

Access PDF Life Learning Paper Topics

Yeah, reviewing a ebook **Life Learning Paper Topics** could be credited with your near associates listings. This is just one of the solutions for you to be successful. As understood, triumph does not recommend that you have wonderful points.

Comprehending as capably as covenant even more than additional will give each success. next to, the proclamation as well as perception of this Life Learning Paper Topics can be taken as capably as picked to act.

LBF667 - KEAGAN LEBLANC

Case studies have become a widely-used instructional tool in many educational environments. The use of case studies began in the 1950s at Harvard Business School. Today, they may be used as part of a course of study, or as the main focus of a course, to which other material is added. While the use of case studies is prevalent in schools of business and medicine, they are not often used in adult education or human resource development. This may be because there are no current major publications that deal with the use of case studies in these disciplines; nor are there any major databases of adult education or human resource development case studies for instructors to use. Good case studies can bring reality into the classroom. They can provide frameworks for discussion based on issues that must be faced in real life. Complex case issues can be broken down and examined for greater understanding, then pulled together again for resolution. Case studies can be used successfully in adult education. I propose a book based on the use of case-based learning in adult education and human resource development (HRD). The book could be positioned as a supplement to course textbooks for courses in adult education and HRD. I would write the cases and develop the exercises, but could also get others to contribute a case study or exercise to the book. Cases would each be a half-page to maybe 2-3 pages at the long end, and would include questions for students/readers. Supplementary information (possibly in the form of a DVD) could be put together for instructors. This information would include case study focal points and examples of possible responses for each study/exercise.

ON COURSE: STRATEGIES FOR CREATING SUCCESS IN COLLEGE AND IN LIFE empowers students with the tools they need to take charge of their academic and lifelong success. Through distinctive guided journal entries, Skip Downing encourages students to explore and develop their personal responsibility, self-motivation, interdependence, and self-esteem, and to make wise choices that create successful results. **Wise Choices in College** sections in each chapter help students develop the study skills they need to excel in their other courses. The 7th edition features expanded coverage of diversity, emphasizing the many ways in which people are different and how these differences often influence the choices they make. Other new topics include a discussion of academic integrity, how to thrive in the college culture, and a research-based section on the importance of developing a growth mindset. Plus, a new Annotated Instructors Edition guides instructors to relevant exercises and materials in the **ON COURSE FACILITATOR'S MANUAL**. Available with InfoTrac Student Collections <http://gocengage.com/infotrac>. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Motivation is an important factor in and for all education levels. However, as learners in online distance education milieus are away from both teachers, other learners, and the learning environments physically, this concept becomes more important for online education. Motivating learners in distance education and keeping their motivation alive throughout the learning process is an issue that should be emphasized and taken care of for teach-

ers and instructional designers. At this point, although there are many approaches, models, and theories regarding enhancing and sustaining motivation and engagement in the education processes, it is seen that there is not enough work and/or effective and efficient strategies that can be applied in online distance learning environments. **Motivation, Volition, and Engagement in Online Distance Learning** evaluates motivational obstacles in online distance education both theoretically and practically, identifies the strengths and weaknesses of the online education environments regarding motivation, and provides actionable motivational and volitional strategies for online educators. This book offers coverage of topics such as learning theories, motivation research, and synchronous online learning environments, making it a valuable resource for researchers, professionals, decision makers, institutions in all education levels, academicians, pre-service teachers, and most importantly, online educators from various disciplines and learners from all educational landscapes.

Identifies and examines the economic and financial issues that arise in implementing lifelong learning, and the strategies that the public and private sectors are pursuing to achieve it.

Because We Can • Evolve the role and design of education • Raise awareness in the classroom • Help teachers, students, and administrators • Prevent burnout, maintain balance, and practice self-care • Collaboratively plan and manage schools • Understand how sound and rhythm deeply impact learning • Practice compassion and teach tolerance • Creatively explore learning through connection • Inspire and empower our youth through self-discovery

The European Conference on e-Learning was established 17 years ago. It has been held in France, Portugal, England, The Netherlands, Greece and Denmark to mention only a few of the countries who have hosted it. ECEL is generally attended by participants from more than 40 countries and attracts an interesting combination of academic scholars, practitioners and individuals who are engaged in various aspects of e-Learning. Among other journals, the *Electronic Journal of e-Learning* publishes a special edition of the best papers presented at this conference.

