



Erziehungswissenschaft Und Erwachsenenbildung

**Robin Mark, Mireille Pouget, Edward
Thomas**



Erziehungswissenschaft Und Erwachsenenbildung:

Lebenslanges Lernen als Erziehungswissenschaft Rainer Brödel, Tobias Nettke, Julia Schütz, 2015-01-14 Der Band verknüpft professionstheoretische Anliegen der Erziehungswissenschaft mit empirischen Ergebnissen zum lebenslangen Lernen zur Beratung und zum Lernen und Lehren mit Medien Studien aus der biografischen Forschung und der komparativen pädagogischen Berufsgruppenforschung bilden einen weiteren Schwerpunkt Alle Beiträge wurden in einem Tandem Prinzip erstellt Jede vorgestellte Forschungsfrage wird von einem ehemaligen Promovenden Professor Dr Dieter Nittels und einem prominenten Vertreter aus der Erziehungswissenschaft bearbeitet Damit spiegelt der Band der zum 60 Geburtstag von Dieter Nittel erscheint das umfassende Forschungsspektrum des Jubilars wider Mit Beiträgen von Rainer Brödel Wiltrud Gieseke Rudolf Kammerl Joachim Ludwig Cornelia Maier Gutheil Tobias Nettke Stefan Pörtner Claudia Pohlmann Steffi Robak Julia Schütz Patricia André Freire Tenzer Rudolf Tippelt Antje Wolff **Erziehungswissenschaft und**

Erwachsenenbildung Ernst Prokop, 1973-01 **Mapping out the Research Field of Adult Education and Learning**

Andreas Fejes, Erik Nylander, 2019-05-22 This book discusses the current state of the art in research on the education and learning of adults and how such research has been transformed through contemporary policy and research practices Gathering contributions from leading experts in the field the book draws on previous research as well as new findings in order to provide a map of this research field and its contemporary history The chapters address a number of questions including What constitutes this research field What theories and methodologies dominate within the field What invisible colleges are active in shaping this academic field in marking out its contours and in transforming its contemporary battle zones Who is publishing in the field and who is deemed worth citing What is the relationship between the shift in state policy on adult education and the research that is conducted on the education and learning of adults How has the research field changed over time in various western countries What do these meta reflections of the field tell us about possible future research endeavours Rather than speaking from within the field this is a book about the research field The diversity of the chapters provide a fascinating resource for anyone interested in research on the education and learning of adults

Erwachsenenbildungswissenschaft Hans Jürgen Finckh, 2009-07-15 Der Prozess der erwachsenenpädagogischen Theoriebildung und Kritik wie er sich in Deutschland West zwischen 1945 und der Jahrtausendwende vollzogen hat wird in diesem Buch historisch systematisch untersucht In eingehenden Interpretationen der theoriebildenden Aussagen insbesondere von F Borinski W Strzelewicz und O Negt werden die Möglichkeiten und Grenzen der hermeneutischen empirischen und poetischen Wissenschaftspositionen aufgezeigt Darüber hinaus wird ihre gegenseitige Ergänzungsbedeutung als Ansatz für eine synthetisierende und damit praxisdienlichere Theorie der Erwachsenenbildungswissenschaft herausgearbeitet **Adults in Higher Education** Robin Mark, Mireille Pouget, Edward Thomas, 2006 This book is the result of research carried out by the partners in the Adults Learning and Participating in Education ALPINE Project a project that is

principally concerned with increasing the amount of adult education provided by European universities It begins by outlining the current debate about widening participation in institutions of higher education in general and identifying issues within the context of the policy that is being developed for this sector in Europe It continues with a description of the position in each of the selected countries in Central and Western Europe Experienced adult education practitioners from twenty European countries have each determined the nature and extent of the current provision of adult higher education in their own country Two final chapters of analysis and conclusions complete this survey which is the most extensive of its type that has yet been carried out in Europe

Paradoxien des Ich Volker Fröhlich,1997

Recurrent Education in Western Europe Manfred Jourdan,1981

Adult and Continuing Education: Teaching, learning and research Peter Jarvis,Colin Griffin,2003

