

EDUCATIONAL GERONTOLOGY

International Perspectives

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Educational Gerontology International Perspectives

D. Barry Lumsden



Educational Gerontology International Perspectives:

Educational Gerontology Frank Glendenning, 2020-08-25 Originally published in 1985 this book was the first book in the UK to provide an overview of educational gerontology and examine the needs for educational opportunities for older adults The book draws on developments and experience from the UK Denmark and the USA and should be of interest to all concerned with adult education gerontology and policy makers in the fields of education health and social services

Special Issue on International Perspectives on Education and Aging , 1991

International Perspectives on Older Adult Education Brian Findsen, Marvin Formosa, 2015-12-29 This important book builds on recent publications in lifelong learning which focus on learning and education in later life This work breaks new ground in international understandings of what constitutes later life learning across diverse cultures in manifold countries or regions across the world Containing 42 separate country regional analyses of later life learning the overall significance resides in insiders conceptualisations and critique of this emerging sub field of lifelong learning and adult education International perspectives on older adult education provides new appreciation of what is happening in countries from Europe 14 Africa 10 the Americas 7 Asia 9 and Australasia 2 as authored by adult educators and or social gerontologists in respective geographical areas These analyses are contextualised by a thorough introduction and critical appraisal where trends and fresh insights are revealed The outcome of this book is a never before available critique of what it means to be an older learner in specific nations and the accompanying opportunities and barriers for learning and education The sub title of research policy and practice conveys the territory that authors traverse in which rhetoric and reality are interrogated Coverage in chapters includes conceptual analysis historical patterns of provision policy developments theoretical perspectives research studies challenges faced by countries and success stories of later life learning The resultant effect is a vivid portrayal of a vast array of learning that occurs in later life across the globe Brian Findsen is Professor of Education and Postgraduate Leader for Te Whiringa School of Educational Leadership and Policy Faculty of Education University of Waikato Hamilton New Zealand Marvin Formosa is Head of the Department of Gerontology Faculty for Social Wellbeing University of Malta and Director of the International Institute on Ageing United Nations Malta

Introduction to Educational Gerontology Ronald H. Sherron, D. Barry Lumsden, 2013-11-12 Educational gerontology is the study of the changes in the learning process caused by old age This new edition provides an update of developments in this field of research The volume probes topics such as implications for education for the aging reminiscence methods of teaching social exchange and equal opportunity

The Older Adult as Learner D. Barry Lumsden, 1985

Lifelong Learning in Later Life Brian Findsen, Marvin Formosa, 2012-03-26 This first truly comprehensive interdisciplinary international critique of theory and practice in lifelong learning as it relates to later life is an absolute tour de force Alexandra Withnall Universities of Warwick and Leicester UK This is a book that needed to be written it provides a most thorough and skilful analysis of a comprehensive range of contemporary literature about learning in later

life from many localities and countries of the world Peter Jarvis Professor Emeritus University of Surrey Impressive in its scope this handbook seeks to describe older learning critically within the lifelong learning literature at the same time that it makes a strong and persuasive case for taking older learning seriously in our postmodern world Kenneth Wain University of Malta Lifelong learning in later life is an essential handbook for a wide range of people who work alongside older adults in varied contexts This handbook brings together both orthodox approaches to educational gerontology and fresh perspectives on important emerging issues faced by seniors around the globe Issues discussed include the social construction of ageing the importance of lifelong learning policy and practice participation in later life learning education of marginalised groups within older communities inter generational learning volunteering and active ageing the political economy of older adulthood learning for better health and well being and the place of seniors in a learning society Brian Findsen is a professor of adult education Faculty of Education University of Waikato Hamilton New Zealand His writings are usually constructed within a social justice framework such as *The Fourth Sector Adult and Community Education in Aotearoa New Zealand* edited with John Benseman and Miriama Scott in 1996 and *Learning later* 2005 Marvin Formosa is a lecturer in the European Centre for Gerontology University of Malta Msida Malta In addition to various articles focusing on critical educational gerontology recent and forthcoming books include *Social Class Dynamics in Later Life* 2009 and *Social Class in Later Life Power Identity and Lifestyle* with Paul Higgs 2012 **Education in Gerontology in the 90's** Nan L. Stevens, Th. A. M. Vis, 1992

