WALL Papers

Resources from the SSHRC Collaborative Research Initiative on the Changing Nature of Work and Lifelong Learning in the New Economy: National Survey and Case Study Perspectives

Edited by

D.W. Livingstone & M. Raykov

Toronto, 2010

Centre for the Study of Education and Work
Ontario Institute for Studies in Education
University of Toronto
WALL Papers: Resources from the SSHRC Collaborative Research Initiative on the Changing Nature of Work and Lifelong Learning in the New Economy: National Survey and Case Study Perspectives

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Centre for the Study of Education and Work
Ontario Institute for Studies in Education, University of Toronto. Toronto.
2010

ISBN  978-0-7727-2627-8
About the Authors


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Introduction

The purpose of the *Work and Lifelong Learning (WALL) Papers* is to provide an integrated list of resources produced by the members of the research network on “The Changing Nature of Work and Lifelong Learning in the New Economy: National Survey and Case Study Perspectives.” The WALL Research Network was funded from 2003 to 2008 by the Social Sciences and Humanities Research of Canada (SSHRC) as part of its Collaborative Research Initiative on the New Economy. This listing includes all books, articles, audiovisual materials, technical reports, conference papers, working papers and theses completed to date by members of the research team.

The items in this list that have been published as books or articles may be found in various libraries or electronic journal sources. Most of the other papers may be found in easily accessible links to articles in PDF form on the WALL network website: www.wallnetwork.ca. These papers could be also found on University of Toronto T-Space: https://tspace.library.utoronto.ca/handle/1807/2390. Any other items can be requested from the specific senior authors (names and email addresses are at the end of this document).

The WALL network is distinctive in being the first integrated set of surveys and case studies to address both informal and formal learning in relation to both paid and unpaid labour. The initial conceptual framework, theoretical perspectives and research design are elaborated in the introductory papers and early publications. The most general overview of the results of WALL research is available in Livingstone, D.W. (Ed.). (2010). *Lifelong Learning in Paid and Unpaid Work: Survey and Case Study Findings.* London, UK: Routledge. The references listed in WALL Papers go into more detailed accounts for all of the survey and case study sub-projects.

The WALL network structure is summarized below, including specific groups, leaders, team members and descriptions of the survey and case study projects.
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| Doing Disability at the Bank: Discovering the Work and Informal Learning/Teaching Done by Disabled Bank Employees | Kathryn Church, M. Panitch, C. Frazee |
| Women's Alternative and Informal Learning Pathways to Jobs in Information Technology | Jen Liptrot, Shauna Butterwick |
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WALL Team Members

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<td>John Myles</td>
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Descriptions of the WALL National Survey and Case Studies

National Survey

The WALL Survey was conducted in 2004 with a large representative national sample of the adult (18+) Canadian population (N=9,063). The survey was administered by the Institute for Social Research at York University. (A previous research network, New Approaches to Lifelong Learning (NALL), completed a smaller (N=1,562) related national survey in 1998 (see www.nall.ca). The principal investigators of the general national survey on learning and work were D. W. Livingstone, John Myles (University of Toronto), and Pierre Doray (University of Quebec at Montreal), in partnership with Larry Hubich (Saskatchewan Federation of Labour) and Monica Collins (Scotiabank). Copies of the survey questionnaire and codebook are available on the wallnetwork website.

Conducted in winter 2003-2004, the survey documents paid and unpaid work conditions over the past five years and represents the first representative empirical assessments of changing work conditions in
relation to the full array of adult learning practices, schooling, further education courses, informal training, non-taught informal learning. It also provides profiles of workers' perceptions of changes in key dimensions of paid and unpaid work. The WALL survey builds from the 1998 NALL survey and permits the first national trend inferences about changes in patterns of informal learning. These surveys supplement narrower conventional surveys of education and employment with much greater attention to informal learning and unpaid work.