Depicting the ways that adult education has evolved as society has changed and how it has been incorporated into lifelong learning this is a truly unique set that puts a stamp on an exciting field and important far reaching issues These five volumes represent a great advance to scholars as this is the first comprehensive overview of the field The set draws on books journals reports and historical papers to map the vast field of education for adults The writings included in the set have influenced the development of both the practice and the study of adult education from the Guilds to vocational education distance learning and leisure learning The collection also covers the recent emergence of corporations as new providers of education for adults with the corporate classroom corporate universities and consultancies A detailed index and new introduction by the editor will help the reader navigate this wealth of diverse material

Die digitale Transformation der Erwachsenen- und Weiterbildung Erich Schäfer,Antje Ebersbach,2021-07-20 Digitale Medien halten verst rkt Einzug in traditionelles Lehren und Lernen und zugleich werden digitale Formate sozialer und kommunikativer Beide Entwicklungen vollziehen sich parallel Die Erfahrungen zeigen auch dass trotz Digitalisierung die Pr senzformate unverzichtbar bleiben Die Digitalisierung bezieht sich nicht nur auf das Lehren und Lernen Bei den strategischen berlegungen zur Digitalisierung in der Erwachsenen und Weiterbildung ist der gesamte Bildungsprozess mit all seinen Ebenen vom gesellschaftlichen und institutionellen Kontext ber die Programme und Angebote bis hin zum Personal und den Teilnehmenden einzubeziehen Deshalb orientiert sich die hier vorgelegte Studie an einem Mehrebenenmodell der Digitalisierung Am Beispiel von zwei freien Tr gern der Erwachsenenbildung wird exemplarisch die zentrale Bedeutung der Entwicklung einer Digitalisierungsstrategie im Sinne einer organisationssensiblen Digitalisierungsforschung vorgestellt Ob sich die mit der Digitalisierung verbundenen Erwartungen hinsichtlich des Abbaus von Bildungsprivilegien der Angleichung von Lernchancen der Bef rderung demokratischer Prozesse der berwindung digitaler Disparit ten und der Realisation von mehr Teilhabe an Bildung verwirklichen lassen k nnen die Stakeholder der Erwachsenen und Weiterbildung gestalten

International and Comparative Studies in Adult and Continuing Education Regina Egetenmeyer ,Vanna Boffo,Stefanie Kröner,2020-11-10 This volume gives theoretical and practical insights in international and comparative research in the field of adult and continuing

education The 16 contributions of this volume give three perspectives on international and comparative adult education The first perspective focuses on the question how internationalisation and comparative adult and continuing education can be taught The second perspective gives insights into the results of comparative research that has been conducted throughout a two week Winter School that took place in February 2019 in Würzburg The third perspective complements the two perspectives with insights into international projects and practices in adult and continuing education The authors of this volume are contributing to the transnational Winter School International and comparative studies in adult and continuing education in Würzburg Germany since 2014 Komparative pädagogische Berufsgruppenforschung Nikolaus Meyer, 2017-06-20 Wie wird Wissen in der Wissensgesellschaft aufbereitet und vermittelt Vor dem Hintergrund der Professionstheorie vergleicht die empirische Dissertation die für diesen Prozess zentralen Berufsgruppen der Erwachsenenpädagoginnen und Journalistinnen Der Autor beantwortet seine Forschungsfragen mithilfe der beruflichen Selbstbeschreibungen von Praktikerinnen und Praktikern beider Berufsgruppen Aus den Gruppendiskussionen und Interviews mit Expertinnen und Experten entsteht eine Matrix unterschiedlicher Bearbeitungsgrade von Wissen und es zeigen sich verschiedene Bearbeitungsmodi Die Arbeit kommt zu dem Ergebnis dass der unterschiedliche Umgang mit Wissen wichtige professionstheoretische Folgen hat *Educational Research: Why 'What Works' Doesn't Work* Paul Smeyers, Marc Depaepe, 2007-01-07 Education and educational research according to the current fashion are supposed to be concerned with what works to the exclusion of all other considerations All over the world and particularly in the English speaking countries governments look for means of improving student achievement as measured by standardized test scores Although such improvements are often to be welcomed they do not answer all significant questions about what constitutes good education Also the research on which they are based is not the only legitimate way to do educational research Social research and therefore educational research cannot ignore the distinctive nature of what it studies a social activity where questions of meaning and value cannot be eliminated and where interpretation and judgment play a crucial role In this book distinguished philosophers and historians of education from 6 countries focus on the problematical nature of the search for what works in educational contexts in practice as well as in theory Beginning with specific problems they move on to more general and theoretical considerations seeking to go beyond over simple ideas about cause and effect and the rhetoric of performativity that currently has educational thinking in its grip Freedom of inquiry in educational research can no longer be taken for granted Narrow definitions of what constitutes scientific research funding criteria that enforce particular research methods and policy decision processes that ignore any research that is not narrowly utilitarian create a context in many countries that discourages scholarship of a more speculative exploratory or critical sort This book brings together an exceptional combination of international and cross disciplinary scholars who bring the perspectives of history and philosophy of science to ask How did we arrive at this place and Where is educational research heading The book illuminates the anti

