Preliminary Bibliography of the Research Network for New Approaches to Lifelong Learning (NALL)

By Alan M. Thomas, OISE/UT

WALL Working Paper No. 1, 1999
Dear Network Member:

This preliminary bibliography is intended as a basic resource for the development of most NALL projects. We have tried to identify some of the most relevant prior writings on informal learning in relation to each of the major themes that our network has chosen to emphasize. The primary focus is on works which offer general perspectives and approaches to informal learning. We have also tried to provide a fairly inclusive list of previous empirical surveys and case studies of general informal learning practices.

The listing under other thematic categories are indicative rather than inclusive. The specific thematic bibliographies will have to be further developed by respective groups and projects, as the PLAR group has begun to do.

Along with the detailed listing, we are providing you with a package of six key readings and a further list of about sixty key references which we hope will aid in
thinking through some of the central questions with which the network must deal: what standpoints and research methods are most suitable for us to study informal learning? what distinguishes informal learning from other types of learning? what do we know about the incidence and forms of collective and individual informal learning in general and in specific social groups? what factors can explain variations in informal learning? what sorts of organized education programs can best facilitate learners' continuing constructive use of their informal knowledge?

This material is intended as a "starter kit" for general dialogue across the network and to try to ensure that each individual project does not have to recreate the same "bibliographic wheel".

Members have begun our collaborative work with different levels of familiarity with the literature cited here, but most folks should find something new here. We request that all members carefully review this preliminary bibliography and notify the NALL office of any glaring ERRORS OR OMISSIONS. We request your initial additional suggestions within the next few weeks. We intend to make the NALL working bibliography publicly available through our Website by November. Of course, we will continue to develop it cooperatively through the life of the network. Increasingly, the work of our own members should become major new ingredients of the bibliography. Please send the NALL office copies of any relevant new writings.

The NALL bibliography has been compiled over the past few months primarily by Matt Adams, with the assistance of several other NALL graduate assistants. The main sources and time periods covered are listed in the following pages, along with guidelines for those who want to do further searches with the same sources. Please let us know whether or not you find this material useful.

Best regards,

David Livingstone,

NALL Network leader
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Nall Bibliography: Summary of Literature

Keywords and Terms

This bibliography is drawn from a number of sources, including bibliographies from published works and the "Strategic Research Networks in Education and Training" prepared by Reuben Roth and the "Working Class Learning Strategies" prepared by Peter Sawchuck.

For ERIC searches, the CD rom proved most effective. This system allows one to select a large subject, such as "surveys", and then to search for sub-catagories within the main heading. Keyword searches also display the thirty or so words that are alphabetically related to the term being searched. As ERIC listings are consistently being updated, including the listing of older pieces, anyone doing further searches is encouraged to retrace the ERIC search terms below.

The marked terms were the most effective

Search Terms in ERIC 1983+ to Present (CD ROM)

Formal Education

Informal Education

* Nonformal Learning/Education

* Informal Learning

Self-Directed AND Learning

* Self-Directed

Self-Planned

Self-Organized

* Racism/Learning

* Aboriginal/Education/learning

Indeginous/education/learning

Oral Histories
Popular Education and informal
Participatory Education
Training/self
Allen Tough

Search Terms in ERIC 1966 to 1982

*Informal Education
Informal Learning
Non formal learning
Non formal education
Self-Directed
Allen Tough

Racism/learning

Search Terms in Dissertation Abstracts (CD ROM)

The Dissertation Abstracts on CD Rom are divided into the following breakdowns by years: 1861-1974/ 1975-1982/ 1983-1988/ 1989-1993/ 1994-1997. The following keywords were used within the various time blocks:

Learning/Education (1994 to present)

*Informal Learning/Education (1989 to present)

*Self-Directed Learning (1975 to present)

Nonformal (89 to present)

* Allen Tough (1975 to Present)

Search Terms in Sociofile (CD ROM)

This system is not broken down by year. Searched upto July 1997

*Informal learning/education
nonformal education

nonformal learning

*self-directed learning

*****

Beyond some of the above, the "Working Class Learning Strategies" bibliography also used the following key word searches:

union members

union culture

worker culture

working class culture

trade union culture

trade union education

labour education

labor education

working class learning/education

education-work relationships

learning activities

training
Key Readings


Smith, D.E. (1997) "From the Margins: Women’s Standpoint as a Method of Inquiry in the Social Sciences" Gender, Technology and Development (1) 1


Key References


Betcherman, G., et al. (1997) "Developing Skills in the Changing Workplace; the results of the IKOS workplace/training survey" Ottawa: Canada Policy Research Networks Surveys

Brookfield, S. (1981a) "The Adult Learning Iceberg: a critical review of the work of Allen Tough" Adult Education (UK), 54 (2) 110-118


Engestrom, Y. (1991) "Activity Theory and Individual and Social Transformation" Activity Theory, 7 (8), 6-17


Flannery, Daniele, D (1994) "Changing Dominant Understandings of Adults as Learners" New Directions for Adult and Continuing Education, n61 p17-26 Spr ERIC EJ480539 CE526273

Forrester, K. (1995) "Learning in Working Life: The contribution of Trade Unions" In Marjorie Mayo and Jane Thompson (Eds.), Adult Learning, Critical Intelligence and Social Change. Leicester: National INstitute of Adult and Continuing Education


Kerka, Sandra (1994) "Self-Directed Learning. Myths and Realities" ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. 4p.


Lovett, T. (1995) "Popular Education in Northern Ireland: the Ulster People's College" In Adult Learning, Critical Intelligence and Social Change, Mayo, M, Thompson, J. (Eds.) Leicester: NIACE


Mirza, Heidi Safia (1992) "Young, Female and Black." New York, 1992


Satzewich, v., Wotherspoon (Eds) (1993) "First Nations: Race, Class and Gender Relations" toronto: Nelson Canada


Smith, D.E. (1997) "From the Margins: Women’s Standpoint as a Method of Inquiry in the Social Sciences" Gender, Technology and Development (1) 1


Withnall, A. (1990) "Celebrating Informal Learning. From Theory to Practice" Adult Learning (England) (2) 4 December pp 102-104
I. General Perspectives and Approaches to Informal, Non-formal and Formal Learning

A. Overview of Adult Education


Canada Communication Group (1992) "education and training in canada" Ottawa: Minister of Supply and Services


Fingeret, H.A. (1990) "Let Us Gather Blossoms under Fire..."


Language and culture shape the meanings that are attached to experience and to text. Yet, it is often believed that literacy work can be standardized and formalized, industrialized and normalized, as if adult new readers constructed meaning differently from proficient readers. Workplace literacy programs too often teach the employer's meaning and family literacy programs teach the schools' meanings, pressuring learners to accept the interpretations of the dominant group. When literacy programs help students come to know and reflect on their own meanings, they help students come into their own power--instrumental, personal, and political. Standardization is seen as necessary to accountability. It is easy to tell whether students are learning what they need and want to learn by asking them to read, write, or talk about what they have learned. In the midst of pressure to systematize and homogenize, we must learn to personalize. Respect for cultural and linguistic background is not simply a matter of motivating, titillating, interesting, recruiting, or retaining. It has to do with dignity, power, strength, and authority.

Fingeret, Arlene (1983) "Common Sense and Book Learning: Culture Clash?" Lifelong Learning: The Adult Years, v6 n8 p22-24 Apr

Focuses on the concept of common sense and explores the potential conflict between common sense and book learning as it relates to the approach to culture in adult basic education.

Flannery, D.D. (1994) "Changing Dominant Understandings of Adults as Learners" New Directions for Adult and Continuing Education No 61 Spring


Gelpi, E. (1979) "A Future for Lifelong Education. Vol 1 Lifelong Education: principles, policies and practices" Department of Adult and Higher Education, University of Manchester: Manchester

Gelpi, E. (1979) "A Future for Lifelong Education. Vol 2 Lifelong Education: Work and Education" Department of Adult and Higher Education, University of Manchester: Manchester


Griffen, V. "Self-Directed Adult Learners and Learning Part I" Canadian Association for Adult Education (2) 1 pp 6-8


Meaghan, D. (1995) "Quality Education and Other Myths: A New Face for an Old Conservative Agenda" Our Schools/Our Selves 7, (1)


Jackson, Nancy S. (1990) "Wolves in charge of the Chicken Coop:Competition As Good Management" In, Education for Work, Education as Work: Canada's Changing Community Colleges, Muller, J. (ed.) Garamond Press Toronto
Explores how process of mediation is embedded in the curriculum process of a community college. "Competence is brought into being not as a property of individual learners but as a socially organized practice, embedded in the documentary processes in which the college is administered and governed."


Lovett, T. (1995) "Popular Education in Northern Ireland: the Ulster People's College" In Adult Learning, Critical Intelligence and Social Change, Mayo, M, Thompson, J. (Eds.) Leicester: NIACE


Mayo, M., Thompson, J. (Eds.) (1995) "Adult Learning, Critical Intelligence and Social Change" Leicester: NIACE


Organization for Economic Co-operation and Development (1996) "Lifelong Learning for All: meeting of the education committee at ministerial level" January 16-17 Paris: OECD

O'Shea, J., Corrigan, P. (1979) "Surviving Adult Education" National Institute of Adult Education (52) 4 November


Spencer, B. (1994) "The End of Adult Education? The Formalisation of Nonformal University Extension and Union Education" in CASEA Theory And Practice Conference. Simon Fraser University


Thomas, A.M. (1982) "Adult Learning Canada" Department of the Secretary of State. Department of Adult Education


B. Definitions/conceptual distinctions


Brookfield, S. (1981a) "The Adult Learning Iceberg: a critical review of the work of Allen Tough" Adult Education (UK), 54 (2) 110-118

Brookfield, S. (1981b) "Independent Adult Learning" Studies in Adult Education (United Kingdom) 1 pp. 15-27


Cohen-Rosenthal, E. (1977) "Lifelong Learning - For Some of the People" Change, August


This interview focuses on the qualities and characteristics of autonomous learners, the related concept of learner training, and self-assessment.


Evans, T. (1995) "Globalisation, post-Fordism and open and distance education. Distance Education 16 (3) 256-269

Evans, T. (1989) "Taking place: the social construction of place, time, and space and the (re)making of distances in distant education" Distance Education, 10 (2) 170-183

In-depth unstructured interviews and participant observation of 43 adults showed that illiterates create reciprocal networks to which they contribute a range of skills. Illiterate adults demonstrate varying abilities to decode the social world and take action; that is, illiteracy does not imply dependence.