**Case Studies**

The WALL network included 12 case studies. The case study groups examined learning and work relations in varying work contexts in greater depth, within the following work environments: biotechnology; steel/light manufacturing/ nursing homes; public sector work; the teaching profession; disabled bank workers; women information technology workers; immigrant workers; housework; volunteer community workers; school-work youth transition; critical transitions through the life course; and labour education programs. In many of the case studies, a linked survey provides comparative profiles to the national survey. All case studies included in-depth interviews, often supplemented by focus groups or other in-depth research methods. Some of these case studies build on the larger array of case studies completed by the NALL research network (see www.nall.ca). General summaries of each of the 12 WALL case studies follow.

1. **Organizational Change and Worker Learning in Biotechnology and Pharmaceuticals**

   **Paul Bélanger (Université de Québec à Montréal), with Pharmabio Developpement**

   Building on a current exploratory study of adult learning in firms in this new sector characterized by continual technological innovation, comparative case-studies is being conducted at two large biotech and pharmaceutical enterprises in Montreal area. This study is documenting the ways high tech employees produce, acquire, transfer and use new knowledge and skills. The changing organizational policies of these firms on lifelong learning are being studied (Doray, 1999; OECD 2000), as well as the micro-mediation processes taking place between external production related learning demand and the subjective learning experience and aspirations of employees (Bélanger, 2000; Chatigny 2001). The research design includes direct observation, semi-structured preliminary interviews (N=100), focus groups, and selected follow-up interviews. Special attention is being given to aging and immigrants workers, as well as to the participation of women.
2. Skill Acquisition and Labour Market Experience of At-Risk Workers in Steel, Light Manufacturing and Nursing Homes

Anil Verma (University of Toronto), with Jorge Garcia-Orgales (United Steel Workers of America Canada)

Building on Verma’s (1992; 1998) extensive case study and survey research in both the steel industry and comparative sectoral terms, this study is focusing on little-studied workers with limited formal education in manual and low-skill occupations who are most vulnerable in terms of wages and employment. Primary interest is in their skill upgrading experiences and consequent labour market outcomes. There are three target groups: steelworkers from the USWA Local 1005 in Hamilton; workers from mid-size light manufacturing plants in the Toronto; and Nursing Home/Retirement Home workers. Research methods include interviews with employers and union leaders to obtain basic organizational information on the changing nature of work, technology and markets in their industries, focus groups with workers, and a large-scale survey (N=2000) administered in each of these sites. Special attention is being paid to women, recent immigrants, ethnic minorities, first nation peoples, and disabled people.

3. Technological Change and Worker Learning in the Public Sector

Peter H. Sawchuk (OISE/UT), with the Canadian Union of Public Employees

The study addresses the lack of careful attention to everyday communication and interaction within work/learning/information technology design processes, particularly in public sector organizations. Building on prior broader studies of workplace learning (Sawchuk, 2003; Livingstone and Sawchuk, 2000, 2003). The main focus here is on a massive current technological change - the introduction of Service Delivery Model Technology (SDMT), a web-based management/delivery software system for social assistance (i.e. welfare). The study explores activities at three inter-related organizational levels of the design and implementation process: 1) three front-line service delivery sites; 2) one technical and training support services site; 3) one IT design activity site). Semi-structured interviews (N=75) and direct observation of key organizational activities in each research site are being conducted. A survey of a representative sample of Ontario front-line service delivery workers will be administered (N=500). Special attention is being given to organizational size, urban-rural region, gender, educational level, union activism and disability.

