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difference about adult learning which we could (and indeed often did) set out in terms of a dichotomy. Today, paradoxically at a time when the position of adult edu-

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Very helpful, short discussion that distinguishes between task-conscious or acquisition learning and learning-conscious or formalized learning Rogers, C. and Freiberg, H. J. (1993) Freedom to Learn (3rd edn.). New York: Merrill. Reworking of the classic Carl Rogers text first published in 1969.

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Expanding this concept, he argues that the uniqueness of adult teaching lies not in the different ways in which adults and children learn, but in the sense of identity that learners bring to their learning and the relationships between teacher and learner. Rogers believes that if we are to be effective in the way we teach adults, we need to understand and build upon adults' natural learning

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