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Jane L. Thompson

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Learning Liberation Womens Response To Mens Education

Jane Thompson



Learning Liberation Womens Response To Mens Education:

Learning Liberation Jane Thompson, 2017-06-14 Originally published in 1983 this book not only dissects the intrinsic and oppressive sexism of conventional adult and continuing education but also argues the case for women centred education with a powerful and compelling logic A challenging and controversial book of the time mixing provocative theories with details of practice in a wide ranging and readable debate it addresses the process through which women s rights to educational equality can be guaranteed Arguably the first feminist analysis of adult education Daniel Schugurensky

Learning Liberation Jane L. Thompson, 1985 **Understanding Adult Education and Training** Griff Foley, 2020-07-25 This is an impressive book that will be of wide interest to adult educators everywhere Many of the book s contributors work at the University of Technology Sydney surely the world s pre eminent institution for the study of adult learning and the most open and generous location for debate Its virtues are the book s Alan Tuckett National Institute of Adult Continuing Education UK I am happy to endorse this book enthusiastically as being appropriate for a North American audience of adult educators Though it s an intentionally introductory survey it never talks down to readers never condescends On the other hand it s not so intensionally erudite that it collagpses into theoretical posturing it stays firmly grounded in and connected to practice Stephen Brookfield University of St Thomas USA **Understanding Adult Education and Training** offers a broad overview of the field for adult educators and workplace trainers It introduces the keys issues debates and theories in a way which is relevant to practice Its aim is to deepen readers understanding of adult learning and education so that they can be better practitioners Adult education is a diverse field so there is no single body of knowledge which is appropriate for all adult educators **Understanding Adult Education and Training** introduces a wide range of formal theory from adult education and associated fields and shows readers how they can use it their own circumstances The first edition of this book has become a standard reference for students and professionals in Australia This edition is fully revised and updated for an international readership *Women, Class And Education* Jane Thompson, 2002-06-01 Making use of theory reflection narrativity and auto biographical writing Jane Thompson provides a comprehensive understanding of what learning really means and what education can contribute to the struggles of working class women intent on changing the circumstances of their lives Organized into three parts in the first section Thompson draws on autobiographical experience to root theoretical understanding in the authority of personal knowledge In part two she illustrates how theoretical analysis can inform arguments about women s changing relationships to class community consciousness and education In the final part she provides detailed examples of educational work she has been involved in with working class women Containing vivid autobiographical narratives from women in England and Northern Ireland *Women Class and Education* explores compelling personal narratives that underline the importance of feminism as a source of political inspiration social analysis and change

Radicalizing Learning Stephen D. Brookfield, John D. Holst, 2010-10-19 **Radicalizing Learning** calls for a total rethinking

of what the field of adult education stands for and how adult educators should assess their effectiveness. Arguing that major changes in society are needed to create a more just world, the authors set out to show how educators can help learners envision and enact this radical transformation. Specifically, the book explores the areas of adult learning, training, teaching, facilitation, program development, and research. Each chapter provides a guide to the different paradigms and perspectives that prevail across the field of theory and practice. The authors then tie all of the themes into how adult learning for participatory democracy works in a diverse society.

Feminism And Social Justice In Education Kathleen Weiler, 2005-08-04 After more than twenty years of feminist education research, policy development, and innovative school practice, it seems appropriate to evaluate the impact and significance of this world-wide struggle for social justice in education. At the same time, the recent restructuring of educational provision, whether in the name of sexual equality or the ideologies of the New Right, also requires a considered response from those committed to promoting greater social equality. This collection offers a unique opportunity to host an international forum on contemporary thinking and practice, not just within different national contexts but for feminism more generally. In adopting a critical feminist approach, the chapters re-establish such egalitarian traditions as radical feminism, black feminism, and socialist feminism, and address such themes as the interrelation between social class, race, and gender, and the ways these articulate with feminist educational practice. In gathering together leading educators from five different countries, all committed to the project of social transformation, this book represents the shifting concerns of the feminist theoretical debate and helps formulate feminist educational agendas more suited to the political and economic conditions which prevail in the 1990s.

