



Work and Lifelong Learning Resource Base (WALLRB)

Materials for Teaching, Research and Policy Making

Chapter 3. Learning

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Chapter 3. Learning

Section 3.1 Lifelong Learning—General Perspectives

1. Avis, J. (2000). Policy talk: Reflexive modernization and the construction of teaching and learning within post-compulsory education and lifelong learning in England. *Journal of Education Policy*, 15(2), 185-199.

Explores the teaching and learning policy context within postsecondary education and lifelong learning in England. Critically examines globalization, reflexive modernization, and linkages with New Labour's third-way politics. Explores debates on pedagogic practice and waged labor organization. Debates are compromised by a consensual capitalism claiming to promote social justice.

KEY WORDS: Capitalism; Conservatism; Educational Policy; Foreign Countries; Human Capital; Interpersonal Competence; Lifelong Learning; Modernization; Political Parties; Postsecondary Education; Social Change; Socialism; England; Globalization; Social Justice.

2. Bailey, T. (2003). Analogy, dialectics and lifelong learning. *International Journal of Lifelong Education*, 22(2), 132-146.

Compares analogies and dialectics, discussing limitations of the Hegelian/Marxian dialectical form in adult education. Proposes the more holistic approach of Vico, a double dialectic that connects social and individual relationships, knowledge, and experience. Demonstrates a dialectical learning exchange that uses an analogy trigger.

KEY WORDS: Adult Education; Analogy; Learning Processes; Lifelong Learning; Dialectical Reasoning; Hegel, Georg Wilhelm Friedrich; Vico, Giambattista.

3. Binkley, M., Hudson, L., Knepper, P., Kolstad, A., Stowe, P., & Wirt, J. (2000). *Lifelong learning NCES task force: Final report*. District of Columbia: NCES.

In September 1998, the National Center for Education Statistics (NCES) established a 1-year task force to review the NCES's role concerning lifelong learning. The eight-member task force established a working definition of lifelong learning ("a process or system through which individuals are able and willing to learn at all stages of life, from preschool through old age") and conducted the following activities: (1) summarized and prioritized policy issues concerning lifelong learning; (2) synthesized existing data to address monitoring and policy needs; (3) identified and prioritized gaps in existing data; and (4) developed recommendations on data collection strategies. The recommendations focused on the following lifelong learning issue areas: the adult population; learning attitudes and skills of adults; labor market demand for adult learning; participation levels and patterns; goals, incentives, and disincentives; investments in adult learning; adult learning providers; instructional delivery and new technologies; informal learning; services and accommodations for adults; outcomes and effectiveness; and the government's role in adult learning. The task force concluded that adult learning is an important area of education that should have a coherent data collection and reporting system within NCES and that NCES should take the following steps to develop such a system: (1) develop a compendium report summarizing existing information on lifelong learning; and (2) modify existing survey instruments that collect relevant information.

KEY WORDS: Academic Achievement; Adult Education; Adult Learning; Agency Role; Change Strategies; Cost Effectiveness; Data Collection; Definitions; Delivery Systems; Education Work Relationship; Educational Attainment; Educational Benefits; Educational

Finance; Educational Needs; Educational Policy; Educational Research; Educational Technology; Employment Qualifications; Enrollment Trends; Government School Relationship; Informal Education; Information Needs; Job Skills; Labor Market; Labor Needs; Lifelong Learning; Needs Assessment; Organizational Development; Outcomes of Education; Policy Formation; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; Research Design; Research Methodology; Student Educational Objectives; National Center for Education Statistics; Task Force Approach.

4. Bostrom, A. K., Boudard, E., & Siminou, P. (2001). Lifelong learning in Sweden: The extent to which vocational education and training policy is nurturing lifelong learning in Sweden. CEDEFOP Panorama. Luxembourg: Office for Official Publications of the European Communities.

The extent to which vocational education and training (VET) policy is nurturing lifelong learning in Sweden was examined through a review of recent policy documents issued by various Swedish government agencies and data from comparative studies compiled by the Organisation for Economic Cooperation and Development and the International Adult Literacy Survey. The review focused on the following items: (1) VET policy and the structural framework of Sweden's VET system; (2) support measures to promote participation and access, modes of delivery, and actors; and (3) curricular development, learning strategies, and methodology. The study established that Sweden is making a large public investment in VET, with VET and general education functioning as parts of an integrated system that has been highly decentralized since 1991. Extensive examples of lifelong learning policy within Sweden's educational system were identified. Swedish policy was actively supporting a lifelong learning perspective for VET, and Sweden appeared to be moving toward a genuine system for lifelong learning. (Sixteen tables/figures are included. The following items are appended: list of social partners involved in the knowledge week; tables detailing integration of the Adult Education Initiative with upper-secondary education for adults between 1997 and 1999; and list of pertinent legal provisions.

KEY WORDS: Access to Education; Adult Education; Adult Literacy; Articulation (Education); Counseling Services; Curriculum Development; Delivery Systems; Disadvantaged; Educational Administration; Educational Finance; Educational Legislation; Educational Objectives; Educational Policy; Educational Trends; Elementary/Secondary Education; Enrollment Influences; Enrollment Trends; Experiential Learning; Federal Legislation; Financial Support; Foreign Countries; Government School Relationship; Incentives; Information Services; Information Technology; Labor Force Development; Lifelong Learning; Literature Reviews; Motivation Techniques; National Programs; Nonformal Education; Participation; Postsecondary Education; Prior Learning; Public Policy; School Business Relationship; Social Integration; Student Certification; Teaching Methods; Transitional Programs; Trend Analysis; Vocational Education.

5. Bourn, D. (2001). Global perspectives in lifelong learning. *Research in Post-Compulsory Education*, 6(3), 325-338.

Explores the importance of lifelong learning in a global society and presents contributions of development education. Discusses the agendas of citizenship and sustainable development and proposes key concepts, skills, and values for a global curriculum.

KEY WORDS: Adult Education; Citizenship Education; Global Education; Lifelong Learning; Sustainable Development; Globalization.

6. Bundy, A. (2002). Essential connections: School and public libraries for lifelong learning. *Australian Library Journal*, 51(1), 47-70.

Discusses the importance of information literacy for lifelong learning and the need for cooperation between public libraries and school libraries and teacher librarians. Reports results of a survey of Australian school and public libraries that investigated interaction and cooperation.

KEY WORDS: Foreign Countries; Information Literacy; Library Cooperation; Library Surveys; Lifelong Learning; Public Libraries; School Libraries; Australia; Teacher Librarians.

7. Cairns, T. (2000). For the sake of informality. *Adults Learning (England)*, 12(3), 16-18.

Informal learning probably accounts for most significant and meaningful learning in daily life. It should be considered in policy discussions and initiatives about lifelong learning, community development, and work-based learning.

KEY WORDS: Adult Education; Adult Learning; Educational Policy; Informal Education; Lifelong Learning.

8. Coffield, F. (2000). Lifelong learning as a lever on structural change? Evaluation of White Paper: Learning To Succeed: A New Framework for Post-16 Learning. *Journal of Education Policy*, 15(2), 237-246.

Evaluates a (British) government white paper on postsecondary education. Welcomes community councils, social partnerships, and enhanced resources, while criticizing absence of a change model, inadequate employer training investments, and slavish adherence to business's needs and human-capital theory. Empowerment goes further than endless technocratic reforms.

KEY WORDS: Change Strategies; Education Work Relationship; Educational Change; Empowerment; Foreign Countries; Human Capital; Job Skills; Lifelong Learning; Models; Partnerships in Education; Postsecondary Education; Educational Restructuring; England.

9. Colley, H., Hodkinson, P., & Malcolm, J. (2003). Understanding informality and formality in learning. *Adults Learning (England)*, 15(3), 7-9.

Reviews definitions of and debates over distinctions among formal, informal, and nonformal learning. Outlines questions about four aspects of formality/informality with which to analyze learning situations: process, location/setting, purposes, and content.

KEY WORDS: Adult Education; Educational Environment; Informal Education; Learning Processes; Nonformal Education; Lifelong Learning.

10. Colley, H., Hodkinson, P., & Malcom, J. (2003). *Informality and formality in learning: A report for the learning and skills research centre*. London, England: Learning and Skills Research Centre.

This report was commissioned by the LSDA to map the conceptual terrain around non-formal learning. In order to do this, three research strands were combined. We conducted

a major literature search, from which we analysed explicit classifications of learning as informal, non-formal or formal. The report provides a detailed investigation of different learning situations in the workplace, further education, adult and community education (ACE) and mentoring. The historical development of ideas through the literature, identifying and analysing two overlapping dimensions of thinking, to which we give the shorthand labels of 'theoretical' and 'political'.

KEY WORDS: Learning; Informal Learning; Learning and Work; Lifelong Learning.

11. Coppieters, P. (2005). Turning schools into learning organizations. *European Journal of Teacher Education*, 28(2), 129-139.

The concept of life-long learning has become a frequently used term in political and educational parlance. The final aim of schools has to be the development of the self-directed learner by developing the students' life-long learning competences. To realize this goal schools have to change from institutions that transfer knowledge into learning organizations. This paper will show that this transformation needs a new view on change processes and change management. The old view is known as the School Effectiveness, Improvement and Culture (SEIC) movement. We argue in this paper that the overall direction of this movement with its emphasis on factorial, deterministic and simplistic approaches to change and school improvement has little to offer to understand the complex change processes in schools. Therefore, we explore a new view, in which schools are seen as dynamic, unpredictable and complex social organisms the development of which depends on complex adaptation systems based on knowledge management and learning.

KEY WORDS: Educational Change; Change Strategies; School Effectiveness; School Culture; School Policy; Organization; Educational Policy; Motivation; Lifelong Learning.

12. Crowther, J., & Sutherland, P. (Eds.). (2005). *Lifelong learning: Concepts and contexts*. New York: Routledge.

Lifelong learning has developed enormously as a distinct area of study within education in recent years. This guide brings together new writing from some of the leading thinkers in the field to offer a broad ranging yet detailed snapshot of current developments in understanding adult learning and its social and personal context.

The book identifies four themes: Adult learning is distinctly different from learning in childhood; Learning is more than a cognitive activity in that it includes an affective dimension and contextual influences; Lifelong learning has implications for the purpose and processes of learning in educational institutions; There are subordinate discourses of lifelong learning that need to be aired.

KEY WORDS: Adult Learning; Lifelong Learning.

13. Cruikshank, J. (2002). Lifelong learning or re-training for life: Scapegoating the worker. *Studies in the Education of Adults*, 34(2), 140-157.

This article explores the current focus of lifelong learning in Canada. It looks at the new economy, the increasing polarisation between the rich and the poor, the role lifelong learning plays in supporting this polarisation and describes why so many Canadians continue to believe the training-as-panacea rhetoric. The article highlights the need for research that will challenge current lifelong policies, explore new economy issues from alternative perspectives and view lifelong learning from a more holistic perspective. It

also identifies a need for adult educators to lobby for more progressive lifelong learning policies that will improve the quality of life for all citizens.

KEY WORDS: Canada; Lifelong Learning; Policy; Adult Learners.

14. Dimitriadis, G., & Kamberelis, G. (2006). *Theory for education*. London: Routledge.

This book provides a concise and clear introduction to key contemporary theorists, including their lives, major works, and ideas. Written for the student in need of a quick introduction or for the scholar brushing up on details, this new book in the theory series presents major thinkers whose work and ideas have shaped critical thinking in our time. The authors underscore the particular relevance of these thinkers for the field of education - their work on education, how others in education have used them, and possible future directions for teachers and researchers. The volume gives special attention to theorists of "the post" - post-modernism, post-structuralism, and post-colonialism.

KEY WORDS: Education Theory; Poststructuralism; Research; Lifelong Learning.

15. Dyer, C. (2001). Nomads and education for all: Education for development or domestication? *Comparative Education*, 37(3), 315-327.

In Gujarat, India, illiterate Rabari nomads see formal education and literacy as irrelevant to pastoralism, but as providing possible alternatives if the pastoral life dies. Access and school culture present many difficulties. The hegemonic values of the international initiative Education for All and associated national policies ignore the importance of local knowledge and context.

KEY WORDS: Access to Education; Acculturation; Educational Attitudes; Educational Principles; Foreign Countries; Migrant Education; Minority Groups; Nomads; Public Policy; Relevance (Education); Social Bias; Values; Lifelong Learning.

16. Edwards, R., Armstrong, P., & Miller, N. (2001). Include me out: Critical readings of social exclusion, social inclusion and lifelong learning. *International Journal of Lifelong Education*, 20(5), 417-428.

Social inclusion appears to be an unconditional good. Examination of social policy studies and poststructuralist philosophy suggests that "inclusion" is positioned within a philosophy of identity that denies difference and is thus exclusionary. Promoting social inclusion heightens awareness of difference. The rights of those who choose not to be included must be protected.

KEY WORDS: Civil Rights; Cultural Pluralism; Democracy; Educational Policy; Equal Education; Lifelong Learning; Identity (Psychological).

17. Edwards, R., & Nicoll, K. (2001). Researching the rhetoric of lifelong learning. *Journal of Education Policy*, 16(2), 103-112.

In the analysis of policies for lifelong learning, the gap between the rhetoric and reality has become the focus for much debate and concern. Reality is compared with rhetoric and both are found wanting. In this paper, we argue that such critiques misconceive the significance of rhetoric and we outline the form a rhetorical analysis of lifelong learning policy could take. Using the UK government's 1998 Green Paper and 1999 White Paper

on lifelong learning as illustrations, we suggest that rhetorical analysis helps to point to the politics of discourse that is at play in policy-making processes. This is a politics - often dismissed as spin-doctoring - with which we need to engage if our own attempts to develop lifelong learning are to be persuasive.

KEY WORDS: Policy; Lifelong Learning.

18. Edwards, R., & Usher, R. (2001). Lifelong learning: A postmodern condition of education? *Adult Education Quarterly*, 51(4), 273-287.

In recent years, there has been much discussion of the significance of postmodernism and postmodernity for the study and practice of adult education. At the same time, lifelong learning has emerged as a significant strand of policy around the globe, reconfiguring the institutions and purposes of education. This article examines the complication of lifelong learning with some of the changes associated with the postmodern condition, in particular; the growth of performativity alongside a certain "unruliness" of knowledge. The article also suggests that lifelong learning signifies that the loss of mastery is associated with postmodern notions of ambivalence and incredulity. The article argues that given their interrelationship, lifelong learning can be constructed as a postmodern condition of education.

KEY WORDS: Adult Education; Lifelong Learning; Mastery Learning; Outcomes of Education; Postmodernism; Role of Education.

19. Edwards, R. (2003). Ordering subjects: Actor-networks and intellectual technologies in lifelong learning. *Studies in the Education of Adults*, 35(1), 54-67.

Argues that discourses of lifelong learning act as intellectual technologies that construct individuals as subjects in a learning society. Discusses three discourses using actor-network theory: (1) economics/human capital (individuals as accumulators of skills for competitiveness); (2) humanistic psychology (individuals seeking fulfillment through participation in learning); and (3) social capital (collaborative learning within social relations and networks).

KEY WORDS: Behavior Modification; Cognitive Processes; Discourse Analysis; Lifelong Learning; Actor Network Theory; Self Regulation; Subjectivity.

20. Edwards, R., Gallacher, J., & Whittaker, S. (2006). Learning outside the academy: International research perspectives on lifelong learning. London: Routledge.

This work weaves together different strands of research in the area of Lifelong Learning that concentrates particularly on learning in alternative settings and ways, such as experiential learning, informal and community learning. Drawing upon international research, the book looks at how these strands of research can contribute to each other.

The contributions to this volume are based on material presented at a conference at the Centre for Research in Lifelong Learning, UK, and they focus on research into key issues of policy and practice in Lifelong Learning. Establishing a wider framework for debate about the meaning and significance of lifelong learning, this timely and thought-provoking book will provide practitioners in the field with a relevant and current discussion on some very important ideas about non-formal education.

KEY WORDS: Lifelong Learning; UK; Non-Formal Learning; Community Learning.