Gunn C. (1987) "Redefining Types of Adult Learning" Journal of Community Education, 6, 2


The study examined the process of informal learning in the context of family caregiving for the frail elderly in the community. Sixty ethnographic interviews were conducted with 15 family caregivers. A model of informal learning as reflection-in-action emerged from the data. Five themes as meaning and six types of informal learning were derived from the interview data.

Hatton, M.J. (ed) (1997a) "Lifelong Learning: policies, practices and programs" Toronto: School of Media Studies at Humber College


Kerka, Sandra (1994) "Self-Directed Learning. Myths and Realities" ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. 4p.


La Belle, T.J. (1982) "Formal, Nonformal and Informal Education: a holistic perspective on lifelong learning" International Review of Education (28) 2 pp 159-175


The dichotomy of formal & informal education dominates cross-cultural research on the cognitive consequences of education. This is problematic in that formal education is characteristically defined in Western terms. An alternative classification is offered based on what cognitive processes are tapped by different forms of learning. Major categories of learning are: incidental; ill-defined intentional; & well-defined intentional. The latter includes the following strategies: attention-directing acquisition, rehearsal acquisition, chanting acquisition, & others. 1 Diagram, 50 References. W. H. Stoddard (Copyright 1985, Sociological Abstracts, Inc., all rights reserved.)


Titmus, C (ed) (1989) "Lifelong Learning for Adults: an international handbook" Oxford: Pergamon


Townsend, C., Edwin, K. "Formal, nonformal and informal modes of learning: a glimpse of the Tanzanian experience"


Withnall, A. (1990) "Celebrating Informal Learning. From Theory to Practice" Adult Learning (England) (2) 4 December pp 102-104

Identifies definitions and types of informal learning. Examines issues such as the utility of informal learning, the processes involved, and the lack of methods to assess the quality of learning acquired informally.


These proceedings contain 47 papers presented at a conference focusing on nonformal adult education. Papers deal with 12 adult/continuing education content areas. These content areas and representative paper focuses are adult development (the role of gerontology programs in life transitions, the impact of development on adult learning), aging (life satisfaction and self-directedness, the relevance of Freire's approach to education to older adult education, nonformal education as an empowering process, educational benefits to students in lifecycle transitions, community adult education, neighborhood programming, working class learners, out-of-school education), corrections education, extension education (planning, adult learning as measured by dietary behavior change, effect of student involvement on student attitudes), history of adult education, institutional development (importance of topics in pre-retirement training, a model educational alliance), international education (adult education in West Germany, adult basic education teachers in Kuwait), learning theory (implications for delivery systems, comparison of adult learning theories), literacy (oral subculture membership of illiterate adults, factors influencing General
Educational Development test scores), philosophy (tuition assistance, selection of adult education doctoral degree graduate students, impact of research and development, work and participation in vocational training), technology (cable television, audio conferencing), and volunteerism (types of nonformal education, volunteerism as adult education, volunteer characteristics).


C. Theories of learning


Coolican, P.M. (1973) "The Learning Styles of Mothers of Young Children" Ph.D dissertation, Syracuse University


Engestrom, Y. (1991) "Activity Theory and Individual and Social Transformation" Activity Theory, 7 (8), 6-17


Flannery, Daniele, D (1994) "Changing Dominant Understandings of Adults as Learners" New Directions for Adult and Continuing Education, n61 p17-26 Spr ERIC EJ480539 CE526273

"Universal" theories imply that a single group represents everyone. Universality in adult education theories about motivation and adult learning perpetuates racism and sexism and should be challenged through alternative perspectives for knowledge building.

Freinet, Celestin (1990) "Cooperative learning and social change: Selected Writings of Celestin Freinet" OS/OS Toronto, Dec.


Grinberg, J. and others (1994) "Paulo Freire's Legacy to Democratic Education" Hands On, n48 p44-45 Summer ERIC EJ486959
Highlights ideas of Paulo Freire that are relevant to the meaning of democratic teaching. Freire believes that the traditional curriculum leads teachers and students to conform, and he advocates "conscientization" or a democratic approach to teaching in which the learner actively participates in understanding and defining the personal and political realities of social life.


Hohelpa, Margie; Jenkins, Kuni (1996) "Te Ao Tuhi—Maori Literacy: A Consequence of Racism?"Nga Kete Korero: Journal of the Adult Reading & Learning Assistance Federation, n4-5 p5-11 EJ537165 CE530359 Annotatio in Section III


Houston: Gulf


Landsberg-Hart, S. et al. (1993) "Learning the Ropes: the social construction of work-based learning" National Center for Research in Vocational Education


Craft apprenticeship among tailors in Liberia is a complex educational form that calls into question the school-centric, simplistic dichotomy (formal & informal education) that pervades comparative research on education. Likewise, comparative analysis of apprenticeship & schooling shifts the focus from differences in the organization of teaching to the rich variety of learning processes that are integral to every form of education. It is suggested that an anthropological emphasis on learning as a quintessentially contextualized, socially organized activity has much to offer.


Peirce, Bonny Norton (1994) "Language Learning, Social Identity, and Immigrant Women" 12p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12) ERIC ED373582 FL022435 Annotation in Section III


Scribner, Sylvia; Cole, Michael (1973) Cognitive Consequences of Formal and Informal Education; Science; 182, 4112, 9, Nov, 553-559. Rockefeller U, New York NY

The thesis developed here is that school represents a specialized set of educational experiences which are discontinuous from those encountered in everyday life, & that it requires & promotes ways of learning & thinking which often run counter to those nurtured in practical daily activities. This thesis grows out of a review of recent psychological studies of thinking & problem-solving in traditional societies. Contemporary psychological research confirms anthropological findings of the universality of basic cognitive capacities, such as the capacity to remember, generalize, form concepts, operate with abstractions, & reason logically. There is accumulating evidence that there are differences in the way schooled & unschooled individuals bring these capacities to bear in various problem-solving situations. Unschooled populations tend to solve individual problems singly—each as a new problem—whereas schooled populations tend to treat them as instances of a class of problems that can be solved by a general rule. Schooled & unschooled individuals show striking differences in ability to give verbal accounts of their own intellectual operations. It is hypothesized that these different performance patterns are generated by different socially patterned learning contexts which embody distinctive value orientations, impart particular domains of knowledge, & promote context-appropriate learning skills. Reviews of anthropological studies of informal education & formal education in noninstitutional settings suggests that schools constitute a qualitatively new learning environment, emphasizing universalistic, rather than particularistic, person-oriented values, transmitting bodies of knowledge whose basic organizing concepts often conflict with the traditional culture’s way of understanding & interpreting the world, & proceeding "out of context" & carried out predominantly through the medium of language. There is a need for serious & basic changes in the social organization of education. A two-way movement is needed to bridge the gulf between school & practical life: (1) to move everyday life into the school, & (2) to introduce the techniques of the modern school into the context of recognized practical problems & to make education instrumental in traditional settings. Modified AA (Copyright 1978, Sociological Abstracts, Inc., all rights reserved.)


Siemiatycki, M. (1993) "Teaching Outside the Mainstream" Our Schools/Our Selves #27


Srikandath, Sivaram (1991) "Social Change via People's Theater"


This paper attempts to develop a theoretical framework to better understand the role of people's theater in bringing about social change. First, the paper provides a historical perspective on how people's theater evolved in Europe and the United States. The paper then investigates the rise of people's theater in such Latin American countries as Nicaragua and Mexico, and in the Asian nations of the Philippines and India. A theoretical framework for the role of people's theater in social change is developed in the paper, using A. Gramsci's idea of subalternity, P. Freire's concept of "conscientization", J. L. Moreno's notion of "socio-drama," and A. Boal's concept of "poetics of the oppressed." The paper provides theoretical signposts to serve at nodal points for further scholarly discussion and study on people's theater.


Wells, G. (1996) "Discourse as Tool in the Activity of Learning and Teaching" Mind, Culture and Activity, 3 (2): pp 74-101


Zacharakis-Jutz J.(1988) "Debunking Empowerment Theory" Adult Education Quarterly (39) 1
D. Contextual factors/Histories


Britain's fast growing field of community work is reviewed with special focus on: (1) extant educational elements, (2) the adult educator role, & (3) the structure of training operations. Community development--a form of social self-help oriented toward social, political, & economic education with origins in rural areas of the Third World--became, in addition to the developmental aspect, involved in community organization (ie, bureaucratic control) on entering the urban centers in Britain. Here, the social or community work concept as well as the social worker's job description entail both elements--development & organization of community. The ensuing discussion sought to relate out-of-school education to community work by categorizing education into: (A) formal education (eg, primary schools through graduate program--not applicable in this context), (B) nonformal education (eg, any organized educational activity outside the formal system which applies to specific learning objectives, like adult education courses), & (C) informal education (eg, a nonscholastic type of learning by doing, which applies to that practical skill & knowledge people learn from their environment (eg, home, neighborhood, communication media). The awareness, opportunity, & extent of nonformal & informal community education depend upon the individual professional worker's (ie, community worker/agent) image, ideas, & actions, keeping in mind that the objectivity of the agent has become a key concept in community development. Social participation & involvement make the educational element in Britain's community work seem as important as in the Third World. M. Scholz (Copyright 1977, Sociological Abstracts, Inc., all rights reserved.)


Carmichael, Hilda W. (1992) "An anatomy of self-directed learning investigations with learners new to the Logo domain"


R.Fellenz, Conti,G.(1990) "Adult Learning and the Community." Bozeman, MT: Center for Adult Learning Research, Montanta State University


A qualitative study examined the way in which literacy is perceived by illiterate adults. To identify the perceptions of illiterate adults toward literacy, researchers conducted in-depth unstructured interviews with 40 illiterate native English speaking adults living in a northeastern urban area.

Half the members of the study sample are currently participating in local literacy programs. While the illiterate adults interviewed all agreed that it would be nice to know how to read and write, some of those surveyed feared that the development of literacy skills and the subsequent increase in independence that literacy brings may entail losing one's place in the fabric of social life that exists in largely illiterate subcultures. A positive sense of community, with illiteracy as one of the factors contributing to it, often combines with negative images of literate people as individuals who lack common sense, thus

leading many illiterate adults to desire literacy skills only instrumentally. At least in the present study sample, illiteracy is viewed as a continuum. On The one end, it is most positively tied to one's place in the community. On the other end, however, it is identified as a degrading lack in the eyes of the larger society.