Harry Smaller (York University), Rosemary Clark (Ontario Secondary School Teachers Federation), and D.W. Livingstone (OISE/UT), with the Nova Scotia Teachers Union, the Alberta Teachers Association, and the Canadian Teachers Federation

This project builds on the first national study of the formal and informal learning activities of Canadian school teachers undertaken by NALL in 1999 (Smaller et al. 2000). It is providing further and more in-depth documentation of the ways teachers engage in their own informal and formal learning, and the ways in which recent government policies and changes in working conditions have influenced these learning patterns and their views of professional knowledge. The first stage will again involve a national survey (N=2000) of randomly sampled teachers drawn from the lists of the Canadian Teachers' Federation, in the spring of 2004. The second, case study part of this study will involve semi-structured interviews and focus groups with teachers from three provinces in which governments have mandated distinctly contrasting professional learning regimes for publicly employed teachers since 1999. Ontario’s government-imposed mandatory recertification regime; Alberta’s employer-managed annual professional growth plans, and Nova Scotia’s teacher union-administered model with a minimum criterion of formal and informal learning time. Special attention is being devoted to gender, age, race, ethnicity, family status, dis/ability, and region.

5. Doing Disability at the Bank: Discovering the Work and Informal Learning/Teaching Done by Disabled Bank Employees

Kathryn Church, (Ryerson University) Melanie Panitch, (Ryerson University)and Catherine Frazee (Ryerson University), with the Royal Bank of Canada

The study is exploring the work-learning relations that shape and are shaped by “disabled” employees within a major Canadian bank, one of the most rapidly changing organizational and training environments (Livingstone and Mitchell, 1999). We know virtually nothing about work-learning relations as lived out by
disabled people in the unmediated world of regular jobs, and particularly within a bank. There may be particular challenges for disabled employees to become competent in this sector in terms of informal acculturation into social networks (Church, 2001; Church et al, forthcoming). On the bases of feminist standpoint theory (Smith, 1987) and a social model of disability (Barnes et al, 1999), this project will investigate the work of informal learning that people with disabilities do in order to get and keep a job. We are making use of individual semi-structured interviews (N=100), focus groups and participant observation in the context of bank environments in three regions, speaking to both disabled and non-disabled employees. In addition, we are drawing on the general analysis of self-reported disabled workers in the general national survey (N=about 1000) to compare the learning and work relations of disabled bank employees.

6. Women’s Alternative and Informal Learning Pathways to Jobs in Information Technology

Shauna Butterwick (University of British Columbia)
Jen Liptrot (Advocates for Community-Based Training and Education for Women, or ACTEW), and

We know that women are relatively absent in the information technology (IT) sector, in distinct minorities in formal educational access routes (engineering, mathematics and computer sciences, and that many women have misconceptions regarding the industry (AAUW 2000; Moran, 2002). We have little understanding of how women in the IT sector learn skills and knowledge about and subsequently access careers through alternative educational pathways and informal or nonformal learning, including on-the-job learning, self-directed learning, and formal education in other fields such as graphic arts. This study is conducting a critical analysis of key state IT policy documents, secondary analyses of Statistics Canada data bases, semi-structured interviews in B.C. and Ontario with key informants in the IT sector and informal IT networks, focus groups in both provinces, and an online survey (N=200), as well as online discussion groups. Our participatory action research approach is grounded in attention to the operation of gender, race, class and “disability” differences within learning and work regimes.

7. Immigrant Workers Learning to Labour in Canada: Rights and Organizing Strategies

Eric Shragge (Concordia University), with the Immigrant Workers Centre (Montreal)

This project is examining the work and learning experience of recent immigrants to Canada. Four representative groups will be examined: a textile factory with workers from many different countries; a support group of women laid-off from a factory; live-in care givers; and highly accredited, underemployed Fillipino
nurses. The approach used, growing out of a similar NALL project (Church, Shragge and Bascia, forthcoming), understands learning as growing out of the very specific social experiences of immigrant workers. Special attention is given to exploring how immigrant workers learn to organize themselves and respond to the pressures of the economy to negotiate means of self-protection in the current economy. Research methods include in-depth interviews with key informants and those active in each specific sector (N=30 in each of the 4 groups). A team of community researchers and activists will be formed through the Immigrant Workers’ Centre to assist in conducting the interviews, analyzing the results and comparing the situations of different immigrant workers. Since these groups include a very high proportion of women workers, the study will especially focus on questions of gender in relation to immigrants’ work-related learning processes.

