

Rethinking Contexts for Learning and Teaching



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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.

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目录:

[Rethinking Contexts for Learning and Teaching 下载链接1](#)

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