

67 - Clegg, S., & McNulty, K. (2002). The creation of learner identities as part of social inclusion: gender, ethnicity and social space. *International Journal of Lifelong Education*, 21(6), 572-585.

Beyond the introduction of this paper which presents a literature review examining research around issues of inclusion in adult education, the author describes a community initiative in an English city which aimed to create a learning community, particularly with socially excluded groups. Through the work of a Community Education Worker (CEW) important insights are described in the case study, namely the importance of context for learning within the lives of learners, the significance of spaces created for learning and the emergence of learner identities.

By exploring some pervasive assumptions in adult education, such that the provision of education services alone will be sufficient to engage with learners and that non-participants in learning experience non-engagement as a lack, this description of a project from both a practical and theoretical position offers not only a valuable insight into inclusion practice and theory but also presents useful models for descriptive frameworks of such a project.

68 - Smith, P., & O'Neil, J. (2003). A review of action learning literature 1994-2000: Part1 - bibliography and comments. *Journal of Workplace Learning*, 15(2), 63- 69.

Following a brief summary of action learning, this first part of a two paper review simply introduces the review of journal articles, describing their classification and presenting a summary of frequency in each category.

This paper provides a useful indication of both the breadth and depth of coverage of journal articles in this field as well as the brief background to action learning principles.

69 - Smith, P., & O'Neil, J. (2003). A review of action learning literature 1994-2000: Part 2 - signposts into the literature. *Journal of Workplace Learning*, 15(4), 154-166.

Following the first part of this paper, this second section presents summaries of the content of each article in the review without any evaluative component.

Combined, these review papers, provide comprehensive access to the academic material on action learning in the current literature.

70 - Livingstone, D. W. (2001). Expanding Notions of Work and Learning: Profiles of Latent Power. *New Directions for Adult & Continuing Education* (92), 19-30.

In analysing the 1998 findings of the NALL survey in Canada, the author of this paper examines trends in participation in adult education that reflect policy drives toward a knowledge-based economy. Participation rates in different categories of work and forms of learning are presented with some interpretation of these rates including the recognition of underemployment, acknowledgement of a relationship between the level of work autonomy and participation in learning activities, and recognition that informal learning often fails to be measured by dominant discourses in adult education. The author concludes that the majority of Canadians engage in significant paid work and informal learning on a regular basis.

The classification of work into three distinct categories and learning into four separate forms offers a useful structure through which to interpret patterns of participation in learning activities. This analysis of layers of participation in learning is valuable in capturing the textured nature of learning activity in the general population.

71 - Tett, L. (2000). Excluded voices: Class, culture, and family literacy in Scotland. *Journal of Adolescent & Adult Literacy*, 44(2), 122-128.

Using a case study of a six week family literacy programme in a disadvantaged area of Scotland, the author challenges the use of a deficit model in education programmes and asserts the value of acknowledging actual literacy experiences in homes as a base for literacy education. The paper describes techniques employed in the course to develop critical literacy, to assess progress and to broaden an understanding of multiple definitions of literacy.

This easily accessible paper is useful in its description of a community based literacy programme, offering insights into both practical applications of literacy teaching practices and linking these with broader discussion on the exclusionary discourse that exists between spoken Scots and written English. Both aspects of the paper imply future research potential.

72 - James, P. (1997). Transformative learning: promoting change across cultural worlds. *Journal of Vocational Education & Training*, 49(2), 197-219.

In describing experiences in delivering education training to a group of technology teachers, the author paper challenges assumptions inherent in competency-based education asserting the need for emphasis on learning processes as well as outcomes to learning. Drawing on situated learning theory as a theoretical basis for the study, this paper addresses particular issues of learning practices, transference, resistance and the need for sequestered periods of reflection. The use of narrative to reduce resistance by altering the perception of the existing culture around learning is described in some detail with the author offering theory-supported evidence that develops observations into explanations of processes involved in this learning exchange.

The balance of theory and practical experience add to the value of this paper resulting in a work that offers insight into the learning processed for adults embedded in a culture resistant to learning.

73 - Bertram, B., & Bishop, A. P. (2002). Using the web to support inquiry-based literacy development. *Journal of Adolescent and Adult Literacy*, 45(8), 706 -714.