8. Housework and Care Work: Sites for Lifelong Learning

Margrit Eichler (OISE/UT), with Mothers Are Women (MAW)

There are no well-grounded prior studies of the relations between housework and learning. This study is focusing on household work and the learning that occurs through performing it. We are exploring what counts as work and why (Esterik 2002; Knaak 2002), and how the nature of paid and unpaid household work and the learning associated with each shifts over time. Informed by Eichler’s (1997) prior policy research, a new, expanded definition of household work is being developed by a grounded empirical analysis with members of different organizations concerned with household work. The major objective is to examine the learning associated with the performance of household work by women, men and teenaged children in different circumstances. We are exploring how household work has changed (a) over the past five years, and (b) over the life course of individuals, and how these changes have affected learning practices. We are examining the household work and the learning attached to it of several vulnerable groups, including single mothers and recently separated people. We are using focus groups to develop the expanded definition of housework. We are analyzing the data from the national survey on learning in relation to types of households and incidence of housework. A sub-sample of people (N=100) in different types of households will be drawn from the Toronto respondents to the national survey and an additional semi-structured interview will be administered. Further focus groups and analysis of related discussion on the MAW website may also be used.

9. The Informal Learning of Volunteer Workers

Daniel Schugurensky (OISE/UT), with Advocates for Community-Based Training and Education for Women (ACTEW), the Ontario Healthy Communities Coalition (OHCC), and the Ontario Region of the Cooperative Housing Federation of Canada (OCHFC)

This study is looking at the connections between informal learning and volunteer work among those who volunteer to improve access to the labour market, and
those who volunteer for other reasons, with a focus on immigrants and women. We are exploring in more depth the original general finding in the 1998 NALL survey of a much stronger association between informal learning and community volunteer work time than between informal learning and paid employment time (Livingstone 1999). Although there are many studies on voluntary work in Canada (e.g. Hall, McKeown and Roberts 2001), little is known yet about the extent, modes and effectiveness of volunteers’ acquisition of new skills, knowledge, attitudes and values, and the relationship between formal, nonformal and informal learning in this process. The case of recent immigrants is particularly relevant for this study, given analyses suggesting that lack of recognition of their credentials and prior learning now costs Canadian society about $15 billion annually (Reitz 2001). This study is suggesting policies and programs to improve the connection between volunteering and relevant job acquisition. The methodology includes a survey questionnaire similar to the national survey (N=200), semi-structured interviews with 30 volunteers in each of the three organizations, and six focus groups (6-8 participants per group).

10. The School-to-Work Youth Transition Process

Alison Taylor (University of Alberta), Sandra Clifford (Ontario Federation of Labour), and David Livingstone (OISE/UT), with the Ontario Secondary School Teachers Federation, the Alberta Teachers Association, and the Alberta Federation of Labour

Our objective is to learn more about how school-work transition (SWT) programs work through comparative examination of relevant policies and practices within the K-12 education systems in Ontario and Alberta. Using our expanded conception of work and learning should deepen debate in this area. For example, a focus on work experience courses should raise questions about the extent to which schools and employers recognize and value informal learning and unpaid work experience. Similarly, more attention should be paid to the actual learning processes in work experience to help students relate formal and informal learning, promote the valuing of such knowledge, and promote the radical educative possibilities of work experience (Guile and Griffiths, 2001; Kincheloe, 1999). We specifically address the lack of information in research literature about the transition experiences of historically disadvantaged students (cf. Levin, 1999) and the perspectives of organized labour and community groups (Taylor, 2002). We first examine why and how SWT policies developed, how they are conceptualized, and how they are evaluated through an analysis of policy documents and interviews with government representatives. Then we will explore different interpretations of labour market “realities” through focus groups with representatives from employer organizations, organized labour, and business-education foundations. The most intensive part of the research involves an in-depth analysis of work experience programs (cooperative education, work study, apprenticeship) through observations, and interviews (N=80) with students, parents, educators, employers, labour representatives, and other relevant participants within 4 different communities.
11. Critical Transitions Between Work and Learning Projects throughout the Life Course

