
Key Concepts in Adult Education and Training

Malcolm Tight

Technische Universität Darmstadt
Fachbereich 03
Institut für Psychologie
Bibliothek
Alexanderstrasse 10; 64283 Darmstadt



London and New York

Inv. Nr. 21.20.16.23

Contents

<i>List of figures</i>	x
Introduction	1
<i>Concepts in adult education and training</i>	1
<i>A contested terrain</i>	2
<i>Questions of values</i>	3
<i>Organization of the book</i>	5
<i>Core and qualifying concepts</i>	6
<i>Frameworks for analysis</i>	8
<i>How to use this book</i>	9
<i>A few final points</i>	9
1 The core concepts	11
<i>Oppositional or related terms?</i>	11
<i>Adult</i>	13
<i>Education</i>	14
<i>Training</i>	18
<i>Learning</i>	21
<i>Teaching</i>	24
<i>Development</i>	26
<i>Vocational or liberal?</i>	29
<i>Further reading</i>	32
2 International concepts	34
<i>The internationalization of adult education and training</i>	34
<i>Lifelong education</i>	35
<i>Recurrent education</i>	38
<i>The learning organization</i>	40
<i>The learning society</i>	46
<i>Ideals and fashions</i>	50
<i>Further reading</i>	51

3 Institutional concepts	53
<i>The institutional framework</i>	53
<i>Further and higher</i>	55
<i>Adult and continuing</i>	59
<i>Community</i>	64
<i>Formal, non-formal and informal</i>	68
<i>Tensions, traditions and dichotomies</i>	70
<i>Further reading</i>	71
4 Work-related concepts	73
<i>Education and the economy</i>	73
<i>Human capital</i>	74
<i>Human resource development</i>	77
<i>Career</i>	80
<i>Professional</i>	84
<i>Linkages and interconnections</i>	86
<i>Further reading</i>	86
5 Learning concepts	88
<i>The organization and practice of adult learning</i>	88
<i>Distance, open and flexible</i>	89
<i>Experiential, independent and self-directed</i>	98
<i>Andragogy and conscientization</i>	103
<i>Conceptual competition</i>	107
<i>Further reading</i>	108
6 Curricular concepts	110
<i>Developing the curriculum</i>	110
<i>Knowledge and skill</i>	111
<i>Capability and enterprise</i>	115
<i>Competence</i>	119
<i>Quality</i>	123
<i>A political battleground</i>	125
<i>Further reading</i>	126
7 Structural concepts	128
<i>Input, experience and output</i>	128
<i>Access and participation</i>	129
<i>Accreditation and modularization</i>	133
<i>Success and dropout</i>	138
<i>Policy and research</i>	141
<i>Further reading</i>	142

8 Conceptual understandings	143
<i>Conceptual conclusions</i>	143
<i>Conceptual relations</i>	144
<i>Conceptual characteristics</i>	147
<i>Conceptual analyses</i>	151
<i>Conceptual futures</i>	153
<i>Towards learnership</i>	154
References	156
Index	178