21. Elfert, M. E. (2002). *Towards an open learning world: 50 years*. Germany: UNESCO Institute for Education.

An historical account of the creation and development of the UNESCO Institute for Education (UIE) is presented. Written in honor of the 50th anniversary of UIE, this institutional history begins with a series of seven prefaces and memoir essays about the organization written by UIE administrators, board members and researchers. Two chapters detail the founding and establishment of UIE, and present short portraits of these seven UIE pioneers: John West Robertson Thompson, Minna Specht, Paul Lengrand, Gottfried Hausmann, Paulo Freire, Bogdan Suchodolski, and Maria Montessori. Following these is a chapter, organized by decades, devoted entirely to the activities of UIE since its inception. The final chapter focuses on the present day activities of UIE and its current emphasis on lifelong learning and non-formal education. Publications of the UIE are next featured, including photographs of covers of the *International Review of Education* and other selected publications. Captioned photographs of both the founding and current staffs precede brief biographies of all UIE directors. Historical essays are included from these three UIE directors: Tetsuya Kobayashi, Ravindra Dave, and Paul Bélanger. Among the final lists and appended material are a list of governing board chairpersons; a list of governing board members from 1951-2002; a UIE chronology; a list of UIE conferences from 1952-2002; and an index of the 45 photographs included.

KEY WORDS: Access to Education; Adult Basic Education; Adult Education; Adult Learning; Chronicles; Culturally Relevant Education; Delivery Systems; Developing Nations; Educational Development; Educational Environment; Educational Facilities; Educational Finance; Educational History; Federal Government; Foreign Countries; Government School Relationship; Informal Education; Intergenerational Programs; International Cooperation; International Educational Exchange; International Organizations; International Programs; Lifelong Learning; Literacy; Literacy Education; Nonformal Education; Open Education; Organizational Change; Partnerships in Education; Postsecondary Education; Program Development; Program Effectiveness; Freire, Paulo; Institutional History; Montessori, Maria.; UNESCO; UNESCO Institute for Education; United Nations.

22. Field, J., & Leicester, M. (Eds.). (2000). *Lifelong learning: Education across the lifespan*. London: Falmer.

Lifelong learning is an increasingly relevant issue for educators across the world, as societies all over the world are concerned with developing a literate, skilled and flexible workforce to expand participation in education at all levels and for all age groups. This book covers all the key issues.

KEY WORDS: Adult Education; Informal Learning; Lifelong Learning; Work and Learning.

23. Given, L. (1999). The promise of "lifelong learning" and the Canadian Census: The marginalization of mature students' information behaviours. *Canadian Journal of Information and Library Science-Revue Canadienne Des Sciences De L'Information Et De Bibliothéconomie*, 24(4), 46-46.

Examined is the rising popularity of "lifelong learning", as well as the effect on government and university initiatives, & the implications of these initiatives for academic

information behaviours of mature students. Results of 1 part of a 2 phase study, involving both the manipulation of Canadian Census data and a series of in-depth, qualitative interviews with mature students. Results of the 1st-phase of the study, the author reports: First, the national demographic portrait of mature students that is captured by the Census. Second, limitations from a Census questionnaire for tracking demographic data for mature students. Third, the results from a series of logistic regression tests which used the Census data to explore the social stereotypes of the 'mature student'. Fourth, a discursive critique of Census-based Statistics Canada documents with implications for the promotion of 'lifelong learning'. Fifth, marginalization of mature students' experiences in Statistics Canada on student academic information behaviours.

KEY WORDS: Lifelong Learning; Mature Students; Government; University Initiatives; Canadian Census Data.

24. Gorard, S., & Selwyn, N. (2005). What makes a lifelong learner? *Teachers College Record*, 107(6), 1193-1216.

This article uses the reports from 1,001 home-based interviews, with adults living in the United Kingdom, to describe their varying patterns of participation in lifelong learning. It finds that 37% of all adults report no further education or training of any kind after reaching compulsory school-leaving age. This proportion declines in each age cohort but is largely replaced by a pattern of lengthening initial education and still reporting no further education or training of any kind after leaving. The actual patterns of participation are predictable to a large extent from regression analysis using a life order model of determining variables. The key variables are age, ethnicity, sex, family background, and initial schooling, all of which are set very early in life. This suggests that universal theories to describe participation, such as simple human capital theory, are incorrect in several respects. Where individuals create, for themselves and through their early experiences, a learner identity inimical to further study, then the prospect of learning can become a burden rather than an investment. This has implications for the notion of overcoming barriers to access, such as those involving technology.

KEY WORDS: Foreign Countries; Family Characteristics; Adult Education; Human Capital; Lifelong Learning; Interviews; Age; Ethnicity; Sex; Educational Technology; Educational Attainment.

25. Gough, S., Walker, K., & Scott, W. (2001). Lifelong learning: Towards a theory of practice for formal and non-formal environmental education and training. *Canadian Journal of Environmental Education*, 6, 178-196.

Contends that environmental learning is possible only if all absolute criteria for judging educational or environmental worth are regarded as problematic.

KEY WORDS: Educational Strategies; Elementary/ Secondary Education; Environmental Education; Experiential Learning; Foreign Countries; Higher Education; Informal Education; Lifelong Learning; Science Curriculum; Theory Practice Relationship.

26. Green, A. (2002). The many faces of lifelong learning: Recent education policy trends in Europe. *Journal of Education Policy*, 17(6), 611-626.

Examines the rise of discourse on lifelong learning across Europe, including the variety of national policy trends related thereto. Highlights convergent and divergent trends and comments on some of the implications of different policy models. Analyzes policy-as-discourse and policy-as-practice through illustrations.

KEY WORDS: Educational Policy; Educational Trends; Elementary/ Secondary Education; Foreign Countries; Lifelong Learning; Postsecondary Education; Discourse; Europe.

27. Griffin, C. (1999). Lifelong learning and social democracy. *International Journal of Lifelong Education*, 18(5), 329-342.

"Education" is being displaced by "learning" and it is becoming increasingly difficult to isolate educational policy from socioeconomic policy. Analysis of progressive social democratic policies shows that lifelong learning may be another name for expansion of education and training systems.

KEY WORDS: Democracy; Educational Policy; Government Role; Lifelong Learning; Policy Formation; Public Policy; Social Change; Organisation for Economic Cooperation Development; UNESCO.

28. Gustavsson, B. (2002). What do we mean by lifelong learning and knowledge? *International Journal of Lifelong Education*, 21(1), 13-23.

In the last 20 years, the concepts of lifelong learning and knowledge have been expressed in economic terms, losing their humanistic and democratic content. To broaden the concept beyond theoretical-scientific knowledge, phronesis (practical wisdom) is defined as the ability to meet concrete situations with sensitivity and imagination, a concept employing human abilities more fully.

KEY WORDS: Ethics; Humanistic Education; Lifelong Learning; Rhetoric; Knowledge; Phronesis; Technical Rationality.

29. Halimi, S., & Hristoskova, S. (2001). Lifelong learning for equity and social cohesion: A new challenge for higher education. *Journal of Adult and Continuing Education*, 7(1), 21-32.

The Council of Europe's lifelong learning project affirmed the role of higher education in promoting social cohesion and equal access to lifelong learning opportunities. The need to change formal structures to accommodate nontraditional methods was recognized. The impact of information/communications technologies on educational processes and access was investigated.

KEY WORDS: Access to Education; Communications; Equal Education; Foreign Countries; Higher Education; Information Technology; Lifelong Learning; Nontraditional Education; Role of Education; Council of Europe (France).

30. Halliday, J. (2003). Who wants to learn forever? Hyperbole and difficulty with lifelong learning. *Studies in Philosophy and Education*, 22(3-4), 195-210.

Discusses issues of how lifelong learning, globalization and capitalism are related within late modernity and how an increasingly homogeneous global economy requires a high level of cognitive skills in its workers. Argues that policymakers should encourage life long learning so that it can be easily combined into people's lives.

KEY WORDS: Adult Learning; Capitalism; Community Colleges; Democracy; Economics; Experiential Learning; Globalization; Independent Study; Lifelong Learning; Social Systems; Two Year Colleges.

31. Hodkinson, P. (2001). Researching the learning society: Review article. *Work, Employment and Society*, 15(2), 385-393.

A review article including four books edited by Frank Coffield: (1) Learning at Work; (2) Why's the Beer Always Stronger Up North?: Studies in Lifelong Learning in Europe; (3) Speaking Truth to Power: Research and Policy on Lifelong Learning; & (4) The Necessity of Informal Learning (all, Bristol: Policy, 1998, 1999, 1999, & 2000, respectively). All four books resulted from the UK Economic and Social Research Council (ESRC) Research Program, "The Learning Society: Knowledge and Skills for Employment." Criteria for evaluation of these products include (1) the quality of the empirical findings, (2) the extent to which the program's 14 projects contribute to existing knowledge, & (3) the relevance of that knowledge to the intended beneficiaries. Consequently, it is argued that the third volume is the strongest because it uses research data to overturn certain overblown claims regarding the value of learning.

KEY WORDS: Learning; Employment; Social Science Research; Work Skills; Job; Training; Social Constructionism; Lifelong Learning.

32. Hughes, C. (2001). Developing conceptual literacy in lifelong learning research: A case of responsibility. *British Educational Research Journal*, 27(5), 601-614.

Contends the nature of lifelong learning research is marked by border crossings requiring researchers to be conceptually literate. Discusses aspects of conceptual literacy. Draws on fields of adult education, employment, and family as key domains of lifelong learning research. Explores literacy issues through a case study of feminist conceptualizations of responsibility.

KEY WORDS: Adult Education; Case Studies; Educational Research; Employment; Family (Sociological Unit); Foreign Countries; Lifelong Learning; England.

33. Hull, B. (2001). Libraries: Deliverers of lifelong learning. *Adults Learning (England)*, 12(6), 20-22.

A survey of British adult students returning to education found they lacked basic as well as information literacy skills and have difficulty with information retrieval and use of learning resource centers. Partnerships between adult educators as facilitators and librarians as teachers are needed.

KEY WORDS: Adult Education; Foreign Countries; Information Literacy; Information Retrieval; Library Services; Lifelong Learning; Great Britain.

34. Hyslop-Margison, E. J. (2000). The employability skills discourse: A conceptual analysis of the career and personal planning curriculum. *Journal of Educational Thought/Revue de la Pensée Educative*, 34(1), 59-72.

States that British Columbia's Career and Personal Planning curriculum commits two fundamental mistakes in its classification of employability skills by: incorrectly conflating distinct categories of concepts under the general rubric of generic skills; and categorizing attitudes, values, and dispositions as skills. Reveals how these category mistakes may prevent students from achieving program objectives, and circumvents critical moral considerations.

KEY WORDS: Canadian Studies; Curriculum Evaluation; Educational Practices; Employment Potential; Job Skills; Job Training; Moral Issues; Student Needs; Vocational Education; British Columbia; Lifelong Learning.

35. Illeris, K. (2003). Towards a contemporary and comprehensive theory of learning. *International Journal of Lifelong Education*, 22(4), 396-406.

In this paper, an overarching learning theory is presented, based on assumptions that all learning includes (1) external learner-environment interaction and internal acquisition and elaboration and (2) cognitive, emotional, and social dimensions. The framework depicts four types of learning: cumulative, assimilative, accommodative, and transformative.

KEY WORDS: Affective Behavior; Cognitive Processes; Cognitive Structures; Competence; Environmental Influences; Learning Processes; Learning Theories; Prior Learning; Social Environment.

36. Istance, D. E., Schuetze, H. G. E., & Schuller, T. E. (2002). *International perspectives on lifelong learning: From recurrent education to the knowledge society*. Berkshire: UK: Open University Press.

This book of 17 chapters by different authors, traces the progress in developing lifelong learning policies over the past 30 years. It is organized in 6 parts following an introductory chapter, "From Recurrent Education to the Knowledge Society: An Introduction (Schuller, Schuetze, Istance). Part 1 is Historical Reflections on Policy-making and comprises: "Education in 2000 and 2025: Looking Back to the Future" (Husen); "Lifelong Learning Revisited" (Kallen); and "Lifelong Learning and the Changing Policy Environment" (Papadopoulos). Part 2 revolves around Building Human and Social Capital and includes: "Effective Schooling for Lifelong Learning" (Hargreaves); "Too Old to Learn? Lifelong Learning in the Context of an Ageing Population" (Lynch); and "From Human Capital to Social Capital" (Healy). Part 3 focuses On Organizing Learning. It includes: "The Seventh Sector: Social Enterprise for Learning in the United States" (Stern); "Training Networks and the Changing Organization of Professional Learning" (Caspar); "Learning in Post-industrial Organizations: Experiences of a Reflective Practitioner in Australia" (Ford). Part 4 is Globalization and Higher Education and comprises: "Globalization, Development and the International Knowledge Economy" (Carnoy); "Globalization, Universities and 'Knowledge as Control': New Possibilities for New Colonialisms?" (Kim); and "Universities and the Knowledge Society" (Duke). Part 5, Internationalizing Literacies and Learning, includes: "Problems of Adult Literacy in the Knowledge Society: Lessons from International Surveys" (Tuijnman); "The Digital Divide and Literacy: Focusing on the Most Poor" (Wagner); and "Learning Cultures and the Pursuit of Global Learning Norms" (Hirsch). Part 6 is entitled A Swedish Cod and includes the concluding chapter: "Adult Education Policy in Sweden 1967-2001.

KEY WORDS: Adult Education; Adult Learning; Adult Students; Communication (Thought Transfer); Competency Based Education; Context Effect; Cultural Pluralism; Developed Nations; Discourse Communities; Economically Disadvantaged; Educational Benefits; Educational Change; Educational History; Educational Policy; Educational Research; Educational Theories; Educational Trends; Foreign Countries; Government Role; Human Capital; International Educational Exchange; International Organizations; Job Skills; Labor Market; Learning Strategies; Learning Theories; Lifelong Learning; Literacy Education; Models; Networks; Older Adults; Older Workers; Outcomes of Education; Policy Formation; Political Attitudes; Professional Development; Public Policy.

37. Jarvis, P. E. (2001). *The age of learning: Education and the knowledge society*. Herndon, VA: Stylus Publishing.

This book's 18 chapters provide a multi-disciplinary analysis of lifelong learning and the learning society by doing the following: (1) examining the way that these phenomena have emerged; (2) analyzing the concepts; (3) discussing ways in which the learning society functions; (4) assessing the implications of the learning society for other sectors of the educational institution; and (5) reflecting on the age of learning. Many examples are taken from experiences in the United Kingdom. The following essays are included: "The Emerging Idea" (Linda Merricks); "Social, Economic, and Political Contexts" (Stephen McNair); "The Changing Educational Scene" (Peter Jarvis); "From Education Policy to Lifelong Learning Strategies" (Colin Griffin); "The Learning Society" (Colin Griffin and Bob Brownhill); "Lifelong Learning" (Bob Brownhill); "Paying for the Age of Learning" (Stephen McNair); "Work-Related Learning" (Paul Tosey and Stephen McNair); "Facilitating Access To Learning: Educational and Vocational Guidance" (Julia Preece); "Implications of the Learning Society for Education beyond School" (Linda Merricks); "The School in the Age of Learning" (John Holford and Gill Nicholls); "Corporations and Professions" (Peter Jarvis and Paul Tosey); "Implications for the Delivery of Learning Materials" (John Holford and Tom Black); "Implications for Including the Socially Excluded in the Learning Age" (Julia Preece); "The Public Recognition of Learning" (Peter Jarvis); "Questioning the Learning Society" (Peter Jarvis); "Civil Society and Citizenship in a Learning Age" (John Holford); and "Future Directions for the Learning Society" (Peter Jarvis and Julia Preece).

KEY WORDS: Access to Education; Adult Learning; Citizenship Education; Delivery Systems; Developed Nations; Educational Finance; Educational History; Educational Needs; Educational Philosophy; Educational Policy; Educational Practices; Educational Technology; Educational Trends; Foreign Countries; Informal Education; Learning Processes; Lifelong Learning; Policy Formation; Postsecondary Education; Prior Learning.

38. Kahlert, M. (2000). *Lifelong learning - A public library perspective*. Paper presented at the ALIA 2000, Capitalising on knowledge the information profession in the 21st century, 24-26 October 2000, Canberra. Retrieved November 30, 2006 from <http://conferences.alia.org.au/alia2000/proceedings/maureen.kahlert.html>.

