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A companion work to 1993's popular *An Update on Adult Learning Theory*, this issue provides the adult learning educator with the latest developments, significant research, and continuing scholarship in andragogy and self-directed learning. Exploring a variety of frameworks, including context-based learning, informal and incidental learning, somatic learning, and narrative learning; the authors analyze recent additions to well-established theories and discuss the potential impact of today's cutting-edge approaches. Revised models of theories introduced in the 1993 edition, such as women's learning and transformational learning, are updated with the results of burgeoning scholarship and empirical data gathered in the 1990s. Articles also introduce pioneering developments in adult learning research, including new understandings of the brain's relationship to mind and consciousness and the role of emotions, feelings, and the imagination in the learning process. As an assessment of adult learning theory today, this volume is an indispensable resource for adult learning educators committed to delivering a more effective practice in the classroom, in the workplace, or in the community.