cognition, and Problem Solving in Adulthood provides the first overview of a new field of adult development that has emerged out of conceptualizations and research at the intersections between socioemotional development, social cognition, emotion, coping, and everyday problem solving. This field roundly rejects a universal deficit model of aging, highlighting instead the dynamic nature of socio-emotional development and the differentiation of individual trajectories of development as a function of variation in contextual and experiential influences. It emphasizes the need for a cross-level examination (from biology and neuroscience to cognitive and social psychology) of the determinants of emotional and socio-emotional behavior. This volume also serves as a tribute to the late Fredda Blanchard-Fields, whose thinking and empirical research contributed extensively to a life-span developmental view of emotion, problem solving, and social cognition. Its chapters cover multiple aspects of adulthood and aging, presenting developmental perspectives on emotion; antecedents and consequences of emotion in context; everyday problem solving; social cognition; goals and goal-related behaviors; and wisdom. The landmark volume in this new field, The Oxford Handbook of Emotion, Social Cognition, and Problem Solving in Adulthood is an important resource for cognitive, developmental, and social psychologists, as well as researchers and graduate students in the field of aging, emotion studies, and social psychology.

This book is a logical progression from The Sociology of Adult and Continuing Education. The author takes a completely new approach to the subject and puts forward a model of adult learning which is analysed in depth. This model arises from the results of a research project in which adults analysed their own learning experiences.

Drinking alcohol can be immensely pleasurable and life-enhancing. On the other hand, it can be associated with danger and risk. This book explores some of the implications of this dichotomy, which creates many policy and practice dilemmas, by a detailed exploration of the place of drinking in women's lives. Interviews and case-studies show women's drinking practices to be constructive and autonomous responses to the social and material contexts of their lives.

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