This report presents a public library perspective on lifelong learning. The first section discusses the lifelong learning challenge, including the aims of the Australian National Marketing Strategy for Skills and Lifelong Learning, and findings of a national survey related to the value of and barriers to learning. The second section addresses the issue of the public library as a lifelong learning institution, including the diversity of clientele, and Derbyshire (Australia) Learning and Technology Access services. The third section presents a lifelong learning project, titled "Lifelong Learning - The Key to Knowledge," that was organized by the City of Swan Public Libraries (Australia) for the International Year of Older Persons, including: anticipated outcomes; lecture series topics; and program evaluation, covering demographics, value of the program, awareness of aging and seniors, overall evaluation of the program, and effectiveness of promotional material and advertising. A program of events is appended.

KEY WORDS: Foreign Countries; Library Services; Lifelong Learning; National Surveys; Older Adults; Public Libraries; Users (Information); Australia.

39. Kearns, P. (1999). *Lifelong learning: Implications for VET. A discussion paper*. Kensington Park, SA: The National Centre for Vocational Education Research (NCVER).

Lifelong learning should be seen as both an educational and a social practice in which learning occurs throughout individuals' lives and throughout society in a wide range of contexts (including the workplace), involves both formal and informal learning, and is facilitated by an extensive range of partnerships and networks. Vocational education and training (VET) must acquire a new humanism with a focus on people as a way of investing in human intellect, imagination, and creativity. Five key dimensions for achieving lifelong learning that can serve as a coherent and integrated template for thinking about how lifelong learning might be achieved are as follows: (1) establish the foundations for lifelong learning; (2) strengthen and develop pathways, bridges, and transitions; (3) foster learning organizations and institutions; (4) extend the role of information and learning technologies; and (5) develop lifelong learning communities. In Australia and elsewhere, a convergence of VET and general education would potentially address the needs of a knowledge-based economy, lead to a more integrated system with stronger linkages to other sectors, and build on current VET reforms.

KEY WORDS: Adult Education; Change Strategies; Educational Change; Educational Needs; Educational Objectives; Educational Technology; Educational Trends; Foreign Countries; Lifelong Learning; Needs Assessment; Partnerships in Education; Postsecondary Education; Trend Analysis; Vocational Education.

40. Kilpatrick, S., Field, J., & Falk, I. (2003). Social capital: An analytical tool for exploring lifelong learning and community development. *British Educational Research Journal*, 29(3), 417-433.

The possibility of using the concept of social capital as an analytical tool for exploring lifelong learning and community development was examined. The following were among the topics considered: (1) differences between definitions of the concept of social capital that are based on collective benefit and those that define social capital as a resource used for the benefit of those individuals with access to it; (2) community development and community division; (3) the role of the concept of social capital in theories of community development; (4) the role of the concept of social capital in research into community development education; and (5) social capital and social cohesion. A social capital framework for analyzing community development was proposed. The framework called for considering the following items when analyzing community development, including adult education: (1) the balance between internal and external networks; (2) the presence and diversity of brokers who are able to operationalize the bridging and linking of networks; (3) the levels of self-confidence and self-esteem of community members and skills in working together, including conflict resolution; (4) norms present in the community (especially norms of inclusion/exclusion and reciprocity); and (5) the extent to which the community of analysis has shared visions for its future.

KEY WORDS: Adult Education; Adult Learning; Community Attitudes; Community Characteristics; Community Development; Community Education; Community Resources; Definitions; Educational Research; Foreign Countries; Learning Theories; Lifelong Learning; Linking Agents; Models; Outcomes of Education; Postsecondary Education; Research Methodology; Social Capital; Social Integration; Social Networks; Social Support Groups; Social Values; Theory Practice Relationship; Australia; Europe.

41. Lechner, D. (2001). The dangerous right to human education. *Studies in Philosophy and Education*, 20(3), 279-281.

Uses the theories of Michel Foucault to support the contention that the educational system normalizes and disciplines the individual rather than stimulates the development of personal potential. Argues that children should be allowed to co-author the contracts they have with their educators; in this way education can serve to empower the child.

KEY WORDS: Access to Education; Children's Rights; Educational Change; Educational Theories; Elementary Education; Institutional Environment; Institutional Role; Role of Education; Student Rights; Foucault, Michel.

42. Lindstrom, C. (2000). Lifelong learning at European level - The past, the present and the new Grundtvig action. *Lifelong Learning in Europe*, 5(1), 31-34.

A new wave of European Union programs on lifelong learning focuses on transnational cooperation and improved access. Aims are to increase adults' capacity to play active social roles, develop intercultural awareness, improve employability, and access formal education systems.

KEY WORDS: Adult Education; Educational Development; Educational Policy; Foreign Countries; Lifelong Learning.

43. Longworth, N. (2006). Learning cities, learning regions, learning communities: Lifelong learning and local government. New York: Routledge.

The author explores the mental and social landscape of the city of today and tomorrow; the way in which people think, interact, work together, learn and live with and among each other. Written to address the urgent need for a guide to the principles and practices of lifelong learning, the author examines: the idea of Learning Cities; policies and strategies for the Learning City, including examples from around the world; how to activate learning, involve stakeholders and encourage citizen participation in a Learning City or Region.

KEY WORDS: Lifelong Learning; Government; Work.

44. Lundmark, C. (2002). Lifelong learning. *Bioscience*, 52(4), 325.

Argues that one essential resource for continued lifelong learning is the vast network of organizations and media that support the public's burgeoning demand for 'free choice' learning - learning that is often voluntary and guided by a person's needs and interests.

KEY WORDS: Cognitive Style; Distance Education; General Education; Informal Education; Lifelong Learning; Science Education; Secondary Education.

45. Martin, I. (2001). Lifelong learning - For earning, yawning, or yearning? *Adults Learning (England)*, 13(2), 14-17.

Examined are 3 factors that contribute to the shifting roles of adult educators from normative practitioners and agents of social change to enactors of the dominant discourse of lifelong learning: professionalization, technicist pedagogy, and policies of economic determinism.

KEY WORDS: Adult Educators; Lifelong Learning; Public Policy; Role of Education; Social Change; Professionalization.

46. Medel-Anonuevo, C., Ohsako, T., & Mauch, W. (2001). *Revisiting lifelong learning for the 21st Century*. Hamburg: Germany: UNESCO Institute for Education.

Although lifelong learning is being increasingly cited as one of the key principles in the fields of education and development, shared understanding of the term's usage at the global level is lacking. Lifelong learning is closely tied to the challenge of openness and the changes with which modern individuals must cope in their lifetimes. Lifelong learning encompasses both continuity (stability) and discontinuity (change) in learned capacities over time as a result of interactions with the manmade environment - in other words, culture. The following strategies may help facilitate lifelong learning, effective cultural exchange, and interactions: (1) starting from the formative years, expose learners to diverse cultural information and experiences; (2) combine foreign language learning programs with culture learning; (3) develop culture learning programs with culture relativity as a main theme; and (4) develop learning indicators for individual learners' cross-cultural competencies. Lifelong learning should appeal to the totality of a person - heart, body, and brain - and more importantly, to our existential values and emotions. Lifelong learning can also deal with the uncertainty and contradictions of life. Lifelong learning should aim to promote the art of human maturity, which is a prerequisite for becoming a good citizen who is actively involved in local, national, and international issues and problems.

KEY WORDS: Adult Students; Citizenship Education; Cross Cultural Training; Cultural Exchange; Cultural Interrelationships; Cultural Pluralism; Definitions; Educational Environment; Educational Objectives; Educational Principles; Experiential Learning; Foreign Countries; Humanistic Education; Individual Differences; Intergroup Education; Learning Motivation; Learning Processes; Lifelong Learning; Position Papers; Role of Education; Second Language Instruction; Self Actualization; Social Change; Student Characteristics.

47. Medel-Anonuevo, C. E. (2002). *Integrating lifelong learning perspectives*. Hamburg: Germany: UNESCO Institute for Education.

In postindustrial society, the importance of education for the life course of young people is still important but much more unclear & unspecific than before & therefore sometimes questioned. The school function of qualifying young people for work is shrinking as a result of the vanishing of traditional occupations in favor of more broadly defined functions & such rapid changes in the structure of occupations that the learning of extrafunctional qualifications is of growing importance. For students, all of this implies that the significance of learning mostly abstract school knowledge in an overwhelmingly reproductive manner is being questioned. Students are no longer able to construct a meaningful connection between their education, work, & life course. The educational paths offered by the traditional curriculum lack significance for their life plans & future directions. The need to equip young people with a career identity is shown here, but it is also suggested that the educational setting must be altered as well. Recent developments in Dutch educational policy are used as an illustration.

KEY WORDS: Access to Education; Adult Education; Adult Literacy; Citizenship; Citizenship Education; Cultural Awareness; Democracy; Distance Education; Economic Development; Equal Education; Experiential Learning; Foreign Countries; Global Education; Illiteracy; Indigenous Populations; Intergenerational Programs; Lifelong

Learning; Literacy Education; Multicultural Education; Nondiscriminatory Education; Partnerships in Education; Sex Fairness; Teacher Education; Women's Education.

48. Meijers, F., & Wesselingh, A. (1999). Career identity, education and new ways of learning. *International Journal of Contemporary Sociology*, 36(2), 229-251.

In postindustrial society, the importance of education for the life course of young people is still important but much more unclear & unspecific than before & therefore sometimes questioned. The school function of qualifying young people for work is shrinking as a result of the vanishing of traditional occupations in favor of more broadly defined functions & such rapid changes in the structure of occupations that the learning of extrafunctional qualifications is of growing importance. For students, all of this implies that the significance of learning mostly abstract school knowledge in an overwhelmingly reproductive manner is being questioned. Students are no longer able to construct a meaningful connection between their education, work, & life course. The educational paths offered by the traditional curriculum lack significance for their life plans & future directions. The need to equip young people with a career identity is shown here, but it is also suggested that the educational setting must be altered as well. Recent developments in Dutch educational policy are used as an illustration.

KEY WORDS: Educational Reform; Postindustrial Societies; Education Work Relationship; Occupational Structure; Life Plans; Youth; Educational Policy; Netherlands; Lifelong Learning.

49. Mojab, S., & Gorman, R. (2003). Women and consciousness in the "learning organization": Emancipation or exploitation? *Adult Education Quarterly*, 53(4), 228-241.

This article attempts to uncover the contradictions inherent in the philosophy and practice of the learning organization. Through a Marxist-feminist analysis of current shifts in adult education and workplace structure, this study attempts to discover the function of the learning organization in the capitalist political economy, the location of workers in relation to the learning organization, and the role of learning rhetoric in maintaining the status quo. The authors argue that the learning organization model can be seen both as a mechanism for the removal of surplus value from workers and as a method of social control. The learning organization model is often related to progressive, even emancipatory, claims of inclusion and collaboration in the workplace. However, this study argues that the educational legacies of feminism, trade unionism, antiracism, and revolutionary struggle are superior spaces to seek the learning interests of the workers that make up the learning organization.

KEY WORDS: Learning Organization; Workplace Learning; Women and Learning; Marxism; Feminism.

50. Murphy, M. (2000). Adult education, lifelong learning and the end of political economy. *Studies in the Education of Adults*, 32(2), 166-180.

Uncritical acceptance of globalization and postindustrialism leads to acceptance of lifelong learning policy as a neutral reaction to inevitable technological transformation. A structural theory of power is needed in adult education in order to reclaim lifelong learning as a force for empowerment and social change.

KEY WORDS: Adult Education; Economic Change; Educational Policy; Lifelong Learning; Political Power; Technological Advancement; Globalization; Post-industrialism.

51. Oels, M. (2003). Lifelong learning for active citizenship. *Lifelong Learning in Europe*, 8(1), 44-49.

To achieve its objectives, the European Union develops programs on learning for active citizenship and promotes lifelong learning policies that endeavor to move people from "local me" to "global me."

KEY WORDS: Adults; Citizen Participation; Citizenship Education; Foreign; Countries; Lifelong Learning; Policy Formation; European Union.

52. Olesen, H. S. (2002). *Lifelong learning - A political agenda! Also a research agenda?* Paper presented at the 8th International Conference on Adults Learning Mathematics (ALM8). 28-30 June 2001. Johansen, L., & Wedege, T. (Eds.) *Numeracy for empowerment and democracy?* Roskilde: Centre for Research in Learning Mathematics, Roskilde University. Retrieved December 28, 2006, from <http://mmf.ruc.dk/~tiw/PapersWEB/OlesenHS-ALM8.pdf>.

Adult and continuing education are undergoing simultaneous processes of institutionalization (adding schools for adults) and deinstitutionalization (broadening the scope of interventions and focusing on learning processes inside and outside schools). Lifelong learning assumes that learning takes place in all spheres of life, including the workplace, everyday life, and cultural activities. The new political awareness of the need for learning and education has necessitated that learning be studied in all its contexts, including in various life spheres (work, family, leisure and cultural activities, citizenship) and knowledge and competence domains (professions, skills, arts) defined by societal division of labor. Researching the subjectivity of learning and social structural and historical dynamics requires an interdisciplinary research strategy. Themes for research include the following: gender and wage labor; the role of self-regulation and sustainability in work life; and the relationship of knowledge and democracy to professional learning and professional identity. Like literacy and numeracy, learning for active citizenship must be given the status of an indispensable cultural technique. The following competencies should be considered competencies for a general social literacy: competence to create cohesion; ecological competence; competence for balancing a threatened or broken identity; historical competence; sensibility to experience expropriation; and technological competence.

KEY WORDS: Adult Education; Change Strategies; Citizenship Education; Continuing Education; Educational Change; Educational Needs; Educational Policy; Educational Principles; Educational Research; Educational Trends; Equal Education; Lifelong Learning; Needs Assessment; Numeracy; Policy Formation; Politics of Education; Research Needs; Role of Education; Social Integration.

53. Osborne, M. (2003). Policy and practice in widening participation: A six country comparative study of access as flexibility. *International Journal of Lifelong Education*, 22(1), 43-58.

In this paper, a comparison of policies and practices in six countries focused on the concept of access to education as flexibility: systematic structural arrangements such as accreditation of prior learning, open and distance learning, and information/communications technologies. Successful international experiences have implications for Scotland and other countries attempting to widen participation.

KEY WORDS: Access to Education; Comparative Analysis; Educational Policy; Foreign Countries; Outreach Programs; Participation; Prior Learning.

54. Parrott, A. (2002). Determining the value of lifelong learning. *Adults Learning (England)*, 13(8), 24-26.

In contemporary educational discourse, value in relation to lifelong learning can mean a moral/ethical concept, economic or monetary value, or mathematical or numerical value. "Added value" is devoid of ethical/moral meaning; it encourages a view of learning that is purely technical.

KEY WORDS: Economics; Lifelong Learning; Moral Values; Values; Value Added.

55. Payne, J. (1999). Perspectives on lifelong learning. *Adults Learning (England)*, 10(8), 9-11.

Explores the different meanings lifelong learning takes on when viewed from the following perspectives: training, personal development, unions, communities, institutions, and individuals.

KEY WORDS: Adult Education; Educational Attitudes; Individual Development; Lifelong Learning; Training; Unions.

56. Pilkington, M., & Stuart, M. (2001). Science for active citizenship: The challenge for lifelong learning. *Journal of Access and Credit Studies*, 3(1), 4-16.

Debates over the social purpose model of adult education have largely ignored science. A social citizenship dimension is crucial for adults' understanding of scientific research and issues. The example of a British ecology project illustrates that forcing all adult education into a credit system will hinder the goal of education for active citizenship.

KEY WORDS: Adult Education; Citizen Participation; Educational Certificates; Foreign Countries; Lifelong Learning; Role of Education; Science Education; Social Change; United Kingdom.

57. Preston, J. (2003). "Enrolling alone?" Lifelong learning and social capital in England. *International Journal of Lifelong Education*, 22(3), 235-248.

Analysis of 120 biographical interviews of English adults established three types of relationships between education and civic participation that are influenced by class, gender, ethnicity, and institutional structures. For "atomists," learning resulted in paradoxically solitary engagement. "Networkers" were not formally engaged but formed networks through learning. "Altruists" sense of efficacy was enhanced by learning.

KEY WORDS: Adult Education; Citizen Participation; Foreign Countries; Lifelong Learning; Motivation; Networks; Social Capital; England.

58. Robinson, C. (2000). *New directions in Australia's skill formation: Lifelong learning is the key*. Adelaide; South Australia: National Centre for Vocational Education Research (NCVER).