Flinck, R. (1977) "Why Adults Participate in Education" University of Lund, Department of Education, Sweden


McGiveney,V. (1990) "Education's for other people: access to education for non-participant adults" Leicester: National Institute of Adult Continuing Education

Shirk, J. (1990) "Lifelong Learning in Livingston, Montana" In R. Fellenz, Conti,G. Adult Learning and the Community. Bozeman, MT: Center for Adult Learning Research, Montanta State University


E. Research Methods/Standpoint of researchers


Alcoff, L, Potter, E. (1993) "Feminist Epistemologies" Routedge


Annotation in Section II


CRIAW "Feminist Research Ethics: a process" 2nd Edition CRIAW


This case study illustrates how substantial differences between the values and operating procedures of a university (and its continuing education department) and a nuclear power utility destroyed a promising collaborative effort in which the university set out to train power plant technicians to respond to emergency situations.

Geertz, C. (1973) "The Interpretations of Cultures" Basic Books. See especially Chapter 1 "Thick Description: Toward an interpretive theory of culture" and Chapter 13 "The Cerebral Savage: on the work of Claude Leve-Stauss"


In this article, a black feminist teacher educator shares personal reflections on learning and teaching about "difference," a political, dangerous, and "unsafe" terrain. She discusses her experiences within the context of misogyny and racism and contrasts her students' struggles against her black female authority in the classroom with the authority of colleagues not of her race and gender. (IAH)


Rosaldo, R. (1986) "From the Door of His Tent: The Fieldworker and the Inquisitor" In Writing Culture: the poetics and politics of Ethnography, Clifford, J, Marcus, G.e. (Eds). University of California Press


Selener, D. (1997) "Participatory Action Research and Social Change" [for orders contact: daniel@iirr.exc.ec]

Smagorinsky, P. (1997) "The Social Construction of Data: methodological Problems of Investigating Learning in the Zone of Proximal Development" For copies, email: smagor@aardvark.ucs.uoknor.edu

Smith, D.E. (1997) "From the Margins: Women's Standpoint as a Method of Inquiry in the Social Sciences" Gender, Technology and Development (1) 1


II. Surveys, Ethnographies

A. Surveys

Advisory Council for Adult and continuing Education (1982) "Adults: their educational experience and needs: the report of a national survey" Leicester: ACACE


Betcherman, G., et al. (1997) "Developing Skills in the Changing Workplace; the results of the IKOS workplace/training survey" Ottowa: Canada Policy Research Networks Surveys


This study explored how a sample of American workers,

between ages 25 and 40, perceived and self-assessed their work-related competencies in light of the of knowledges, skills, and abilities (KSAs) defined in the 1991/1992 Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS) report. This study focused on levels and sources of acquisition of the KSAs in the current American workforce. Using a survey instrument designed by the researcher, respondents provided self-assessment ratings of their current levels of acquisition of the 37 KSAs. They also ranked the most likely sources (e.g., school, workplace, home) contributing to their acquisition of these KSAs. The sample population of 55 was selected by convenience covering a wide range of professional fields and educational levels. Demographic factors concerning educational attainment, work history, gender, and age yielded useful information in this study. The study revealed several
major findings. The sample population rated itself lowest in acquisition of technical and systems KSAs. Mining and manufacturing job sectors rated highest in learned technical KSAs, while education sectors led the ratings in nontechnical KSAs. Females rated themselves lower than males on 28 of the 37 KSAs, particularly in the technical areas. The higher the level of education the higher the sample population rated its KSA learning levels. The workplace ranked overall as the most likely source for learning the 37 SCANS KSAs. Participants under age 32 ranked the home overall as the most likely source of learning the 37 SCANS KSAs. These results provide workforce educators with additional information on lifelong learning requirements in the workplace. Areas of strengths and weaknesses in workplace KSAs were revealed, as well as the sources where learning each KSA might best occur. Suggestions for further research include (a) studies on education and training provided to mining and manufacturing and education job sectors (each rating on average highest in learned KSAs); (b) a study on why the home was ranked as the number one source of learning for those under age 32; and (c) a study on real or perceived differences between genders in learning the SCANS KSAs.


Canada Communication Group (1992) "education and training in canada" Ottowa: Minister of Supply and Services

Carp, A. (19) "Learning Interests and Experiences of Adult Americans" Berkely CA: B of M (IFFL)


**Annotation in Section V**

Cohen, A (ed) (1989) "Speaking of Scotland, a resource pack" Edinburg City Council's Adult Basic Education Team


Crowther, J., Martin, I., and M. Shaw (1997) Sustaining a Critical Culture in Scottish Adult and Community Education. Adults Learning 8 (8) 203-206


The purpose of this study was to ascertain if past educational accomplishment affected participation in self-directed learning projects. The research was based largely on self-direction theories of Allen Tough. From his conceptualization of self-directed learning, it seemed plausible to hypothesize that educational levels would affect the number of self-directed learning projects that individuals accomplished in the course of one year. Sixty adults of three educational levels (less than high school graduate, high school with some college, college graduate and above) were interviewed at length. Significant differences were found between the three groups but not in the direction of previous studies. Those interviewed with less than high school diplomas were found to do significantly more self-directed learning projects. Five other hypotheses were tested. Significant differences were found between the three educational levels and frequency of perceived obstacles, proportion of adults participating in learning projects where pragmatic goals were stated, and the proportion of adults choosing home as the most suitable place for learning. Two hypotheses were not significant. The number of job related self-directed learning projects accomplished by the three groups, and the association between perceived obstacles to the interviewees' learning projects.


This study of the continuing learning activities undertaken by fifty-two professional social workers in order to enhance their competence in the practice of social work had a two-fold objective: to describe the degree of effectiveness in their practice which professional social workers ascribe to the various practice-related learning projects in which they engage; and to determine if there is a relationship between the degree of self-direction, or autonomy, in each learning project and the degree of its positive impact on subsequent practice, as perceived by the practitioners themselves. The study was based on the research methodology and findings of Allen Tough and his colleagues. Tough's definition of a 'learning project' was adapted for consideration of a particular genre of learning activities—that which is related to the enhancement of practice competence. Data were collected in an intensive interview with each subject concerning the practice-related learning projects he had undertaken during the twelve months of 1980, and his assessment of the degree of effectiveness of the learning outcomes of each project in their application to practice, utilizing a Likert-type 'Effectiveness Rating Scale'. For purposes of data analysis, two measures were designed and applied, in association, to each of the 363 practice-related learning projects reported by the 52 subjects. The 'Measure of the Degree of Learner Autonomy' determined the degree of control exercised by the subject over each of the components of the learning process (Initiation; Guidance; and Evaluation) in each learning project. The 'Measure of Impact Value', which was derived from the 'Effectiveness Rating Scale', determined low, medium and high degrees of positive impact on practice. The principal finding of the study was that those practice-related learning projects in which the learner-practitioners exercised the highest degree of autonomy in control of the components of the learning process (particularly in control of the "Guidance" component) were seen by them to have the most positive impact on their subsequent practice. Some implications of this and other findings for professional practitioners, supervisors, adult educators and educational researchers are discussed in the concluding chapter.


Oral history interview data obtained from working class families (N = 50) in Ghent, Belgium, are used to examine parental styles of education within working class culture & to explore attitudes toward formal education as a means of social mobility across four generations. The role of the extended family, the growing up process, authority rules, & respectability are discussed within the context of transgenerational life histories, & illustrated via several case examples.
Stockholm: The Swedish Work Environment Fund

Annotation in Section Va

Dobson, J.R. (1982) "Lifelong Learning in Voluntary Association: a study of
nonformal education in Atlantic Canada" ERIC ED 222 657

Study of Transition from School to Work" Toronto: University of Toronto

EDAP (1989) "Questionnaire survey. Final report for hourly-paid and salaried
employees" Oxford: Trade Union Research Unit, Ruskin college

Engestrom, Y. (1990) "Learning, Working and Imagining: twelve studies in
activity theory" Helsinki: Orienta-Konsultit Oy

Field, J., Schuller T (1995) "Is there less adult learning in Scotland and Northern
Ireland? A preliminary analysis" Scottish Journal of Adult and Continuing
Education, 2 (2), 71-80

Fingeret, A. (1982) "Through the Looking Glass: Literacy as Perceived by
Illiterate Adults" Presented at the Annual Meeting of the American Educational
Research Association (New York, NY, March 19-23) ERIC: ED222698

Annotation in Section Id

Fisher, J.C. (1983) "What Turns Older Adults on to Evaluation: Research
Describing Participation in Educational Activities by Active Older Adults" Paper
Presented at the National Adult Education Conference

Franklin, William-S (1973) " A Comparison of Formally and Informally Trained
Journeymen in Construction." Industrial-and-Labor-Relations-Review; 26, 4, Jul,
1086-1094. Annotation in Section Vc

Learning Readiness and Performance in the Workplace: Implications for

Questionnaire & scale data from 753 employees of a large US utility company
are utilized to determine the relationship between self-directed learning readiness
& occupational performance. Results include high levels of self-directed learning
readiness in: (1) outstanding performers in jobs requiring high-level creativity; (2)
outstanding performers in jobs requiring high problem-solving skills; & (3)
individuals with higher levels of education. Implications for institutions of higher
education & the corporate sector are discussed. 10 Tables, 15 References.
Modified HA


In this study, the self-reported learning situations of a group of 34 urban adults were examined during a typical week in their lives. Participants were signaled via an electronic watch at random times during the day and asked to report on their experience. In addition, individual interviews were conducted to gain a more detailed understanding of the participant's learning situations during the week. These methods of collecting data allow one to measure not only planned learning, but also moments of unplanned learning, which often occurs in conversation with others. The term 'everyday learning' includes all of the myriad ways in which these adults learned--instrumentally (factual information and skill development), socially (learning about others and how to express oneself to others), and developmentally (learning about oneself). And the term includes both formal and informal learning situations, although informal learning situations were more frequent, as they are for most adults. This study of everyday learning contributes toward the education literature in three ways. First, it provides a way or a model with which to study and investigate the broader learning that occurs in everyday life. Second, it helps to broaden the adult learning literature to include both the planned and unplanned ways in which adults learn, and the factors that facilitate this learning. Finally, it assists our understanding of how primary mediating associations and the other institutions in one's life structure and shape adult learning and development. Since we learn from family, friends, and local community organizations, the presence or absence of them in our lives has a significant effect on everyday learning.