Gender, Change and Identity Barbara Merrill, 2019-06-04 First published in 1999, this volume centres on a case study which looks at the experiences of non-traditional adult women students in universities from the perspective of the actors. The interaction of structure and agency, and the significance of macro and micro levels in shaping the behaviour, attitudes, and experiences of women adult students, are examined by drawing on three perspectives: feminism, Marxism, and interactionism. An underlying question is to what extent did studying change the way participants perceived themselves as women. It relates life histories to their student career as individuals and collectively as subcultural groups. It also breaks new ground by including a sample of male adult students in order to compare and clarify gender issues. It also uses macro and micro sociological theories as a tool for understanding the experiences of women at university and the relationship between their public and private lives. The book concludes that studying for a degree represented an active decision to take greater control to break free from gender and class restraints and to transform individual lives. The study aims to clarify and reassert the radical individual traditions within sociology, feminism, and adult education.

Reproducing Gender Madeleine Arnot, 2002-01-17 These essays cover Arnot's early work on gender codes and her critique of Bernstein, her analysis of state educational policy in Britain, and her work on theorizing a feminist democratic education and ideal citizenship.

Sex Equity and Sexuality in Education Susan Shurberg

Klein,1992-08-17 Neither sex equity nor sexuality are new topics to educators but little attention has been given to their combination This book identifies critical issues that researchers reformers and educators have failed to address publicly The authors show that it is necessary for educators to increase their understanding of ways that sex education can be sex equitable and ways that sexuality contributes to sex inequities in general education The book covers sexuality issues of special concern to minority disabled and homosexual students latchkey children and early parents The discussions show why it is important to break the barriers of silence confusion and disunity to enable females and males of all ages to receive equal opportunities and outcomes in and through education *Handbook of Educational Ideas and Practices (Routledge Revivals)*

Noel Entwistle,2015-08-11 First published in 1990 the Handbook of Educational Ideas and Practices was written for practitioners and students in the field of education and its related services and was designed to appeal to educationists no matter what their nationality Focusing mainly on compulsory schooling it provides summaries of the thinking research findings and innovatory practices current at the time However the book is also careful to present a complete picture of education and therefore includes a separate section for education beyond school which covers pre school level post secondary level and adult and continuing education There are also other chapters dealing with aspects of organization curriculum and teaching in various forms of tertiary education Indeed each topic has been discussed by an acknowledged expert writing in sufficient detail in order to resist trivialization **Hegemony and Education Under Neoliberalism** Peter

Mayo,2015-03-12 Based in a holistic exposition and appraisal of Gramsci s writings that are of relevance to education in neoliberal times this book rather than simply applying Gramsci s theories to issues in education argues that education constitutes the leitmotif of his entire oeuvre and lies at the heart of his conceptualization of the ancient Greek term hegemony that was used by other political theorists before him Starting from this understanding the book goes on to compare Gramsci s theories with those of later thinkers in the development of a critical pedagogy that can confront neoliberalism in all its forms **International Encyclopedia of Adult Education** L. English,2016-04-30 The Encyclopedia

of Adult Education is the first comprehensive reference work in this important and fast growing field and is an invaluable resource for adult educators who research and teach in the fields of higher education work in community based settings or practise in public or private organizations Its 170 articles written by an international team of contributors from over 17 countries detail the research and practice of the field from its emergence as a separate discipline to the present day covering key concepts issues and individuals and providing a cutting edge summary of ongoing debates across a wide range of perspectives from self directed learning to human resource development Entries are arranged A Z and extensive cross referenced with detailed bibliographies for each topic to facilitate further research From 'Aggressive Masculinity' to 'Rape Culture' Liz Jackson,Michael A. Peters,2018-07-20 From Aggressive Masculinity to Rape Culture is the fifth volume in this series and explores the relationship between gender and sex roles and socialisation and education foregrounding issues

of inequity and different forms of oppression in various contexts It tells a rich story of transformation of a field over nearly half a century in relation to the theorisation of gender and sexuality in educational philosophy and theory The transformation of this field is mapped on to broader social trends during the same period enabling a better understanding of the potential role of educational philosophy and theory in developing feminist queer and related veins of scholarship in the future The collection of texts focuses on a wide range of topics including nature versus nurture and the debate over whether gender and sex roles are natural or based upon culture and socialisation gender and sexual binaries and how power is organised and circulates within educational spaces including possibly online spaces with regard to enabling or disrupting sexually oppressive or violently gendered social conditions Other important trends include Internet activism and the use of intersectional theory postcolonial theory and global studies approaches From Aggressive Masculinity to Rape Culture will be key reading for academics researchers and postgraduate students in the fields of philosophy of education philosophy education educational theory post structural theory the policy and politics of education and the pedagogy of education

