



## DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

### **PDG093 Contemporary Adult Education, 7.5 credits**

Samtida vuxenutbildning, 7,5 högskolepoäng

*First Cycle*

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#### **Reading list for PDG093, to be valid from spring semester of 2020**

Reading list was confirmed by Department of Education and Special Education on 2019-07-02 to be valid from 2020-01-20.

See appendix.



# INSTITUTIONEN FÖR PEDAGOGIK OCH SPECIALPEDAGOGIK

## Literature

### PDG093 Contemporary Adult Education

#### Samtida Vuxenutbildning

7,5 credits / 7,5 högskolepoäng

First cycle / Grundnivå

Fastställd 2018

Gäller från ht 2019

#### Compulsory Literature:

European association for the education of adults. (2011). *Country report on adult education in Sweden*. Retrieved from [http://www.eaea.org/media/resources/ae-in-europe/sweden\\_country-report-on-adult-education-in-sweden.pdf](http://www.eaea.org/media/resources/ae-in-europe/sweden_country-report-on-adult-education-in-sweden.pdf) (11 pages)

Foley, G. (2004) (ed.). *Dimensions of Adult learning: Adult education and training in a global era*. Crows Nest, Australia: Allen & Unwin. (335 pages)

Folkhögskola nu (2013). *Folk high schools in Sweden*. Retrieved from [https://www.folkhogskola.nu/globalassets/documents/folkhogskola\\_eng\\_engelska.pdf](https://www.folkhogskola.nu/globalassets/documents/folkhogskola_eng_engelska.pdf) (2 pages)

Hamilton, M. (2014). Global, regional and local literacy policy in England. *Globalisation, societies and education*, 12(1), 110-126. (16 pages)

Jarvis, P. (2014). From Adult Education to Lifelong Learning and beyond. *Comparative Education*, 50(1), 45-57. (12 pages)

Ramberg, J. (2015). *Special Education in Swedish Upper Secondary Schools: Resources, Ability Grouping and Organization*. Stockholm: Stockholm's University. (102 pages)

Regeringskansliet. (2010). On equal footing: Policy for gender equality and the rights and role of women in Sweden's international development cooperation 2010–2015. Retrieved from <http://www.government.se/information-material/2010/08/on-equal-footing-policy-for-gender-equality-and-the-rights-and-role-of-women/> (30 pages)

Rubenson, K. (2013). The Political Economy of the Collection and Classification of Adult Learning and Education. *CASAE/ACEEA Conference Proceedings*, 547-553. Retrieved from

[http://www.casae-aceea.ca/~casae/sites/casae/files/2013\\_CASAE\\_Proceedings\\_0.pdf](http://www.casae-aceea.ca/~casae/sites/casae/files/2013_CASAE_Proceedings_0.pdf) (7 pages)

Schuller, T. (2010). Learning through life: A response to a special issue 29(4). *International Journal of Lifelong Education* 8(6), 757-766. (9 pages)

Uusimaki, L. (2011). In favour of mature-aged graduates (MAGs) – tapping the potential for real educational change. *Asia-Pacific Journal of Teacher Education*, 39(4), 327-338. (11 pages)

Walters, S. (2010). The planet will not survive if it is not a learning planet: sustainable development within learning through life. *International Journal of Lifelong learning* 29(4), 427-436. (11 pages)

In addition, there will be approx. 150pgs of individually chosen articles,