Intelligent computing refers greatly to artificial intelligence with the aim at making computer to act as a human. This newly developed area of real-time intelligent computing integrates the aspect of dynamic environments with the human intelligence. This book presents a comprehensive practical and easy to read account which describes current state-of-the art in designing and implementing real-time intelligent computing to robotics, alert systems, IoT, remote access control, multi-agent systems, networking, mobile smart systems, crowd sourcing, broadband systems, cloud computing, streaming data and many other applications areas. The solutions discussed in this book will encourage the researchers and IT professional to put the methods into their practice.

This volume considers the ways in which educational research is being shaped by policy across the globe. Policy effects on research are increasingly influential, as policies in and beyond education drive the formation of a knowledge-based economy by supporting increased international competitiveness through more

effective, evidence-based interventions in schooling, education and training systems. What consequences does this increased steering have for research in education? How do transnational agencies make their influence felt on educational research? How do national systems and traditions of educational research - and relations with policy - respond to these new pressures? What effects does it have on the quality of research and on the freedom of researchers to pursue their own agendas? The 2006 volume of the World Yearbook of Education explores these issues, focusing on three key themes: globalising policy and research in education steering education research in national contexts global-local politics of education research. The 2006 volume has a truly global reach, incorporating transnational policy perspectives from the OECD and the European Commission, alongside national cases from across the world in contrasting contexts that include North and South America, Canada, France, Singapore, China, Russia and New Zealand. The range of contributions reflect how pervasive these developments are, how much is new in this situation and to what extent evidence-based policy pressures on research in education build on past relationships between education and policy. This book considers the impact of the steering processes on the work and identities of individual researchers and considers how research can be organised to play a more active role in the politics of the knowledge economy and learning society.

This volume offers a comprehensive international response to the National Institute of Adult Continuing Education (NIACE)'s inquiry into the future of lifelong learning in the UK. The book focuses upon some of the main themes of the inquiry, and analyses them from very broad perspectives undertaken by some of the world's leading scholars. It provides an excellent introduction to significant debates about lifelong learning such as ecology, migration, morality, happiness and poverty. Each chapter raises issues of policy and practice, with clear areas of discussion, thus assisting readers in truly engaging with the issues. The final chapter contains a response by Tom Schuller, one of the NIACE's inquiry authors. This book is essential reading for students of lifelong learning, especially educational policy makers. This book was originally published as a special issue of the International Journal of Lifelong Education.

Volume two of *Leading Issues in e-Learning Research* brings together a collection of the latest ideas in the area of e-Learning research. e-Learning is undergoing a revolution. The expectations of X and Y generation learners are changing the way we teach. They want more interactive, social and mobile course presentation formats which are resulting in novel teaching methods like flipped classrooms, new tools for learning, apps, social learning and augmented reality. Also, the rise of MOOCs (Massive Open Online Courses) can offer free education for learners around the world. Behind the trends is an ever more globalised, complex and interconnected world which has led to new expectations regarding training, especially in higher education settings: students need to be digitally literate and able to manage uncertainty through creative thinking. This is a profound change which draws its inspiration from the world of business, fostering pedagogical innovation to create new e-Learning initiatives. Melanie Ciussi has put together an excellent collection of leading research papers on the pedagogical innovations that are part of this digital revolution. The general reader as well as researchers, teachers and students will find this book very rewarding."

