

CONTENTS

<i>Acknowledgements</i>	xiii
Introduction	1
PART 1	
Learning	7
1 Learning to be a person in society: learning to be me	9
<i>Introduction</i>	9
<i>Developing my understanding of human learning</i>	10
<i>Towards a comprehensive theory of human learning</i>	12
<i>A person's lifetime learning</i>	17
<i>Conclusion</i>	18
<i>References</i>	19
2 It is the person who learns	21
<i>Dualism</i>	23
<i>Monism</i>	24
<i>Non-reductive monism</i>	27
<i>Conclusion</i>	28
<i>References</i>	28
3 Experience	30
<i>Experience as consciousness</i>	32
<i>Experience as biography</i>	35
<i>Experience as episode/event</i>	37
<i>Experience as expertise</i>	38
<i>Concluding discussion</i>	39
<i>References</i>	41
4 Meaning	43
<i>Cultural meaning</i>	44
<i>Personal and subjective meaning</i>	47
<i>Meaning and learning</i>	49
<i>Conclusion</i>	50
<i>References</i>	50

5 Being and having	52
<i>The distinction between being and having</i>	52
<i>Being, having, and learning</i>	54
<i>Education as having or being?</i>	56
<i>Conclusion</i>	58
<i>References</i>	59
PART 2	
Learning and religion/spirituality	61
6 Learning as a religious phenomenon? The paradox of the question – why?	63
<i>The human condition</i>	64
<i>The birth of the self</i>	65
<i>Why?</i>	66
<i>The creation of order</i>	67
<i>Conversion</i>	68
<i>Growth and development</i>	69
<i>Utopia</i>	69
<i>Molding humankind</i>	70
<i>Conclusion</i>	71
<i>References</i>	71
7 The spiritual dimension of human learning	73
<i>Setting the scene</i>	73
<i>The spiritual dimensions of human learning</i>	76
<i>Conclusion</i>	78
<i>References</i>	79
PART 3	
Learning and doing	81
8 Learning to be an expert: competence development and expertise	83
<i>The nature of knowledge</i>	84
<i>The nature of practice</i>	86
<i>The nature of human learning</i>	87
<i>Some implications for vocational education</i>	90
<i>Conclusion</i>	91
<i>References</i>	92
9 Practitioner research and the learning society	93
<i>The idea of the learning society</i>	93
<i>Learning and research</i>	96
<i>Practitioner-researchers and the learning society</i>	96
<i>Democratization of research</i>	97
<i>Research and scholarship in the learning society</i>	97
<i>Conclusion</i>	98
<i>References</i>	99

PART 4		
Teaching		101
10 Ethics and teaching: exploring the relationship between teacher and taught		103
<i>Teaching and the stranger: lecturing</i>	103	
<i>Teaching and totalising: managing the system</i>	105	
<i>Teaching and infinity: sharing and expanding</i>	110	
<i>Conclusion</i>	111	
<i>References</i>	112	
11 Teaching: an art or a science (technology)?		114
<i>The concept of teaching</i>	115	
<i>Teaching as a technology</i>	116	
<i>The art of teaching</i>	120	
<i>Conclusion</i>	121	
<i>References</i>	121	
12 Transforming Asian education through open and distance learning: through thinking		123
<i>Human learning</i>	124	
<i>Critiques of non-reflective learning in educational settings</i>	127	
<i>Ways of thinking</i>	129	
<i>Some thoughts about teaching</i>	132	
<i>Conclusion</i>	133	
<i>References</i>	133	
PART 5		
Late modernity		135
13 The changing educational scene		137
<i>Modernity</i>	137	
<i>Changes in educational theory and practice</i>	139	
<i>Conclusion</i>	145	
<i>References</i>	145	
14 Infinite dreams, infinite growth, infinite learning: the challenges of globalisation in a finite world		147
<i>Infinite dreams: religious, political and economic utopias</i>	148	
<i>Infinite growth and the challenges of globalisation</i>	150	
<i>Infinite learning</i>	153	
<i>Conclusion</i>	154	
<i>References</i>	155	
15 Beyond the learning society: globalisation and the moral imperative for reflective social change		157
<i>The nature of the learning society</i>	157	

<i>The nature of human learning</i>	161
<i>Omissions from the learning society discourse</i>	162
<i>Beyond the learning society?</i>	165
<i>Conclusion</i>	165
<i>References</i>	166
16 The end of a Sensate Age – what next?	167
<i>The end of a Sensate Age</i>	168
<i>Globalisation and the emergence of the neo-liberal economic society</i>	171
<i>What next?</i>	175
<i>Conclusion</i>	177
<i>References</i>	178
17 Globalisation, knowledge and the need for a revolution in learning: can we really build a City of Man?	179
<i>Modernity and the City of Man</i>	180
<i>Globalisation</i>	182
<i>The knowledge economy and the end of the modernist dream</i>	185
<i>A revolution in learning</i>	187
<i>Conclusion</i>	188
<i>References</i>	189
PART 6	
Learning in later life	191
18 Learning meaning and wisdom	193
<i>Definition of meaning</i>	193
<i>The concept of wisdom</i>	198
<i>Conclusion</i>	203
<i>References</i>	205
19 Learning to retire	206
<i>The stages of a person's life</i>	206
<i>Retirement</i>	208
<i>Pre-retirement education</i>	211
<i>Conclusion</i>	213
<i>References</i>	214
<i>Books, monographs and journals</i>	215
<i>Index</i>	219