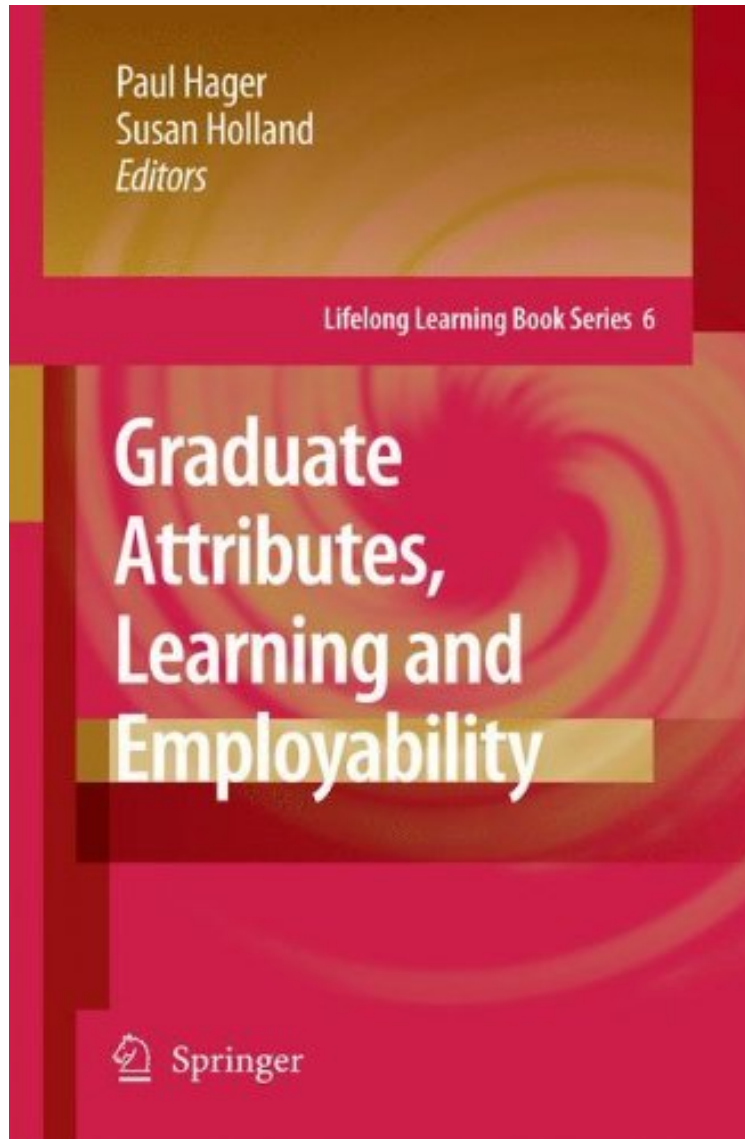


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## Graduate Attributes, Learning and Employability: 6 (Lifelong Learning Book Series)

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**From Springer : Graduate Attributes, Learning and Employability: 6 (Lifelong Learning Book Series)** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Graduate Attributes, Learning and Employability: 6 (Lifelong Learning Book Series):

In these complex and challenging times, students, teachers and employers are all interested in the development of

generic abilities as these typically make the difference between good and indifferent employees, successful and unsuccessful learners. This book explains why generic capacities have become so important and argues that the process of acquiring them is both lifelong and developmental.

From the reviews: "This Australian book refers to new pedagogic aspects . . . This Volume 6 of the Lifelong Learning Book Series is an Australian contribution to keep scholars and professionals informed about and abreast of current developments and to advance research . . . Addressing is a whole spectrum of educational specialists (of course teachers and students ; as well as curriculum designers, psychologists, sociologists ; even employers ; managers and recruiters) plus the marginally involved and general intelligent readers." (Karl H. Wolf, *Academici*, October, 2009)

From the Back Cover In these complex and challenging times, students, teachers and employers are all interested in the development of generic abilities as these typically make the difference between good and indifferent employees, successful and unsuccessful learners. This book explains why generic capacities have become so important and argues that the process of acquiring them is both lifelong and developmental. By using case studies and theoretical analyses the authors collectively provide a comprehensive and contemporary coverage of the issues concerning generic abilities. Traps to avoid in describing and assessing generic aspects of learning are indicated, as well as practical suggestions for improving the teaching of generic capacities in vocational and university settings. The views of students transitioning to higher education as well as recent graduates are captured. Curriculum and policy matters are discussed in depth. A framework for lifelong learning encapsulating the development of generic capacities is outlined and the relationships between learning, working and leadership are explored.