The unparalleled changes in recent years mean that a continuing focus on the preparation of young people for entry to the work force as the keystone of post-compulsory education and training in Australia is no longer sufficient for two reasons. First, technological change and other changes stemming from globalization of economies are now having a profound impact on the nature of work, the way it is organized, and the skills it requires. Second, the work forces of most countries, including that of Australia, are aging. These developments have implications for changes in Australia's approach to skill formation. The historical focus on the young in post-compulsory education and training policy is inadequate. The more recent trends, both in Australia and overseas, that recognize that these policies now need also to embrace the concept of lifelong learning. Although about 77 percent of the "economically active" population aged 15-64 years undertake some kind of education or training, much of this education or training is unstructured, informal, spasmodic, and minor. Australia has a comparatively high level of investment in education and training, but it is not among the countries with the very highest levels of commitment. Future directions must focus on the development of new learning pathways and an increased national investment in skills and knowledge.

KEY WORDS: Adult Education; Aging (Individuals); Developed Nations; Educational Development; Educational Finance; Federal Aid; Foreign Countries; Job Training; Labor Needs; Labor Supply; Lifelong Learning; Postsecondary Education; Role of Education; Skill Development; Technological Advancement; Australia.

59. Rogers, A. (2001). Lifeworlds and learning: Essays in the theory, philosophy and practice of lifelong learning. *International Journal of Educational Development*, 21(3), 288-289.

These 11 essays explore the promise of current models of lifelong learning. "The Sociology of Lifelong Learning" outlines the relevance of various movements to understanding learning in contemporary society. "Knowledge, Power, and Ignorance" contends that a new kind of society - the expert society - is emerging. "Knowing, Understanding, and Feeling" examines the view that understanding is best viewed as a social process nurtured most effectively through dialogue. "Lifeworlds and Learning" highlights the importance of the value people place on their own education and learning needs. "Class, Culture, and Adult Education" explores the ways in which personal attitudes, identities, and motives challenge and reflect the society in which they are nurtured from a historical perspective. "Education and Community Regeneration" expands on the view that the idea of community must be at the center of all political debate. "Institutions and Power: The Archaeology of Educational Organisations" concentrates on the problem of moving institutions to define a new future for themselves. "Learning and Creativity" explores the idea that we have an impoverished sense of the creative possibilities in every human life. "Moral Learning in the Moral Maze" outlines the moral contours of adulthood and examines how adults adjust to changes in life circumstances. "Personal Change in Adulthood" looks at the idea of lifelong learning as embracing self-knowledge. "Dialogue and Learning: Towards a New Model of Citizenship" contends that people learn through dialogue and in the process transform their understanding of themselves and their world.

KEY WORDS: Adult Education; Adult Learning; Creativity; Dialogs (Language); Educational Philosophy; Educational Sociology; Empowerment; Foreign Countries; Higher Education; Learning Theories; Life Events; Lifelong Learning; Moral Development; Social Psychology; Social Theories.

60. Rollings-Magnusson, S. (2001). Legislation and lifelong learning in Canada: Inconsistencies in implementation. *Canadian Journal of Higher Education*, 31(3), 23-47.

This review of Canadian government policy as expressed in legislation revealed inconsistencies between rhetorical and actual support for a lifelong learning agenda; the absence of the protection and sense of permanence that legislation provides to policy implementation means that any actions taken or programs created may be easily changed, ignored, or eliminated with little public scrutiny or debate.

KEY WORDS: Adult Education; Educational Policy; Foreign Countries; Legislation; Lifelong Learning; Policy Analysis; Canada.

61. Schuller, T. (2002). Lifelong learning as the social construction of knowledge. *Lifelong Learning in Europe*, 7(1), 33-40.

Distinguishes between human capital and social capital. Examines the social construction of knowledge at various levels: families, organizations, and communities.

KEY WORDS: Constructivism (Learning); Development; Human Capital; Lifelong Learning; Social Capital.

62. Solomon, J. (2003). *The passion to learn: An inquiry into autodidactism*. London: Routledge-Falmer.

Beginning and ending with comprehensive and stimulating discussions of learning theories, this book includes fourteen case studies of autodidactism in informal learning situations. These diverse case studies reflect the inherent diversity of autodidactism, yet four common themes emerge: emotional/ cognitive balance; learning environment; life mission; and ownership of learning. The final chapter examines the implications of autodidactism for educational theory, research, philosophy and psychology.

KEY WORDS: Learning Theory; Lifelong Learning; Informal Learning.

63. Strawn, C. L. (2003). Social capital influences on lifelong learning among adults who did not finish high school. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, 64(4), 1428-A.

The primary goal of this study is to investigate how social capital influences the lifelong learning practices of adults. Data from the first wave of the Longitudinal Study of Adult Learning are analyzed. The study population is adults, age 18-44, who at the time of the interview had finish high school or received a GED, were proficient speakers of English and lived in a defined Portland metropolitan area. Lifelong learning for the study population is operationalized as Formal, participation in an Adult Basic Education or General Equivalency Degree preparation program, or Informal, involvement in informal learning strategies. The social capital of individual communities is measured by network structures, length of time known non-kin, social trust, civic participation and knowing someone that attended college. Networks are grouped as All-Family networks, Open networks, Dense networks, and Big networks compared to Small networks of less than two people. The study population was discovered to have a rich and diverse store of social capital. A logistic regression model was developed testing Social Position, Education Discourse and Social Capital indicators as predictors of participation in Formal education and involvement in Informal learning strategies. In both cases Social Capital predicts engagement over and above Social Position, Education Discourse, while controlling for literacy proficiency, age and labor force attachment. The key finding is that participation in Formal education and engagement in Informal learning are influenced in

nearly opposite ways by the available social capital. All network types predict at least twice the probability of engaging in Informal learning strategies as compared to Small networks.

KEY WORDS: Cultural Capital; Adult Education; Learning; Social Networks; Educational Attainment; Portland; Oregon; Lifelong Learning.

64. Summers, J. (2000). Squaring the circle: Lifelong learning partnerships for better or for worse. *Lifelong Learning in Europe*, 5(3), 168-171.

Partnerships work best when they are local, community based, understand adult learning, and are not dominated by external agendas. They require political understanding to translate national initiatives into local opportunities.

KEY WORDS: Adult Learning; Community Development; Community Involvement; Foreign Countries; Lifelong Learning; Partnerships in Education; United Kingdom.

65. Thoman, E., & Jolls, T. (2004). Media literacy-A national priority for a changing world. *American Behavioral Scientist*, 48(1), 18-29.

Media and technology convergence in a global culture is changing the way we learn about the world and challenging the very foundations of education. It's not enough to be able to read the printed word, rather, needed is the ability to critically interpret the powerful images of a multimedia culture. Media literacy education provides a framework & a pedagogy for the new literacy needed for living, working, and citizenship in today's world. It paves the way to mastering the skills required for lifelong learning in today's society.

KEY WORDS: Information Technology; Mass Media; Literacy; Teaching; Globalization; Lifelong Learning.

66. UNESCO. (2002). Learning throughout life: Challenges for the twenty-first century. Paris: UNESCO.

This book reports on the main issues discussed at the follow-up conference on learning throughout life, organized in Lisbon in 1999 by UNESCO and the Calouste Gulbenkian Foundation. First, the place of formal and non-formal education is still to be clearly defined. Second, there is an urgent need for the creation of educational structures with a global approach to lifelong education that take into consideration the multiple aspects influencing both teaching and learning within current economic and social context. This book is intended for educational planners and policy-makers concerned with ensuring the availability of formal and non-formal learning opportunities throughout life. It will also appeal to specialists in the social sciences who work in areas related to educational development in different socio-economic and cultural contexts.

KEY WORDS: Education Aims and Objectives Congresses; Education Congresses; Learning Congresses; Adult Education Congresses; Continuing Education Congresses; Lifelong Learning.

67. Walshok, M. L. (2001). Thinking more strategically about funding lifelong learning programs. *Continuing Higher Education Review*, 65, 77-88.

Recognizing that lifelong learning is broader than continuing education, providers must move to organizational and community models of learning and seek private and

philanthropic funding sources for lifelong learning programs. Continuing education professionals should adopt a new orientation to their professional role.

KEY WORDS: Continuing Education; Educational Change; Educational Finance; Fund Raising; Higher Education; Lifelong Learning.

68. Walters, S., & Watters, K. (2001). Lifelong learning, higher education and active citizenship: From rhetoric to action. *International Journal of Lifelong Education*, 20(6), 471-478.

Explains how adult educators came to develop the Cape Town Statement on Characteristic Elements of a Lifelong Learning Higher Education Institution. Elaborates on the six essential characteristics of higher education institutions.

KEY WORDS: Adult Education; Adult Educators; Citizen Participation; Foreign Countries; Higher Education; Institutional Characteristics; Lifelong Learning; Position Papers; Universities.

69. Warford, L. J. (2002). Funding lifelong learning - A national priority. *Community College Journal*, 72(3), 15-23.

Discusses a 50-state survey by the National Council for Continuing Education regarding the issue of funding for noncredit courses in community colleges. Reports that 17 states include noncredit courses for funding on an FTE basis, and that no states fund hobby, avocational, or recreation non-credit classes. Argues that lifelong learning is a crucial factor in American economics.

KEY WORDS: Adult Education; Community Colleges; Continuing Education; Continuing Education Units; Federal Aid; Financial Support; Full State Funding; Grants; Job Skills; Job Training; Lifelong Learning; Noncredit Courses; Skilled Workers; Student Financial Aid.

70. Welton, M. (2005). Designing the just learning society: A critical inquiry. Leicester: NIACE.

Adult education is at the centre of the global discussion about the future of humankind. The ideal of the learning society, the learning organisation and the empowered citizen present a drastic reorientation for educators everywhere. This book rigorously examines this ideal – its historical origins in early modernity and rhetorical uses – in order to understand the cultural and institutional transformations needed to create a just learning society. This text speaks directly to an important body of professional and scholarly debate in adult education worldwide.

KEY WORDS: Adult Education; Citizenship; History; Lifelong Learning.

Section 3.2

Formal Education, Schooling

1. Apple, M., Kenway, J., & Singh, M. (Eds.). (2005). *Globalizing education: Policies, pedagogies, and politics*. New York: Peter Lang.

Sixteen contributions from researchers in education, sociology, and planning - predominantly based in Australia - discuss the ramifications of globalization for education and education systems globally. The first essay - by editors Michael Apple (educational policy studies, U. of Wisconsin), Jane Kenway (global education studies, Monash U., Australia), and Michael Singh (education, U. of Western Sydney, Australia)-provides an overview of the complexities of the topics addressed more specifically by the contributors, including theoretical understanding of the processes of globalization, the changing economic context of education, neoliberal governance and the enterprise culture, globalizing changes in knowledge production, changing teacher and student identities, and democratic purposes and public schooling.

KEY WORDS: Critical Pedagogy; Globalization; Politics and Education; Work and Learning; Formal Education.

2. Bailey, T., Hughes, K., & Moore, D. (2004). *Working knowledge: Work-based learning and education reform*. London: Routledge Falmer.

Based on over five years of research on work-based learning in high school and community college programs across the country, this book explores the potential for using work-based learning as part of a broad education reform strategy. The authors synthesize a historical overview of work-based learning and its place in policy-making with the experiences of teachers and students, resulting in a dynamic account of the state of work-based learning and its significance for the field of education.

KEY WORDS: Work-Based Learning; Policy Making; Government; Formal Education.

3. Barro, R. J., & Lazear, E. P. (2002). *Education in the twenty-first century*. Stanford: Hoover Institution Press.

In this book, several Hoover Institution scholars search for the answers to failures in U.S. schools and examine the debate over what works and what does not work. Such widely debated topics as national examinations, accountability, performance, and school funding are discussed. The importance of education to both the individual and society as a whole, shedding light on what education does, various ways to structure education, lessons learned from the past, and what can be accomplished in the future are detailed.

KEY WORDS: Education; Economic Aspects; United States; Social Aspects; Educational Planning; Work and Learning; Formal Education; Schooling.

4. Bowles, S., & Gintis, H. (2002). Schooling in capitalist America revisited. *Sociology of Education*, 75(1), 1-18.

Justifying the once-controversial estimates of high levels of intergenerational persistence of economic status & the unimportance of the heritability of IQ in this process. The fact that the contribution of schooling to cognitive development plays little part in explaining why those with more schooling have higher earnings. Further research has supported the authors' hypotheses concerning the role of personality traits, rather than skills, as determinants of labor market success. Current contributions to the study of cultural evolution allow the authors to be considerably more specific about how behaviors in schools are learned.

KEY WORDS: Socioeconomic Status; Intelligence; Academic Achievement; Educational Inequality; Social Inequality; Intergenerational Mobility; Educational Systems; Education; Work Relationship; Formal Education; Schooling.

5. Bussière, P. (2001). Measuring up: The performance of Canada's youth in reading, mathematics and science. OECD PISA Study-First Results for Canadians aged 15. Ottawa: Human Resources Development Canada.

This report presents initial results for Canada, Canadian provinces and selected countries from PISA (Program for International Student Assessment) 2000. Reading literacy is the major focus of PISA 2000, with mathematical and scientific literacy as minor domains. This report also includes outcomes from the Youth in Transition Survey (YITS), a Canadian longitudinal survey designed to study the patterns of, and influences on, major transitions in young people's lives, particularly with respect to education, training and work. Thirty-two countries participated in PISA 2000. In Canada, approximately 30,000 15-year-old students from more than 1,000 schools participated.

KEY WORDS: Academic Achievement; Analytical Products; Cognitive Abilities; Educational Indicators; High School Education; Languages; Learning; Mathematics; Parental Educational Attainment; Reading; Sciences; Skill Requirements; Student to Teacher Ratio; Students; Tests; Transition from School to Work; Formal Education; Schooling.

6. Council of Ministers of Education. (2005). Education indicators in Canada: Report of the Pan-Canadian education indicators program, 2005. Ottawa: Statistics Canada.

This report presents statistical indicators of education in Canada. The indicators cover various aspects of the elementary, secondary and postsecondary education, such as enrollment, graduation and human resources, as well as the financing of the education systems in Canada. The first chapter provides a statistical description of the school-age population while the last one shows measures of transitions from secondary to postsecondary education and then to the labour market. Labour market results are also included.

KEY WORDS: Educational Indicators; Canada; Education; Statistics; Formal Education; Schooling.

7. Dei, G. J., & Karumanchery, L. L. (1999). School reforms in Ontario: The marketization of education and the resulting silence on equity. *Alberta Journal of Educational Research*, 45(2), 111-131.

Critically examines recent market-oriented educational reforms in Ontario and their impact on socially disadvantaged groups. Argues that current trends lead toward a "marketization" of education in Ontario, as the rhetoric of cost-effectiveness and bureaucratic efficiency shifts the official agenda of educational reform away from equity considerations to those of capital and big business.

KEY WORDS: Centralization Disadvantaged; Educational Change; Educational Legislation; Educational Policy; Educational Trends; Elementary/ Secondary Education; Equal Education; Foreign Countries; Free Enterprise System; Minority Groups; Politics of Education; Public Education; Formal Education; Schooling.

8. Dori, Y. J., & Tal, R. T. (2000). Formal and informal collaborative projects: Engaging in industry with environmental awareness. *Science Education*, 84(1), 95-113.

Describes the development, implementation, and assessment of a mixed formal-informal Science, Technology and Society (STS) curriculum that incorporates collaborative projects with case studies, field trips, and formal class sessions.

KEY WORDS: Case Method (Teaching Technique); Cooperative Learning; Elementary/ Secondary Education; Environmental Education; Field Trips; Foreign Countries; Informal Education; Science and Society; Science Curriculum; Student Projects; Teaching Methods; Israel; Formal Education; Schooling.

9. Freeman, D. E., & Freeman, Y. S. (2001). *Between worlds: Access to second language acquisition*. (2nd ed.). Portsmouth NH: Heinemann.

This book purports to expand the learning potential of students by considering how the world inside the school interacts with outside social contexts. As the schooling of English language learners becomes ever more complex and political, this book has been updated in a second edition to address new trends and issues related to the teaching of multilingual students. The book features the following: a clear, accessible review of second language acquisition theories and research in the fields of second language acquisition, bilingual education, and second language teaching methodology; new insight into the social and cultural factors that affect second language acquisition and related current research theory; discussion of the role of grammar in second language acquisition; the content teachers need for certification to teach second language learners; practical classroom examples, strategies, thematic units, student work, and language stories; ideas for promoting cultural sensitivity; logical organization that could easily serve as a basis for a course syllabus; and practical suggestions and useful resources for working with parents of language minority students. This book is intended for classroom teachers of all levels who are working with a few or many second language students. It is also written for second language educators, including those working with pre-service or in-service teachers as well as college instructors of undergraduate and graduate courses in second language, cross cultural communication, and bilingual education. A subject index and an appendix of Web sites for English-as-a-Second-Language teachers are included.

