



Adult Education as Theory, Practice and Research: The Captive Triangle

Robin Usher, Ian Bryant

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The authors argue that the aim of research should be to improve practice through a process of critical reflection. Focusing clearly on the everyday concerns and problems of practitioners, they emphasize the importance of practical knowledge. Their definition of 'practice' is wide, and includes the generation of theory and the doing of research as well as front-line teaching. They show how notions of 'adult learning' and 'the adult learner' have been constituted mainly through theory and research in psychology and sociology, and examine action research as a mode of understanding. They conclude by looking at the curriculum implications for the teaching of adult education as reflective practice.

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