Contents

List of figures and tables The author	iiiv Conclusion 116 xi
Preface and acknowledgements	ix The persons changing and beco
PART I Human learning	The outcomes of learning being an Other outcomes of learning 130 Conclusion 132
1 A philosophical perspective on hu	man learning grammal angles 3
Some relevant tenets of existentialism Learning about human learning 8 Current understanding of the processes Types of learning 27 Conclusion 31	
2 It is the person who learns	do avianada a comprehensive th
The mind-body relationship 33 The body 37 The mind 42 The self and identity 46 The person 48 Conclusion 49	
3 Learning in the social context	52 Cognitive theories
The nature of the life-world 53 Culture 55 Space 63 Time 65 Conclusion 69	

vi	Co	nte	nts

4	Experience - from which we learn	70
	The nature of experience 71 Expanding our understanding of experier Conclusion 86	ace 76
5	The transformation of experience	87
	The cognitive dimension 88 Types of thinking 101 Styles of thinking 106 The emotion and action 108 Conclusion 116	
6	The person: changing and becoming	more experienced 119
	The outcomes of learning: being and becomes of learning 130 Conclusion 132	oming a person 119
7	Lifelong learning	perlated or position and a state of the stat
	Towards a theory of lifelong learning 13 Lifelong learning: a selection from recent Towards a comparative perspective 141 Conclusion 142	t scholarship 139
	Conclusion 142	
	RT II wards a comprehensive theor	y amad oliv govern olivat 143
8	Learning and action	EE endemokaler gloot-hammed 145
	Behaviourism 146 Social learning 151 Action learning 154 Conclusion 156	The mind 42 The self-and identity 45 The person 48 Conclusion 49
9	Cognitive theories	157 Learning in the social context
	Confucian philosophy 158 Gestalt theories 161 Cognitive developmental theorists 162 Lev Vygotsky 163 Vrij Engeström 165	
	Yrjö Engeström 165	

	Ference Marton and colleagues 168	
	Robert Gagne 170	
	C. Argyris and D. Schön 171	
	Jack Mezirow 173	
	Danny Wildermeersch 175	
	Conclusion 176	
10	Emotions and learning	17
	The brain and the mind 178	
	Developing the person in relationship 179 Time 180	
	Motivation and disjuncture 180	
	Experience 181	
	Thought and action 181	
	The outcomes of learning – the more experienced person 182	
	Non-learning 182	
	Conclusion 183	
11		10
	John Dewey 184	
	Freedom to learn - Carl Rogers 185	
	Andragogy as experiential learning - Malcolm Knowles 186	
	David Kolb 188	
	David Boud 189	
	Edward Cell and learning to learn from experience 190	
	Weil and McGill – four villages 192	
	Conclusion 193	
12	Towards a comprehensive theory of human learning?	194
	The person-in-the-world 194	94 1
	Learning and the person 195	
	Experience and its transformation 197	
	A comprehensive theory? 197	
	2 200 Spread Street Colors 197	
Not		201
	erences	204
Inde	ex	213