Kirsch, I., Jungelblut, A. (1995) "Using Large-Scale Assessment Results to Identify and Evaluate Generalizable Indicators of Literacy" Philadelphia: National Center on Adult Literacy, University of Pennsylvania

This report summarizes findings of the Colorado Lifelong Learning Project regarding learning needs of Colorado adults and resources currently available to meet those needs. It is divided into three sections. First, demographic and socioeconomic trends along with adult role responsibilities and life transitions that imply learning needs are described. Relationships between individual learning needs and collective learning needs are discussed. Profiles of adults who have a propensity to participate in learning activities are contrasted with profiles of people who are considerably underrepresented in learning activities. Second, learning resources currently available to Colorado adults are examined. Private sector resources are commented on; publicly sponsored resources are described in more detail. Organizational factors that affect adults' access to learning resources are noted. The final section briefly treats implications of this assessment of needs and resources and suggests that policy questions about adult learning services are different than those being asked about youth education.


The purpose of this study was to extend and explore further the construct and methodology of Allen Tough's study of intentional change as set forth by him in Intentional Change (1982). Specifically, it sought to determine if Tough's methodology is appropriate in an institutional setting, and to compare outcomes. Prison inmates are characterized by ethnic diversity, poor education, and limited opportunities. Previous to this study, decisions to change had only been studied among predominantly white groups in the general population outside of institutions. Data-gathering consisted of 50 structured interviews with inmates selected at random from the population of the Watertown Correctional Facility in Watertown, New York, a medium security prison. The sample was male, predominantly non-white and non-high-school graduate, with an average age of 28. Of the 50 subjects interviewed, 42 (84%) identified changes in their lives which generally fitted Tough's description of intentional change. Of these, the most frequently reported area of change was in the realm of emotions and self-perceptions (40% of all the changes). This finding differed from Tough's findings in the general population, where job and career related changes were most frequently reported. The nature of the results suggests that a new priority category, that of life style and attitude, needs to be added when trying to understand intentional change among prisoners. Consistent with previous studies of change, the current sample reported efforts to choose, plan and carry out changes with a great deal of autonomy, and to seek some kind of assistance only about 30% of the time. They differed, however, from earlier study populations, in that in 43% of the cases the subjects did not report investing a great deal of time or effort into planning and, in some cases, the planning stage was completely absent. It was concluded that the inmates, through the interviews, were expressing a sincere interest in personal change. It was further noted, however, that the prospects for lasting change among them were questionable, given the realities of crime and punishment in our society today. It was recommended that educational programs to enhance awareness of intentional change be considered for correctional officers, and that the institutional milieu of prisons be made more supportive of efforts to change on the part of the inmates.


Quick, S. et al. (1985) "Revitalizing Rural America: SOS Learning Networks" Paper Presented at 1st National Rural Teachers Education conference Billingham, WA


This study determined the number of self-directed learning projects undertaken by older adults and examined the motivational factors and anticipated benefits related to the learning activities. In addition, obstacles to conducting self-directed learning were identified by the respondents. A list of 20,032 names of adults, aged 50 or more years and residing in Tom Green County, Texas, was obtained from voter registration rolls and the residential rolls of four retirement complexes. Four hundred names were randomly selected to serve as the sample of the study. Of the 400 potential subjects, 120 persons agreed to be interviewed. Indepth interviews were conducted using the questions from Tough's Interview Schedule for Studying Some Basic Characteristics of Learning Projects and a probe sheet to identify obstacles to conducting self-directed learning projects. The interviews focused on the learning activities of older adults during the previous year. The 120 subjects of this study conducted a total of 239 learning projects in the previous year, an average of 1.99 self-directed learning projects per person. Ninety-five (95%) percent of the persons interviewed reported to have conducted at least one learning project in the past year. The majority of the learning projects were self-planned for the purpose of self-enjoyment and self-fulfillment. The most frequent obstacles to conducting self-directed learning projects identified by the subjects included: (1) finding the time for the learning activity; (2) the cost of the learning activity; (3) home responsibilities; (4) difficulty deciding what knowledge or skill to learn; (5) difficulty remembering new material or information; and (6) poor health. Comparisons of the results of this study were made with the results of previous studies by Tough, Hiemstra, and Ralston. The data support the belief that books, pamphlets, and newspapers are the primary source of information for the older adult. The results of this study indicate that older adults value self-directed learning as a major source of self-fulfillment in their lives and are motivated to develop new knowledge and skills through self-planned, self-directed learning projects.

Secretary of State for Employment (1989) "Training in Britain: a study of funding, activity and attitudes" London: Her Majesty's Stationary Office

Somtrakool, K. (1980) "Lifelong Education for Rural Adults: problems and planning considerations for the central region of Thailand" Ed.D dissertation,
University of Massachusetts. Order No: AAC 8101396 ProQuest - Dissertation Abstracts

Statistics Canada (1996) "REading the Future: A Portrait of Literacy in Canada" Ottawa: Statistics Canada

Statistics Canada (1995) "Literacy, Economy and Society: Results of the First International Adult Literacy Survey" Ottawa: Statistics Canada and OECD


B. Ethnographies


A first-person narrative taken from an oral history project conducted in New York City's Lower East Side. Minnie Fisher is a 76 year-old former garment worker who here recounts her experience in nonformal education. "You weren't going [to the universitett] for a diploma and you didn't get grades but everyone took the work very seriously. Probably more seriously than the ones who went to our American universitites, because those were young people who were being supported by their parents and by the state, and who wanted to make a career for themselves, more than study; the study took second place to the career. At the univerersitett, the knowledge itself was your diploma."


Concepts from contestation theory are drawn on to analyze interview data obtained in 1991/92 from participants (N not specified) at 2 Australian women’s learning centers. Findings suggest that, while women gain considerable knowledge from adult education courses, the informal, incidental, or embedded learning that takes place as they participate in these centers is equally significant. This experiential learning enables women to make sense of & act on their environment, & to come to understand themselves as knowledge-creating, acting beings. It appears that much of this informal learning is generated by conflict between people within the centers. 64 References. Adapted from the source document.


Harper, an American sociologist, documents in both text and extensive photographs, his relationship with Willie -- a local mechanic and jack-of-all trades in a rural community northern New York. Harper shows how Willie's work fits into the web of life in his largely traditional community. The mechanic creatively forms leftover odds and ends of machines into the basis of his own, his family's, and his neighbours' survival. "Willie also teaches anyone who comes to the shop who is willing to be taught. The shop becomes a school, and to get work done you must often become a student."


The purpose of this study was to describe aspects of contemporary Yup'ik Eskimo culture which might help Alaskan educators understand village settings. The study describes one Yup'ik Eskimo village, emphasizing the learning which occurred outside of school. The implications of the description for schooling and for questions in education and anthropology are discussed. The study was ethnographic both in technique and in cultural interpretation. The author lived in the village during the 1978-79 school year and from August, 1980, to February, 1981. Information was collected through the variety of techniques customarily used by fieldworkers in anthropology, and observations were interpreted in cultural terms. The study identifies ways in which children in the village learned from adults, from other children, and from media, and how they, as individuals, went about "figuring things out." The study also examines the ways in which villagers of all ages learned through a number of processes: modeling and observation, deliberate verbal instruction, reading, memorization, interaction with age mates, trial and error, and the ways in which they found individual solutions to problems. Of particular importance to the study was the identification of one sequence of processes which was preferred for children learning adult skills. In this sequence, the learner's attention was attracted by someone performing a skill. The learner decided whether or not he or she was interested in learning the skill, and interest was demonstrated by attempting the task in an emotionally supportive setting. The learner received instruction, discussion, and a pleased response from an adult. Children "learned to learn" in the preferred sequence. The author suggests that instructional methods in schools might be adapted to the informal expectations for learning in the community. Some observers, including Harry Wolcott and Sol Tax, have questioned the assumption that the primary mode of cultural transmission is from adult to child. In this study, the
author proposes that the transmission of culture depends upon the interrelationship between children learning from adults and children learning from peers. Alternative ways of viewing cultural transmission are discussed in terms of the author's observations and the literature on the anthropology of learning.


Informal learning contexts are only beginning to be seriously considered in educational research. The term "education" has often functioned narrowly as a synonym for "schooling," leading to the misconception that informal teaching and learning are not a legitimate part of education. Yet much of what we learn in life comes not from schooling, but from our experiences before and after school in families, neighborhoods and communities. Close analyses of these experiences, rather than being peripheral to educational research, can inform our concepts of instructional scaffolding, our views of conflict, and our perceptions of differences between formal and informal education. This ethnographic study seeks an understanding of informal teaching and learning as it is carried out indigenously in a community in Thessaly. The following research questions guided the work: (1) What makes informal teaching and learning episodes as a class similar to one another and different from the stream of activity surrounding them? (2) How do informal teaching and learning vary within a cohesive community, and what are the consequences of such variation for the learner? The study is based upon materials collected during eight months in a village in the central agricultural area of Greece, where the cohesiveness of the community, its history as an agricultural center, and the salience of "struggle" as a cultural theme made a particularly appropriate research site. Methods of data collection included writing daily field notes, audio and videotaping informal teaching and learning, observing kindergarten classes in the village, and interviewing community members. In the interpretation, microanalyzed audio and video recordings of informal learning are grounded in the broader ethnography of the community. The study points toward a more specific understanding of conflict in educational encounters and toward the realization that informal and formal types of order intertwine both in and out of school. It also contributes to an understanding of the social context of education by illustrating how everyday practices of teaching and learning both reflect and
reinforce a particular cultural theme. Through learning to manipulate the interpretive frames of "psemata" (lies) and "alitheia" (truth), learners in this community are initiated into the broader "struggle" of Greek life.


Increasing numbers of professionally trained employees are entering organizations, and more reliance on professionals in organizations means there is a need for support for their learning and development. Little is known about informal learning in the workplace, and even less about the professional as informal learner. Research was conducted at a chemical company, a subsidiary of a large petroleum company, to study the peer technical learning of chemists and engineers to improve the quality of science. The ethnographic study drew on data collected from interviews with 33 professionals. These data were collected and analyzed using tools of grounded theory research and morphological analysis. An analysis of interviewees' discourse revealed intended and unintended meanings about learning and the organizational climate. Further analysis revealed the organizational, individual, and professional influences on informal learning of the scientist, engineers and chemists. A structural analysis of the interview stories as folktales--one of the methods used--was based on Vladimir Propp's (1968) Morphology of the Folktale. Morphological study provided another means to study the scientists' perspectives on learning the job and the development of their careers. Thus the study: (1) Reveals how and when the chemical company supports professional learning and how the company might improve on its support. (2) Describes the professionals' perspectives on learning from peers and learning about their jobs and the organization. (3) Explores language and learning connections for an understanding of the development of the careers of the scientists. (4) Sheds light on the mechanism of organizational learning for future research. How professionals learn informally should be of considerable interest to researchers and organizations. At a time when businesses are constantly forced to re-organize for flexibility and more local decision making, individual employees must take more responsibility for learning. This study shows organizations can do much to support learning.


