

<<全球比较成人教育学>>

图书基本信息

书名：<<全球比较成人教育学>>

13位ISBN编号：9787308048927

10位ISBN编号：7308048926

出版时间：2006-9

出版单位：浙江大学

作者：KathleenP.King ,

页数：296

版权说明：本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问：<http://www.tushu007.com>

<<全球比较成人教育学>>

内容概要

书稿由国际一流学者教授写成，这些学者都活跃并任职于美国各大名校的教学和科研岗位。

第一部分：第一章阐述了泰国的教育背景和现行的教育体制；第二章叙述了中东和北非的古老教育体制和哲学理论根据，以及正在进行的成人教育改革和现行的教育体制；第三章描写了非洲特殊社会的哲学理论；第四章阐明了埃及的教育发展过程，及埃及与美国的教育到底有多少关系等问题；作为主体的第五章，全面地比较了中国与美国的成人教育理论与实践，这一章为学者们研究东西方教育理论与实践提供了研究基础和方向。

第二部分：进一步提供了更严密的国际教育理论，并对不同国家的理论与实践进行了分析，供学者参考。

通过阅读全书，读者可以了解成人教育的过去，欣赏其丰富的历史，惊人的成就；同时也可以理解教育的困难、悲剧和挑战。

通过阅读全书，读者从而得知每个人、每个国家的教育理论和教育实践在全球都有其一席之地。

<<全球比较成人教育学>>

作者简介

Judith A. Cochran, Ph.D., is the E. Desmond lee Endowed Professor in Tutorial Education at the University of Missouri, St. Louis. In 2005 she was a Visiting Scholar at the Center for Middle Eastern Studies at the University of Texas, Austin. Dr. Cochran h

<<全球比较成人教育学>>

书籍目录

Preface Acknowledgements The Editors The Contributors Introduction: A Constellation of Experience Part
HISTORY, PERSPECTIVES AND INSIGHTS Chapter 1 Adult Education Praxis in Thailand: A Tapestry of
Interdependence for Lifelong Learning 1.1 Adult Education Praxis in Thailand 1.2 The Intersection of
Andragogy and Buddhism 1.3 Conclusion References Chapter 2 The Challenges of Education the Adults of the
Middle East and North Africa 2.1 Introduction and History of the Region 2.2 Factors Affecting Educational
Policy 2.3 Educational Issues in the MENA States 2.4 Women's Issues of Equality and Access to Education 2.5
Case Study of Adult Education Applications in the Middle East 2.6 Conclusions References Chapter 3
Ubuntuism: An African Social Philosophy Relevant to Adult Learning and Workplace Learning 3.1 Introduction
3.2 Why the History of Adult Learning? 3.3 Why the Philosophy of Adult Learning? 3.4 Meaning of
Ubuntuism 3.5 The Core Principles of Ubuntuism Worldview 3.6 The Spirituality Principle 3.7 The
Relevance of Spirituality Concept to Adult and Workplace Learning References Chapter 4 Reactions to Western
Educational Practice: Adult Education in Egypt Chapter 5 Chinese Knowledge Transmitters of Western Learning
Facilitators Adult Teaching Methods Compared Part 2 THEORETICAL BASES Chapter 6 How Contextually
Adapted Philosophies and the Situational Role of Adult Educators Affect Learners' Transformation and
Emancipation Chapter 7 Expanding Our Thinking about Andragogy: Toward the International Foundation for its
Research, Theory and Practice Development-A Continuing Research Study Chapter 8 Pedagogy of the Oppressed
Chapter 9 Exploring Feminist Research and Pedagogy in a Crucible of Tragedy: International Perspectives
Creating Meaning and Response Chapter 10 New Perspectives on Gains in the ABE Classroom: Transformational
Learning Results Considered Chapter 11 Confucius and Mezirow-Understanding Mezirow's Theory of
Reflectivity from Confucian Perspectives: A Model and Perspective Chapter 12 Conclusion: Creating a Global
Future of Transformation and Learning Index

章节摘录

Narration (with the teacher as narrator) leads the students to memorize mechanically the narrated content. Worse yet , it turns them into “ containers , ” into “ receptacles ” to be “ filled ” by the teacher. The more completely she fills the receptacles , the better a teacher she is. The more meekly the receptacles permit themselves to be filled , the better students they are. Education thus becomes an act of depositing , in which the students are the depositories and the teacher is the depositor. Instead of communicating , the teacher issues communiques and makes deposits which the students patiently receive , memorize , and repeat. This is the “ banking ” concept of education , in which the scope of action allowed to the students extends only as far as receiving , filing , and storing the deposits. They do , it is true , have the opportunity to become collectors or cataloguers of the things they store. But in the last analysis , it is the people themselves who are filed away through the lack of creativity , transformation , and knowledge in this (at best) misguided system. For apart from inquiry , apart from the praxis , individuals cannot be truly human. Knowledge emerges only through invention and re-invention , through the restless , impatient , continuing , hopeful inquiry human beings pursue in the world , with the world , and with each other. In the banking concept of education , knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. Projecting an absolute ignorance onto others , a characteristic of the ideology of oppression , negates education and knowledge as processes of inquiry. The teacher presents himself to his students as their necessary opposite; by considering their ignorance absolute , he justifies his own existence. The students , alienated like the slave in the Hegelian dialectic , accept their ignorance as justifying the teacher's existence but , unlike the slave , they never discover that they educate the teacher. The *raison detre* of libertarian education , on the other hand , lies in its drive towards reconciliation. Education must begin with the solution of the teacher-student contradiction , by reconciling the poles of the contradiction so that both are simultaneously teachers and students.

<<全球比较成人教育学>>

版权说明

本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问:<http://www.tushu007.com>