'From page one the appeal of the book is evident in the jargon free, user friendly text. I would not hesitate to recommend it to other students whatever stage of their doctorate they have reached.' - *Educate Journal* Whether you undertaking a taught doctorate, or a course of study leading to a PhD, Succeeding with

Your Doctorate offers complete, up-to-date guidance and discussion on all aspects of successful doctoral work. The five experienced authors give advice on every stage in the process of completing a doctorate, from helping you to engage in critical reflection to better understand your own research biases, to useful guidelines on preparing for, and surviving, the viva. Combining general discussion with practical advice, this book is an essential companion to your research. Topics include: Preparing for a doctorate Embarking on your Research Adapting to life as a student Working with a supervisor Reading critically Conceptualising your research Thinking about methodologies and approaches Producing a thesis Preparing for and taking the viva Disseminating your research. ? SAGE Study Skills are essential study guides for students of all levels. From how to write great essays and succeeding at university, to writing your undergraduate dissertation and doing postgraduate research, SAGE Study Skills help you get the best from your time at university. Visit the SAGE Study Skills website for tips, quizzes and videos on study success!

"This book includes a selection of world-class chapters addressing current research, case studies, best practices, pedagogical approaches and strategies, related resources and projects related to e-learning"--Provided by publisher.

Members of today's online educational settings are often isolated which can prohibit the sharing of ideas and best practices among individuals working and learning as a collective group. Promoting collaboration across various disciplines and departments fosters professional development activities, as well as creates strong connections to the entire online community. *Building Online Communities in Higher Education Institutions: Creating Collaborative Experience* cultivates knowledge on topics pertaining to the improvement of communication and collaboration in online learning communities. Advancing the current scope of research in this field, this book is designed for use by faculty, students, researchers, practitioners, and college administrators interested in strengthening communication and collaboration in virtual settings.

Consists of two papers prepared as resources for an invitational conference sponsored by NIE and a paper describing the conference proceedings.

Recently, technology and aging have been key research areas in human cognition. The Research Topic "Digital Skills and Life-long Learning: Digital Learning as a New Insight of Enhanced Learning by the Innovative Approach Joining Technology and Cognition" investigated technology's impact on cognitive and intellectual processes, highlighting how intensively technology can change and/or enhance the cognitive functioning throughout one's lifespan. The aim of this Research Topic was to provide an outlook through multidisciplinary research and development while addressing the dynamic intersection of cognition, mind, and technology. Our scope was 1) to favor the cognitive technology debate, 2) to overcome the dichotomies of technology and psychology, 3) to emphasize the advances in knowledge and well-being. This Research Topic comprises review studies and original articles, focused on digital skills that enhance human potential. Transversal approaches and cross-sectorial analysis were encouraged, leading to investigation areas related to cognitive and mental processing—in educational, rehabilitation, clinical settings—across aging. Articles of high relevance to the Research Topic were submitted on the subjects of a) research in human performance and human factors, b) new research and technologies addressing the needs of a growing populace, and c) cognitive aging and cognitive rehabilitation research.

First released in the Spring of 1999, *How People Learn* has been expanded to show how the theories and insights from the original

book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

This book is a tribute to Scott Thomas Eastham from his family, former students and colleagues at Massey University in Palmerston North, New Zealand, where he lectured in the department of English and Media Studies for 19 years.

There is no shortage of research methods that are easily applied to the study of everyday human experience. How, though, does one attempt to study extraordinary human experiences - ultimate values and meanings, peak experiences, transcendence and heightened awareness, among others. William Braud and Rosemarie Anderson introduce a series of transpersonal research methods that are intended to help researchers develop new ways of knowing and methods of inquiry. While these methods will be of particular interest to researchers in transpersonal psychology, humanistic psychology, or transpersonal studies applied to traditional fields, the authors argue that these approaches - with their emphasis on developing intuition, empathy and self-awareness - can benefit anyone involved in the research enterprise across many disciplines.

Educational inequalities have strongly impacted disadvantaged and underserved populations such as indigenous, Roma, migrant children, students with disabilities, and those affected by poverty. A wide array of research has contributed to explaining the mechanisms and effects of inequalities in the achievement patterns, dropout rates, disengagement in the school experiences of children and youth traditionally excluded. Research also suggests the negative consequences for child development - including cognitive, language, and social-emotional functioning - of poverty and lack of quality education in the early years. Consequently, the current unequal access to optimal learning environments for every single child to succeed in education and to have a better life perpetuates the exclusion and neglects their right to education for those minorities. This Research Topic aims at moving beyond causes and shed light upon effective solutions by providing successful pathways for integration and inclusion of the learners most heavily affected. Scholars worldwide are looking for successful actions with children, youth, and communities of learners historically underserved to overcome educational and social exclusion. These