The Gender Question In Education Ann Diller, 2018-10-08 In this innovative book four prominent philosophers of education introduce readers to the central debates about the role of gender in educational practice policymaking and theory More a record of a continuing conversation than a statement of a fixed point of view The Gender Question in Education enables students and practicing teachers to think through to their own conclusions and to add their own voices to the conversation Throughout the authors emphasize the value of a gender sensitive perspective on educational issues and the relevance of an ethics of care for educational practice Among the topics discussed are feminist pedagogy gender freedom in public education androgyny sex education multiculturalism the inclusive curriculum and the educational significance of an ethics of care The multiauthor dialogic structure of this book provides unusual breadth and cohesiveness as well as a forum for the exchange of ideas making it both an ideal introduction to gender analysis in education and a model for more advanced students of gender issues *Gender, Policy and Educational Change* Sheila Riddell, Jane Salisbury, 2003-05-20 Gender equality has been a major educational theme for the past two decades and has become interwoven with other policy themes including those of marketisation and managerialism Contributors to this strong collection are key researchers in their fields and seek to address the following questions What patterns are discernible in the educational attainment of girls and boys over the past two decades To what extent are changes attributable to gender equality policies What form have gender equality policies taken in different parts of the UK What has been the impact of European equality policies How have gender equality policies been experienced by particular groups including pupils from ethnic minority and working class backgrounds This book aims to take an overall look at how significant have been the changes in experiences aspirations and culture of girls and boys and male and female teachers It explores how attempts to improve equal opportunities in education have fared and examines the tensions and contradictions in recent policies *Handbook of Adult and Continuing Education* Arthur L.

Wilson, Elisabeth Hayes, 2009-04-27 Sponsored by the American Association of Adult Continuing Education This monumental work is a testimony to the science of adult education and the skills of Wilson and Hayes It is a veritable feast for nourishing our understanding of the current field of adult education The editors and their well chosen colleagues consistently question how we know and upon what grounds we act They invite us to consider not only how we can design effective adult education but also why we practice in a particular socio economic context Jane Vella author of Taking Learning to Task and Learning to Listen Learning to Teach This new handbook captures the exciting intellectual and professional development of our field in the last decade It is an indispensable resource for faculty students and professionals Jack Mezirow emeritus professor Adult and Continuing Education Teachers College Columbia University For nearly seventy years the handbooks of adult and continuing education have been definitive references on the best practices programs and institutions in the field In this new edition over sixty leading authorities share their diverse perspectives in a single volume exploring a wealth of topics including learning from experience adult learning for self development race and culture in adult learning technology and distance learning learning in the workplace adult education for community action and development and much more Much more than a catalogue of theory and historical facts this handbook strongly reflects the values of adult educators and instructors who are dedicated to promoting social and educational opportunity for learners and to sustaining fair and ethical practices

Women, Oppression and Social Work Lesley Day, Mary Langan, 2002-09-11 First published in 1992 Routledge is an imprint of Taylor Francis an informa company

Gramsci, Freire and Adult Education Peter Mayo, 1999-04 This book focuses on two of the most cited figures in the debate on radical education Antonio Gramsci 1891 1937 and Paulo Freire 1921 1997 Both regarded forms of adult education as having an important role to play in the struggle for liberation from oppression Peter Mayo examines the extent to which their combined insights can provide the foundation for a theory of transformative adult education He considers their respective contributions to the development of such a theory analyzes their ideas comparatively and identifies some of the limitations in their work for incorporation into a theory The book concludes with a major synthesis of their ideas in the context of other adult educators more recent contributions in order to develop a theory of transformative adult education

Psychology and Adult Learning Mark Tennant, 2002-11-01 This book examines the role of psychology in informing adult education practice It acknowledges the psychological dimension of adult education work and explores this dimension in the context of the concerns of adult educators The approach is to examine the most important traditions of some key psychological theories and to discuss the issues and problems in applying them to an understanding of adult learning and development The text is ideally suited for those who seek a critical understanding of psychological theory and research from the perspective of the adult educator

Disaffection And Diversity Judith Calder, 2004-01-14 First Published in 1993 A quiet but profound revolution in the design and delivery of learning opportunities for adults and in the accreditation of learning outcomes is taking place Higher education is expanding at a rate

which exceeds even that of the Robbins era alternative routes for adults into further and higher education and into training are being introduced through the use of Access courses and through the recognition of competencies acquired in a whole variety of different ways The structure of the courses and training which adults can now undertake the methods of teaching those courses and the types of qualifications which are beginning to be awarded reflect the accelerating social technological and economic changes in the UK It is aimed at professionals who are engaged in the management provision or supervision of organized learning and training opportunities for adults

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