KEY WORDS: Bilingual Education Programs; Charts; Class Activities; Classroom Techniques; Culturally Relevant Education; Elementary/ Secondary Education; English (Second Language); Grammar; Illustrations; Inservice Education; Language Acquisition; Learning Modules; Limited English Speaking; Multilingualism; Parent Teacher Cooperation; Politics of Education; Preservice Teacher Education; Second Language Instruction; Second Language Learning; Sociolinguistics; Teacher Educators; Teaching Methods; United States; Formal Education; Schooling.

10. Fullan, M., Hill, P., & Crevola, C. (2006). *Breakthrough*. Thousands Islands, CA: Corwin Press.

This book presents a new approach to educational reform that breaks away from conventional paradigms to help educators create focused instruction, transform the classroom experience, and dramatically raise-and sustain-performance levels for students and teachers alike. The authors provide the concepts needed for developing precise, validated, data-driven instruction personalized to each and every student. Breakthrough establishes the tipping point for moving toward personalized, high-quality

instruction and learning in the classroom to ensure continuous improvement and ongoing academic success.

KEY WORDS: Educational Reform; Instruction; Teaching and Learning Strategies; Formal Education; Schooling.

11. Giroux, H., & Myrsiades, K. (Eds.). (2001). *Beyond the corporate university: Culture and pedagogy in the new millennium*. Lanham: Rowan & Littlefield.

The chapters in this collection show how and why the critical functions of democratically informed civic education must become the core of the university's mission. Part 1, "Higher Education and the Politics of Corporate Culture," contains: (1) "Franchising the University" (Jeffrey J. Williams); (2) "Vocationalizing" Higher Education: Schooling and the Politics of Corporate Culture" (Henry A. Giroux); (3) "The University: A Place To Think?" (Roger I. Simon); and (4) "Literary Theory and the Role of the University" (Peter Baker). Part 2, "Cultural Politics and the Struggle over Curricula," contains: (5) "Curriculum Mortis: A Manifesto for Structural Change" (Ronald Strickland); (6) "Brown v. Higher Education: Pedagogy, Cultural Politics, and Latina/o Activism" (Ralph E. Rodriguez); (7) "Culture, the Academy, and the Police; or Reading Matthew Arnold in 'Our Present Unsettled State'" (Jerry Philips); and (8) "Timescapes for Literacy: Time in Academic Communities" (John Lofty). Part 3, "The Responsibility of Literature and the Possibility of Politics," contains: (9) "The Political Responsibility of the Teaching of Literatures" (Paul Smith); (10) "The Case for Jameson; or, Towards a Marxian Pedagogy of World Literature" (Christopher Wise); (11) "Subversion and Oppositionality in the Academy" (Barbara Foley); and (12) "World Bank Literature 101" (Amitava Kumar). The final section, "Making the Pedagogical More Political," contains: (13) "Going Postal: Pedagogic Violence and the Schooling of Emotion" (Lynn Worsham); (14) "The Politics of Teaching Literature: The 'Paedagogical Effect'" (Robert Miklitsch); (15) "Guerrilla Pedagogy: Conflicting Authority and Interpretation in the Classroom" (Jody Norton); and (16) "Multimedia Pedagogy and Sunday Morning Millennial Fever" (Richard Feldstein). Each chapter contains references.

KEY WORDS: Higher Education; United States; Economic Aspects; Social Aspects; Work and Learning; Formal Education; Schooling.

12. Holmesland, I., & Tarrou, A.-L. H. (2001). Institutionalising research in teacher education: The creation of a research centre as a means of lifelong learning for teacher educators. *European Journal of Teacher Education*, 24(1), 67-76.

Examines efforts by one Norwegian university college to institutionalize research among the academic staff, describing different steps taken by the college's leadership and a group of teacher educators/researchers to establish a research environment at the institution and stimulate research among the staff. Hindrances to establishing a research environment in an institution with a strong teaching-dominated tradition are discussed.

KEY WORDS: Educational Research; Elementary/ Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; Research and Development Centers; Research Projects; Teacher Educators; Teacher Researchers; Norway; Formal Education; Schooling.

13. Kanu, Y. (2002). In their own voices: First Nations students identify some cultural mediators of their learning in the formal school system. *Alberta Journal of Educational Research*, 48(2), 98-121.

A study examined how culture influences Canadian Native student learning. Classroom observations, conversations, and student journals from 10 Aboriginal students in a Winnipeg high school social studies class identified five related themes: traditional Aboriginal approaches to learning, patterns of oral interaction, self-concept, curriculum relevance, and teachers' interpersonal style. Includes recommendations for preservice teacher education.

KEY WORDS: American Indian Education; American Indian Students; Canada Natives; Cognitive Style; Culturally Relevant Education; Educational Environment; Educational Strategies; Foreign Countries; High School Students; Preservice Teacher Education; Secondary Education; Teacher Student Relationship; Teaching Methods; Formal Education; Schooling.

14. Kirby, D., & Sharpe, D. (2001). Student attrition from Newfoundland and Labrador's public college. *Alberta Journal of Educational Research*, 47(4), 353-368.

This paper shows that about one quarter of first-semester students enrolled in engineering technology programs at a Newfoundland (Canada) college dropped out. Student interviews and surveys indicate that academic difficulty was the most significant factor. Part-time attendance, uncertainty about future employment opportunities, work, and time elapsed since high school were also factors.

KEY WORDS: Academic Achievement; College Freshmen; Dropouts; Educational Experience; Engineering Education; Foreign Countries; Higher Education; Prior Learning; Student Attitudes; Student Attrition; Student Characteristics; Formal Education; Schooling.

15. Levin, B. (2001). *Reforming education: From origins to outcomes*. London: Routledge 2001.

This book includes a study of large-scale education reform in five different settings: England, New Zealand, the Canadian provinces of Alberta and Manitoba and the US state of Minnesota. The book considers a variety of reforms covering: school choice; charter schools; increased testing of students; stricter curriculum guidelines; and local school management. Drawing from theoretical and empirical work in education, political theory, organizational theory and public administration, a clearly developed conceptual framework of analyzing reform programs is presented. The author reviews the political origins of the reforms, the process of adoption into law, the implementation processes used to support the reforms and the impact of the reforms on students, schools and communities.

KEY WORDS: Education and State; Cross-Cultural Studies; Educational Change; Formal Education; Schooling.

16. Livingstone, D. W., & Stowe, S. (2001). *Class and university education: Inter-generational patterns in Canada*. NALL Working Paper No. 36. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: <http://www.nall.ca/>.

Young people from lower class origins continue to face major barriers to university education in Canada. This paper documents both substantial inter-generational class mobility and continuing inequalities in formal educational attainments by class origins.

While Canada now has the world's highest educational attainments in its youth cohorts and has experienced rapid growth in adult education participation as well, those from professional/managerial families remain more than three times as likely to attain a degree as those from working class origins. There is also mounting evidence that escalating financial costs are again increasing the relative class inequalities in university education. These large and increasing class inequalities are compared with the much more equitable and extensive participation in informal learning found in a recent national survey, as well as the underemployment of working class people in the Canadian job structure. In light of these educational and economic inequalities, needs-based student subsidies and democratic workplace reforms are seen as major means to address persistent systemic discrimination against the learning capacities and aspirations for university education of those from lower class origins.

KEY WORDS: Access to Education; College Students; Equal Education; Foreign Countries; Higher Education; Low Income Groups; Minority Groups; Social Class; Socioeconomic Status; Formal Education; Schooling.

17. OECD. (2001). Knowledge and skills for life. First results from OECD programme for international student assessment (PISA) 2000. Paris: OECD.

This report assesses how far students near the end of compulsory schooling (15-year-olds) have acquired some of the knowledge and skills that are essential for full participation in society. It presents data on student performance in reading, mathematical and scientific literacy, suggests factors that influence the development of these skills at home and at school, and explores the implications for policy development. The report presents considerable variation in levels of knowledge and skills between students, schools and countries. The degree to which the socio-economic background of students and schools affects student performance varies. Some countries have managed to lessen the influence of social background and some have done that while achieving a high overall mean performance.

KEY WORDS: Knowledge and Skills; Student Performance; Reading; Mathematics; Policy Development; Formal Education: Schooling.

18. Ortiz, F. I., & Gonzales, R. (2000). Latino high school students' pursuit of higher education. *Aztlan: A Journal of Chicano Studies*, 25(1), 67-107.

This case study shows how joint organizational efforts and individual initiative counteracted social structures inhibiting Latino students' pursuit of higher education. A high school principal, university president, institutional units responsible for student preparation and access to college, students, and their parents created social relationships, activities, and structures to raise Latino students' eligibility for University of California admission.

KEY WORDS: Access to Education; Administrator Role; Case Studies; College Bound Students; College Preparation; College School Cooperation; Counselor Role; Educational Cooperation; Equal Education; Higher Education; Hispanic American Students; Institutional Role; Parent Role; Parent School Relationship; Secondary Education; Social Theories; Teacher Role; Institutional Racism; Latinos; University of California; Formal Education; Schooling.

19. Rauschenbach, T. (2003). Educational dilemma. [Un]Intended side effects of formal education. *Diskurs*, 13(2), 50-58.

The PISA results form the background for tracking down individual stages of the educational reform project. The author examines an educational dilemma in modern German society. In his opinion, educational reform is rooted in the fact that the public perspective has been narrowed down to school as the only place of learning & to lessons as the only mode of learning. The author pleads for changing this perspective in the current debate, & to see educational processes as the result of the diachronic & synchronic interplay of different places & modes of learning throughout the life courses of children & adolescents. In this way, several places & modes of education & learning - family, school, peers, child care, youth services, media, etc - will be on an equal footing. The paper then gives examples of different places of learning & educational processes. The author argues for a broader concept of education that comprises more than just school. With a view to imparting key competencies & educational objectives, it should also include learning & educational resources outside school.

KEY WORDS: Federal Republic of Germany; Educational Reform; Learning; Socialization; Life Cycle; Education; Educational Systems; Formal Education; Schooling.

20. Rennie, F., & Mason, R. (2004). *The connection: Learning for the connected generation*. Greenwich: Information Age.

This volume makes the case that the changes brought about by the connectivity of the Internet have so transformed the nature of post secondary learning that we need to view it differently. Both the content and the processes of learning have been profoundly altered because of the accessibility of information and the multi-way interactivity provided by the Internet. The authors call this new phenomenon the Connecticon—which encompasses the new opportunities created by the infrastructure, the content, the multiple connection devices of the Web, as well as by the hyper-interactivity of the connected generation for whom attention is the new currency. It is the aim of this book to identify and document the connecticon—its nature, its impact and its implications. We will do this in the broad domain of learning, though a similar study could be carried out in commercial, social or political fields.

KEY WORDS: Internet; New Economy; Learning; Formal Education; Schooling.

21. Rychen, D. S., & Salganik, L. H. (Eds.). (2001). *Defining and selecting key competencies*. Göttingen: Hogrefe & Huber.

Forward: Literacy is measured throughout Organisation for Economic Co-operation and Development (OECD) countries, and the world and we are still far from assessing a set of key competencies. Project Definition and Selection of Competencies: Theoretical and Conceptual Foundations (DeSeCo), under the auspices of the OECD, is led by the Swiss Federal Statistical Office in collaboration with the US Department of Education, National Center for Education Statistics. The goal is to conduct research that will foster the needed framework for defining and selecting key competencies. Published contributions here represent the result of the scholarly work conducted during the 1st phase of the DeSeCo project. This book sounds out perspectives from different academic principles and areas of policy and practice.

KEY WORDS: Cognitive Ability; Competence; Self Management; Theoretical Interpretation; Literacy; Formal Education; Schooling.

22. Sahlberg, P. (2001). From non-formal education to lifelong learning: Bridging schools with youth activity. *Lifelong Learning in Europe*, 6(1), 48-54.

New, more comprehensive forms of cooperation are needed between schools and

sources of nonformal education in the community. Institutions should work together to promote a new culture of learning and enhanced learning environments.

KEY WORDS: Community Organizations; Educational Cooperation; Educational Environment; Lifelong Learning; Nonformal Education; School Community Relationship; Student Organizations; Formal Education; Schooling.

23. Taylor, A. (2002). In/forming education policy. *Journal of Education Policy*, 17(1), 49-70.

Discusses vocational education by analyzing "Framework for Enhancing Business Involvement," a 1996 policy report from Alberta, Canada. Provide in-depth analysis of report by examining policy context in which framework developed, the policy process, and the implementation process. Briefly discusses broader implications of report for other nations.

KEY WORDS: Education Work Relationship; Elementary/ Secondary Education; Foreign Countries; Human Capital; Policy Analysis; Vocational Education; Work and Learning; Formal Education; Schooling.

24. Weiner, E. J. (2003). Neoliberal ideology, state curriculum standards, and the manufacturing of educational needs: Notes on the transformation of state power and ideological state apparatuses in the age of globalization. *Educational Foundations*, 17(4), 21-57.

The author examines some key questions about the future of public education. Specifically, the writer looks at the role of state and federal power and the hegemonic effect of ideological state apparatuses in an era of neoliberal globalization. He examines neoliberal ideology and explores how it manufactures particular needs to serve specific interests at the local and federal level. The writer examines two New Jersey curriculum standards.

KEY WORDS: Globalization; Work and Learning; Business and Education; United States of America; Curriculum.

25. Wheelahan, L. (2000). Bridging the divide: Developing the institutional structures that most effectively deliver cross-sectoral education and training. Melbourne: National Centre for Vocational Education Research.

Issues in developing the institutional structures to deliver cross-sectoral education and training were examined in a study of five Australian single-sector higher education institutions with various institutional arrangements with the vocational education and training (VET) sector and five dual-sector universities. Data were collected from the following sources: (1) a broad literature review; (2) reviews of commissioned reports on Australia's VET and technical and further education (TAFE) sectors; and (3) 31 interviews conducted during visits to the 10 case study sites. The study focused on the following items: the structures and mechanisms of service that are most effective; the advantages and disadvantages of different mechanisms; criteria for identifying cross-sectoral practice; and policy changes that would improve the efficiency and effectiveness of dual-sector provision. The following were among the recommendations emerging from the study: (1) develop a nationally coherent policy on lifelong learning; (2) fund tertiary education by one level of government; (3) institute comparable reporting requirements among the two sectors; and (4) establish a single award for higher education and TAFE teaching staff.

KEY WORDS: Accountability; Accreditation (Institutions); Adult Learning; Articulation (Education); Case Studies; Competency Based Education; Cooperative Planning; Coordination; Cost Effectiveness; Credits; Curriculum Development; Delivery Systems; Educational Finance; Educational Needs; Educational Planning; Educational Trends; Financial Support; Foreign Countries; Government School Relationship; Institutional Administration; Institutional Cooperation; Integrated Curriculum; Intercollegiate Cooperation; Job Training; Lifelong Learning; Models; Needs Assessment; Organizational Development; Outcomes of Education; Policy Formation; Postsecondary Education; Program Administration; Program Content; Student Certification; Systems Approach; Teacher Certification; Technical Institutes; Theory Practice Relationship; Transfer Policy; Transfer Programs; Transfer Rates (College); Trend Analysis; Universities; Vocational Education; Formal Education; Schooling.

26. Young, J., & Harris, A. (2000). Comparing school improvement programmes in England and Canada. *School Leadership & Management*, 20(1), 31-32.

The Improving the Quality for All project in England and the Manitoba School Improvement Program in Canada have demonstrated considerable success in working with schools. This article traces both programs' development, analyzes their different approaches, and reveals commonalities. Both programs encourage teacher collaboration and foster professional learning communities.

KEY WORDS: Change Strategies; Educational Improvement; Elementary/ Secondary Education; Foreign Countries; Professional Development; Program Descriptions; Program Development; Teacher Collaboration; Formal Education; Schooling.

Section 3.3 Adult, Further, Continuing, Non-formal Education and Formal Training

1. Aitchison, J. (2004). Lifelong learning in South Africa: Dreams and delusions. *International Journal of Lifelong Education*, 23(6), 517-544.