ERIC ED338449 RC018203 Annotation in Section III

Mirza, Heidi Safia (1992) "Young, Female and Black." New York, 1992

Annotation in Section III


Training Agency (1989) "Training in Britain" London: HMSO


The purpose of this study was to analyze how individuals learn informally to be a member of a team in a non-profit service agency. Specifically, the study was intended to: (1) describe employee perceptions of the nature of teams; (2) gain an understanding of the informal strategies that individuals utilize to learn to be a member of a team; and (3) identify conditions, interactions, and other factors which promote or impede learning informally to be a member of a team. A case-study approach incorporating elements of grounded theory was utilized. Thirty employees of a non-profit service agency participated in the study. Data were
collected through critical incidents, interviews, observations, and document analysis. Research findings were structured by participant perceptions of teams, strategies that they utilized to learn to be a member of a team, and barriers or facilitators to this learning process. Participants of the study noted that essential components of teams are a solid framework, as well as an effective process and group dynamics. Both formal and informal learning strategies were identified as useful in learning to be a member of a team. Structured on-the-job-training was favored as a formal strategy. Intrapersonal and interpersonal informal learning strategies were used. Reflection on process, content and experience was noted as a strong intrapersonal informal learning strategy. Effective feedback was considered to be the most critical interpersonal informal learning strategy.

Learning to be a member of a team was fostered by effective leadership, effective facilitation, and interrelational and individual facilitators. A conclusion of the study was that teamwork is a mechanism that offsets the discrepancy between the needs that exist and the resources that are available in non-profit service agencies. Recommendations included: (1) a prototype for facilitating effective team membership; (2) a roster of informal and formal strategies for acquiring team membership skills; and (3) criteria and critical activities for developing and maintaining a learning environment that promotes effective team membership.


III. LPARC: Learning Power and Action in Resisting Communities


This report summarizes the proceedings of a day-long conference for adult literacy practitioners in Toronto. The conference addressed the many ways in which education can become more inclusive of adult learners. During the seven different workshops, participants explored questions of "voice." Common concerns included the following: (1) many people are denied choices and chances in education because of their culture, language, race, gender, physical disability, or economic class; (2) adult literacy, basic education, English-as-a-Second-Language, and mother tongue literacy classes are forced to operate with inadequate resources, support, and funding; and (3) adult learners must be actively consulted when programs are developed for them, in order to ensure that programs are meeting the needs of the literacy learners. The report covers the seven workshop themes: empowering language; addressing sexism; integrating adults with disabilities; furthering cross-cultural communication; understanding illiteracy and poverty; challenging racism; and advocating mother tongue instruction. Accounts of the morning and afternoon sessions are followed by an excerpt from an essay titled "Musing with Mother tongue." A summary of the evaluations and 15 references can be found at the end of the report.


Annotation in Section Vc


Burns, G.E. (Guest Editor)(1997) "First Nations Education: Native Control of Native Education" Orbit


This study centers on blue Collar Mexican women, their perspective on the electronics factory where they work and the social network they share. Using an ethnographic approach, participant observation, and intensive interviews, the relationships among work, home, culture, and self were explored within the context of adult education. The research is based on five years of factory-site field work in Aurora, Illinois. The electronics plant is shown to be not only a workplace, but the center of social activities, a market place, and a community of relatives, friends, and neighbors where women work and learn from each other, a site for informal learning. The personal stories told by mexicana workers in a series of in-depth interviews shatter many stereotypes created by popular media. They show that immigrant Mexican women are capable, competent, and resourceful individuals who manage well under problematic circumstances. They place great importance on education. Their self-esteem increases or decreases in direct correspondence to the degree or amount of early schooling received. Moreover, their work in the factory has produced a feeling of personal satisfaction and autonomy that extends into their daily lives. In addition, although firmly believing in the ideology of a patriarchal family, in practice, their conjugal relationships and intra-family behavior have not necessarily coincided with their beliefs. This study has various implications for the adult educator. It examines the intersection of class, ethnicity, and gender, an element often missing in adult education research. Aspects of motivation and nonparticipation in adult education are revealed in the interviews with mexicana workers. More importantly, the workplace proves to be a potent force in the lives of mexicana workers. It is the constant source of networking and the site for informal learning on a daily basis. Within the social context of the factory chitchat, information is assimilated without consideration or recognition of the cognitive skills mediating the process. Formal adult education programs at the workplace are more readily accepted for their convenience, and personal tutoring fills an even greater need. Finally, further adult education research should examine the effectiveness of formal and informal learning at the workplace.

Clark, G., et all (1990) "Career Development and Transition Education for Adolescents with Disabilities" Boston: Allyn and Bacon


Flannery, Daniele, D (1994) "Changing Dominant Understandings of Adults as Learners" New Directions for Adult and Continuing Education, n61 p17-26 Spr ERIC EJ480539 CE526273OISE/UT **Annotation in Section Ic**


Fisher, Minnie (1976) "The Yiddishe Arbeiten Universitett: An Oral History" Urban Review; 9, 3, Fall, 200-205. **Annotation in Section IIb**


Hiemstra, R. (1983) "Older Women's Ways of Learning: Tapping the Full Potential" A paper presented at the conference "The Enduring Spirit: Woman as They Age" University of Nebraska at Omaha


Hohelpa, Margie; Jenkins, Kuni (1996) "Te Ao Tuhi--Maori Literacy: A Consequence of Racism?" Nga Kete Korero: Journal of the Adult Reading & Learning Assistance Federation, n4-5 p5-11 EJ537165 CE530359

Institutional racism has been justified by disdaining non-Western cultures such as the Maori as illiterate. Maori education is focusing on biliteracy, developing literacy in both Maori and English within contemporary Maori cultural values and practices.


People living with multiple sclerosis (MS) must make ongoing life adjustments to this unpredictable, often progressive, and sometimes severely disabling disease. Adaptation is necessary to deal with both the emotional turmoil and the varying physical limitations. New information and skills are needed from the time of diagnosis throughout the course of the illness. The researcher hypothesized that the uncertain future and variability of symptom manifestation may lend to a program of self-directed learning. It was assumed that the individual patient would identify much of the necessary information, skills, and supports. On the other hand, programs are needed to assist individuals with MS and their families to obtain the most helpful information about the disease, supports, and community resources. An understanding of self-directed learning by people with MS should enhance the effectiveness of these programs. The research explored whether or not adult education principles and self-directed learning concepts have relevance for the MS population. This study explores whether these factors
are present in learning activities of individuals with MS, and if so, how they are manifested. This qualitative study of 26 individuals with MS looked at their self-directed learning regarding the disease and its personal consequences. A companion study by F. Francabandera investigated self-directed learning in family members of individuals with MS. The principal data gathering tool was the interview, supplemented by screening, document review, and program data inventory forms. In addition, an MS Necessary Knowledge Base was developed for this study. Reading and questioning health professionals were the most popular and satisfactory modes of learning. The most consistently pursued topics were symptoms and therapies, the disease process, and coping. Several themes emerged during data analysis: the frequent use of experiential learning as a mode for self-directed learning about MS, the view of the physician as the embodiment of the MS care team, and resistance to the use of lectures and group support modalities by some individuals with MS because of the desire to avoid others more disabled.


This proceedings documents an international workshop that focused on the research linking indigenous knowledge and indigenous learning with rural intervention programs. Research into indigenous knowledge and indigenous learning could lead to an improvement in rural intervention programs by building upon the knowledge and skills indigenous to rural communities. Individual presentations were on the following topics: (1) indigenous technological knowledge (ITK) in Malaysia relating to agriculture, fishing, forest resource exploitation, architecture, handicrafts, and indigenous medicine; (2) indigenous knowledge in Thailand and the need for ITK research and a close liaison between development workers, researchers, and politicians to safeguard relevance and applicability of research results; (3) the state of research on indigenous knowledge and indigenous learning in the Philippines; (4) research on indigenous knowledge and skills in Indonesia; (5) methodology of research on indigenous learning systems; (6) the application of research to assist intervention agencies; and (7) examples of research applications from coastal zone resources. This document includes summaries of the conference sessions and group discussions and a list of conference participants.


Papers in this volume include: "Retirement Learning" (Adair); "Effect of Literacy on Personal Income" (Blunt); "Popular Discourse Concerning Women and AIDS" (Boshier); "John Steinbeck's Learning Project" (Brockett); "Faculty Careers of Professors of Adult Education" (Caffarella); "Racism in Canada" (Carriere); "Perspectives on Program Planning in Adult Education" (Cervero, Wilson); "Inclusive Language and Perspective Transformation" (Coffman); "Impact of Critical Social Theory on Adult Education" (Collard, Law); "Assessing Adult Learning Strategies" (Conti, Fellenz); "Class Age Composition and Academic Achievement" (Darkenwald et al.); "Redesign of Continuing Education as a 'Practical Problem'" (Dirkx et al.); "Framework for Understanding Developmental Change among Older Adults" (Fisher); "Value of Literacy for Rural Elderly" (Freer); "Professional Women as Self-Assessing Adult Learners" (Greenland); "Democratizing Knowledge" (Group for Collaborative Inquiry); "Contributions of African American Women to Nonformal Education during the Civil Rights Movement" (Gyant); "Gender-Related Differences in Adult Classroom Behavior" (Hayes); "Investigations into the Human Phenomenon of Commitment" (Ilsley); "Early Human Resource Development Work" (Jacobson); "AFS Volunteer Resources Study" (Jones-Ilsley, Hansel); "Transformation and Self-Renewal at Midlife" (Karpiak); "Critical Analysis of Adult Education Quarterly'" (Kim); "Lindeman and the Meaning of Adult Education" (Long et al.); "Deconstruction and Its Implications for Adult Education" (Melichar, Lumpkin); "Learning from Life Experience" (Merriam, Clark); "Subjects as Partners" (Merrifield, White); "Phenomenological Investigation of Self-Will and Relationship to Achievement in African-American Women" (Peterson); "Knowles and the Mid-Century Shift in Philosophy of Adult Education" (Podeschi); "Exploring Chinese Conceptions of Learning and Teaching" (Pratt); "Shaping Literacy" (Quigley); "Analysis of Three Strategic Training Roles" (Redding); "Deterrents to Participation in Compensatory Adult Education in South Africa" (Reddy); "What Do Adult College Students Want in an Instructor?" (Ross-Gordon et al.); "Hilda Worthington Smith" (Saul, Bernhardt); "Education and Working Class Radicalism" (Schied); "Personal Transformation through Participation in Social Action" (Scott); "Gender Differences in Faculty Perceptions of Academic Career Enhancers and Barriers"
(Simpson); "Forgotten Adult Educators" (Smith); "Return to History" (Stein); "Sketches of the Landscape" (Warren)

"Examining the Relationship between Pragmatism and Social Action in American Adult Education" (Wilson); and "Adult Education Movement in the 1950s" (Zacharakis-Jutz).


