October 5 Bibliography

87- Norman, M., & Hyland, T. (2003). The role of confidence in lifelong learning. *Educational Studies, 29*(2/3), 261-272.

Using data from a study involving student teachers, this paper examines the role of confidence in participation in lifelong learning and concludes that more attention needs to be given to dispositional factors that create barriers to participation in adult education. From the student teacher data, the authors examine the meanings ascribed to the term confidence, examine how a lack of confidence impacts on ability in adult learners, list causes of a lack of confidence and outline factors that increase confidence. In linking confidence to adult learners, the authors discuss the statistical evidence of a continuing learning divide between those who have achieved educationally and those who have not and emphasize the importance of social interaction and support in reducing the barrier that a lack of confidence creates.

This paper is useful in highlighting the texture of meaning in a term frequently used in adult education. In doing so, relationships between confidence and adult learning are clarified, offering important perspectives for research examining participation in lifelong learning.

88- Kilpatrick, S., & Falk, I. (1999). *How social capital facilitates learning outcomes for small businesses.* Retrieved October 6 , 2004, from http://www.crlra.utas.edu.au/pages/discussion/

Concluding that two crucial components of social capital are knowledge resources and identity resources, this paper describes a study of a formal social capital network, Executive Link, which provides regular training and support for farm businesses in Australia. The study observed a meeting of Executive Link, conducted a focus group and administered a semi-structured interview to nine volunteer businesses. The paper, describing the practical processes and outcomes of participation in Executive Link as members develop social capital resources, focuses on four stages in this process: gaining individual confidence, developing shared values, increasing credibility in support or information sharing and demonstrating commitment to fellow members.

The value of this paper lies in its full description of a practical scheme that is operating under the principles of increasing social capital. As such it is easily

accessible for readers and significant in offering functional insights that could be applicable to community and professional groups.

89- Kilpatrick, S. (2001). *Lifelong learning: Rural communities sharing a journey.* Retrieved October 6, 2004, from http://www.crlra.utas.edu.au/files/discussion/2001/D12-2001.pdf

This paper examines the benefits of a collaborative approach to planning and delivering training by presenting data from the first two years of a four year longitudinal study of groups involved in vocational training across a range of representative sites in Australia. In examining the factors that enhance collaborative relationships in this area, the authors focus on the nature of interactions, networking, and the effect of community size and resources. Specific conclusions listed from the data collated include the observation that factors related to social capital improve the effectiveness of vocational training.

This paper offers a most useful insight into the social capital practices that enhance effective vocational training. Its breadth of coverage provides insights into the relationships that construct the networks and collaborative practices that build social capital.

90 - Balatti, J., & Falk, I. (2002). Socioeconomic contributions of adult learning to community: A social capital perspective. *Adult Education Quarterly, 52*(4), 281-298.

Following a brief discussion of the concept of human capital and social capital, this paper argues that social capital is essential distributing the benefits of adult education in society and supports this position with evidence from a study of the impact of adult education programmes on local communities in the state of Victoria, Australia. The authors identify eight areas of benefit resulting from adult education and argue that by clearly identifying benefits beyond acquisition of skill, the significant role of social capital is evident. They focus on trust as being critical to the interaction between knowledge resources and identity resources, the two key components of a social capital model, concluding that building and drawing social capital are the processes by which communities benefit form adult education.

The significance of this paper is in its contribution to a theoretical model of the relationship between social capital and adult education, providing valuable theoretical discussion and research data.

91 - Hobbs, G. (2000). *What is social capital? A brief literature overview.* Retrieved 21 October, 2004, from

Beginning with some definitions of social capital, this paper proceeds to outline a number of concepts and models related to social capital. Brief discussions supplement this outline focusing on the process and outcomes of social capital.

For its focus and brevity, this paper offers clear information on social capital and would be a useful reading to begin an examination of this concept.

92 - Falk, I. (2001). Literacy by design, not by default: Social capital's role in literacy learning. *Journal of Research in Reading, 24*(3), 313-323.

Following an introductory section which describes literacy, learning, identity and social capital, the author then presents experiences related in interviews with 35 people involved in various roles in a city learning centre. Through these interviews the wider effects of adult learning such as health benefits and networking is highlighted. The author discusses the significance of these effects in a social capital model, describing the economic benefits of adult education and the way trust establishes learning spirals.

By examining the concept of social capital through the experiences of a number of people involved in a learning centre, this paper adds a practical dimension to discussion of the concept of social capital.