transformative approaches go beyond the deficit thinking and are grounded in theories, empirical evidence, and multidisciplinary interventions oriented towards achieving social impact, which refers to the extent to which those actions have contributed to improve a societal challenge. The international network of "Schools as Learning Communities" is advancing knowledge on deepening and expanding the impact of what has been defined as Successful Educational Actions (SEAs); that is, those interventions that improve students' achievement and social cohesion and inclusion in many diverse contexts, regardless the socioeconomic, national, and cultural environment of schools. Drawing on the evidence generated by this network of researchers to address the global challenge of inequality by studying educational actions oriented towards achieving social impact and potentially transferrable to other contexts, this Research Topic aims at deepening on this approach. In short, our purpose is that the contributions included in this Research Topic contribute to reduce educational and social inequalities and especially benefit those populations most in need. Communication research is evolving and changing in a world of online journals, open-access, and new ways of obtaining data and conducting experiments via the Internet. Although there are generic encyclopedias describing basic social science research methodologies in general, until now there has been no comprehensive A-to-Z reference work exploring methods specific to communication and media studies. Our entries, authored by key figures in the field, focus on special considerations when applied specifically to communication research, accompanied by engaging examples from the literature of communication, journalism, and media studies. Entries cover every step of the research process, from the creative development of research topics and questions to literature reviews, selection of best methods (whether quantitative, qualitative, or mixed) for analyzing research results and publishing research findings, whether in traditional media or via new media outlets. In addition to expected entries covering the basics of theories and methods traditionally used in communication research, other entries discuss important trends influencing the future of that research, including contemporary practical issues students will face in communication professions, the influences of globalization on research, use of new recording technologies in fieldwork, and the challenges and opportunities related to studying online multi-media environments. Email, texting, cellphone video, and blogging are shown not only as topics of research but also as means of collecting and analyzing data. Still other entries delve into considerations of accountability, copyright, confidentiality, data ownership and security, privacy, and other aspects of conducting an ethical research program. Features: 652 signed entries are contained in an authoritative work spanning four volumes available in choice of electronic or print formats. Although organized A-to-Z, front matter includes a Reader's Guide grouping entries thematically to help students interested in a specific aspect of communication research to more easily locate directly related entries. Back matter includes a Chronology of the development of the field of communication research; a Resource Guide to classic books, journals, and associations; a Glossary introducing the terminology of the field; and a detailed Index. Entries conclude with References/Further Readings and Cross-References to related entries to guide students further in their research journeys. The Index, Reader's Guide themes, and Cross-References combine to provide robust search-and-browse in the e-version.

The book covers all the AFCAT papers since its inception in 2011. In all a total of 16 papers are covered in the book. • The AFCAT Solved Papers from 2011 to 2019 are divided into 15 chapters. This will help the students in understanding the importance of

each and every chapter and will provide the know-how that what kind of questions have come from the chapter. • The book is further empowered with 5 Practice Sets based on the exact pattern of latest AFCAT exams.

The purpose of this set is to improve service learning research and practice through strengthening its theoretical base. Contributing authors include both well-known and emerging service learning and community engagement scholars, as well as scholars from other fields. The authors bring theoretical perspectives from a wide variety of disciplines to bear as they critically review past research, describe assessment methods and instruments, develop future research agendas, and consider implications of theory-based research for enhanced practice. This set constitutes a rich resource that suggests new approaches to conceptualizing, understanding, implementing, assessing, and studying service learning. Each chapter offers recommendations for future research. Research on Service Learning: Conceptual Frameworks and Assessment will be of interest to both new and veteran service learning instructors seeking to enhance their practice by integrating what has been learned in terms of teaching, assessment, and research. Staff and faculty who are responsible for promoting and supporting service learning at higher education institutions, evaluating community service programs, and working with faculty to develop research on service learning, will also find this volume helpful. For scholars and graduate students reviewing and conducting research related to service learning, this book is a comprehensive resource, and a knowledge base about the processes and outcomes of innovative pedagogies, such as service learning, that will enable them to locate their own work in an expanding and deepening arena of inquiry. Both volumes open with chapters focused on defining the criteria for quality research. Volume 2A, then begins with research related to students, comprising chapters that focus on cognitive processes, academic learning, civic learning, personal development, and intercultural competence. The concluding faculty section presents chapters on faculty development, faculty motivation, and faculty learning. Volume 2B addresses community development, and the role of non-profit organizations in service learning. It then focusses on institutions, examining the institutionalization of service learning, engaged departments, and institutional leadership. The final section on partnerships in service learning includes chapters on conceptualizing and measuring the quality of partnerships, inter-organizational partnerships, and student partnerships. Both volumes are also available separately.