Summarizes elements of bush-oriented Algonquin technology and ideology with regard to relationships of learning to material culture, games, child rearing practices, and legends. Discusses influences of "traditional" educational methods on Native informal learning structures, using aspects of Banura's social cognitive theory.


This study describes personal interviews with 35 Native Americans of Eastern and Central North Carolina who are traditional artists and performers. The interviews were conducted to determine the information environment of these artists and performers. In addition to assessing library usage and library satisfaction, the study also examines information-seeking behaviors and learning processes within the situational context of the respondents' artistic activities. Results of the interviews indicate that the information world of traditional Native American artists and performers is overwhelmingly oral. These artists and performers learn their craft from family and friends, and seek new information from the same sources. Information relating to their identity as Native Americans is also received from family and friends. Library use and classroom instruction play a very small role. In almost all situations, the respondents prefer oral information to the printed word. Libraries are viewed by the respondents as not responsive to their information needs both as artists and performers and as Native Americans. Overall, the information world of North Carolina Native American artists and performers lies almost completely outside the world of libraries. The document contains 53 references and 4 appendices, including interview questions, a flyer for the Native American Association of Eastern Carolina University Powwow, a brochure for the Raleigh Powwow, and a powwow newsletter.

Mirza, Heidi Safia (1992) "Young, Female and Black." New York, 1992

This book follows the experiences of a group of young African Caribbean British women as they leave school to enter the world of work, in an attempt to understand processes of inequality. Study methodology included a longitudinal survey approach and a school-based ethnography. The study population consisted of 62 young women aged 15 to 19 years who attended 2 comprehensive schools in south London and who were from working-class backgrounds, and 198 of their black and white male and female peers. The subjects answered questionnaires, and were interviewed and observed in their homes and classrooms over a period of 18 months. In addition, 30 young women from a school in Trinidad (aged 16 and 18 years) participated in semistructured interviews concerning their career choices and attitudes toward marriage and relationships. The book's chapters are divided according to presentation of the study; and comparative consideration of the central arguments within social and educational research, race relations, and feminist thought. Findings of the study suggest that these women do well at school; contribute to society; are good, efficient workers; and yet, as a group, consistently fail to secure the economic status and occupational prestige they deserve. A major constraint was a racially and sexually segregated labor market, which ensured limited occupational opportunities open to young black women. Notes accompany each chapter. Included are over 400 references. (JB)


This paper argues, using a feminist poststructuralist perspective, that second language acquisition (SLA) theorists have struggled to explore the relationship between the language learner and the social world because they do not question how structures of power in the social world impact on individual language learners and the opportunities they have to interact with target language speakers. It also reports on a study of the language learning experiences of five women immigrants to Canada. SLA theorists have failed to explore the extent to which sexism, racism, and elitism influence the kinds of opportunities second language learners have to practice the target language and how immigrant language learners are frequently marginalized by members of the target language community. The results of the case studies of immigrant women
demonstrate that motivation, extroversion, and confidence are not fixed personality traits, but should be understood with reference to social relations of power that create the possibilities for language learners to speak.

Powers, Bob (1993) "What It's Like to Be Gay in the Workforce"
Performance and Instruction, v32 n10 p10-13 Nov-Dec

Discusses issues related to homosexuality through the personal reflections of a gay man. Highlights include family, personal, and employer and employee relationships; gays and lesbians in the military; concern over AIDS (Acquired Immune Deficiency Syndrome); public support for gay and lesbian rights; and the relevance of these issues for performance and the workplace.


Ted, S. (1991) "Issues in Education in Remote Rural Australia" Education in Rural Australia, (1)1 pp7-11 ERIC EJ427634 RC508357

Discusses four issues in rural education in remote areas of Australia: (1) the education of girls; (2) the education of aborigines; (3) education for lifelong learning; and (4) the need to compile current research on rural education in Australia and plan further research accordingly. (KS)


Thomas,A.E. et all (1989) "Deaf Students and School to Work Transition" Baltimore
Thompson, J. (1983) "Learning Liberation: women's responses to men's education" Beckenham: Croom Helm


469p. ERIC ED385423 RC020223 For companion volume on the practice of experiential education in schools and higher education, see RC 020 188.

[ISBN: 0-7872-0262-2 Available From: Kendall/Hunt Publishing Co., 4050 Westmark Drive, Dubuque, IA 52004-1840 ($38.95; $30 to AEE members]

IV. Transitions between Learning and Work

A. Youth

ACCESS ERIC (1996) "School-to-Work Transition" ERIC Review (4) 2 Spring

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This issue explores the topic of preparing young people to make the transition from school to work. The lead article by Ray D. Ryan and Susan Imel, "School-to-Work Transition: genuine reform or the latest fad?" summarizes school-to-work initiatives and introduces issues raised by proponents and critics of this movement. Karen Cicmanec and Carol Boston discuss changes in teacher roles and student outcomes brought on by school-to-work programs in their article, "School to Work Transitions in the K-12 Classroom". "The Tech Prep Option" based on ERIC resources and written by Bettina A. Lankard, Carolyn Prager, and Frankie Santos Laanana, describes the tech-pre model which involves school-to-work linkages between high schools and community colleges to train students in technical fields. In addition, federal initiatives to support school to work transitions are discussed. Lists of electronic resources, selected school-to-work resource organizations, and selected readings are provided.


French ed. (Assembler les pieces...): 95-02366/3

The Canadian Labour Force Development Board (CLFDB) created the Task Force Transition into Employment in February 1992 to deal with the policy and program issues surrounding the transition of unemployed people into paid employment. It includes both young people making the transition from school to work and adults re-entering the workforce or entering it for the first time. This report describes the development of a coherent Canadian model for transition into employment. It presents the conceptual framework used as the starting point for the model's development; describes the Canadian environment within which transitions occur and each constituency's views on how transitions work today; and examines in detail each of the elements that form a coherent transition system, including labour market information, income and other support, education, training, career and management counselling, prior learning and skills assessment, and labour market practices.


Co-operative Programs for Transition from School to work"(1985) U.S. Department of Education, Washington, D.C.


Donaldson, E. L. (1989) "Links between Education and Employment, A Case Study of Transition from School to Work" Toronto: University of Toronto


Thomas, A.E. et all (1989) "Deaf Students and School to Work Transition" Baltimore

Virgin, A.E., McCatty, C.A.M. (1976) "High School Drop-Outs: Characteristics of Their Post-School Learning and Their Perceptions of Why They Left"

B. "hegemonic age"

C. Seniors


Presents examples of some of the educational offerings for older people in nations at three very different stages of development: Ghana, Singapore, and France. Examines traditional forms of education, family living workshops, preretirement education, self-directed learning, decentralization of older adult education, and educational programs for the bedridden.

Fisher, J. C. (1986) "Participation in Educational Activities by Active Older Adults" Adult Education Quarterly 36 pp 202-210


van der Kamp, Max (1997) "Concerns About Literacy Skills of Older Adults" The 27th annual SCUTREA conference proceedings 1997, University of Leeds: Standing Conference on University Teaching and Research in the Education of Adults
V. Learning in the Workplace

A. General


Betcherman, G. et al. (1994) "The Canadian Workplace in Transition" Kingston: Industrial Relations Centre at Queen's University, pp. 1-16


Any setting can contribute to learning, and learning theories must account for settings, enculturation, and social contributions. Theories of learning in informal or "natural" settings must be quite distinct from existing theories of formal learning


Caffarella, R.S., O'Donnell J.M. (1991) " Judging the Quality of Work Related Self-Directed Learning" Adult Education Quarterly (42) 1 pp 17-29 American Association for Adult and Continuing Education


This report begins with an overview on the theme of learning then goes on to discuss individual learning looking at formal learning, informal learning, and a checklist for a learning culture. This section examines a few of the ways in which
organizations can think about individual learning in order to provide the foundation for organizational learning. The next section looks at organizational learning, including as business process improvement, strategic planning, strategic management which imparts an organizational culture, as organizational self-knowledge for action learning and as organizational self-knowledge for parallel learning structures. Conclusions are developed.


The author discusses various aspects of training and development: formal job-related training and development, the behavioral/cognitive split in informal learning on the job, workplace training inside and out, costs and benefits of workplace learning, and forces accounting for growth and decline in the training and development function in companies.


Fieldwork conducted 1987/88 at a computer manufacturer reveals that the training curriculum failed in its instrumental function, & instead was used by trainees, support staff trainers, & production flow management to pursue diverse agendas. It also simplified organizational "messes" by making them seemingly amenable to rational problem solving. On-the-job training, the formal training classes, & daily life on the production floor are analyzed as distinct arenas for learning that reflected organizational power as much as efficient pedagogy. The implications of the findings for a world in which enhancing the skills of workers is widely deemed essential are considered. 23 References. Adapted from the source document. (Copyright 1995, Sociological Abstracts, Inc., all rights reserved.)

Describes a number of important lessons learned from the projects carried out within the Development Programme for new technology, working life and management. The book describes the experiences and the lessons of the development programme insofar as they concern the methods used for training, the development of competence and skills, and learning in the context of the introduction of new technology, organizational change and the upgrading of vocational skills and job content. Learning is seen in the perspective of working life...all (interaction) provide opportunities for learning, more or less conscious, where the employees are given a chance to develop, renew themselves and adapt to new customer demands and market requirements.