Pierre Doray and (Université de Québec à Montréal)
Paul Bélanger (Université de Québec à Montréal)

This biographical study examines how the relation between perceptions of working situations and learning practices changes throughout the occupational life course of employees. Changes in economic structures and techniques of production, linked to the new economy, are posited to generate critical transition points in both the occupational life-course and in the learning biography of individuals. These transition moments are heuristic periods (Alheit, 1994) to grasp meanings that people give to different learning practices, and to understand how people, according to their cultural backgrounds and conditions of living tend to resort to learning in order to cope with these changes. The central issue is to see how individuals in different social conditions and in a segmented labour market, cope with the “incertitude” (Beck and al., 1994) of these transition periods and what meanings (Street, 1995) they give to these learning experiences in their life projects. To document relationships between changing work conditions and learning activities (formal and informal) in life course perspective, we will select 96 male and female respondents from the general survey according to the following criteria: reported significant transition in the last five years of their working life and residence in two areas, Greater Toronto and Greater Montreal. General learning and work profiles will be generated from the national survey data followed by more detailed biographical analysis (Lahire, 2002). A short event-centred questionnaire will be used to establish a biographical sequence of work and learning practices and events. Semi-structured interviews then will be used to probe the meanings given by the subject to the way s/he has coped with the last transition in relation to his or her work and learning history, previous critical transitions and general accessibility to learning resources.

12. Labour Education: Action Research from an Equality Perspective

Nancy Jackson (OISE/UT), and
Winnie Ng (Canadian Labour Congress)

Changing employment conditions and growing social diversity of the labour force are having a profound impact on unions, with vast implications for both formal and informal elements of union-based education. This case study explores how diversity and equality issues are being addressed by labour education in the Canadian Labour Congress, the national labour body with the leading role for labour education across English Canada. While equality goals have had a growing place in CLC labour education policy and practice (CLC 2002), major gaps remain in overcoming the marginalisation of many groups on the basis of colour, ethnicity, language, region of origin, sexual orientation, ability issues, age, etc. (see Ng, 2002; Martin, 1995; Briskin and McDermott, 1993). This program-oriented project is drawing on data from the national survey and other case studies.
to identify current best practices to address equality issues in Ontario and nationally, explore their adaptation for wider use, and develop labour education for equality and inclusiveness more fully. This study uses a participatory action research methodology. Methods of data collection include direct observation, key informant interviews, focus groups, and administration of portions of the national survey instrument (N=200). Five key groups will be central to this process: union leadership, labour educators, members of equality-seeking groups, adult education researchers specialized in labour education and participants in CLC courses generally. Year 1 will focus on gathering and evaluating data on current practices relating to equality in both formal and informal aspects of CLC labour education. Year 2 will focus on development, administration and evaluation of two pilot initiatives in the Ontario Region. Year 3 will focus on a second round of pilots (implementation and evaluation) in another region of Canada. Year 4 will focus on hosting a seminar to present outcomes of this research as well as producing written products for dissemination in labour and academic publications and for use in ongoing labour education.

The WALL Papers can be used in conjunction with the WALL Resource Base (Livingstone et al., 2008, Work and Lifelong Learning Resource Base (WALLRB): Materials for Teaching, Research and Policymaking, Toronto, ON: Centre for the Study of Education and Work, OISE/UT. Electronic form available at www.oise.utoronto.ca/research/wall/resources/WALLRB.htm The WALL Resource Base is a very extensive annotated reference list and data base on work and learning studies that has been produced under the sponsorship of the Canadian Foundation for Innovation (CFI) fund award associated with my Canada Research Chair in Lifelong Learning and Work.