Learning across Generations in Europe Bernhard Schmidt Hertha, Sabina Jelenc Krašovec, Marvin Formosa, 2014-11-28 Learning across generations in Europe Contemporary issues in older adult education constitutes an important book in the emergent field of study of older adult learning The book gives a clear and wide overview on the different concepts ideas and meanings related to older adults education learning and intergenerational learning through strong theoretical standpoints empirical research and policy directions The field of older adult education has expanded immensely in recent years since it raised questions that are connected to a rapidly ageing society in very turbulent times of economic and social changes in Europe This book provides the basis for an in depth analysis of the understandings and interpretations of education and learning in later life rethinking the development of different approaches for education of older adults as well as diverse research and evaluation of different forms of older adults education and learning It brings together both orthodox approaches to educational gerontology and older adult learning on important emerging issues faced by educators around the globe The chapters address the contemporary differentiated discussion on diverse phenomena labelled ranging from intergenerational learning to older men learning providing robust impulses for the development of further theoretical and empirical research on older adult and intergenerational learning It is the editors intention that this collection of papers acts as a persuasive argument for formal and non formal learning agencies to open more doors for older adults Bernhard Schmidt Hertha Ph D is Full Professor of educational science with focus on continuing education and further vocational training at

Institute of Education University of Tuebingen His research and writings address the topics of adult education intergenerational learning informal adult learning and higher education Sabina Jelenc Kra ovec Ph D is Associate Professor of adult education within the Department of Educational Sciences Faculty of Arts University of Ljubljana Her research and writings focus on the education of vulnerable adults and more recently on older adult learning in the community and non formal contexts Marvin Formosa Ph D is co ordinator of the Gerontology Unit Faculty for Social Wellbeing University of Malta Recent publications include Lifelong Learning in Later Life A Handbook on Older Adult Learning with Brian Findsen 2011 and Population Ageing in Malta Multidisciplinary Perspectives with Charles Scerri 2015 *Teaching and Learning in Later Life* Frank Glendenning,2018-01-17 This title was first published in 2000 This collection of papers examines the development of education for older adults against the background of an ageing population and the challenge of lengthening life expectancy It brings together contributions from the UK and Canada The book analyzes the current situation reviews trends and perspectives and discusses educational gerontology and its relationship to older adults in the approach to the 21st century There is a call for recognition of the status of older people in education on the basis of social justice using the notions of equal opportunity access to democratic participation respect for persons and the status of equal citizenship There is also recognition of the need to empower older adults by facilitating a sense of autonomy and self determination Educational gerontology is examined in the context of critical theory and social gerontology raising a number of questions necessary to the understanding of critical educational gerontology The book seeks to promote a positive attitude to ageing and concludes by drawing out implications for the future

Language Teaching and the Older Adult Danya Ramírez Gómez,2016-09-15 The aging of the population and the increasing number of older adults pursuing foreign language courses call for a greater understanding of the ways in which these individuals learn foreign languages This book offers a pioneering contribution to the literature on foreign language education for older adults aged 60 and over termed foreign language geragogy It details an empirical multidisciplinary study on Japanese older learners of Spanish and focuses on the influence of learning experiences on vocabulary learning strategy use It discusses the constraints that preconceptions impose on learners researchers instructors and administrators and it offers a set of practical recommendations for foreign language activities for elderly individuals It also introduces the notion of learner re training an instructional mechanism that contributes to older learners self acknowledgment and autonomy development in foreign language learning The book is directed at teachers and trainee teachers of foreign languages to older adults and also at education professionals and researchers in the field of foreign language learning in general

Learning with Adults Peter Mayo,2014-01-06 This anthology brings together some of the finest writers on different aspects of adult education and related areas to provide a complementary reader to the introductory text by Leona English and Peter Mayo Learning with Adults A Critical Introduction Areas tackled include Disability Prisons Third Age Universities Lifelong Learning Policy Learning Society Poverty LGBTQ Sport Women Literacy