There is a paradigm shift in Informatics in general and in technologies enhancing human learning in particular. The debate between the evolutionaries - those that wish to optimize and refine current approaches - and the revolutionaries - those that support a fundamental change of approach - is quite actual. Within the Internet communities, the debate is hidden behind the words semantic WEB versus semantic Grid; within educational technologists between content/resource centered and conversation centered e-learning, or either between teaching and pedagogy on the one side, and learning and communities of practice on the other. In general, in Informatics, the shift from a product-page oriented to a service-conversation oriented view may possibly impact most if not all the foreseen applications, in e-learning, but also in e-science, e-democracy, e-commerce, e-health, etc. Part A of the book is dedicated to Position papers: visions about what to do and why to do it in the next years. The remaining parts (B to D) offer partial answers to how to do it. Part B concerns what we called: Content-centered services, i.e.: a vision of learning systems that privileges knowled mature and integrated solutions that address not only content but more generally the creation and management of human Virtual Communities connected on

the Grid in order to offer and consume different services facilitating and enhancing human learning. Finally part D is concerned with new directions in learning services.

Environmental education and education for sustainable development have become features of many countries' formal education systems. To date, however, there have been few attempts to explore what such learning looks and feels like from the perspective of the learners. Based on in-depth empirical studies in school and university classrooms, this book presents rich insights into the complexities and dynamics of students' environmental learning. The authors show how careful analysis of students' environmental learning experiences can provide powerful pointers for future practice, policy and research. Environmental Learning will be a key resource for educators, teacher educators, decision-makers and researchers involved in education and sustainable development.

Sexuality and Women with Learning Disabilities makes a significant contribution to both feminist and disability literature, because it challenges common assumptions about the sexuality of people with learning disabilities, forces a reconsideration of how this group of people are viewed by those around them and links gender and disability in its analysis.' -Tizard Learning Disability Review 'By tackling issues that have received little meaningful attention, McCarthy both makes a valuable contribution to the literature and provides a useful practical guide to those wishing to support their clients more effectively.' - Mental Health and Learning Disabilities Care 'The thoroughness and attention to detail with which McCarthy has investigated and written about the sexual lives of a small number of women with mild to moderate learning difficulties is to be commended. Drawing upon interviews with the women who participated in this study, there is explicit detail about the reality of their sexual lives that overall comes across as sad, poignant and often shocking, with a high level of sexual abuse revealed... however, McCarthy has a strong code of ethics and sensitivity and a reflexive honesty about her role and stance as a feminist researcher that removes any possibility or suggestion of prurient voyeurism or exploitation being a part of this research. McCarthy writes as a woman with and about women, allowing their voices about their sexual experiences to be heard through the medium of in-depth interviews. Within the book, the sexual experiences of women with learning disabilities are set in a wider policy and practice framework and discussed in relation to ideologies surrounding learning disability, gender and sexuality in a cultural context. The book ends with a chapter discussing and listing policy and practice recommendations, including suggestions about changes to the law... Overall, this was a convincing and compelling book that deserves serious attention and I would strongly recommend it to anyone with an interest in learning disability issues, including practitioners, carers, relatives, advocates and counsellors.' - CSPRD Newsletter In this study of women with mild and moderate learning disabilities, Michelle McCarthy investigates how these women experience their sexual lives, basing her research on interviews with the women themselves. She argues the importance of informing the work of those responsible at research, practice and policy levels with the voices of people with learning disabilities. In the interviews, women talk openly about what form their sexual activity takes and what it means for them, the circumstances in which it occurs, and the pleasures (or lack thereof) associated with it. These interviews directly shape the policy and practice recommendations the author makes. Michelle McCarthy's findings suggest that women with learning disabilities commonly find themselves engaged in sexual activity which is not to their liking and not of their choosing. A high level of sexual abuse was also reported. The author discuss-