Both the WALL Research Network and the WALL Resource Base have completed their activities under the auspices of the Centre for the Study of Education and Work (CSEW), which is co-sponsored by the Department of Sociology and Equity Studies and the Department of Adult Education and Counselling Psychology, located at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT).

All of these materials are intended to become as widely available as possible to assist further studies in the field of work and learning. Please feel free to use these resources, including the WALL research instruments, for any relevant research.

D.W. Livingstone
Director, WALL Research Network

April 19, 2010
1) General Resources, Video and Data Sources

A) General Introductory Papers


B) WALL Resource Base


C) Videos


D) WALL Survey Codebooks, Questionnaires and Data Sets

Web sites

Research Network in Work and Lifelong Learning (WALL). [HTML]

WALL Papers and WALL Principal Investigators, Research Teams and Community Partners. [HTML]

WALL Codebook and Questionnaires


Survey Data


E) Technical Reports


2) WALL Books

2005


2006


2006


2007


2008

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2010


Books in Preparation


3) WALL Book Chapters


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Schugurensky, D., Mundel, K., Duguid, F. & Slade, B. (in preparation). The case of the Ontario Healthy Community Coalition


4) WALL Journal Articles


5) Wall Working Papers

A) Survey Project Working Papers

B) WALL Case Studies Projects’ Working Papers

C) Other WALL-Related Papers
A) Survey Project Papers

Principal Investigator:
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P. Doray (Université du Québec à Montréal)
J. Myles (University of Toronto)
Work and Lifelong Learning (WALL) Survey Team


B) WALL Case Studies Projects’

Women’s Alternative and Informal Learning Pathways to Jobs in Information Technology

Investigators:
Shauna Butterwick (UBC)
Jen Liptrot (Advocates for Community-Based Training and Education for Women-ACTEW)


Doing Disability at the Bank: Discovering the Work and Informal Learning/Teaching Done by Disabled Bank Employees

**Investigators:**
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Catherine Frazee (Ryerson University)
RBC Financial


Labour Education: Action Research from an Equality Perspective

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Nancy Jackson (OISE/UT)
Winnie Ng (Canadian Labour Congress)


Immigrant Workers Learning to Labour in Canada: Rights and Organizing Strategies

Investigators:
Eric Shragge (Concordia University)
The Immigrant Workers Centre (Montreal)


Organizational Change and Worker Learning in Biotechnology and Pharmaceuticals

Investigators:
Paul Bélanger (Université de Québec à Montréal)
Pharmabio Developpement


Technological Change and Worker Learning

Investigators:
Peter H. Sawchuk (OISE/UT),
The Canadian Union of Public Employees


Sawchuk, P.H. (2003). Coping with Change in the Ontario Public Sector: The Importance of Participatory Design in The Changing Face of Work and Learning Conference (Sept 25-27th), University of Alberta, Edmonton, Canada (pp.181-186). [PDF].


**Investigators:**
Harry Smaller (York University),
Rosemary Clark (OSSTF),
D.W. Livingstone (OISE/UT),
The Nova Scotia Teachers Union,
The Alberta Teachers Association,
The Canadian Teachers Federation


Skill Acquisition and Labour Market Experience of At Risk Workers in Steel, Light Manufacturing and Nursing Homes

Investigators:
Anil Verma (University of Toronto)
Jorge Garcia-Orgales (USWA Canada)


Verma, A. & Mann, S. (2006). Learning Among Lower Wage and At-Risk Workers: The Roles of Personal, Organizational and Social Resources. WALL case study report. [PDF]


Critical Transitions Between Work and Learning Projects throughout the Life Course

Investigators:
Pierre Doray (Université du Québec à Montréal)
Paul Bélanger (Université du Québec à Montréal)


Presented at the “Future of Lifelong Learning and Work” Conference, Toronto, June. [PDF]


Housework and Care Work: Sites for Lifelong Learning

Investigators:
Margrit Eichler (OISE/UT),
Mothers Are Women (MAW)


