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Using Biographical and Life History Approaches in the Study of Adult and Lifelong Learning: European Perspectives

Frankfurt am Main, Berlin, Bern, Bruxelles, New York, Oxford, Wien, 2007. 310 pp., 4 graph. European Studies in Lifelong Learning and Adult Learning Research. Edited by Barry J. Hake, Henning Salling Olesen and Rudolf Tippelt. Vol. 2 ISBN 978-3-631-56286-4 · pb. € 51.50* / US-\$ 62.95 / £ 31.30

This book illuminates the rich and creative uses of biographical and life history approaches in studying adult and lifelong learning, in diverse ways and settings, across many European countries. It draws on the work of internationally known scholars – under the auspices of the European Society for Research on the Education of Adults (ESREA) – and encompasses learning in the workplace, in families, communities, schools, colleges and universities, as well as in the professions, and in managing processes of migration and building new social movements. The reader will discover, in these pages, a compelling chronicle of the interplay of learning across people's lives – formal, informal and intimate – and how to make sense of this, using interdisciplinary perspectives. The book will speak to researchers – new and experienced – and educators and other professionals wanting to extend their understanding of learners and learning as well as the potential of this 'family' of research methods.

Contents: Biography and auto/biography · Life history · Adult learning · Adult education · Lifelong learning · Professional Learning · Informal and non-formal learning · Gender, class and learning · Learning for collective and individual ends · Families and their learning · Migration and learning · Learning in therapeutic contexts · Feminism and learning · Educational biography and the training of adult educators · Using mixed methods in researching lifelong learning



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