The new South Africa has formally embraced the concept of 'lifelong learning' in its education and training policies. But what is the concept of 'lifelong learning' that has informed these policies and what progress has there been in implementing them? Have these new policies brought significant changes to education and training for adults?

KEY WORDS: Foreign Countries; Lifelong Learning; Adult Education; Educational Policy; Policy Analysis.

2. Arnott, A. (2003). Learning from the past: Implications for effective VET delivery of adult education services in the Northern Territory. *Australian Journal of Adult Learning*, 43(1), 43-72.

Reviews the history of adult education in Australia's Northern Territory, 1974-1989, and compares it to the current state. Finds that adult education resources were greater 15 years ago. Current training, funding and delivery lacks context, community control, and local, especially indigenous, input.

KEY WORDS: Aboriginal Australians; Adult Education; Educational Opportunities; Educational Resources; Foreign Countries; Job Training; Rural Areas; Vocational Education; Australia (Northern Territory).

3. Baran, J., Berube, G., Roy, R., & Salmon, W. (2000). *Adult education and training in Canada: Key knowledge gaps*. Quebec: HRDC.

This paper identifies important knowledge gaps in adult education and training (AET) in Canada and starts to explore strategies to fill these gaps. Following an introduction in English and French, each of the next three sections is comprised of a review of the current state of knowledge on three topics (outcomes of adult learning, motivations and barriers to adult learning, and informal learning) and a discussion of major knowledge gaps relevant to each. Section 2, on outcomes, argues that more must be known about outcomes in terms of overall benefits and costs if the adequacy of AET in Canada is to be judged. Section 3, on motivations and barriers, reports that key knowledge gaps include understanding reasons for participation and non-participation, and assessing whether individual decisions to participate or not are somehow unwarranted because they do not fully reflect associated costs and benefits. The section also argues that increasing knowledge of barriers to AET is a complementary strategy to estimating rates of return in the process of judging the adequacy of training levels in Canada and is essential in design of specific policy actions towards the pursuit of equity goals. Distribution considerations are addressed. Section 4 discusses issues related to informal learning and questions whether informal training is the optimal way for some groups to acquire new skills. Section 5 situates the issue of AET in the context of a strategy of human capital investment and provides a sense of what research priorities should be. Appendixes contain a statistical portrait of AET in Canada; summaries of major Canadian surveys of AET; and 48-item bibliography.

KEY WORDS: Access to Education; Adult Education; Adult Learning; Cost Effectiveness; Developed Nations; Educational Benefits; Educational Needs; Enrollment Influences; Equal Education; Foreign Countries; Human Capital; Informal Education; Job Training; Learning Motivation; Outcomes of Education; Participation; Policy Formation; Research Needs; Skill Development; Student Motivation; Canada; Return on Investment.

4. Bathmaker, A.-M. (2005). Hanging in or shaping a future: Defining a role for vocationally related learning in a "knowledge" society. *Journal of Education Policy*, 20(1), 81-100.

This paper explores the changing roles and purposes of vocational education for young people in what has been called a 'knowledge' society, using the General National Vocational Qualification (GNVQ) as an example. This qualification dominated the broad, vocationally-related route within the English qualifications system throughout the 1990s. The paper considers how lecturers in a college of further education understood the role and purpose of GNVQs, and explores the ways in which they engaged in mediating national qualifications policy in practice, through their engagement with students and constructions of students' learning identities. The paper draws on data from a case study of one college of further education in the English Midlands, which involved interviews with lecturers and students across three vocational areas of the GNVQ. The focus in this paper is on the ways in which lecturers constructed GNVQs around what they perceived to be students' needs. They encouraged students to use GNVQs to shape a future, which involved progression to further and higher education. The paper argues that, whilst such attempts to create a constructive and meaningful role for vocational education are important, they do not overcome the hierarchical structure of participation in formal learning which remains inherent in the education system. The paper concludes by considering the implications of this study for the future role of vocational education for young people within a wider system of education and training.

KEY WORDS: Qualifications; Young Adults; Adult Education; Vocational Education; Futures of Society; Foreign Countries; Student Needs; Higher Education; Case Studies; Role of Education; England.

5. Federighi, P. (Ed.). (1999). *Glossary of adult learning in Europe*. Brussels: Commission of the European Communities. Directorate-General for Education and Culture.

Detailed "definitions" of more than 150 key terms covering the lexicon currently being used in the field of adult learning in 20 European countries. Beginning with an introduction that discusses the glossary's theoretical and historical references and includes 14 references and a 16-item bibliography. After the introduction, the glossary entries were developed by 40 experts of different nationalities including: the term in English and/or the language in which it originated; the country/countries where the term developed; detailed information about the term's origin, evolution, and current usage; and one or more references. Key terms belong to one of the following categories: (1) theories & general concepts; (2) strategies & policies (general concepts, legislation and measures); (3) system & sectors (the general system, services, school, culture, work, organizations and providers); (4) organizations & providers; (5) programs, activities, and methods; (6) the public; and (7) adult learning operators. Various entries concern a wide variety of forms of adult education, including community, continuing, nonformal, popular, reflexive, vocational, work-based, literacy, open, civic, professional, and corporate education, as well as lifelong learning, self-directed learning, study associations, workers' universities, apprenticeships, along with adult education programs for specific ethnic groups and special populations.

KEY WORDS: Access to Education; Adult Education; Adult Educators; Adult Learning; Adult Programs; Certification; Colleges; Continuing Education; Correctional Education; Definitions; Delivery Systems; Distance Education; Education Work Relationship; Educational Finance; Educational Legislation; Educational Objectives; Educational Policy; Educational Practices; Educational Quality; Educational Research; Educational

Theories; Financial Support; Foreign Countries; General Education; Glossaries; Government School Relationship; High Schools; Independent Study; Informal Education; Leadership Training; Learning Theories; Lifelong Learning; Models; Nontraditional Students; Open Education; Organizations (Groups); Partnerships in Education; Postsecondary Education; Public Policy; Special Education; Student Evaluation; Teacher Education; Teaching Methods; Universities; Vocational Education; Youth Programs; Europe; Folk High Schools; Institutionalization (of Change); Social Partners (European Community); Stakeholders; Work Based Learning.

6. Fretwell, D. H., & Colombano, J. E. (2000). Adult continuing education: An integral part of lifelong learning. Emerging policies and programs for the 21st century in upper and middle income countries. World Bank discussion paper. Washington: The World Bank.

Adult continuing education (ACE) can be a major force in human capital development and an integral part of lifelong learning. Although recognition of the importance of ACE in developed countries is increasing, the impact of ACE is not well understood in some middle-income countries (MICs), there is a lack of leadership, and the sector is somewhat underdeveloped. ACE must be viewed as a number of interrelated policies and delivery systems reflecting the needs of different clients and components of ACE. Successful governance of ACE depends on involving key stakeholders. Major issues that need to be addressed include equity, access, and support for career progression for adults. Although individuals and/or employers often bear the financial costs of ACE, there is recognition of the need for investment of some public funds to support ACE programs in literacy and foundation education and for some categories of clients to ensure access and promote equity objectives. MICs that are developing ACE as an integral part of lifelong learning must adopt policy and delivery models addressing learning objectives through a combination of short- and long-term programs to a broad range of clients in what are often nonconventional settings.

KEY WORDS: Access to Education; Adult Education; Adult Learning; Articulation (Education); Certification; Comparative Analysis; Continuing Education; Delivery Systems; Developed Nations; Developing Nations; Disadvantaged; Distance Education; Education Work Relationship; Educational Administration; Educational Finance; Educational Policy; Educational Practices; Educational Technology; Educational Theories; Employment Patterns; Employment Qualifications; Enrollment Trends; Equal Education; Financial Support; Foreign Countries; Government School Relationship; Human Capital; Job Skills; Lifelong Learning; National Standards; Needs Assessment; Nongovernmental Organizations; Outcomes of Education; Postsecondary Education; Role of Education; Salary Wage Differentials; Theory Practice Relationship; Training; Trend Analysis; Workplace Literacy.

7. Grubb, W. N. (2005). Cinderella without her prince: Further education colleges in England. *Perspectives: policy and practice in higher education*, 9(1), 23-28.

In the expansion and increasingly vocational orientation of English education, Further Education (FE) colleges have played special roles (as have community colleges in the US). FE colleges are conventionally described as the Cinderella of British education - the overlooked beauty who comes to widespread attention because of her courtship by the prince. Certainly FE colleges are overlooked, in the sense that they receive much less attention than do universities, and also in the sense that there has been relatively little research and writing about them. But it is unclear who the prince might be, and policies over the past decade have not done much to raise these institutions from relative

obscurity. FE colleges developed from adult education and training, part-time and voluntary, provided in fragmented and ad hoc ways. These providers, including many mechanics' institutes, aggregated into technical colleges providing day-release training for apprentices and employed individuals. In the late 1960s these were transformed into FE colleges with a broader array of academic, vocational, and pre-vocational offerings - like the broad array of offerings in community colleges.

KEY WORDS: Foreign Countries; Adult Education; Technical Institutes; Continuing Education; Educational History; Vocational Education; Career Education; Educational Policy; Government Role; England.

8. Hamil-Luker, J., & Uhlenberg, P. (2002). Later life education in the 1990s: Increasing involvement and continuing disparity. *Journals of Gerontology: Series B: Psychological Sciences & Social Sciences*, 57B(6), S324-S331.

This paper examines age differences in adults' participation in, perceived barriers to, and institutional support for educational activities provided by schools, businesses, and community organizations in the 1990s. Researchers conducted descriptive and logistic regression analyses on a sample of respondents aged 30-74 yrs from the National Household Education Surveys. Adult education participation rates increased for all ages over the 1990s, but gains were proportionately largest among people in later phases of the life course. Although age was a weaker predictor of engaging in educational activities at the end of the 1990s than it was at the beginning of the decade, older adults continue to be less likely than younger ones to participate in education and training provided by businesses and schools. Some age discrepancy occurs because employers are more likely to provide financial support for training to younger employees. Older adults, however, are less likely than younger adults to perceive obstacles to their participation in education and training. It is concluded that, although age-graded roles of student, worker, and retiree are becoming increasingly blurred, Americans' pursuit of education at the end of the 20th century was still guided by age-related role expectations.

KEY WORDS: Adult Education; Age Differences; Participation; Trends.

9. Harrison, R., Reeve, F., Cartwright, M., & Edwards, R. (Eds.). (2002). *Supporting lifelong learning*. New York: Routledge.

This Open University Reader looks at the practices of learning and teaching which have been developed to support lifelong learning, and the understanding and assumptions that underpin them. The selection of texts trace the widening scope of academic understanding of learning and teaching, and considers the implications for those who develop programmes of learning. The authors examine in great depth those theories that have had the greatest impact in the field, theories of reflection and learning from experience and theories of situated learning. The implications of these theories are examined in relation to themes which run across the reader, primarily, workplace learning, literacies, and the possibilities offered by information and communication technologies. The particular focus of this Reader is on the psychological or cognitive phenomena that happen in the minds of individual learners. The readings have been selected to represent a range of experience in different sectors of education from around the globe.

KEY WORDS: Adult Learning; Continuing Education; Lifelong Learning; Work and Learning.

10. Herman, L., & Mandell, A. (2004). *From teaching to mentoring: Principles and practice, dialogue and life in adult education*. New York: RoutledgeFalme.

This book explains both the principles of adult education and their application in the daily work of teaching adult college students. The authors draw upon more than two decades of experience integrating research and practice to contribute to the prominent national and international discussions.

KEY WORDS: Adult Education; College; Work.

11. Hudson, L., Bhandari, R., Peter, K., & Bills, D. B. (2005). *Labor force participation in formal work-related education in 2000-01*. Washington: National Center for Education Statistics.

Of the many purposes education serves in society, one of the most important is to prepare people for work. In today's economy, education is important not just to help adults enter the labor market, but also to ensure that adults remain marketable throughout their working lives. This report examines how adults in the labor force use formal education and training to acquire and maintain their workforce skills. This report examines how adults in the labor force use formal education and training to acquire and maintain their workforce skills. The report is based on data from the Adult Education and Lifelong Learning Survey of the 2001 National Household Education Surveys Program (AELL-NHES:2001) conducted by the National Center for Education Statistics (NCES). The report describes participation in work-related education among 25- to 64-year-old civilian, non-institutionalized labor force members (employed and unemployed adults) over a 12-month period in 2000-01. (The age restriction and the restriction to labor force members make this population different from that used in past NCES reports of NHES data.) The comparisons made in the text were tested using the Student's "t" statistic; all differences cited are statistically significant at the .05 level. Appended are: (1) Standard Error Tables; and (2) Technical Notes and Methodology.

KEY WORDS: Lifelong Learning; Labor Market; Labor Force; Education Work Relationship; Job Skills; Adults; Adult Education; Postsecondary Education; Apprenticeships; Vocational Education.

12. Hughes, M. E., & Turner, P. E. (2002). *Mapping research into the delivery of work-based learning. LSDA Research Report*. London: Learning and Skills Development Agency.

This report provides a summary of findings from research into work-related education and training undertaken over the last five years by organizations then called the Further Education Development Agency (FEDA) and Quality and Performance Improvement Dissemination (QPID) Unit of the Department for Education and Employment. Cross-references to relevant material are included in the individual topic-related sections. After an introduction, Section 2 lists overarching messages and provides a summary of key findings and their implications for post-16 learning. Sections 3-13 report findings for specific aspects of post-16 learning. Each section includes keywords; summary of key messages from FEDA/QPID research; and further details of the key FEDA/QPID research findings. The 11 aspects of post-16 learning considered are the learner and learning experience; learning facilitators (teacher/trainer/assessor/mentor); teaching and learning methods; the content of learning programs; assessment and qualifications; quality and inspection; barriers to participation; equal opportunities; learners, learning, and the labor market; policy/program development; and operational management. Appendixes include annotated bibliographies of 78 topic-related FEDA and 60 topic-

related QPID materials; a 230-item bibliography of further QPID information; and a glossary. The annotated bibliography entries include audience, purpose, and which topic(s) are addressed.

KEY WORDS: Access to Education; Adult Education; Annotated Bibliographies; Basic Skills; Career Education; Developed Nations; Educational Certificates; Educational Quality; Educational Research; Equal Education; Experiential Learning; Foreign Countries; Industrial Training; Job Skills; Job Training; Labor Market; Out of School Youth; Prior Learning; Staff Development; Student Certification; Vocational Education.

13. Jarvis, P. E. (2001). *Twentieth century thinkers in adult & continuing education* (2 ed.). London: Stylus.

This book contains 19 papers on 20th century thinkers in adult and continuing education. The book is arranged in four parts as follows: early 20th century English thinkers; early 20th century American thinkers; theorists of adult and continuing education; and theorists of adult education and social change. The following papers are included: "Introduction: Adult Education - An Ideal for Modernity?" (Peter Jarvis); "Albert Mansbridge" (David Alfred); "Basil Yeaxlee and the Origins of Lifelong Education" (Angela Cross-Durrant); "R. H. Tawney - Patron Saint of Adult Education" (Barry Elsey); "John Dewey and Lifelong Education" (Angela Cross-Durrant); "E. L. Thorndike" (W. A. Smith); "Eduard Lindeman" (Stephen Brookfield); "Robert Peers" (Stella Parker); "Cyril O. Houle" (William S. Griffith [updated by Peter Jarvis]); "Malcolm S. Knowles" (Peter Jarvis); "Roby Kidd - Intellectual Voyager" (Alan M. Thomas); "K. Patricia Cross" (Carol E. Kasworm); "Chris Argyris - The Reluctant Adult Educator" (Karen E. Watkins and Jacqueline A. Wilson); "Donald Schon" (Ron Cervero); "Moses Coady and Antigonish" (John M. Crane); "Horton of Highlander" (John M. Peters and Brenda Bell); "Paulo Freire" (Peter Jarvis); "Ettore Gelpi" (Colin Griffin); "Women in Adult Education - Second Rate or Second Class?" (Mal Leicester); and "Conclusion: Adult Education at the End of the Twentieth-Century" (Peter Jarvis).

