



## **The Role of Higher Education in Promoting Lifelong Learning**

Edited by  
Jin Yang, Chripa Schneller and Stephen Roche

# Lifelong Learning In Higher Education

**Michael Osborne, Muir Houston, Nuala  
Toman**



## **Lifelong Learning In Higher Education:**

**Identity and Lifelong Learning in Higher Education** Jo Ann Gammel, Sue L. Motulsky, Amy Rutstein-Riley, 2019-12-01 Learning and identity development are lifetime processes of becoming The construction of self of interest to scholars and practitioners in adult development and adult learning is an ongoing process with the self both forming and being formed by lived experience in privileged and oppressive contexts Intersecting identities and the power dynamics within them shape how learners define themselves and others and how they make meaning of their experiences in the world I Am What I Become Constructing Identities as Lifelong Learners is an insightful and diverse collection of empirical research and narrative essays in identity development adult development and adult learning The purpose of this series is to publish contributions that highlight the intimate connections between learning and identity Our aim is to promote reflection and research at the intersection of identity and adult learning at any point across the adult lifespan and in any space where learning occurs in school at work or in community The series aims to assist our readers to understand and nurture adults who are always in the process of becoming Adult educators adult development scholars counselors psychologists and sociologists along with education and training professionals in formal and informal learning settings will revel in the rich array of qualitative research designs methods and findings as well as autobiographies and narrative essays that transform and expand our understanding of the lived experience of people both like us and unlike us from the U S and beyond Volume One Identity and Lifelong Learning in Higher Education contains chapters by and about post secondary educators and students Together these chapters enhance our understanding of the inextricable link between learning and identity

**Lifelong Learning in Higher Education** A Cropley, Chris Knapper, 2021-12-16 This text examines how colleges and universities might respond to the increasing need for people to take responsibility for their own education and to remain motivated It devotes attention to teaching methods organizational structures and the goals of higher education

*Lifelong Learning and Higher Education* Christopher Knapper, A. J. Cropley, 1985

Lifelong Learning and the University David Watson, Richard K. S. Taylor, 1998 This book gives a description of what a UK higher education system that is genuinely part of a national learning society might look like as well as the impetus this provides for radical reform

*Lifelong Learning in Higher Education* A. Cropley, 2017-06-28 This text examines how colleges and universities might respond to the increasing need for people to take responsibility for their own education and to remain motivated It devotes attention to teaching methods organizational structures and the goals of higher education

*Global Perspectives on Higher Education and Lifelong Learners* Hans Georg Schütze, Maria Slowey, 2012 Assessing the shifting relationship between Higher Education and Lifelong Learning through detailed longitudinal case studies from UK Canada USA Japan Australia New Zealand and a wide variety of European countries the book also examines the issues from the perspective of developing countries

Higher Education and Lifelong Learners Hans Georg Schütze, Maria Slowey, 2000 This edited collection explores the varying interpretations of lifelong

learning by experts from ten countries      **Lifelong Learning and Higher Education** Christopher Knapper,1989      **The Role of Higher Education in Promoting Lifelong Learning. UIL Publication Series on Lifelong Learning Policies and Strategies** UNESCO Institute for Lifelong Learning (UIL) (Germany),2015 There is no doubt that universities have a vital role to play in promoting lifelong learning This publication presents possible ways of expanding and transforming higher education to facilitate lifelong learning in different socio economic contexts Nine articles address the various dimensions of the role of higher education in promoting lifelong learning from a global perspective The goal is to give the reader a better understanding of the theoretical frameworks and practical implementation of lifelong learning in higher education in different regions of the world After a preface and introduction the following articles are included 1 Adult access to higher education An international overview Michael Osborne Russell Rimmer and Muir Houston 2 From university lifelong learning to lifelong learning universities Developing and implementing effective strategies Francoise de Viron and Pat Davies 3 The social efficiency of tertiary lifelong learning Initial insights from a European research project Karsten Kruger Nestor Duch Marti Parellada Michael Osborne Michele Mariani and Laureano Jimenez 4 Higher education in lifelong learning in South Africa Shirley Walters 5 Higher education and lifelong learning in Japan Why is it so difficult to promote recurrent education Yukiko Sawano 6 The role of universities in elder education The experience of Shanghai and Shanghai Normal University Minxuan Zhang and Jinjie Xu 7 Lifelong learning in practice Allie Clemans 8 The parallel adult education system A Danish contribution to lifelong learning at university level Bjarne Wahlgren and 9 From Marx to Market Limitations of university led collaboration in the Yangpu Shanghai Innovation Zone Roger Boshier      *The Pedagogy of Lifelong Learning* Michael Osborne,Muir Houston,Nuala Toman,2007-06-11 Presenting a snapshot of contemporary international research into the pedagogy of lifelong learning and teaching this book focuses on a wide range of issues related to lifelong learning including higher education community based learning and literacy practices in continuing education It highlights the fact that the wide ranging conclusions they draw have vital implications for this rapidly changing field The book reviews the emerging issues from researching teaching and learning in different post school contexts an issue which has grown in research importance around the world in recent years with the concern both to widen participation and improve student attainment Examining empirically methodologically and theoretically contemporary research in teaching and learning in diverse contexts it focuses on three main areas learning careers and identities pedagogy and learning cultures and learning beyond institutions

