

Contents

| | |
|--|-----------|
| Preface | 9 |
| I Introduction: “Unsettling tradition” | 11 |
| 1.1 From ‘education’ to ‘learning’: a change of Discourse | 11 |
| 1.2 The dangers of confusion | 12 |
| II The Iceberg: Exploring the Relationship between Formal, Non-Formal and Informal Learning | 15 |
| 2.1 Three kinds of learning | 15 |
| 2.1.1 Expanding the definitions | 16 |
| 2.1.2 Intention and agency in learning | 18 |
| 2.1.3 The learning continuum | 20 |
| 2.1.4 Relationships of formal, non-formal and informal learning | 22 |
| 2.1.5 A tool of analysis | 24 |
| 2.2 What is learning? | 26 |
| 2.2.1 Learning as process | 26 |
| 2.2.2 Learning what? | 27 |
| 2.2.3 Learning as change – domains of change | 27 |
| 2.2.4 Learning contexts | 29 |
| 2.3 Summary | 29 |
| III The Base of the Iceberg: Informal Learning, its Nature and Processes | 33 |
| 3.1 The nature of informal learning | 33 |
| 3.2 The processes of informal learning | 38 |
| 3.3 Summary | 43 |

| | | |
|-----------|---|-----------|
| IV | Informal (prior) Learning: What has been Learned | 45 |
| 4.1 | Prior learning | 45 |
| 4.1.1 | Pre-understanding | 46 |
| 4.1.2 | Funds of knowledge | 48 |
| 4.1.3 | Frames of reference | 49 |
| 4.1.4 | Imaginarities and Discourses | 51 |
| 4.2 | All these attributes have been and are being learned | 53 |
| 4.3 | Summary | 55 |
| V | Interactions between Informal Learning and Formal/Non-Formal Learning | 59 |
| 5.1 | Relations of Formal and Non-formal Learning | 59 |
| 5.1.1 | Teaching and learning | 60 |
| 5.1.2 | Similarities and differences | 60 |
| 5.1.3 | The Changing balance between formal and non-formal learning | 61 |
| 5.2 | Relations between formal/non-formal learning and informal learning | 63 |
| 5.2.1 | Similarities and differences | 63 |
| 5.2.2 | The Contemporary dominance of formal learning | 64 |
| 5.3 | Taking account of informal learning | 65 |
| 5.3.1 | The demeaning of informal learning | 65 |
| 5.3.2 | What learners bring to new learning from informal learning | 66 |
| 5.4 | The interaction between informal learning and formal learning: four approaches | 68 |
| 5.4.1 | – Using informal to assist formal and non-formal learning | 68 |
| 5.4.2 | – Using formal and non-formal learning to redress informal learning | 69 |
| 5.4.3 | – Giving recognition and value to informal learning | 71 |
| 5.4.4 | – Promoting continual dialogic learning | 72 |
| 5.5 | Some questions for teachers | 73 |
| 5.6 | Summary | 74 |
| VI | Conclusion: Does it matter? | 77 |
| 6.1 | Why is this discussion important? | 77 |
| | Bibliography | 81 |
| | Index | 93 |