KEY WORDS: Adult Education; Adult Educators; Adult Learning; Adult Literacy; Adult Programs; Adult Students; Antigonish Movement; Colleges; Continuing Education; Corporate Education; Disadvantaged; Distance Education; Education Work Relationship; Educational Change; Educational History; Educational Objectives; Educational Psychology; Educational Theories; Foreign Countries; General Education; Global Approach; Independent Study; Intelligence; Labor Force Development; Learning Processes; Lifelong Learning; Literacy Education; Motivation Techniques; Nonformal Education; Nontraditional Students; Open Education; Postsecondary Education; Reflective Teaching; Social Change; Student Characteristics; Teacher Role; Teacher Student Relationship; Trend Analysis; Universities; Vocational Education; Women's Education; United Kingdom; United States.

14. Jarvis, P. (2004). *Adult education and lifelong learning: Theory and practice* (3rd ed.). New York: RoutledgeFalmer.

In this book, the author has made extensive revisions and included substantial additional material to take account of the many changes, which have occurred, in the field of adult education. The book starts with a rationale for the provision of education for adults and analyses contemporary theory before going on to give practical advice on the curriculum development and the teaching of adults. Adult education students will find it an invaluable course companion, whilst practitioners in the field of adult and continuing education and lifelong learning will find much in this book that is relevant to their day-to-day work.

KEY WORDS: Adult Education; Continuing Education; Curriculum Development; Work.

15. Kim, K., Hagedorn, M., Williamson, J., & Chapman, C. (2004). *National household education surveys of 2001: Participation in adult education and lifelong learning, 2000-01*, Retrieved November 10, 2006, from <http://nces.ed.gov/pubs2004/2004050.pdf>

Adults participate in various types of educational activities in order to acquire the knowledge and skills necessary to succeed in the workforce, to earn a college or advanced degree, to learn basic skills or English language skills, or to enrich their lives. Taken as a whole, these activities constitute adult education. Traditionally, full-time enrollment in postsecondary degree or diploma programs is not considered to be adult education participation. This report holds to that convention. A recent study indicates that participation in adult education has grown steadily over the past three decades (Kim and Creighton 2000; Creighton and Hudson 2002). Many societal factors influence participation in adult education activities. Changing demographics, including the aging of the population, reentry of women into the workplace, and an influx of immigrants, alter the base of potential participants. The effect of the global economy and technological advances on the nature of adult education has been significant.

KEY WORDS: Lifelong Learning; Housework; Adult Education; United States of America.

16. La Belle, T. J. (2000). The changing nature of non-formal education in Latin America. *Comparative Education*, 36(1), 21-36.

Traces the history of nonformal education in Latin America since the 1920s, highlighting community-based programs, literacy education, vocational training, extension education, popular education, community schooling, and female-dominated social movements. Suggests citizenship education, the needs of indigenous populations, and urban youth unemployment as potential areas for nonformal education programming.

KEY WORDS: Adult Education; Community Education; Educational History; Educational Needs; Educational Trends; Foreign Countries; Job Training; Nonformal Education; Popular Education; Poverty; Latin America; Social Movements.

17. Langer, N. (2002). Enhancing adult learning in aging studies. *Educational Gerontology*, 28(10), 895-904.

Presents a rationale for shifting the focus of social work /gerontology education from training to a learner-centered approach that incorporates principles of adult learning. Suggests the use of adult experiences, storytelling, simulation, role playing, and a supportive learning environment.

KEY WORDS: Adult Learning; Aging (Individuals); Educational Environment; Gerontology; Higher Education; Social Work; Learner Centered Instruction.

18. Lavrnja, I., & Klapan, A. (2000). *Methodological suspicions in the future study of adult education*. Paper presented at the Salzburg Talking, Salzburg.

Science plays an extremely important role in predicting the future of social phenomena, including pedagogy and andragogy. Research in these areas must be based on an interdisciplinary, multidisciplinary, systemic, and structural approach that is based on the assumption that upbringing and education are specific phenomena in which human praxis - conscious and creative human activity - plays a prominent role. Value-normative statements must be differentiated from cognitive statements of upbringing and education so as to differentiate between the methodological approach of "exploration of the future"

and that of "creating and modeling the future." Future research in pedagogy and andragogy should be based on the fact that education can give to the Marxist- Socialist system and all its subsystems all that ensues from its authentic nature and functionality. Researchers could then use the methodological set of instruments and orientation that can foresee such development in the future. When dealing with the adult education concept of lifelong education, researchers should shift their focus from "education for the future" to "education and the future." Croatia's system and model of formal education must be broadened; nonformal and informal education must be promoted and better organized; and adult education must be enriched with modern methods, forms, and technology.

KEY WORDS: Adult Education; Andragogy; Change Strategies; Educational Change; Educational Finance; Educational Needs; Educational Philosophy; Educational Research; Educational Trends; Foreign Countries; Futures of Society; Instruction; Interdisciplinary Approach; Lifelong Learning; Marxism; Needs Assessment; Position Papers; Prediction; Predictive Measurement; Predictive Validity; Predictor Variables; Research Design; Research Methodology; Socialism; Trend Analysis; Croatia; Praxis.

19. Nash, I., & Walshe, J. (1999). *Overcoming exclusion through adult learning*. Paris: OECD.

In this study, strategies for overcoming exclusion through adult learning were identified through case studies of 19 initiatives in the following countries: Belgium; Mexico; the Netherlands; Norway; Portugal; and the United Kingdom. The study programs involved a diverse array of formal, nonformal, and informal public sector, community, and enterprise-based learning initiatives. Special attention was paid to the following topics: concepts and dimensions of social exclusion and adult learning; national policy approaches and local initiatives designed to combat exclusion through adult learning; and costs and effectiveness. The following were among the main conclusions: (1) given sufficient energy, innovation, and support, innovative programs can help combat even severe disadvantage and exclusion; (2) small-scale but sustained investment can be more effective than less-targeted, "scatter-gun" funding of large-scale programs; (3) policies must be devised in a manner that does not constrain grassroots energy or cross conventional departmental and policy demarcations; (4) programs should be demand driven rather than supply driven; (5) leadership is the crucial determinant of programs' futures; and (6) programs should focus not only on developing vocational knowledge and skills but also on equipping adults for shifting working and labor market arrangements.

KEY WORDS: Access to Education; Adult Education; Adult Learning; Adult Programs; Case Studies; Community Education; Comparative Analysis; Context Effect; Conventional Instruction; Cost Effectiveness; Developed Nations; Developing Nations; Disadvantaged; Educational Environment; Educational Needs; Educational Policy; Educational Practices; Educational Research; Educational Trends; Equal Education; Foreign Countries; Human Capital; Informal Education; Innovation; Job Skills; Learning Theories; Lifelong Learning; Needs Assessment; Nonformal Education; Participation; Partnerships in Education; Private Sector; Program Costs; Program Effectiveness; Public Education; Public Policy; Research Needs; School Business Relationship; Skill Development; Social Integration; Social Isolation; Theory Practice Relationship; Trend Analysis; Vocational Education.

20. Novak, M. (2001). The new older learner. *Continuing Higher Education Review*, 65, 98-105.

Current models of university continuing education resemble traditional higher education and do not meet the needs of people in or near retirement. Constraints on change include

a mindset focused on formal education as career development, the need for programs to be self-sufficient, and a reward structure that does not support programs for older adults.

KEY WORDS: Adult Learning; Adult Students; Continuing Education; Educational Change; Higher Education; Older Adults.

21. Pickerden, A. (2002). Muslim women in higher education: New sites of lifelong learning. *International Journal of Lifelong Education*, 21(1), 37-43.

A British university sought to increase participation of Muslim women in higher education by working with community organizations, conducting focus groups, developing curricula desired by learners, and delivering them at community sites. Flexible entry points and supports for nontraditional students were recommended.

KEY WORDS: Access to Education; Adult Learning; Community Organizations; Females; Foreign Countries; Higher Education; Muslims; Outreach Programs; Research Universities; Women's Education; United Kingdom.

22. Poonwassie, D. H., & Poonwassie, A. (2001). *Fundamentals of adult education: Issues and practices for lifelong learning*. Toronto: Thompson Educational.

This document contains 20 papers on the fundamentals of adult education and foundations, practices, and issues for lifelong learning. The following papers are included: "The Metamorphoses of Andragogy" (James A. Draper); "Stages in the Development of Canadian Adult Education" (Gordon Selman); "Philosophical Considerations" (Mark Selman); "Theory Building in Adult Education: Questioning Our Grasp of the Obvious" (Donovan Plumb, Michael R. Welton); "Perspectives and Theories of Adult Learning" (Karen M. Magro); "Needs Assessment" (Thomas J. Sork); "Program Planning in Adult Education" (Atlanta Sloane-Seale); "University Continuing Education: Traditions and Transitions" (Anne Percival); "Facilitating Adult Education: A Practitioner's Perspective" (Anne Poonwassie); "Prior Learning Assessment: Looking Back, Looking Forward" (Angelina T. Wong); "Adult Education in the Community Colleges" (Anthony Bos); "A UNESCO [United Nations Educational, Scientific, and Cultural Organization] View of Adult Education and Civil Society" (Marshall Wm. Conley, Elisabeth Barot); "The Issue of Access in Adult Education: Privilege and Possibility" (Dianne L. Conrad); "Labour Education in Canada" (Bruce Spencer); "Technical-Vocational Education and Training" (David N. Wilson); "The Issue of Professionalization for Adult Educators in Quebec" (Paul Bouchard); "Women's Empowerment and Adult Education" (Margot Morrish, Nancy Buchanan); "Adult Education in First Nations Communities: Starting with the People" (Deo H. Poonwassie); "Distance Education for Adults" (Walter Archer); and "Lifelong Learning, Voluntary Action and Civil Society" (Alan M. Thomas). Most papers include substantial bibliographies.

KEY WORDS: Access to Education; Adult Education; Adult Educators; Adult Learning; Adult Programs; Andragogy; Citizenship Education; Community Colleges; Continuing Education; Distance Education; Educational History; Educational Needs; Educational Opportunities; Educational Planning; Educational Practices; Educational Theories; Educational Trends; Empowerment; Equal Education; Foreign Countries; Indigenous Populations; International Organizations; Job Training; Labor Education; Lifelong Learning; Needs Assessment; Nongovernmental Organizations; Postsecondary Education; Prior Learning; Professional Development; Program Development; School Community Relationship; Student Evaluation; Teacher Improvement; Technical Education; Theory Practice Relationship; Trend Analysis; Two Year Colleges; Universities; Vocational Education; Volunteers; Women's Education.

23. Roberson, J. D. N. (2005). Masters of adaptation: Learning in late life adjustments. *International Journal of Aging and Human Development*, 61(4), 265-291.

The purpose of this research is to understand the relationship between human development in older adults and personal learning. Personal or self-directed learning (SDL) refers to a style of learning where the individual directs, controls, and evaluates what is learned. It may occur with formal classes, but most often takes place in non-formal situations. This study employed a descriptive qualitative design incorporating in-depth, semi-structured interviews for data collection. The sample of 10 purposefully selected older adults from a rural area reflected diversity in gender, race, education, and employment. Data analysis was guided by the constant comparative method. The primary late life adjustments of these older adults were in response to having extra time, changes in family, and social and physical loss. This research also indicated that late life adjustments are a primary incentive for self-directed learning. The results of this study indicated that older adults become masters of adaptation through the use of self-directed learning activities.

KEY WORDS: Comparative Analysis; Rural Areas; Older Adults; Individual Development; Independent Study; Learning Activities; Adjustment (to Environment); Independent Study; Coping.

24. Schuller, T., Brassett-Grundy, A., Green, A., Hammond, C., & Preston, J. (2002). *Learning, continuity and change in adult life. Wider benefits of learning research report*. London: Department for Education and Skills.

The relationship between learning and continuity and change in adult life was explored in a study involving 140 in-depth biographical interviews of adult learners in 3 different areas of England and case studies of 6 adult learners. The study methodology was based on a triangular conceptualization according to which personal identity, human capital, and social capital constitute the apices of a triangle encompassing 12 categories of benefits derived from learning. The study established that initial education has a variety of effects beyond the crucial effects on subsequent life changes and earnings that have been well documented elsewhere. Education was shown to provide structure to people's lives and the confidence, skills, and opportunity to access knowledge relevant to new situations. Family members' participation in learning benefitted the rest of their families in numerous ways. Little evidence of education directly improving physical health was found; however, participation in education promoted civic activity and development of social capital and social cohesion. Policymakers were advised to give greater recognition to the sustaining effect of education on personal lives and the social fabric and to the benefits of family learning programs and nonaccredited and local courses. Information about respondents' background characteristics and the interview topic guides are appended.

KEY WORDS: Adjustment (to Environment); Adult Education; Adult Learning; Adult Students; Career Change; Case Studies; Educational Attitudes; Educational Benefits; Educational Environment; Educational Research; Elementary/ Secondary Education; Family School Relationship; Foreign Countries; Individual Development; Learning Experience; Lifelong Learning; Models; Nonformal Education; Participant Characteristics; Personal Narratives; Policy Formation; Public Policy; Research Methodology; Role of Education; Social Change; Social Integration.

25. Segrist, K. (2004). Attitudes of older adults toward a computer training program. *Educational Gerontology, 30*(7), 563-571.

Many older adults have an interest in learning to use computers. The study reported in this article examined whether older adults' attitudes toward computers can be influenced by direct, customized computer training. Thirty older participants who registered for introductory computer courses offered at a SeniorNet computer lab completed the Attitudes Toward Computers Questionnaire (ATCQ) before and after class participation. Attitudes were assessed on seven dimensions. There was borderline statistical significance for the "comfort" attitude dimension, which assesses the respondent's feeling of comfort with the computer and its use. No significant differences were found for the remaining six attitude dimensions. The results underscore the importance of the intervention design in eliciting attitude change. Based upon the findings of this research, several actions have taken place to increase comfort and efficacy and to control attitudinal dimensions, thereby providing more meaningful experiences for the participants.

KEY WORDS: Older Adults; Attitude Change; Computer Attitudes; Computer Literacy; Computers; Program Effectiveness; Training; Adult Education.

26. Stein, D. (2000). *Teaching critical reflection. Myths and realities*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement (ED).

Critical reflection blends learning through experience with theoretical and technical learning to form new knowledge constructions and new behaviors or insights. Through the process of critical reflection, adults come to interpret and create new knowledge and actions from their experiences. It is generally agreed that critical reflection consists of a process that can be taught to adults. Brookfield identified the following processes as being central to learning how to be critically reflective: assumption analysis, contextual awareness, imaginative speculation, and reflective skepticism. Some educators consider critical reflection a learning strategy that can be taught with tools such as diaries, action learning groups, autobiographical stories, and sketching. However, other educators question the usefulness of classroom teaching in helping adults learn to engage in critical reflection. Wellington identified the following five orientations for differentiating levels of reflection: immediate, technical, deliberative, dialectic, and transpersonal. Although reflection should help learners make meaning out of content applied in a specific practice situation, critical reflection skills learned in the classroom may be different from the skills needed in the everyday world. However, critical reflection holds the promise of emancipatory learning that frees adults from the implicit assumptions constraining thought and action in the everyday world.

KEY WORDS: Adult Education; Adult Learning; Classroom Techniques; Critical Thinking; Definitions; Educational Practices; Educational Theories; Experiential Learning; Learning Processes; Prior Learning; Reflective Teaching; Relevance (Education); Teacher Attitudes; Teaching Methods; Theory Practice Relationship.

27. Tangen, F. (2000). OECD thematic review on adult learning: Norway: Background report. Paris: OECD.

Adult learning in Norway was examined in a thematic review that focused on the following areas: the contexts of adult learning; the participants in, providers of, and returns from adult learning; issues and problems facing adult learning; and good practices. The following are among the main findings of the review: (1) adult learning has a long tradition

in Norway and was originally in the hands of nongovernmental organizations; (2) today, adult education in Norway takes place in numerous arenas, including the public education system, resource centers, study associations, folk high schools, distance education institutions, private institutions, and enterprises; (3) of Norway's 4.48 million adults, approximately 1 million participate in adult education annually; (4) comprehensive reforms implemented in Norway's initial education and training system in the 1990s have allowed for the fact that education will increasingly be viewed in a lifelong learning perspective; and (5) the goals of the many public- and private-sector actors involved in developing learning arenas for adults and systems of lifelong learning include developing broad understanding of good teaching arenas and efficient systems for lifelong learning and building competence among special target groups.