**Universities and Engagement** John Field,Bernhard Schmidt-Hertha,Andrea Waxenegger,2015-09-16 Universities and Engagement is a timely and insightful book that examines what universities can contribute to their communities and economies through lifelong learning a topic which is of increasing importance to Higher Education Institutions across the world The book will offer an answer to the question What can be understood by University Lifelong Learning today by collating the work of specialists from across Europe and beyond who have first hand experience in the field of university

engagement through continuing education With a diverse range of expertise from the UK Ireland Germany Finland Malta Belgium New Zealand Austria and the USA readers are guaranteed a varied and informative collection of perspectives on this important topic Taken as a whole the book provides a theoretical background for readers drawing on recent research and practice examples from a variety of countries and institutional settings as well as demonstrating a variety of conceptual approaches confirming the diverse range of possible solutions Key topics covered include research into policy and practice engaging with business and industry engaging with communities engaging with an ageing society active citizenship and regional competitiveness Developed in collaboration with the European University Continuing Education Network EUCEN Universities and Engagement is an invaluable contribution to research in the subject of lifelong learning It will be of value to academics practitioners and professionals with an interest in higher education and community management and will be particularly suited to those interested in lifelong learning adult education and community development

*Lifelong Learning as Critical Action* André P. Grace, 2013-10-30 In this era of economic uncertainty there has been renewed interest in the benefits of adult and higher education for economic and professional gain Andr P Grace questions this perspective and advocates for a holistic view that also incorporates the social cultural and personal benefits of learning as a lifelong pursuit A detailed and thoughtful critique of the effects of neoliberalism and globalization on adult and higher education this book examines the quality of lifelong learning in historical and contemporary contexts with an emphasis on multivariate learner populations and education as a platform for social engagement ethics and justice Weaving together academic analysis and first person reflections the author addresses the diverse needs of learners from Canada and around the world in a variety of social and economic situations An essential text for anyone interested in the development of lifelong learning policy and practice *Lifelong Learning as Critical Action* is a call to action that challenges readers to engage with lifelong learning as a critical democratic and inclusive process

*Continuing Higher Education and Lifelong Learning* Michaela Knust, Anke Hanft, 2009-08-02 Anke Hanft and Michaela Knust The present study examines and compares the structure and organisation of continuing higher education in six countries Austria Finland France Germany the UK and the USA The focus is not just on current continuing education provisions at higher education institutions but also on the institutions themselves and their surrounding milieu The study also attempts to move away from a purely national angle and to approach the topic from an international perspective The conclusion is reached that when it comes to the development establishment and professional implementation of continuing education provisions German higher education institutions lag behind the other countries in the comparison in almost all areas The main findings in terms of the three levels system institution and programme are summarised below

- 1 Continuing Education in the Higher Education System There are considerable divergences both nationally and internationally in the definition of the German term wissenschaftliche Weiterbildung academic continuing education In the English speaking world a variety of terms such as lifelong learning adult education continuing education

continuing higher education university level continuing education or continuing professional development are often used as synonyms without any precise differentiation and this is not perceived as a problem

