

Sept 21 Bibliography

79 - Illeris, K. (2003). Workplace learning and learning theory. *Journal of workplace learning*, 15(4), 167-178.

This paper offers a layered description of the process of adult learning both as an individual and as a social process. In developing the concept of individual learning however, the author identifies three distinct groups in the adult learning field and examines the relevance of learning to groups with differing motivations, concluding that one essential feature for work based learning is provision of a range of learning experiences that will cater to the needs of these distinct groups.

This paper offers highly relevant material both on the learning process that adult learners' access and the motivations that impact on participation and effectiveness of learning.

80 - Boud, D., & Nicky, S. (2003). "I don't think I am a learner": Acts of naming learners at work. *Journal of Workplace Learning*, 15(7/8), 326-331.

This paper explores the tensions associated with learners naming themselves as learners in work environment by examining whether learners identify themselves as learners when they are engaged in learning activities and the implications of such identification. Based on interviews and group feedback sessions, the authors used discourse analysis processes to interpret transcripts. A range of responses are included in the article with discussion on their interpretation as both stories about identity and stories about learning practices. The authors conclude that complexities were evident from employees' responses with few referring to workplace practices as learning. Identifying themselves as learners was complex with the authors concluding that there is considerable politics around naming oneself as a learner in a workplace environment.

Valuable not only for its clarity of presentation, this paper suggests researchers should maintain an awareness of the politics around worker identity as learners in research design.

81 -Thursfield, D., Smith, V., Holden, R., & Hamblett, J. (2002). Individual learning accounts: Honourable intentions, ignoble utility? *Research in Post-Compulsory Education*, 7(2), 133-146.

Based on empirical data gathered from interviews with stakeholders and account holders, this article critically examines the policy and practice of Individual Learning Accounts (ILAs) in Britain. The authors assert that the principles of the scheme are fraught with inconsistencies, implementation of the system is problematic and outcomes are ineffective as a result. They specifically focus on contradictions around individualism and partnership, the ineffectiveness of the scheme in reaching its target market and the emphasis on employability as the prime generator of a commitment to learning.

This paper is valuable for both its description of the ILA scheme and in its critical analysis of its effectiveness. Through critical assessment of aspects of the scheme, this research highlights valuable perceptions on learning barriers, learning culture and the relationship of policy to this specific scheme. All these areas could offer valuable further research potential in the field of adult education.

82 - Fryer, R. H. (1999). *Creating learning cultures: Next steps in achieving the Learning Age*. Retrieved September 28, 2004, from <http://www.lifelonglearning.co.uk/nagcell2/nagcell2.pdf>

This report from the National Advisory Group for Continuing Education in Britain, directed to the Secretary of State for Education, examines four key areas: ways of broadening access to learning; methods to stimulate demand for adult education; the contribution of adult education to community development and to describe examples of effective partnership in the delivery of adult education. Each section of the report efficiently reviews the progress in key aspects of adult education before presenting initiatives that may be developed or consolidated.

This report offers a wealth of practical information at government policy level on key aspects of the drive to increase participation in adult education. Of particular interest is the section addressing the need to stimulate demand for access to education and the need to create a learning culture.

83 - Swan, J., Scarbrough, H., & Robertson, M. (2002). The construction of 'Communities of Practice' in the management of innovation. *Management Learning*, 33(4), 477-496.

A community of practice, a cluster of activities in which a group of people engage in and become united through the meaning they draw from the activity, is examined in this article with particular emphasis on the type of management such communities require. Following a description of the characteristics of communities of practice, the authors describe the management experiences with a community of practice in a large multinational science company. The significance of this article for workplace learning is in the discussion around the radical effect of communities of practice on innovation within a company, on organizational politics and on management discourse. By supporting knowledge flows within an organization, management was able to accomplish the change desired but not through practices that privileged traditional management discourse.

The value of this paper is its practice mirroring its content; it demonstrates the value of knowledge channels arising in fields outside the established dominant discourse. Valuable insights can be drawn from this paper to the field of adult literacy and workplace learning.

84 - NCVET. (2003). *What makes for good workplace learning?* Retrieved 14 June, 2004, from <http://www.ncver.edu.au/research/core/cp0207.pdf>

Interesting for its discursive position on workplace learning and the rhetoric of survival and competition, this report offers useful discussion of research around drivers of workplace training and the link of workplace education with innovation in an organization. The research discussed covers broad areas in the field such as problem solving, informal learning and networking strategies for learning in an organizational setting.

This broad sweep approach of the report, supported by selected research, makes this document a useful summary source of trends and issues recognized as significant by Australian vocational research.

85 - Brandt, D., & Clinton, K. (2002). Limits of the local: Perspectives on literacy as a social practice. *Journal of Literacy Research*, 34(3), 337-356.

This interesting article challenges the perception of literacy as socially situated and suggests that this theoretical positioning of literacy has generated insularity in research findings resulting in under theorizing of the field. Through discussion of the expansion of the socially situated perspective in literacy, the authors critically examine the dominance of this perspective and suggest it gained support through its initial challenge to the more structural theories which viewed literacy as a unique element of cognition and culture. In an attempt to integrate a more expansive view of literacy, the authors suggest that greater recognition of the qualities of literacy and their effects could be incorporated into our models of understanding literacy.

The value of this paper is in its critical examination of a popular theory in the field of adult literacy. Critical examination of social situated learning theory invites further metaphors for examining and interpreting the field adult literacy with expansive potential for further research.

86 - Gherardi, S. (2003). Knowing as desiring. Mythic knowledge and the knowledge journey in communities of practitioners. *Journal of Workplace Learning*, 15(7/8), 352-358.

This useful article examines learning from the perspective of desire for knowledge. Basing much of the discussion within the metaphoric framework of mythic journey of Ulysses, the author discusses the significance of knowledge based on desire in terms of construction not only of subject and object but also of the tension around the personal investment in these constructions.

By focussing attention in this paper to the linguistic constructions associated with learning based on personal desire, the authors offer potential for a level of analysis that interprets construction of subject and object as important indicators of desire for learning. As such, this paper makes an important contribution in understanding motivations for learning and future research possibilities.