Gelpi, E. (1979) "A Future for Lifelong Education. Vol 2 Lifelong Education: Work and Education" Department of Adult and Higher Education, University of Manchester: Manchester


International Industrial Relations Association (1997) "Bulletin" No 48, January


Trends such as technological innovation, downsizing, self-managed teams, and continuous learning imply that in continuing education technical content must be considered in the context in which skills are used. Knowledge of learning processes and workplace socialization suggests that formal training and informal learning must be integrated to maximize organizational effectiveness.


Lankyard, B. (1995) "New Ways of Learning in the Workplace" ERIC Digest, 161


Marsick, V. J. (1987) "Learning in the Workplace" UK: Croom Helm


Especially chapter 1. "Work education and critical pedagogy; chapter 6 "Working Through Social Relations"; Chap. 8 "Time on and off the job: The Interrelation of work, desire and leisure."


Wells, D. (1992) "Who Gains from Worker Participation" Industrial Relations Centre Press, Queen's University

B. corporations, management, professionals and learning


Reports on study designed to describe the extent to which practicing engineers participate in formal and informal learning activities. Suggests that informal methods are used more often than formal methods. Discusses these informal methods and suggests that educators give them more recognition.


Annotation in Section IIB


Conventional definitions of skill have been challenged by comparable worth. the pressures that contribute to simple definitions of skill are uncovered through an identification of the major sources of gender bias in job evaluation systems. research on comparable worth offers a unique opportunity to develop more sophisticated understanding of the power relations that maintain the gendered character of the labor market.


This qualitative case study was designed to explore how human resource professionals learn informally to master environmental changes in the workplace. The study is based on the following assumptions: (1) the ability of HR professionals to learn to master changes caused by major programs of restructuring and downsizing effected their ability to serve the needs of their management and employee clients; (2) most learning in the workplace occurred in informal, non-structured situations; (3) the need for continuous informal learning heightened during periods of intense organizational change; and (4) an implied social contract existed between the organization and its employees. The site for the study is the U.S. headquarters of a multi-national corporation which had recently undergone a major reorganization and downsizing. The primary sources of data were: in-depth interviews of twenty HR professionals, extensive informal observations of these professionals in various work situations and documentary analysis. Lewin's (1935) concept that behavior is a function of the interaction of person and environment provided the overriding construct for analysis and synthesis of the research findings. Bolman and Deal's (1984) four-frame approach to analyzing organizations was used to assess the extent and
nature of the environmental changes confronting the subjects of this case study. While this study set out to examine how the sample group learned to master change, a key finding revealed that the overriding issue for participants was to interpret and understand the changed environment. This focus largely hindered learning in informal situations and also hindered the ability of HR professionals to meet the needs of their clients. Furthermore, the findings identified three distinct perceptions of the post-change environment: (1) the nature of work had changed; (2) the company was no longer perceived as a paternal organization; and (3) the environment had become highly complex politically. The principal recommendation resulting from this study is that organizations would benefit from a more integrative strategy in implementing actions in response to changing business conditions. In focusing primarily on restructuring and downsizing as the means to solve new business problems, organizations may fail to recognize the need for the continued commitment of surviving employees and the full engagement of their capabilities.
C. Workers

Beckerman, Andre; Davis, Julie; Jackson, Nancy (ed.) et al. (1992) "Training For What? Labour Perspectives on Skill Training; Our schools Ourselves, Toronto Esp. Chapter 1 "Training on the Job? You've Got to be Kidding." pp.8-18.


Annotation in Section IIB


Many older working-class women have lived a lifelong education, formally and informally, in conditions that were not conducive to learning. Employers and training providers should ensure that education and training are not oversold and expectations that cannot be met are not raised. (SK)


Annotation in Section III


Cunningham, P (1993) "The Politics of Worker's Education" Adult Learning, 5 (1) 13-14, 24


Forester, K. "Learning in Working Life: The contribution of Trade Unions" In Marjorie Mayo and Jane Thompson (Eds.), Adult Learning, Critical Intelligence and Social Change. Leicester: National INstitute of Adult and Continuing Education


In the controversy over the admission policies of construction unions, few facts have been available for appraising the effectiveness of the various methods of learning a construction trade. Pension & welfare-fund records are drawn upon in 6 crafts & 6 cities to compare the employment experience of formally & informally trained journeymen. On the average, journeymen with apprenticeship training, because of the nature of that training, suffer less unemployment & are more likely to become supervisors than journeymen who are trained informally. Apprenticeship can be said to be preferable to less formal means of preparation for entry into the construction labor market.


Graham, Tom "Workplace Literacy: critical perspectie on learning basic skills at work" Washington, DC: ERIC Documehnt Reproduction Services No. ED 383 879


Martin, D. (1995) "Thinking Union: Activism and Education in Canada's Labour Movement" Toronto: Between The Lines


Skaggs, Betty J. (1981) "The Relationship Between Involvment of Professional Nurses in Self-Directed Learning Activities, Loci of Control, and Rediness for self-
Directed Learning Measures" Ph.D Dissertation, the University of Texas at Austin. Dissertation Abstracts Internation Vol. 42, No. 5 November, p 1906 - A


TARP (1992) "Carpenters Talk Tool Design"; TARP Technotes No. 1, June, pg.7

Terkel, S. (1972) "Working: People Talk About What They Do All Day and How They Feel About What They Do" NY: Ballantine

Training and Development (May 1994) "The coming of age of workplace learning: a time line" S5-S11


D. Other work sites (non-profits, etc.)


Hanson, J. (1996) "Learning to be a Prostitute: Education and Training in the New Zealand Sex-industry" Women's Studies Journal 77-85


Jennett, Penny A. Lifelong, self-directed learning: why physicians and educators should be interested. Journal of Continuing Education in the Health Department (14) 69-74


This qualitative case study addresses the need to understand how paramedics learn informally in the workplace. It assumes that a significant amount of workplace learning takes place in informal, non-structured situations, and that an understanding of this learning will enhance formal and informal learning in the workplace setting. The study is of a public service provider of emergency medical services in a southeastern state. The primary data sources are in-depth interviews and written critical incidents from 23 paramedics and extended observations of three of them within their work environment. The findings suggest that paramedics utilize two principal modes for learning informally, they learn
from experience and from relationships. The strategies employed in learning from experience described here include storytelling, making mistakes, reflection, and performance of the tasks associated with the job. The feature which links these strategies for learning is the unusual nature of the experience. A four phase process of learning informally from experience is presented. Mentoring, while helpful in orienting experienced paramedics, is less helpful in orienting inexperienced paramedics or for remediation of experienced ones. The nature of the job limits the effectiveness of this learning relationship. Self-directed learning occurs, but it plays a minor role. Organizational factors act as inhibitors to the use of this mode of informal learning. A key discovery is that the partner relationship greatly influences the informal learning occurring in this setting. Four types of partner relationships are characterized and also defined in terms of learning effectiveness. The four types of partnerships are further categorized as routine or non-routine. Routine and non-routine partnerships when matched against routine or non-routine experiences of the job yield four additional sets of learning relationships. Learning informally from the non-routine experiences of the job rather than through formal continuing professional education emerges as the principal way these paramedics continue to improve their practice and understand the organization. The type of partner relationship experienced by the paramedic and the learning context described by the organizational design significantly influence the informal learning which occurs in this setting.


The purpose of this study was to explore learning in the workplace among cooperative education directors employed in colleges and universities. The study intended to describe what cooperative education directors learn in the workplace, how learning occurs, the relationship between formal and informal learning and, the factors that promote or impede workplace learning. An exploratory study incorporating elements of grounded theory was used to address this purpose. Twenty cooperative education directors employed in New Jersey and metropolitan New York colleges and universities participated in it. Data were collected through critical incidents, interviews, observations, and document analysis. Research findings were structured by participant perceptions of the content, nature, context, strategies, and resources for workplace learning. Findings suggested that participants primarily used informal learning strategies such as networking, coaching, trial and error, and learning from experience to acquire professional, organizational/group and individual competencies. There was, however, a synergistic connection between formal and informal learning which suggested a need for both modes for learning to occur in the workplace. Workplace learning was context-dependent, action-orientated, and tacit; this suggested that workplace learning was personalized and intuitive. Learner self-direction, proactivity, reflection, critical reflection, and dialogue enhanced it. The study identified situations in which transformative learning occurred from a
process initiated by the workplace triggers of crisis, ambiguity and error; there followed a transition to a higher level of consciousness. The learner followed a pattern of change which included discomfort, awareness, reassessment, clarification and resolution. The climate indicators of respect, trust, support and collaboration among members of the cooperative education community and with supervisors were crucial for facilitating workplace learning. There was an identified need for federally-funded training centers and professional associations serving cooperative education practitioners to design and facilitate workshops and conferences using adult education principles and practices. A synergistic model for enhancing workplace learning among cooperative education directors was proposed.


Quarter, J. (1992) "Canada's Social Economy: co-operatives, non- profits and other community enterprises" Toronto: Lorimer


Annotation in Section IIb
VI. Informal learning and technology


In the past decade, many adults have undertaken the task of learning to use personal computers, employing individual learning styles, resulting in varying levels of success. Past research projects have been conducted with learners in organized computer classes; however, there has been little research on the efforts of adults learning personal computers on their own. This exploratory research study assessed the impact of learning style, readiness for self-directed learning and the type of operating system interface (graphical or text) on the acquisition of personal computer competency. Approximately half of the participants in the study were professionals and educators from throughout the nation; the other half were from Alaska. Over 194 participants filled out four instruments: Kolb's Learning Style Instrument (LSI); Guglielmino's Self-Directed Learning Readiness Scale (SDLRS); a Personal Computer Competency Inventory (PCCI); and a general questionnaire which asked questions about strategies for learning to use (not program) a personal computer. A smaller number (31) answered open-ended responses to more in-depth questions about their learning experiences. The data was analyzed by learning style, by type of computer interface preferred, and by level of personal computer competency. An integrated model of a developmental learning process was presented. One of the findings suggests that Divergers (favoring concrete experience and reflective observation) have more difficulty in gaining personal computer competency. Of the ten hypotheses submitted, all but two were supported by the data analyzed by statistical measures. The two rejected hypotheses found no relationship between learning style and preference for type of computer user interface. The hypotheses that were supported found that: self-directed learning strategies were employed at least 70% of the time; competent users had a slightly higher level of self-directed learning readiness than beginners; intrinsic motivation led to higher levels of personal computer competency; a foundation for learning, an active learning style, and an abstract learning style all lead to higher levels of personal computer competency; competent users of graphical interfaces used more types of applications than competent users of text interfaces; and there was more variability in preferred learning strategies by the type of user interface preferred than by learning style.