**Higher Education and the Lifecourse** Maria Slowey, David Watson, 2003 key arguments for policy and practice for lifelong learning in higher education Higher Education Digest At the beginning of the 21st century it is increasingly clear to professionals at all levels of formal and informal education that we need to refresh the concept of lifelong learning Most importantly the concept needs to be expanded so that it is lifelong and lifewide concerned not just with serial requirements of those already engaged but also with the creation of opportunities for those who have not found the existing structures and processes accessible or useful This book discusses resulting arguments about policy and practice in three parts Part One focuses on the lifelong dimension addressing in particular the changing nature of the student population Part Two investigates the lifewide connections between higher education and other areas of social and economic life Part Three offers a structural analysis based on research on changing needs of learners and setting out some key implications for higher education Higher Education and the Lifecourse provides a timely analysis of the higher education sector and will be an important resource for graduate students researchers policy makers and senior managers within the fields of higher and post compulsory education

*Differently Academic?* Sue Jackson, 2004-09-06 Lifelong learning is a key feature of society today and is apparently embraced by a wide range of educators and trainers as well as by governments and employers In this wide ranging book Sue Jackson shows that universities have been slow to embrace a lifelong learning agenda and argues that the lifelong learning experiences of women and especially of working class students are seldom welcomed in the academy In its unique considerations of the experiences of women students and academics this book expounds an innovative and critical analysis of women in higher education It will give a clear indication of alternative strategies for learners teachers and policy makers This book will be of key interest to anyone working in the fields of lifelong learning or continuing education who is interested in making learning accessible and meaningful for disadvantaged groups It will also appeal to students of education women s studies gender studies and sociology and to those interested in issues of gender social class feminist theory and feminist research

Implications of Lifelong Learning for Higher Education Settings, 2000

**Strategic Choices for the Academy** Daniel James Rowley, Herman D. Lujan, Michael G. Dolence, 1998-04-10 Strategic Choices for the Academy is filled with practical advice for developing strategic plans that will transform colleges and universities to meet the demands of today s and tomorrow s information age learner Drawing on the strategic planning and management concepts the authors reveal which innovative organizational structures facilities teaching approaches reward systems and delivery systems are most effective for providing education to this new segment of learners those who come to learn in every stage of life and who may be increasingly reluctant to enroll in traditional campus settings The book also presents a series of flexible models that can be adapted to the strategic direction and needs of individual institutions

**Improving Opportunities to Engage in**

**Learning** Nalita James, Hugh Busher, 2018-05-20 *Improving Opportunities to Engage in Learning* investigates the experiences of mature adult learners returning to formal education. The book challenges the policy discourses in which Access to Higher Education survives by suggesting that continuing education is more about determination by students to alter their identities and career opportunities than meeting narrow performative criteria of financial targets. Chapters explore students' struggles with institutional and social structures in the current political and socio-economic climate before identifying how the transformation of their learner identities is facilitated in the courses by collaborative cultures and supportive tutors. The book addresses a research gap in knowledge about students and tutors' experiences of Access to Higher Education courses, presenting a broad perspective on the importance and difficulties of such courses through listening to the voices of students and tutors undertaking a variety of Access to HE pathways. The authors argue that despite success on their courses benefiting the national economy as well as students individually, the social and financial costs of continuing education are almost entirely shifted onto students' shoulders by policymakers. Despite the costs, students can still see Access to HE as a chance to improve their lives, reflecting the neoliberal discourse of personal responsibility and risk embedded in broader national social and policy discourses. *Improving Opportunities to Engage in Learning* will be of great interest to researchers, academics, and postgraduate students in the fields of further and higher education, widening participation, social justice, and sociology of education, and education policy and politics.

**Higher education in a globalising world** Peter Mayo, 2019-07-04 This book focuses on current policy discourse in Higher Education with special reference to Europe. It discusses globalisation, Lifelong Learning, the EU's Higher Education discourse, this discourse's regional ramifications, and alternative practices in Higher Education from both the minority and majority worlds with their different learning traditions and epistemologies. It argues that these alternative practices could well provide the germs for the shape of a public good oriented Higher Education for the future. It theoretically expounds on important elements to consider when engaging Higher Education and communities, discussing the nature of the term community itself. Special reference is accorded to the difference that lies at the core of these ever-changing communities. It then provides an analysis of an on-the-ground project in University community engagement before suggesting signposts for further action at the level of policy and provision.

**Higher Education Through Open and Distance Learning** Keith Harry, 1999 This book summarises the current status of both open and dual mode institutions and reviews developments that have taken place over the last twenty years.

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