The Informal Learning of Volunteer Workers

Investigators: Daniel Schugurensky (OISE/UT), Advocates for Community-Based Training and Education for Women (ACTEW), The Ontario Healthy Communities Coalition (OHCC), The Ontario Region of the Cooperative Housing Federation of Canada (OCHFC)


The School-to-Work Youth Transition Process

Investigators:
Alison Taylor (University of Alberta)
Educational Policy Studies, University of Alberta


C) Other WALL- Related Papers


McNair, S. (2006). Extending Working Life: Understanding the Ageing Workforce - A UK View. Director, Centre for Research into the Older Workforce (CROW), University of Surrey/NIACE. [PDF]


6) Selected WALL Conferences Papers


Selected List of Preliminary Papers Presented at the

First Annual WALL Network Members’ Conference


Sawchuk, P. & Hennessy, T. (2004). Worker Responses to Technological Change in the Canadian Public Sector: Issues of Learning and Labour Process. [PDF].


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Livingstone, D.W. & Eichler, M. (2005). Ontario Institute for Studies in Education of the University of Toronto: Mapping the field of lifelong (formal and informal) learning and (paid and unpaid) work. [PDF].
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RETHINKING PAID AND UNPAID WORK


A) JOB REQUIREMENTS AND WORKERS’ LEARNING PRACTICES: SURVEY AND FIVE CASE STUDIES


B) TECHNOLOGICAL CHANGE AND WORK (PANEL PRESENTATION)


C) THE POLITICS OF RECOGNITION (PANEL PRESENTATION)


Recognizing the Invisible Work of Doing Corporate Disability


A) STRATEGIES TO ELICIT TACIT LEARNING


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B) PRIOR LEARNING ASSESSMENT AND RECOGNITION


Kennedy, B. & Hall, G. (2006). CAPLA, RFL, Adult Learning, Prior Learning and Assessment and Recognition. [PDF] [PDF].


C) CONTINUITY, CHANGE AND CONFLICT: THE ROLE OF LEARNING IN DIFFERENT PRODUCTIVE SYSTEMS


D) TEACHERS’ INFORMAL AND FORMAL LEARNING


COMMUNITY AND UNION-LED WORKSHOPS: RETHINKING RESEARCH FOR POLICY CHANGE

B) THE IMPACT OF UNIVERSITY-BASED RESEARCH ON THE LIVES OF TEACHERS AND OTHER WORKERS


C) LEARNING FOR SOLIDARITY AND UNION RENEWAL


C) PARTICIPATORY RESEARCH WITH LOCAL TRADE UNIONISTS IN THE UK

PLENARY 4 CHALLENGES FOR WORKPLACE TRANSITIONS


A) POLICY, PROGRAMS, AND EQUALITY SEEKING GROUPS


B) CORRECTING INEQUALITY IN ADULT EDUCATION PARTICIPATION


D) FORMS OF TRANSITION AND LEARNING (PANEL PRESENTATION)


7) WALL Student Theses


Bird, A. (Ph.D., Currently completing). The Peculiar Family Business of Family Child Care: Policy and Regulation Affecting Emotional Labour in Caregiving. OISE/University of Toronto.


Fennessy, B. (Ph.D., 2009). Communities and Leaders at Work in the New Economy. OISE/University of Toronto.


Jubas, K. (M.Ed. graduating paper, 2004). Dyeing the Pink Collar Mauve: Understanding Technical Communication as a Gendered Solution to Learning,
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Mitchell, L. (M.A., Currently completing) Workplace Learning of Retail Branch Workers in Conditions of Organizational Restructuring. OISE/University of Toronto.


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Scholtz, A. (Ph.D., Currently completing). Knowledge, Power and Class: Exploring the Labour Processes of Professional and Semi-professional Employees in Canada. OISE/University of Toronto.


Stowe, S. (Ph.D., Currently completing). Accessibility to Learning for the Workplace. OISE/University of Toronto.


8) List of WALL Members and E-mail Addresses

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