intellectual consequences of a what works mentality in education and shows that the ostensibly scientific revolution in educational research in fact reflects an ahistorical and conceptually muddled understanding of what actually constitutes science This book could not be more timely and important Nicholas C Burbules Grayce Wicall Gauthier Professor University of Illinois With research increasingly tied to State policies with the instrumental purpose of guiding school reforms the volume provides an important historical and philosophical questioning of the possibilities limitations and challenges of education research Internationally leading scholars engage in a significant conversation that is sophisticated and nuanced for understanding contemporary debates Thomas S Popkewitz the University of Wisconsin Madison USA This publication is realized by the Research Community FWO Vlaanderen Research Foundation Flanders Belgium Philosophy and History of the Discipline of Education Evaluation and Evolution of the Criteria for Educational Research Wörterbuch Erwachsenen- und Weiterbildung Rolf Arnold, Ekkehard Nüssli, Josef Schrader, 2023-04-03 Das vorliegende Wörterbuch Erwachsenen und Weiterbildung ist die Neuausgabe des Wörterbuch Erwachsenenbildung und versammelt das gegenwärtige Wissen der Erwachsenen und Weiterbildung Es enthält Stichworte zu den Themenfeldern Didaktik und Methodik Forschung und Wissenschaft Geschichte und Entwicklung Lehren und Lernen Wissen und Erfahrung Organisation und Profession Politik und Recht sowie Theorien und Konzepte Mehr als 300 alphabetisch geordnete Stichworte wurden von ausgewiesenen Expertinnen und Experten nach dem neuesten Stand der wissenschaftlichen Diskussion verfasst Das Wörterbuch richtet sich an Studierende und Lehrende Forschende und wissenschaftlich Tätige im Bereich der Erwachsenen und Weiterbildung Es empfiehlt sich auch als Nachschlagewerk in Bildungseinrichtungen in der Bildungspolitik und Bildungsverwaltung sowie in Personalabteilungen **Handbuch Qualitative Erwachsenen- und Weiterbildungsforschung** Burkhard Schäffer, Olaf Dörner, 2012-09-27 In der empirischen Erwachsenen und Weiterbildungsforschung bilden qualitative Forschungsansätze mittlerweile eine feste Größe Ziel dieses Handbuchs ist es zum einen unterschiedliche Forschungszugänge systematisch zu dokumentieren Zum anderen soll die Debatte in der Erwachsenenbildungswissenschaft um Standards qualitativer Forschung angestoßen und vorangetrieben werden Aus dem Inhalt Qualitative Forschung in der Erwachsenenbildung aus grundlagentheoretischer Perspektive Qualitative Forschung in der Erwachsenenbildung aus methodologischer Perspektive Methoden qualitativer Forschung in der Erwachsenenbildung Themenbereiche im Fokus qualitativer Forschung in der Erwachsenenbildung Strategien qualitativen Forschens in der Erwachsenenbildung **Erwachsenenbildung - Weiterbildung** Philipp Gonon, 2010-10-27 Die Rede vom lebenslangen Lernen ist ein Schlagwort geworden doch wie können Erwachsenen und Weiterbildung gestaltet werden Was wissen wir über Teilnehmer Zielgruppen und Inhalte der Erwachsenenbildung Welche Sichtweisen auf Lernen werden Erwachsenen gerecht Dieses Handbuch bietet einen integralen Überblick in kompakten Beiträgen die sich an angehende und bereits in der Praxis tätige Weiterbildner ebenso richten wie an deren Ausbilder und an Entscheidungsträger in Institutionen der Erwachsenen und Weiterbildung Aus dem Inhalt Das Lernen

