Contents

	List of figures Foreword	ix xi
1	Introduction	1
	1.1 What is learning? 1 1.2 A definition of learning 2 1.3 The structure of the book 4 1.4 Summary 5	
2	The basis of the understanding of learning	6
*	 2.1 The various sources of the understanding of learning 6 2.2 Learning and psychology 7 2.3 Learning, biology and the body 8 2.4 Learning and brain functions 12 2.5 Unconscious learning and tacit knowledge 17 2.6 Learning and society 19 2.7 Summary 21 	
3	The processes and dimensions of learning	22
	3.1 The interaction and acquisition processes 223.2 The three dimensions of learning 253.3 Summary 28	
4	Different types of learning	30
	4.1 Learning typologies 304.2 Piaget's understanding of learning 344.3 Cumulative learning 38	

4.5 4.6	similative learning 39 comodative learning 41 ansformative learning 44 onnections and transfer potentials 47		
	Summary 49		
The	content dimension of learning		51
5.2	Different types of learning content 51 Kolb's learning cycle 53		
5.4	From activity theory to cultural psychology 57 Adult education, transformation and critical thir Reflection and meta-learning 65	iking 62	
	Reflexivity and biographicity: the self as learnin content 69		
5.7	Summary 75		
The	incontinua dimenuaian of learning		75
6.1	The divided totality 75		
6.2	Freud's understanding of drives 76		
6.3	Structures of content and patterns of incentives	78	
6.4	Emotional intelligence 83		
6.5	Heron's theory of feeling and personhood 85	2.1 The one	
6.6	Emotion, motivation, volition and attitudes 88		
6.7	Motivation through disturbances and conflicts 9	1	
6.8	Motivation problems in modernity 93		
6.9	Summary 95		
The	e interaction dimension of learning		96
7.1	Situated learning 96		
	The social embeddedness of learning 101		
	Critical theory and socialisation 104		
	The heritage of the cultural historical tradition	107	
7.6	Communities of practice 110		
	Politically oriented approaches 113		
	Social constructionism and postmodernism 116		
7.9	Collective learning, collaborative learning and a psychology 119	nass	
7.10	Summary 122		

8	Learning as whole	124
	8.1 Across the dimensions 124	
	8.2 Learning and experience 125	
	8.3 Personal development 132	
	8.4 Competence 134	
	8.5 Learning and identity 137	
	8.6 Holistic learning theories 143	
	8.7 Learning models and courses of learning 149	
	8.8 Summary 156	
9	Barriers to learning	157
	9.1 When the intended learning does not occur 157	
	9.2 Mislearning 158	
	9.3 Defence against learning 160	
	9.4 Ambivalence 167	
	9.5 Resistance to learning 169 9.6 Summary 174	
	The complex learning model	
10	Learning, dispositions and preconditions	176
	10.1 Heredity, environment and dispositions 176	
	10.2 Intelligence, abilities and smartness 179	
	10.3 Learning style 184	
	10.4 Learning and gender 187	
	10.5 Social background and ethnicity 194	
	10.6 Summary 196	
11	Learning and life course	197
	11.1 Lifespan psychology 197	
	11.2 Children want to capture their world 199	
	11.3 Young people want to construct their identities 201	
	11.4 Adults pursue their life goals 205	
	11.5 Mature adults seek meaning and harmony 210	
	11.6 Learning through the life ages 211	
	11.7 Summary 213	
12	Learning in different learning spaces	214
	12.1 Learning spaces 214	
	12.2 Everyday learning 215	

12.3 School learning and educational learning 216	
12.4 Learning in working life 221	
12.5 Net-based learning 227	
12.6 Leisure time interests and grassroots activity 229	
12.7 Transversal learning and alternating education 230	
12.8 Summary 232	
Learning, education and society	234
13.1 Four misunderstandings about learning and education 234	
13.0 Summary 232	
Overview	253
14.1 Summary of the learning theory developed 253	
5.6 Banker, monsemen velkere een statele in	
Deferences	262
	12.4 Learning in working life 221 12.5 Net-based learning 227 12.6 Leisure time interests and grassroots activity 229 12.7 Transversal learning and alternating education 230 12.8 Summary 232 Learning, education and society 13.1 Four misunderstandings about learning and education 234 13.2 Participation in organised learning 238 13.3 Learning and curriculum 241 13.4 Learning content and forms of activity 243 13.5 Learning, direction and participation 245 13.6 Content, direction, forms of knowledge and patterns of work 247 13.7 Learning and current educational policy 249 13.8 Summary 252

Index

281