

105 - Crowther, J. (2000). Participation in adult and community education: A discourse of diminishing returns. *International Journal of Lifelong Education*, 19(6), 479-492.

In examining the discourse constructing adult education, the author focuses attention to the way the dominant discourse excludes and limits what is known. He asserts that attempts to interpret participation patterns in adult education has neglected to integrate the influence of more radical, social drivers. In developing his argument, the author discusses four pervading assumptions in adult education discourse: that participation is a 'good thing'; that adult learning equates to participation in formal courses; that learners are perceived as individuals in an educational setting, neglecting their membership of different social groups; and, that non-participation is interpreted in terms of barriers to learning rather than as a statement of resistance to formal education.

This paper successfully links theory to potential research by offering a perspective on adult education that challenges assumptions and supports these challenges with well developed points of argument. The paper offers strong theoretical support for incorporating deconstructed assumptions into research design and researcher self awareness.

106 -Castleton, G. & McDonald, M. (2002). *A decade of literacy: Policy, programs and perspectives*. Retrieved 6 December, 2004, from <http://www.staff.vu.edu.au/alnarc/publications/02CastletonMcDonald.pdf>

Based on information from interviews with state bureaucrats knowledgeable in the field of the adult literacy and long-term practitioners in the field of literacy, this report covers a broad range of selected issues relating to the effectiveness of adult education delivery and outcomes. Discussion of issues such as curricula development, the dominance of training discourse over education and funding mechanisms are all supported by excerpts from interviews with informants. The paper also offers a succinct summary of IALS information and brief descriptions of literacy initiatives in other OECD countries that offer strategies and perspectives for Australia.

By combining both a theoretical and practical examination of issues in adult education, this paper offers an extremely useful perspective for researchers interested in adult education at a national policy level. The paper provides a basis for comparative research and further analysis of policy initiatives.

107 - Remedios, R. & Boreham, N. (2004). Organisational learning and employees' intrinsic motivation. *Journal of Education & Work*, 17(2), 219-235.

This paper examines the effects of organizational learning changes to working practices in a British petrochemical company on the motivation of employees and their knowledge sharing. Worker responses to four specific changes were examined: the practice of working in independent teams; workers writing operating manuals; managers and workers setting individual objectives in addition to regular work duties; and the practice of the company benchmarking its performance against industry standards. Drawing on the literature relating to motivation theory and learning organization, the authors test the hypothesis that the pressure of increased autonomy in a workplace may reduce workers' motivation. Interviews with employees indicated that the nature of the implementation of changes was most important in determining the effect on motivation and knowledge sharing.

This paper provides a useful examination of motivation and knowledge sharing in a research-based framework. The research design highlights the value of interviews in adding understanding to measured outcomes assessing the impact of company initiatives and the findings provide valuable indications of the relationship between organizational structure and knowledge sharing.

108 - Savolainen, T. (2000). How organizations promote and avoid learning: Development of positive and negative learning cycles. *Journal of Workplace Learning*, 12(5), 195-204.

Using quality management as an example of the important role of learning in an organization, the author presents a four stage model of a learning cycle in an organization. Based on case study data from four Finnish manufacturing companies, the author then examines features that determine whether a positive or negative learning cycle is established. The role of management was identified as crucial in determining the nature of the learning cycle, with learning being more positive when managers played an active, visible role in advocating quality.

This paper offers a tangential perspective on the important role of learning in an organizational setting by focusing on quality management as the purpose of learning. The model of learning presented offers a useful way of understanding the learning process in an organization and the paper indicates a useful research perspective on management engagement with learning.

109 - Avis, J. (2002). Social capital, collective intelligence and expansive learning: Thinking through the connections. *Education and the economy. British Journal of Educational Studies*, 50(3), 308-325.

This paper examines the key concepts of social capital, collective intelligence and expansive learning in the relationship between economic and educational development. Discussion orients toward the role of paid employment, the implications of capitalist competitiveness, the goal of social equity and democratic participation.

Drawing on social and economic theorists to support discussion, this paper is broad in its focus, presenting as a most useful foundation document for the formulation of more specific research.

110 - Bingman, M. B., Ebert, O., & Bell, B. (2000). *Outcomes of participation in adult basic education: The importance of learners' perspectives*. Retrieved 8 December, 2004, from [http://gseweb.harvard.edu/~ncsall/research/op\\_bingman.pdf](http://gseweb.harvard.edu/~ncsall/research/op_bingman.pdf)

In challenging the limited focus of the current United States' measure of the outcomes of adult education programmes, the author suggests that changes are made to broaden the measure of outcomes using findings from a Tennessee longitudinal study of adult learners. In addition to the measure of core competencies which form the current assessment system, this paper suggests key additional features identified by learners as changes in literacy uses and changes in sense of self should be incorporated into an assessment of outcomes of adult literacy programmes.

By discussing both the current USA national system for measuring adult literacy outcomes and details of the Tennessee longitudinal study, this highly readable paper offers a rich collection of ideas for the assessment of outcomes of adult literacy programmes and while its discussion challenges the focus of the current system, the paper's value for researchers is in the breadth of possible outcome measures.

111- Bynner, J. (2002). *Literacy, numeracy and employability*. Retrieved 8 December, 2004, from [http://www.staff.vu.edu.au/alnarc/onlineforum/AL\\_pap\\_bynner.htm](http://www.staff.vu.edu.au/alnarc/onlineforum/AL_pap_bynner.htm)

Using data collected from two British birth cohorts, one born in 1958 and the other born in 1970, the author describes the correlations between literacy skills and employment for the two groups. Analyses compared levels of skills, gender differences and mediating effects of other factors such as age of leaving school. Literacy skills were found to have a significant effect on gaining and retaining employment. The significance of numeracy skills was also noted, emerging as having an increasingly important role in the current labour market.

This paper offers an important source of statistically analysed data describing the relationship between literacy skills and employment highlighting areas that could be examined in greater detail in subsequent research.