Erwachsener Institutionen der Erwachsenenbildung Die lernende Gesellschaft Ziele und Inhalte der Erwachsenenbildung
 Recht Politik und Organisation der Erwachsenenbildung Management der Erwachsenen und Weiterbildung Didaktik der
 Erwachsenen und Weiterbildung *The Universities and Adult Education in Europe* Jindra Kulich, Wolfgang Krüger, 1980
International Teaching and Learning Settings in the Academic Professionalisation of Adult Education Monika Staab , 2023
 Academic education plays an important role in the development of professionalism of adult educators Given the
 interconnectedness of adult education with global and international developments this international and comparative study
 illustrates the need for a systematic and comprehensive internationalisation of adult education programmes and the
 relevance of international teaching and learning settings for the development of professionalism in adult education Based on
 focus group and graduate interviews of three master s programmes with a focus on adult education at the Universities of W
 rzburg Belgrade and Florence similarities and differences in the internationalisation of the programmes are revealed and
 supporting factors for the development of professionalism are highlighted Zukunft Lebenslangen Lernens Peter
 Beier, Anke Grotlüschen, 2008-09-01 Wie steht es um die Weiterbildung Dieser Frage ist das Institut f r Erwachsenen
 Bildungsforschung der Universit t Bremen nachgegangen Ziel der Expertise Zukunft Lebenslangen Lernens war es
 Indikatoren zu ermitteln die f r Praxis und Politik aussagekr ftige Entwicklungen innerhalb der Weiterbildungslandschaft
 dokumentieren k nnen Als Grundlage f r diese empirische Untersuchung am Beispiel Bremens dienten die Hauptindikatoren
 Clusterbildung und Kooperation Brokerage und Beratung Modularisierung und Durchl ssigkeit sowie Finanzierung und
 Sparen Die Ergebnisse der regionalen Untersuchung werden ausf hrlich mit Perspektiven von Fachleuten aus anderen Teilen
 des Bundesgebiets konfrontiert und gewinnen so berregionale und innovative Bedeutung Sie bieten Politiker inn en und Tr
 gern von Weiterbildungseinrichtungen eine fundierte Argumentationsbasis f r die Fortentwicklung der
 Weiterbildungslandschaft weit ber die Grenzen Bremens hinaus *Geschlecht und Geschlechterverhältnisse in der
 Erziehungswissenschaft* Barbara Rendtorff, Vera Moser, 2013-07-29 Der Band bietet eine breite und anspruchsvolle Einf
 hrung in das Gebiet der erziehungswissenschaftlichen Geschlechterforschung Zweifellos liegt in der Frage nach der
 Bedeutung und den Wirkungsweisen von Geschlecht und Geschlechterverh ltnis eine der gr ten aktuellen Herausforderungen
 an Wissenschaft und soziale und politische Praxis Das Buch gibt einen berblick ber die gegenw rtige Forschungslage zur
 Geschlechterthematik innerhalb der Erziehungswissenschaften und arbeitet dabei die strukturelle Bedeutung von Geschlecht
 als Kategorie heraus Die Darstellung und Diskussion dieser Thematik ist in drei Teile gegliedert Als Einf hrung dient eine
 systematische Darstellung der Kategorie Geschlecht in ihren sozialen historischen und strukturellen Aspekten Im zweiten
 Teil werden einige erziehungswissenschaftlich relevante Fragestellungen vertieft und konkretisiert Der dritte Teil umfa t
 Beitr ge aus den Einzeldisziplinen die jeweils den Stand der Diskussion darlegen und dar ber hinausgehende Fragestellungen
 aufzeigen Erwachsenenpädagogische Kompetenzen stärken Gisela Wiesner, Elke Gruber, 2012-09-25 In Deutschland und

Österreich hat die Professionalisierung im Bereich der Erwachsenenbildung in den letzten Jahren vielfältige neue Impulse erfahren. Das Modell der Weiterbildungsakademie Österreich (WBA) und das Dresdner Kompetenzbilanzierungsinstrument KOMPASS bieten konkrete Beispiele, wie vorhandene Kompetenzen identifiziert, validiert und zertifiziert werden können.

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