es this in relation to the cultural forces which have influenced Western perceptions of sexuality, feminism and theories and prejudices about learning disabilities. She also studied the impact of institutional and community settings on the sexuality of women with learning disabilities. In *Sexuality and Women with Learning Disabilities*, McCarthy makes recommendations for policy and practice which will protect this vulnerable group, and advises on education, support and seeking justice for abused women.

As the 21st century has seen, lifelong learning has become more important as many countries have emerged into 'learning societies'. With these learning societies, adult and community education, along with new technologies, play a major role in shaping and reshaping their economic, political, and cultural realities. *Handbook of Research on Technologies for Improving the 21st Century Workforce: Tools for Lifelong Learning* addresses how technologies impact the combination of workforce education and adult learning. This comprehensive collection of research from leading authorities and front line faculty seeks to equip adult learners/employees with the right knowledge and skills to continue to contribute to the economy given the importance of the essential role of technologies.

"This book is designed to be a platform for the most significant educational achievements by teachers, school administrators, and local associations that have worked together in public institutions that range from primary school to the university level"--Provided by publisher.

'... A well-organized volume with a strong emphasis on pedagogy.' - Trudy Smoke, Hunter College/City University of New York, USA 'Generation 1.5 is the most interesting topic of concern in ESL today, yet publications are few and far between.... The editors clearly know what they're doing.... They know the field, know the subject matter, and understand the problems.... This volume contributes to the thinking in the field.' - Linda Lonon Blanton, University of New Orleans, USA Building on the work that has been done over the past decade, this volume provides theoretical frameworks for understanding debates about immigrant students, studies of students' schooling paths and language and literacy experiences, and pedagogical approaches for working with Generation 1.5 students. *Generation 1.5 in College Composition*: is designed to help both scholars and practitioners reconceptualize the fields of College Composition and TESOL and create a space for research, theory, and pedagogy focusing on postsecondary immigrant ESL students provides both important new theoretical work (which lays the underpinnings for serious pedagogical innovation) and important new pedagogical approaches. Because of their varied and complex language and literacy profiles, Generation 1.5 students are found in developmental English courses, college ESL courses, and mainstream college writing courses. This volume is directed to preservice and inservice teachers, teacher educators, and researchers involved with educating Generation 1.5 students in these and other contexts.

This book is a collection of proceedings of the International Conference on Mechatronics and Intelligent Robotics (ICMIR2018), held in Kunming, China during May 19-20, 2018. It consists of 155 papers, which have been categorized into 6 different sections: Intelligent Systems, Robotics, Intelligent Sensors & Actuators, Mechatronics, Computational Vision and Machine Learning, and Soft Computing. The volume covers the latest ideas and innovations both from the industrial and academic worlds, as well as shares the best practices in the fields of mechanical engineering, mechatronics, automatic control, IOT and its applications in industry, electrical engineering, finite element analysis and computational engineering. The volume covers key research outputs, which delivers a wealth of new ideas and food for thought to the read-

ers.

Given the growing importance of Eastern European countries in the development of the EU, there is an urgent need to reconstruct the recent dynamic developments in women's work and care in these societies, and the socio-political determinants thereof. Considering their specific cultural, economic and historical development, it can be assumed that the trends and determinants of women's labour market trajectories in CEE countries differ significantly from those in the other European countries that have frequently made up the basis for established theories in social and labour market research. This being the case, can 'standard' theoretical approaches, mostly modelled on evidence from Western Europe, be transferred to the analysis of Eastern European countries? This edited collection scrutinises pivotal aspects of women's careers in Eastern Europe, providing a detailed overview of trends and determinants of women's employment in Eastern Europe, and reflecting critically on theoretical approaches in social and labour market research.