An investigation of social inequality with respect to the technical appropriation of computer knowledge based on fieldwork conducted in Montreal, Quebec, involving a survey of private courses & training, & a social evaluation of an original training experiment realized by a community group in a popular neighborhood. These training situations are associated with two different types of learning strategies: formal training (top-down), dealing with traditional standards of schooling; & an original grass-roots experiment concerned with computer training for the have-nots (down-up). The essential elements of these training programs are described, learning strategies compared, & implications considered for the designing of adequate learning strategies for the have-nots. Results show that the grass-roots experiment designed for unemployed persons-the have-nots-has in fact attracted people with university training & already on the work market; also, both traditional private courses & the experimental program were used by men to advance their careers, but by women to catch up & survive economically in a transformed workplace. 2 Illustrations, 4 References. Modified AA (Copyright 1990, Sociological Abstracts, Inc., all rights reserved.)


Twelve computer users in three organizations were interviewed in a qualitative study of how adults learn personal computer skills in the context of workplace activities. Transcripts and observational data were used as the basis for organizational case studies; a cross-case analysis identified general categories, events, and processes of individual, workgroup, and organizational learning. Generally, individual learning began with a social situation requiring adaptation to computers. The most skillful participants progressed to adapting computer resources to work requirements. The transition from novice to experienced user, a process that a learner may enact many times, depended on asking questions, self-directed learning, learning more than one software application or computer system, and adapting computer resources to work requirements. All participants indicated that informal learning through mutual problem solving and coaching had been more important in their skill development than formal training. Each workgroup included one or more individuals identified by peers as local experts, on whom the group relied for support, and negotiated implicit or explicit rules governing the distribution of computer work and skills. In some groups, these rules encouraged self-directed learning to reduce demands on local experts. In other workgroups, most computer tasks were delegated to local experts, with other members exhibiting little self-directed learning. These results were consistent with prior research on situated learning (Lave & Wenger, 1991). Organizational expectations and support appeared to motivate self-directed
learning and skill development. Members of bureaucratic service organizations
developed less skill than members of a flatter, more profit-oriented organization.
Informal learning was also influenced by conflicts between formal organizational
structures and informal networks of computer users. Recommendations for
computer training include extending the duration of workshops, focusing on
rehearsal of work tasks rather than enumeration of software features, training
workgroups together, and involving participants in program planning.
Alternatively, instructional technology labs can support self-directed learning and
reduce conflicts in motivation by distancing learning goals from immediate work
goals. Future research in this area could focus on quantitative assessments of
transfer of training and the development of network-based systems to support
collaborative learning.

Fleer, M. (1989) "Reflecting Indigenous Culture in Educational Software Design"
Journal of Reading, (32) 7 p611-19 Apr ERIC EJ388491 CS737666

Discusses research on Australian Aboriginal cognition which relates to the
development of appropriate educational software. Describes "Tinja," a software
program using familiar content and experiences, Aboriginal characters and
cultural values, extensive graphics and animation, peer and group work, and
open-ended design to help young children read and interact better.

Harasim, L. et al. (1995) "Learning Networks: a field guide to teaching and
learning online" Cambridge, Mass.: The MIT Press

Harp, C.G. (1997) "Learning Computer Software: Preferences and Patterns of
Learning Activities" Ph.D. dissertation, University of Georgia. Order No: AAC
9636445 ProQuest - Dissertation Abstracts

Despite the voluminous research on information systems training, relatively little
is known about how users go about learning to use a new software program.
Obviously, users learn to use software by a variety of means other than formal
training sessions, yet the information systems literature is virtually silent on the
informal means of learning software. Users can for example, learn to use
software by simply exploring the menus, experimenting as they go, and asking
friends or co-workers for assistance. These informal means of learning are
commonly found examples of self-directed learning, a concept well studied in the
adult education literature. Over 250 users of microcomputers were given
structured phone interviews to discuss the many ways in which they learn
computer software. Specifically, the study focussed on which learning activities
were most useful and which learning activities were least useful. The study
examined plausible explanations for why a user prefers some learning activities
over others and explored the differences between the user preferences for
formality of learning resources, variety of learning activities, and patterns of
learning activities such as learning via training or learning via analogy/usage. The
current study found a relationship between one's type of work and one's
preference for formality in learning resources and one's pattern of learning activities (preference for training versus analogy/usage learning activities). Clerical workers displayed a higher preference for formal, structured learning resources than knowledge workers and managers. Clerical workers also displayed a higher preference for training activities than knowledge workers and managers. The current study also found a relationship between one's level of computer experience and the total number of learning activities generally employed to learn a computer software program. Experienced users employed a greater number of learning activities than inexperienced users. Finally, one's classification as a dependent learner or a self-directed learner may affect one's preference for different types of learning activities. This study found that dependent learners prefer training activities more than self-directed learners.


Taylor, J.C. (1994) "Technology, Distance Education and the Tyranny of Proximity" Higher Education Management, 6 (2) 179-188


VII. PLAR


Buckingham, Eng, Bristol, PA: Society for Research into Higher Education and Open University Press


The author discusses three aspects of the theory of knowledge: propositional knowledge, practical knowledge, and experiential knowledge. He also discusses problems of research in the field.


In January 1995, the Task Force on Prior Learning Assessment submitted a discussion paper to the Executive of CAUCE. The paper was shared with deans and directors of continuing education units across Canada at the February 1995 meeting, when all 13 recommendations were endorsed. This paper summarizes the 13 recommendations and also includes a summary update of PLA activity in Canadian universities, by province, as of October 1995.


Confederation College of Applied Arts and Technology (1989) "The Barriers Project" Thunder Bay, Ont.: Confederation College.

In 1987, the Barriers Project was initiated by Confederation College of Applied Arts and Technology to engage 31 selected community colleges in Canada in an organized self-appraisal of institutional barriers to the enrollment of part-time credit students. From the outset, colleges were encouraged to limit their investigation to barriers over which the college had control. By the end of the first six months, it was clear that all of the colleges, regardless of size, location, and mandate, shared common concerns about improving conditions for part-time learners. The most commonly identified issues included the following: (1) the need for colleges to explore alternative times and locations for the delivery of programs; (2) the need to market part-time opportunities within the community; (3) the need to provide part-time students with the same services (e.g., counseling, bookstore, cafeteria, and property maintenance) as full-time students; and (4) the need to develop systems for the assessment of prior
learning by offering challenge tests, making credits from other postsecondary institutions transferable, and giving credit for experience. Among the specific barriers to enrollment identified by the colleges, 36% were categorized as operational. Barriers included limited course selections, scheduling problems, unavailability of support services, lack of information and communication, poor marketing and advertising, and inadequate counseling, orientation, and remedial services. Another 15.6% of the barriers related to institutional policy, 11% to attitudes, 9.46% to social conditions, and 7.42% to student finances. The project report includes brief descriptions of the methods and findings of the self-assessments of the 31 colleges and an article, "Prior Learning Assessment in Quebec Colleges," by Robert Isabelle and Francine Landry. (JMC) 70 pages.


Describes the Prior Learning Assessment Advisory and Coordinating Group (PLA Group) and its mandate: to facilitate the development of PLA services and policy of consistently high quality across the college system and to ensure that such services and policies treat students fairly and equitably. Discusses activities at colleges, pilot projects, policy development across the college system, monitoring, training, major issues of implementation, and plans for the coming year. Appendices include definitions, letters, membership lists for associated groups, and other background information. Also published in French under the title: La reconnaissance des acquis: une realisation au credit du reseau collegial. 58 p. Descriptors: Educational experience; Colleges of applied arts and technology; Access to education; Evaluation.


This overview of prior learning assessment in Ontario's colleges describes the background to and the framework for implementation in the province. It outlines the mandate and membership of the PLA Advisory Coordinating Group and the implementation principles adopted by the Group in February, 1994. Appendices include: a flow-chart for the PLA process and a list of facilitators in Ontario colleges, with telephone, fax and email address.

This training manual examines important basic knowledge, skills and resources necessary for promoting good practices in prior learning assessment (PLA). College personnel and community trainers involved in the delivery of PLA assessment services or programs should find it most valuable. It is particularly designed to provide a resource to the PLA trainer who will undertake the training of others interested in providing PLA services. Training sessions include: local and central policies; extension of the principles of adult learning to PLA; learning contracts and independent study; ethical issues; overcoming barriers to access; the role of active listening; promoting the concept of PLA; conducting an orientation session; cultural diversity; and giving feedback to the PLA candidate. [196] pages.

Explains that this report outlines an implementation strategy for prior learning assessment (PLA) in the initial phase, namely for the first 3 years beginning January 1993, and that it builds on the discussions and arguments put forward in an earlier discussion paper. Explains that PLA is based on the premise that many adults acquire skills and knowledge through work experience, community activities, volunteer work, and non-college and independent study. A PLA system evaluates this learning and relates it to courses and programs at formal educational institutions. Using PLA, adult candidates who can demonstrate or document that they have achieved the objectives of a given course, may be given formal college credit. Covers PLA methods, academic policy issues, organizational structure, and financial considerations. Appendices list PLA advisory committee members, PLA pilot projects and consultations, acronyms, and a summary of recommendations.


Hynes, M, Burnie, B., and G. Garrozzino (1994) "Getting The Credit you Deserve: Portfolio Development for ESL Speakers" Metro Labour Education Centre and George Brown College


Peruniak, G.S. (1993) "The Promise of Experiental and Challenges to its Integrity by Prior Learning Assessment" Candian Journal of University Continuing Education


In a society characterized by change, people are faced with many opportunities to acquire practical knowledge outside the traditional environment of academic institutions using the same basic evaluation criteria and guarantee the validity and reliability of assessment. A prior learning assessment (PLA) program has the following economic benefits: it attracts a newly motivated adult clientele to return to school; it builds on what they already know; and it fills the enrollment gap left by a decreasing younger population. The ideological principles of justice and equity, ethics and morals, and responsibility are putting serious pressure on academic institutions to assess prior learning using the same basic evaluation
criteria and to guarantee the validity and reliability of assessment. To apply these principles, four steps are required in a sound and valid PLA program: (1) program planning by administrators; (2) identification of student learning by a counselor; (3) assessment of learning by professors; and (4) accreditation by administrators. Faced with constant change, colleges and universities must modify their mandate and assess what has been learned outside their supervision. (10 references) (YLB). 8 pages.


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