

# CONTENTS

<i>List of figures</i>	x
<i>List of tables</i>	xi
<i>Acknowledgements</i>	xii
<i>Introduction to the first edition</i>	xiii
<i>Introduction to the revised edition</i>	xiv
<i>Introduction to the third edition</i>	xvi
 <b>1 Towards a rationale for the provision of learning opportunities for adults</b>	 <b>1</b>
<i>The nature of contemporary society</i>	1
<i>The social nature of the individual</i>	24
<i>Individuals as lifelong learners</i>	29
<i>The human being and the need to learn</i>	34
<i>Summary</i>	38
 <b>2 From adult education to lifelong learning: a conceptual framework</b>	 <b>39</b>
<i>The changing concept of education</i>	39
<i>Teaching, learning and education</i>	42
<i>Adult education and the education of adults</i>	44
<i>Continuing education</i>	46
<i>Recurrent education</i>	51
<i>Human resource development</i>	55
<i>Community education</i>	56
<i>Lifelong education</i>	61
<i>Lifelong learning</i>	64
<i>Summary</i>	65

<b>3 The adult learner and adult learning</b>	<b>67</b>
<i>The adult learner</i>	67
<i>Adult learning</i>	82
<i>Summary</i>	117
<b>4 Adults learning – some theorists' perspectives</b>	<b>118</b>
<i>Paulo Freire</i>	118
<i>Robert M. Gagné</i>	123
<i>Malcolm S. Knowles</i>	125
<i>Jack Mezirow</i>	131
<i>Carl Rogers</i>	135
<i>Summary</i>	137
<b>5 Teaching adults</b>	<b>139</b>
<i>Conditions of learning and approaches to teaching</i>	142
<i>The processes of teaching</i>	148
<i>Teaching methods</i>	156
<i>Teaching aids</i>	185
<i>Summary</i>	187
<b>6 Some theoretical perspectives on teaching adults</b>	<b>189</b>
<i>The human process of teaching</i>	189
<i>Some major writers about teaching</i>	206
<i>Summary</i>	216
<b>7 Distance education</b>	<b>218</b>
<i>The nature of distance education and distance learning</i>	218
<i>The continued development of distance education</i>	224
<i>Contemporary practices</i>	227
<i>Conclusion</i>	229
<b>8 Assessing and evaluating</b>	<b>230</b>
<i>Assessing learners' work</i>	232
<i>Certificates and credits</i>	236
<i>Conclusion</i>	243

<b>9 Curriculum theory and programme planning</b>	<b>244</b>
<i>Studies in curriculum theory</i>	244
<i>Programme planning</i>	273
<i>Conclusion</i>	278
<b>10 Practice, theory and research</b>	<b>280</b>
<i>Practice and theory</i>	280
<i>Research into practice</i>	286
<i>Conclusion</i>	291
<b>11 The professional preparation of teachers of adults</b>	<b>292</b>
<i>The process of professionalization</i>	294
<i>An historical overview of the development of the professional preparation of adult educators in the UK</i>	297
<i>Recent developments in the professional preparation of educators in both adult education and lifelong learning</i>	309
<i>Conclusion</i>	312
<b>12 The provision of adult education and lifelong learning in the United Kingdom</b>	<b>313</b>
<i>Sectors of lifelong learning provision</i>	315
<i>Some developments in lifelong learning in the UK</i>	326
<i>Organizations involved in lifelong learning and adult education</i>	335
<i>Conclusion</i>	338
<i>Selected further reading</i>	339
<i>Bibliography</i>	351