This book guides student researchers through the different stages of small-scale or practitioner research, a common component of study for students training to work in the lifelong learning sector. The authors look at the entire research journey, from planning a research topic and framing research questions, through the process of data collection and analysis, to writing up and presentation. Using a step-by-step approach the book tackles common thorny issues such as: Understanding the different genres of research Discussion of qualitative and quantitative approaches to research The importance of forming research questions and of locating them within current research literature How to do a literature review Dealing with permissions, access and ethics The nuts and bolts of research methods Interpreting data and writing up research findings Together with case studies and examples of real-life research projects that have been completed by the authors' own students, this book tackles research in a student-friendly and accessible style, carefully unpacking and defining the different terms, concepts and theories that students need to know when beginning research for the first time. This book is essential reading for students who are training to work in the lifelong learning sector or practitioners who are undertaking CPD to maintain their license to practice. "Many teachers training in the lifelong learning sector, as well as those going on to do foundation, honours and masters degrees in education, find the prospect of carrying out educational research for the first time daunting. Thus far, they have been reliant on generic educational research textbooks. Jonathan Tummons' and Vicky Duckworth's excellent work now guides them clearly and supportively through the research journey in a way which is underpinned by the authors' deep understanding of both the sector and nature of the challenge of the research task to the student, using an informal and accessible written style." Andy Armitage, Head of the Department of Post-Compulsory Education at Canterbury Christ Church University, UK "This book combines sound practical advice with an exploration of the philosophical and methodological concepts underpinning educational research. Often drawing on the authors' own experiences, it makes a convincing case for the practitioner as researcher and draws clear and appropriate attention to the purposes, uses and dissemination of small scale research." Susan Wallace, Professor of Continuing Education, Nottingham Trent University, UK

As a whole, the essays in this book address theoretical and empirical issues related to children's learning and cognition. The first essay, titled *Learning in Cognitive Niches*, treats the process of sense making on a theoretical level, discussing the complexity of factors that give rise to children's learning. It is followed by an essay, titled *Using the Dynamics of a Person-Context System to De-*

scribe Children's Understanding of Air Pressure, that applies ideas from complexity science and dynamics-systems theory to children's learning about science. The next four essays summarize and synthesize already published findings, in an effort to go beyond individual viewpoints and present a more nuanced picture of children's sense making. In particular, two of these summaries, Preschoolers Learning Science: Myth or Reality? and The Emergence of Scientific Reasoning, focus on children's ability to make sense of their physical environment. The essay Cognition and the Child Witness: Understanding the Impact of Cognitive Development in Forensic Contexts seeks to shed light on children's sense making relevant to forensic issues. And the essay Beyond the Black-and-White of Autism: How Cognitive Performance Varies with Context ventures in the area of autism, a disorder that demonstrates atypical processes of combining pieces of information. The final two essays provide original data to add to the discussion of what factors affect cognitive functioning. In particular, the essay Cognitive Fitness in Young Adult Video Game Players seeks to re-assess the often-assumed relation between video gaming and various aspects of thinking, memory, intelligence, and visual-spatial abilities. And the essay Impact of Moving Away

from Home on Undergraduate Metacognitive Development explicitly connects life circumstances to the ability to monitor and control one's thinking. Together, the collection of essays are a further step towards understanding the process of sense making as children and young adults interact with their environment.

An Education in Facebook? examines and critiques the role of Facebook in the evolving landscape of higher education. At times a mandated part of classroom use, at others an informal network for students, Facebook has become an inevitable component of college life, acting alternately as an advertising, recruitment and learning tool. But what happens when educators use a corporate product, which exists outside of the control of universities, to educate students? An Education in Facebook? provides a broad discussion of the issues educators are already facing on college campuses worldwide, particularly in areas such as privacy, copyright and social media etiquette. By examining current uses of Facebook in university settings, this book offers both a thorough analytical critique as well as practical advice for educators and administrators looking to find ways to thoughtfully integrate Facebook and other digital communication tools into their classrooms and campuses.