

114 - Altrichter, H., Kemmis, S., McTaggart, R. & Zuber-Skerritt, O. (2002). The concept of action research. *The Learning Organization*, 9(3), 125-131.

In discussing the definition and processes of action research, this paper offers a most useful foundation document for researchers applying action research principles. Its focus is on maintaining a broad flexible definition of action research that reflects the principles of this research approach.

The clarity and focus of this paper make it a highly accessible document for researchers and participants in research partnerships.

115- Kazemek, C. & Kazemek, F. (1992). Systems theory a way of looking at adult literacy education. *Convergence*, 25(3), 5-15.

Although dated, this paper offers a clear examination of the applicability of systems theory to adult literacy education. Viewing adults as part of an ecological system which may be utilized to promote literacy development, the description of literacy as a systems model encourages researchers to construct an understanding of the interrelation dynamics involved in literacy, an approach consistent with a socio-cultural framework. This paper offers a broad discussion of literacy as a system, examining implications for assessment, pedagogy and outcomes.

As a foundation for a research approach, this paper is valuable for its clarity and breadth of coverage of adult literacy as a system and supports more recent theoretical trends in adult literacy with suggestions for the application of practical processes.

116-Bingman, M. B., Ebert, O. & Bell, B. (2002). *Documenting outcomes for learners and their communities: A report on a NCSALL action research project*. Retrieved 12 April 2004, from <http://www.gse.harvard.edu/~ncsall/research/report20.pdf>

This paper arises out of a two year study, based in Tennessee, U.S.A., in which teams of teachers and adult education administrators developed alternative ways of documenting outcomes of student participation in adult education programmes. The report presents both the outcomes of the study, with recommendations on the documentation of participation outcomes, and clear, valuable insights into the process of action research.

This report is valuable as a description of the development of an action research project and as a document that captures the struggle to reconcile assessment outcome measures with the significance of more personal individual moments of change through brought about through adult education.

117- Reback, C. J., Cohen, A. J., Freese, T. E. & Shoptaw, S. (2002). Making collaboration work : Key components of practice/research partnerships. *Journal of Drug Issues, Summer 2002*, 837-848.

This paper discusses the research and practice issues identified as significant by researchers and practitioners at a 2001 conference on substance abuse. Issues such as establishing equal partnerships, communication systems, and non-hierarchical authority networks are discussed with points of discussion supported by references to research. A significant part of the paper is devoted to description of the Clinical Trials Network as an example of research-to-practice collaboration.

By combining both an examination of issues identified as relevant through practice experience and supporting research, this paper provides useful material on collaborative partnerships.

118- Falk, I., & Millar, P. (2002). *Non/working lives: Implications of 'non-standard work practices' for literacy and numeracy*. Retrieved 18 November, 2004, from <http://www.staff.vu.edu.au/alnarc/publications/02FalkandMillar.pdf>

This report focuses on a study of the effective communication skills required in the periods of employment and unemployment that characterize the working patterns of many individuals. Following a comprehensive literature review, information from five case studies is examined with key communication skills identified by respondents and the evidence of their transferability described. Of interest is the recognition by respondents of speaking skills as being more important than specific skills and knowledge required for employment and the lack of relevance of school-learning for their current employment.

This paper offers both a thorough literature review on the nature of literacy requirements in a non-working and partial working economy and insights gained by a case study approach. The discussion suggests a number of aspects for development in future research particularly in research with a communication focus.