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Educational theory and practice have long been dominated by the requirements of formal learning. This book seeks to

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persuade readers through philosophical argument and empirical examples that the balance should shift back towards the informal. The arguments and examples derive from informal learning in diverse situations, such as leisure activities, as a preparation for and as part of work, and as a means of surviving undesirable circumstances like dead-end jobs and incarceration.

There is considerable and growing interest in professionals learning across their working lives. The growth in this interest is likely premised upon the increasing percentage of those who are being employed under the designation as professionals or para-professional workers in advanced industrial economies. Part of being designated in this way is a requirement to be able to work autonomously and in a relatively self-

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regulated manner. Of course, many other kinds of employment also demand such behaviours. However, there is particular attention being given to the ongoing development of workers who are seen to make crucial decisions and take actions about health, legal and financial matters. Part of this attention derives from expectations within the community that those who are granted relative autonomy and are often paid handsomely should be current and informed in their decision-making. Then, like all other workers, professionals are required to maintain their competence in the face of changing requirements for work. Consequently, a volume that seeks to inform how best this ongoing learning can be understood, supported and assisted is most timely and welcomed. This volume seeks to elaborate professional learning through a consideration of the concept of authentic

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professional learning. What is proposed here is that, in contrast to programmatic approaches towards professional development, the process of continuing professional learning is a personal, complex and diverse process that does not lend itself to easy prescription or the realisation of others' intents.

Informal Learning at Work reflects the growing interest in changing the way the workplace encourages and enhances learning and professional development. Due to societal, economic, and technological developments, organisations face the pressure of growing knowledge-intensity and the need for innovations. As a result, employees are expected to adapt to new situations and constantly update their skillsets within an increasingly challenging environment. This book brings together cross-disciplinary

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perspectives from leading international researchers, drawing on a range of theoretical and empirical studies. Extensively researched and expertly edited, this new addition to the EARLI New Perspectives on Learning and Instruction series outlines the starting points for future research, and highlights the benefits and implications for those aiming to foster informal learning at work, covering areas such as: professional judgement improving the structure of work tasks facilitating innovative work behaviour the place of informal learning within teaching Informal Learning at Work presents original quantitative and qualitative studies as well as integrative analyses of worldwide research and is an invaluable introduction to this highly topical subject.

"This book will examine how individuals

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and organizations are using Web 2.0 tools to create informal learning and professional development opportunities"-- Provided by publisher.

This book deals with the relevance of recognition and validation of non-formal and informal learning education and training, the workplace and society. In an increasing number of countries, it is at the top of the policy and research agenda ranking among the possible ways to redress the glaring lack of relevant academic and vocational qualifications and to promote the development of competences and certification procedures which recognise different types of learning, including formal, non-formal and informal learning. The aim of the book is therefore to present and share experience, expertise and lessons in such a way that enables its effective and immediate use

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across the full spectrum of country contexts, whether in the developing or developed world. It examines the importance of meeting institutional and political requirements that give genuine value to the recognition of non-formal and informal learning; it shows why recognition is important and clarifies its usefulness and the role it serves in education, working life and voluntary work; it emphasises the importance of the coordination, interests, motivations, trust and acceptance by all stakeholders. The volume is also premised on an understanding of a learning society, in which all social and cultural groups, irrespective of gender, race, social class, ethnicity, mental health difficulties are entitled to quality learning throughout their lives. Overall the thrust is to see the importance of recognising non-formal and informal learning as part of the larger

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movement for re-directing education and training for change. This change is one that builds on an equitable society and economy and on sustainable development principles and values such as respect for others, respect for difference and diversity, exploration and dialogue.

Alan Rogers looks at learning (formal, nonformal and informal) and examines the hidden world of informal (unconscious, unplanned) learning. He points out the importance of informal learning for creating tacit attitudes and values, knowledge and skills which influence (conscious, planned) learning – formal and non-formal. Moreover, he explores the implications of informal learning for educational planners and teachers in the context of lifelong learning. While mainly aimed at adult educators, the book's arguments apply also to schooling and

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higher education, in both industrialised societies and developing countries where large numbers of children and adults are not and have not been in school and so rely on informal learning to manage change.

Practice Wisdom: Values and Interpretations brings diverse views and interpretations to an exploration of what wisdom in professional practice means and can become: academically, practically and inspirationally.

This book constitutes the proceedings of the 15th IFIP TC8 International Conference on Computer Information Systems and Industrial Management, CISIM 2016, held in Vilnius, Lithuania, in September 2016. The 63 regular papers presented together with 1 invited paper and 5 keynotes in this volume were

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carefully reviewed and selected from about 89 submissions. The main topics covered are rough set methods for big data analytics; images, visualization, classification; optimization, tuning; scheduling in manufacturing and other applications; algorithms; decisions; intelligent distributed systems; and biometrics, identification, security.

There is a strong relation between work and education in modern societies. On the one hand education is needed as a basic qualification for work and contributes fundamentally to the integration of individuals into the labour market and society. On the other hand the potential of learning in the working process is highlighted, for instance in the recent debates about informal learning or employability. This volume contains papers delivered at the conference «Work,

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Education and Employability» which took place in Ascona in December 2006. The contributions offer different perspectives on the theoretical and historical impacts of the relation between work and education. They also provide analyses of recent developments in the field.

This book looks beyond the classroom, and focuses on out-of-class autonomous use of technology for language learning, discussing the theoretical frameworks, key findings and critical issues. The proliferation of digital language learning resources and tools is forcing language education into an era of unprecedented change. The book will stimulate discussions on how to support language learners to construct quality autonomous technology-mediated out-of-class learning experience outside the classroom and raise greater awareness of and research interest

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in this field. Out-of-class learning constitutes an important context for human development, and active engagement in out-of-class activities is associated with successful language development. With convenient access to expanded resources, venues and learning spaces, today's learners are not as dependent on in-class learning as they used to be. Thus, a deeper understanding of the terrain of out-of-class learning is of increasing significance in the current educational era. Technology is part and parcel of out-of-class language learning, and has been a primary source that learners actively use to construct language learning experience beyond the classroom. Language learners of all ages around the world have been found to actively utilize technological resources to support their language learning beyond formal language learning contexts. Insights into learners' out-of-class

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autonomous use of technology for language learning are essential to our understanding of out-of-class learning and inform educators on how language learners could be better supported to maximize the educational potentials of technology to construct quality out-of-class learning experience.

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