Annotated#5 - Bibliography

52 - Collin, K., & Tynjala, P. (2003). Integrating theory and practice? Employees' and students' experiences of learning at work. *Journal of Workplace Learning, 15(7/8)*, 338-344.

Following a useful introduction that offers a structural description of work-based learning, expertise and knowledge, this paper describes a study which explores the relationship between work-based learning and school based learning. Using interviews with 18 design engineer students and 51 computer science students, this study examined three questions concerning the role of school and learning at the workplace, the role of theory and practice and the perception of education and work from both the perspective of students and employees and provide valuable insights into the perception of theory and practice. Students' responses indicated that they valued school-based knowledge this source of knowledge was less valued by more experienced employees. Of particular interest was the finding that employees viewed learning at work as an active process, while viewing learning at school as teaching students to be passive.

This paper presents a number of discrete findings which offer potential for replication and development in further studies and which contribute to the understanding of perceptions around school- based education and work- based education by participants in both.

53 - Hugo, J. M. (2002). Learning Community History. *New Directions for Adults and Continuing Education(95)*, 5-25.

Through examining the relationship between communities and learning, the author identifies three broad historical patterns of connection: autonomous learning groups, motivated by a mutual desire for learning; community learning groups, addressing issues of significance to restore balance within the community; and community action groups, committed to transforming society. Reference is made to St Clair (1998) and his work describing community as a site of contested, balanced relationships of power rather than a geographical location or shared identity. Supported by theory and research, the authors conclude with a series of questions, suggesting that further understanding of the nature of adult education and the community context in which it is embedded in will generate important new research.

Critically closing this paper with a series of further questions, the value of this work is in the breadth of historical perspective taken in describing the changing relationships of learning and the community and in offering perspectives that serve as metaphors, capturing the focus, purpose, structure and motivation of learning in the community over time.

54 - Contu, A., & Willmott, H. (2003). Re-Embedding Situatedness: The Importance of Power Relations in Learning Theory. *Organization Science 14* (3), 283 - 296

Through an analysis of Lave and Wenger's theory of situated learning, the authors present an argument that key elements in the understanding of the role of power and identity in this theory have been co-opted and mutated away from their original Marxist ideological influence, into the language of managerial control and authority by the inconsistencies in Lave and Wenger's work itself. They then argue that situated learning theory has not challenged traditional understanding practices but has simply offered an alternative, enriching way of interpreting a learning situation. Using Orr's 1996 study of the learning practices of photocopy technicians as an example, the authors demonstrate how understating the significance of the power relationship in workplace learning contexts has resulted in management overlooking the local knowledge of technicians and eliminating this powerful source of learning practice in their attempts to place firm procedures around work practice.

The importance of this paper lies not only in its carefully constructed analysis of the work of Lave and Wenger, but also in illustrating, through example, the implications of their argument. In doing so, they reveal the way in which management hegemony construes learning theory and interpretation of learning processes to reproduce their own dominant institutional structure.

55 - St Clair, R. (1998). On the commonplace: Reclaiming community in adult education. *Adult Education Quarterly, 49(1)*, 5-14.

Moving on from the perception of community as a geographical location, the author discusses community as a set of relationships embracing power and agency which both create and replicate the formation of meaning and the resistance to that meaning. The author asserts that this perception of

community raises questions about the nature of similarities and differences between educators and participants in adult education and the way adult education is viewed as being situated in a community. Discussion around the tensions inherent in these relationships, highlight the rich complexities that open when community is viewed in terms of relationships signalling the shared implications for educators, participants, researchers and their communities.

This paper offers most a valuable construction of the concept of community, creating a potential for researchers to examine adult literacy in a community in terms of the complexity of relationships and practices of that community.

56 - Stein, D. S. (2002). Creating local knowledge through learning in community: A case study. *New Directions for Adult and Continuing Education*(95), 27-40.

In this account of a community health initiative, the author describes the learning process observed through participation in a community action group. The author asserts that participation in community action is essential in creating ownership of learning, relevance and community capacity for change. The process of learning that occurs through such action initiatives are described in a Six C model: committing, contracting, campaigning, contributing, communicating and continuing each of which is described with reference both to community subject of the study and with reference to learning theory. By learning of its assets in this project, community capacity was enhanced.

This is a most useful paper in both describing a practical example of community learning and in offering a useful framework for understanding the learning implications of such a project.