Following an introduction to the concept of community of inquiry and brief overview of its history, the authors describe a use of a web-based community of inquiry with a variety of participants. The authors emphasise the participatory nature of community of inquiry practice and present several references of URLs for additional web-based inquiry projects.

As an introduction to community of inquiry principles and practice, this paper offers valuable information about the practice and its potential for adult literacy education in a highly accessible format.

74 - Barrett, F. J. (1995). Creating appreciative learning cultures. *Organizational Dynamics*, 24(2), 36-49.

This broadly focused paper describes appreciative learning cultures which have arisen in response to a need for continuous learning and experimental development within organizations. Appreciative learning culture and practices create contexts for learning that focus beyond problem solving to anticipate and create new visions for an organization through new practices, new products and new knowledge. A useful summary of problem solving in this paper, highlighting problems inherent in this approach, is followed by discussion of four competencies in appreciative learning systems: affirmative, expansive, generative and collaborative competence.

This paper offers a valuable overview of appreciative learning, providing sufficient detail to introduce the concept and signal its importance in the area of employment and work related education.

75 - Taylor, M., King, J., Pinsent-Johnson, C., & Lothian, T. (2003). Collaborative practices in adult literacy programs. *Adult Basic Education*, 13(2), 81-99.

Drawing on two key areas of research in children's learning of literacy, that of Vygotsky and Rogoff, the author explores the concept of guided peer support and scaffolding and examines their applicability to the teaching of literacy with adults. Data were collected through interviews and observations of four adult literacy classrooms and analysed into clusters indicative of peer support and

scaffolding practices. In addition to these behaviours being evident in the adult literacy classroom, concepts of cognitive apprenticeship and communities of practice were also discussed as being relevant descriptors for the observed processes of learning in an adult classroom.

This paper offers valuable directions for future research into the teaching behaviour and classroom practices for adult educators especially in examining collaborative engagement with education opportunities.

76 - Benseman, J., & Sutton, A. (1999). Evaluating adult literacy at the community provider level. *Adult Basic Education*, 9(1), 21-36.

Following a useful outline of theoretical perspectives on the evaluation of adult literacy programmes, the author outlines a process used to review adult education programmes in New Zealand. The author concludes that the combination of questionnaires completed by key informants nominated by providers, site visits including observation of record keeping and assessment procedures and a written report produced for the providers to review has been an effective review process.

The summary of the literature outlining prominent theoretical views on evaluating adult literacy programmes is most valuable in this paper, providing potential for evaluation processes structured around these principles.

77 - Thursfield, D., & Henderson, R. (2004). Participation in lifelong learning: reality or myth? Issues arising from a United Kingdom coalfield closure. *Journal of Vocational Education & Training*, 56(1), 117-134.

Using the situation of a mine closure in Selby, UK, resulting in over 2000 redundancies, the authors examine the government's approach to lifelong learning as it applies in this particular situation and to identify barriers to participation in lifelong learning. The study used a combination of both qualitative and quantitative data from interviews and questionnaires completed by representatives of those most directly affected by the closure. Discussing the data around four key aspects of the discourse in adult education, the relationship of occupational change and lifelong learning, participation in learning, the concept of learning itself and individualism, the study revealed pertinent findings such as the low rate of participation in further education, the constrained options for further employment perceived by both miners and

careers consultants and the perception of limited transferability of skills from mine work to other field of employment.

The study presents data linking a situation specific experience with discourse on lifelong education and, as such, offers useful links for further research.

78 - Black, S. *Whose economic wellbeing ? : A challenge to dominant discourses on the relationship between literacy and numeracy skills and (un)employment*. Retrieved September 15, from http://www.staff.vu.edu.au/alnarc/onlineforum/AL_pap_black.htm

This paper uses an example of a local council restructuring the definition of work gang as competitive team to examine the role of literacy in the lives of workers. After summarizing a number of studies that emphasize literacy as a social activity embedded in specific contexts, Black then presents findings of a further series of studies, from a critical ethnographic perspective, which indicate contradictions in the dominant discourse around the role of literacy. Black highlights the way in which management use literacy to screen workers who fail to demonstrate the social identity prescribed by management discourse, the dialogue around deficits in individuals as justification for further literacy education and suggests a change is warranted from the term 'widening skills gap' to 'widening jobs gap'.

Valuable for its contribution to the political debate around literacy, this paper highlights some of the pertinent aspects of the literacy debate and the widening discursive gaps between dominant discourse and critical studies.