Transformative Learning Community Arts Aesthetics Consumption Migration Libraries Folk High Schools Adult Education Policy Subaltern Southern Social Movements Social Creation Community Radio Social Film Contexts focused on include Africa Caribbean Europe Latin America Asia India small island states Over thirty authors involved including Zygmunt Bauman Rosa Maria Torres Oskar Negt Antonia Darder Jim Elmborg D W Livingstone Palle Rasmussen Mae Shaw Leona English Asoke Bhattacharya Cynthia L Pemberton Eileen Casey White Daniel Schugurensky Dip Kapoor Peter Rule John Myers Joseph Giordmaina Antonia De Vita Alexis Kokkos Marvin Formosa Carmel Borg Julia Preece Patricia Cranton Lyn Tett Ali A Abdi Anna Maria Piussi Behrang Foroughi Taadi Ruth Modipa Robert Hill Edward Shiza Kaela Jubas and Didacus Jules Learning with Adults A Reader constitutes the most valuable practical and theoretical reflection on adult education I have seen in a long time Nelly P Stromquist Professor International Education Policy College of Education University of Maryland College Park This book provides an opportunity at a very appropriate moment to discuss adult education issues during challenging times Paula Guimar es University of Lisbon Read and savour delights and surprises Michael Welton UBC and Athabasca University This book satisfies everything one could desire of a reader on the subject Kenneth Wain University of Malta *The International Journal of Aging & Human Development* ,1987

Good Practice in the Education and Training of Older Adults A. Withnall,Keith A. Percy,1994 The aims of this book are to review and analyse the burgeoning literature on older people s education training and learning activity to identify and document good practice through a review of selected British case studies drawn from a statutory voluntary and commercial fields and to evaluate both literature and the findings of the case studies in order to offer a fresh perspective on good practice in this important area The book is divided into four parts philosophy and practice participation and provision case studies and redefining good practice This book will be of value to anyone interested in learning in later life including learners themselves Handbook of the Humanities and Aging Thomas R. Cole,Robert Kastenbaum,1992 *Subject Guide to Children's Books in Print 1997* Bowker Editorial Staff,R R Bowker Publishing,1996-09 A Select Bibliography of Adult Continuing Education John Hughlings Davies,James Edward Thomas,1988 *Short-term Training in Social Gerontology* International Institute on Aging,1990

Learning Later Brian Findsen,2005 This book explores the relatively ignored issue of the social context and dimensions of learning for older adults It combines international perspectives drawn from adult education sociology social gerontology and critical theory to investigate the social and material circumstances of older adults lives and connected learning The central argument is that educators and practitioners will better understand older adults learning by more fully addressing social context the social construction of aging older adults interaction with social institutions the nature of social change to which they contribute and the social issues they face **The Story of Elderhostel** Eugene S. Mills,1993 From its headquarters in Boston Elderhostel Inc administers an international network of educational programs for people over 60 In just over 15 years Elderhostel has grown from a summer program for 220 in New Hampshire to a worldwide movement with

some 236 000 participants a year in 50 countries more than a thousandfold increase The Story of Elderhostel chronicles this explosive growth and captures the contagious enthusiasm of half a million hostlers Eugene Mills was president of the University of New Hampshire when Elderhostel was founded there in 1975 Since 1977 he has served on the Board of Directors of the organization From this unique vantage point he describes the program s inception and launch and the overwhelming response it received from the outset At a time when many older people were enjoying better health and financial security than ever before Elderhostel was among the first to respond to their need for intellectual stimulation and adventure In telling the Elderhostel story Mills highlights the program s greatest asset its people An avid hosteler himself he draws on his own adventures and interactions with fellow to bring participants the Elderhostel experience to vivid life First person accounts from hostlers teachers and administrators directly communicate their excitement and camaraderie Mills describes a broad sample of domestic and international programs conveying both the diversity of the offerings and the unity of the Elderhostel experience Mills concludes by placing the Elderhostel phenomenon in the context of society s attitudes toward older citizens In our youth oriented culture seniors have too often been undervalued or dismissed Butthe hundreds of thousands of Elderhostelers in programs around the world Mills notes reflect a positive motivated participatory attitude that is a direct refutation of the American myth of the used up elderly

Long-term unemployed and the elderly in migrant communities in Europe Jagdish S. Gundara,1992

Discover tales of courage and bravery in Crafted by is empowering ebook, Stories of Fearlessness: **Educational Gerontology International Perspectives** . In a downloadable PDF format (Download in PDF: *), this collection inspires and motivates. Download now to witness the indomitable spirit of those who dared to be brave.

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