KEY WORDS: Adult Education; Adult Learning; Adult Students; At Risk Persons; Change Strategies; Competency Based Education; Curriculum; Delivery Systems; Distance Education; Educational Administration; Educational Change; Educational Counseling; Educational Finance; Educational History; Educational Needs; Educational Policy; Educational Research; Enrollment Trends; Financial Support; Foreign Countries; Glossaries; Government School Relationship; Job Training; Labor Market; Learning Processes; Learning Theories; Lifelong Learning; Literature Reviews; Multimedia Instruction; Needs Assessment; Nonformal Education; Nongovernmental Organizations; Outcomes of Education; Policy Formation; Popular Education; Postsecondary Education; Private Schools; Program Administration; Program Costs; Public Schools; Special Needs Students; Student Certification; Student Characteristics; Student Educational Objectives; Student Evaluation; Tables (Data); Teacher Education; Teaching Methods; Theory Practice Relationship; Trend Analysis; Vocational Education.

28. Thompson, J. E. (2000). *Stretching the academy: The politics and practice of widening participation in higher education*. Leicester, England: NIACE.

These 12 papers support the view that the current, general interest in widening participation in higher education in the United Kingdom may provide opportunities to radicalize policies and intervene strategically in institutional practices in ways that help to influence them. Papers include "Joining, Invading, Reconstructing" (Janice Malcolm), which uses the author's personal experience to clarify her concerns about the contemporary practice of widening participation. "Beyond Rhetoric" (Mary Stuart) highlights one methodology for participation in higher education that grew out of approaches used in third world development and philosophically linked to the ideal of a popular education. "Concepts of Self-Directed Learning in Higher Education" (Richard Taylor) insists the role of the radical educator is to encourage and support the democratic and progressive articulation of self-directed learning. "Social Capital" (Lorraine Blaxter, Christina Hughes) considers this concept within a frame that extends critical thinking about issues of social inclusion. "Missionary and Other Positions" (Pat Whaley) describes a joint initiative between the University of Durham and the Cleveland Community Enterprise Network to develop an accredited undergraduate program in community development and enterprise. "Working with Contradictions in the Struggle for Access" (John Bamber et al.) suggests actions and strategies that can make a positive difference in institutional contradictions.

KEY WORDS: Access to Education; Adult Education; Adults; Community Development; Community Education; Democracy; Educational Change; Educational Policy; Equal Education; Experiential Learning; Feminism; Foreign Countries; Higher Education; Independent Study; Participation; School Community Relationship; Social Isolation; Women's Education; Ireland; Radical Education; Self Direction; Social Capital; United Kingdom.

29. Tikkanen, T., Lahn, L. C., Withnall, A., Ward, P., & Lyng, K. (2002). *Working life changes and training of older workers. Research report*. Trondheim, Norway: VOX & European Commission.

WORKTOW was a multidisciplinary action research project carried out in 27 small and medium-sized enterprises in the United Kingdom, Finland, and Norway. The main focus was on the learning of workers aged 45 and older. In-depth case studies were conducted in all three countries involving a range of learning interventions. Results showed age was not related to how stimulating workplaces were experienced as learning environments nor to subjective assessment of learning attitudes, skills, or motivation. The job competence of older workers was generally highly valued but not systematically monitored or recorded. Changes in working life and workplaces stimulated learning and reduced opportunities for it for all age groups. Introduction of information technology was the greatest learning challenge to older employees. In terms of human resources development, older employees participated in informal and nonformal training in the same way as younger workers, but to a lesser extent in formal training. Case studies showed successful work-based learning and training interventions involving older workers had the potential to improve learning motivation, strengthen self confidence and organizational commitment, and improve the social climate in groups with mixed ages. Conclusions indicated the need to acknowledge workplaces as learning environments; develop more systematic measures for broad-based job competence assessment; and implement an integrative, intergenerational approach to learning.

KEY WORDS: Action Research; Adult Education; Adult Learning; Age Differences; Case Studies; Competence; Educational Research; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Foreign Countries; Informal Education; Information Technology; Inplant Programs; Intergenerational Programs; Job Skills; Labor Force Development; Learning Motivation; Lifelong Learning; Off the Job Training; Older Adults; Older Workers; On-the-Job Training Organizational Change; Outcomes of Education; Small Businesses; Vocational Evaluation; Work Environment.

30. Van Der Veen, R., & Preece, J. (2005). Poverty reduction and adult education: Beyond basic education. *International Journal of Lifelong Education*, 24(5), 381-391.

One of the Millennium Development Goals declared by the United Nations in 2000 was to reduce by half the population of people living in extreme poverty, by 2015. Adult education can and should contribute significantly to this development goal. Nevertheless it has hardly been explored so far in the national Poverty Reduction Strategies Papers. In as far as attention has been given to the contribution of adult education to the reduction of poverty, the trend has been to focus on literacy or basic education. Nevertheless, adult education is potentially much more than literacy or basic education. Successful contribution of adult education to poverty reduction programmes includes also agricultural extension, vocational education, community development and training for active citizenship. In this introduction of the special issue of the *International Journal of Lifelong Education*, we will sketch the state of the art for each of these branches of adult education. Moreover, our central argument will be that developing countries do not only need a more extended system for adult education, but also a more flexible and more targeted system than the rather traditional practices in most developing countries.

KEY WORDS: Rural Extension; Vocational Education; Poverty; Lifelong Learning; Community Development; Adult Education; Adult Basic Education; Poverty Programs.

31. Westerhuis, A. (2001). European structures of qualification levels: A synthesis based on reports on recent developments in Germany, Spain, France, the Netherlands and the United Kingdom (England and Wales). Luxembourg: Office for Official Publications of the European Communities.

European structures of qualification levels were examined through a review of reports on recent developments in Germany, Spain, France, the Netherlands, and the United Kingdom. The examination focused on the following topics: the scope of the national frameworks; the definition of standards and qualifications; the definition of levels in qualification frameworks; development and maintenance of standards and qualifications; classification of qualifications at the tertiary level; and the European 1985 five-level framework and the national structures. None of the countries studied had a classification system consisting of one unique (monopolistic) set of qualifications serving as a reference frame to certify a wide variety of learning and work experience at an exhaustive range of levels. England and France came the closest. The analysis of the countries studied and their approach to level frameworks was said to underline a general need for establishing such frameworks at least on the national level to ensure transparency and coherence.

KEY WORDS: Adult Education; Adult Learning; Certification; Classification; Comparative Analysis; Comparative Education; Credentials; Definitions; Educational Planning; Educational Policy; Educational Practices; Educational Trends; Evaluation Methods; Experiential Learning; Foreign Countries; Lifelong Learning; Literature Reviews; Models; National Standards; Nonformal Education; Policy Formation; Postsecondary Education; Prior Learning; Qualifications; Standard Setting; State of the Art Reviews; Synthesis; Systems Approach; Trend Analysis; Vocational Education; Work Experience.

32. Wilson, A. L., & Hayes, E. R. (Eds.). (2000). *Handbook of adult and continuing education. New edition.* San Francisco: Jossey-Bass.

This handbook presents the perspectives of more than 60 leading authorities on the study and practice of adult and continuing education. The following are among the papers included: "A Selective History of Adult Education Handbooks" (A.L. Wilson, E.R. Hayes); "The Concept of Critically Reflective Practice" (Stephen D. Brookfield); "Linking the Individual Learner to the Context of Adult Learning" (Rosemary Caffarella, Sharan B. Merriam); "Learning from Experience in Adult Education" (Nod Miller); "Adult Learning for Self-Development and Change" (Mark Tennant); "Discourses and Cultures of Teaching" (Daniel D. Pratt, Tom Nesbit); "The Invisible Politics of Race in Adult Education" (Juanita Johnson-Bailey, Ronald M. Cervero); "Cultures of Transformation" (Ann K. Brooks); "From Functionalism to Postmodernism in Adult Education Leadership" (Joe F. Donaldson, Paul Jay Edelson); "Adult Learning and Technology" (Carol E. Kasworm, Carroll A. Londoner); "Adult Literacy" (Eunice N. Askov); "Moving beyond Performance Paradigms in Human Resource Development" (Laura L. Bierema); "Putting Meaning into Workplace Learning" (Tara J. Fenwick); "Adult Education in Rural Community Development" (Lillian H. Hill, Allen B. Moore); "Exploring 'Community' in Community College Practice" (Iris M. Weisman, Margie S. Longacre); "Control and Democracy in Adult Correctional Education" (Howard S. Davidson); "Cooperative Extension" (Glenn J. Applebee); "Distance Education for Lifelong Learning" (Chere Campbell Gibson); "English as a Second Language in Adult Education" (Richard A. Orem); "Contributions of the Military to Adult and Continuing Education" (Steve F. Klime, Clinton L. Anderson); "Older Adult Learning" (James C. Fisher, Mary Alice Wolf); "Formal Mentoring Programs" (Catherine A. Hansman); "Prior Learning Assessment: The Quiet Revolution" (Alan M. Thomas); "A Postmodern Approach to Adult Religious Education" (Leona M. English, Marie A. Gillen); "Urban Contexts for Adult Education Practice" (Barbara J. Daley, James C. Fisher, Larry G. Martin); "Adult Education and Society" (Thomas W. Heaney); "A

Sociology of Adult Education" (Phyllis M. Cunningham); "The Politics of Knowledge Construction" (David Deshler, Nancy Grudens-Schuck); "Evolving Directions in Professionalization and Philosophy" (Ronald Podeschi); "Defining the Profession: A Critical Appraisal" (Susan Imel, Ralph G. Brockett, Wayne Blue James); and "The Learning Society" (John Holford, Peter Jarvis).

KEY WORDS: Accountability; Adult Education; Adult Educators; Adult Learning; Adult Literacy; Adult Students; Classroom Techniques; College Programs; Community Colleges; Continuing Education; Correctional Education; Critical Thinking; Definitions; Distance Education; Education Work Relationship; Educational Administration; Educational History; Educational Policy; Educational Research; Educational Technology; English (Second Language); Evaluation Methods; Experiential Learning; Global Approach; Guidelines; Knowledge Base for Teaching; Labor Force Development; Lifelong Learning; Literacy Education; Mentors; Military Training; Models; Older Adults; Outcomes of Education; Performance Based Assessment; Politics of Education; Postmodernism; Postsecondary Education; Professional Development; Program Administration; Racial Differences; Reflective Teaching; Religious Education; Role of Education; Rural Areas; Rural Education; School Community Relationship; Second Language Learning; Special Needs Students; Student Evaluation; Teacher Effectiveness; Teacher Student Relationship; Teaching Skills; Theory Practice Relationship; Transformative Learning; Universities; Urban Areas; Urban Education; Work Experience Programs; Workplace Literacy.

Section 3.4

Informal Education-Training

1. Anderson, D., Lucas, K. B., & Ginns, I. S. (2003). Theoretical perspectives on learning in an informal setting. *Journal of Research in Science Teaching*, 40(2), 177-199.

Reports the findings of an interpretive case study of the knowledge transformations of three Year 7 students who had participated in a class visit to a science museum and associated post-visit activities. Discusses theoretical and practical implications of these findings for teachers and staff of museums and similar institutions.

KEY WORDS: Case Studies; Concept Mapping; Informal Education; Middle Schools; Museums; Science Education; Transformative Learning.

2. Antone, E. M. (2000). Empowering Aboriginal voice in Aboriginal education. *Canadian Journal of Native Education*, 24(2), 92-101.

Euro-Western schooling imposed on Canada Natives was meant to destroy their culture and caused great alienation. This qualitative study of Onyota'a:ka (Oneida) Indians indicates that bilingual, bicultural education is needed to restore a strong Native identity. Education must validate traditional knowledge, values, and skills for Onyota'a:ka people to survive as a unique nation.

KEY WORDS: Acculturation; American Indian Education; Canada Natives; Colonialism; Cultural Maintenance; Culturally Relevant Education; Educational Needs; Foreign Countries; Language Maintenance; Lifelong Learning; Nonformal Education; Personal Narratives; Role of Education; Self Concept; Canada; Oneida (Tribe).

3. Barton, K. C. (2001). "You'd be wanting to know about the past": Social contexts of children's historical understanding in Northern Ireland and the USA. *Comparative Education*, 37(1), 89-106.

Interviews with 154 elementary school students in Northern Ireland and the United States found that students in both countries were very interested in history and learned about history from family and the media, as well as school. However, the two groups of students had different views on the importance of history and reasons for studying it.

KEY WORDS: Children; Educational Attitudes; Elementary Education; Elementary School Students; Foreign Countries; History Instruction; Informal Education; Relevance (Education); Role of Education; Social Attitudes; Student Attitudes; Student Interests; National Identity; Northern Ireland; United States.

4. Bennetts, C. (2001). Lifelong learners: In their own words. *International Journal of Lifelong Education*, 20(4), 272-288.

Interviews with 24 people depicted the formation of meaningful learning relationships in their lives and an interpretation of mentoring as a learning alliance. Most mentoring took place outside formal settings and was characterized by equality and emotional ties. Mentoring should be considered as valuable as formal teaching for the promotion of reflection and sustainable learning.

KEY WORDS: Foreign Countries; Individual Development; Informal Education; Interpersonal Relationship; Learning Processes; Lifelong Learning; Mentors; England.

5. Boss, S. (2002). The barefoot hours: Out-of-school programs offer to make the most of kids' free time, turning potentially risky afternoons into golden hours of opportunity. *Northwest Education*, 7(4), 2-7.

Research suggests that after-school programs reduce juvenile crime and risky behavior; increase confidence, academic performance, and social skills; and build positive adult-child and home-school relationships. The need for supervised after-school activities, especially in poor neighborhoods; the characteristics of successful programs; and the need to balance academic activities and kids' time are discussed.

KEY WORDS: Adult Child Relationship; After School Programs; Delinquency Prevention; Disadvantaged Youth; Elementary/ Secondary Education; Emotional Development; Enrichment Activities; Extended School Day; Informal Education; Program Descriptions; School Recreational Programs; Social Development.

6. Brooke, H., & Solomon, J. (2001). Passive visitors or independent explorers: Responses of pupils with severe learning difficulties at an interactive science centre. *International Journal of Science Education*, 23(9), 941-953.

Reports on studies of students with severe learning difficulties and shows that they could, under appropriate conditions, display impressive concentration and curiosity, and often appeared to achieve valuable learning. Describes some of the dilemmas that may arise in developing these kinds of activities for special education.

KEY WORDS: Elementary Education; Informal Education; Learning Disabilities; Learning Problems; Science Activities; Science Instruction; Special Education.

7. Bye, J. (2000). *Making pathways: Young people and their informal vocational learning*. Australia; New South Wales: Australian National Training Authority, Melbourne.

Current research into youth transitions in Australia documents an increasingly individualized process in which significant numbers of youths are deemed at risk of not making a successful transition from school to work. Many theorists are questioning the applicability of the linear model of transition to current conditions. Other theorists are questioning whether the model was ever applicable to all students (especially "nonmainstream" students). The literature also documents the perceived failure of policy in ensuring successful transitions through recognized "pathways" of vocational learning and experience. It may be argued that, by broadening their focus to include the informal vocational experiences young people initiate and the type of learning that occurs in such instances, educational researchers may provide useful insights into how young people experience the transition process and how they seek to position themselves in the youth labor market. Research on this area is being conducted as part of the Research Centre for Vocational Education and Training's national key center program supported by the Australian National Training Authority. It is hoped that this research will shed new light on the increasingly complex transition process experienced by noncollege-bound young people and help policymakers devise more effective policies to assist this transition.

KEY WORDS: Education Work Relationship; Educational Opportunities; Educational Policy; Educational Research; Foreign Countries; High Risk Students; Informal Education; Labor Market; Learning Processes; Learning Theories; Literature Reviews; Models; National Programs; Noncollege Bound Students; Outcomes of Education; Postsecondary Education; Research Methodology; Research Needs; Research

Utilization; Secondary Education; Theory Practice Relationship; Vocational Education; Youth Employment; Australia; Career Paths.

8. Cohen, E. H. (2004). Components and symbols of ethnic identity; A case study in informal education and identity formation in diaspora. *Applied Psychology: An International Review*, 53(1), 87-112.

The ethnic identity of members of ethnic groups who live in a number of different countries is influenced by the surrounding cultures. This paper develops a tool which can help researchers understand the ways in which individuals perceive their own ethnic identity. The components and symbols that determine ethnic identification are analysed. By applying multidimensional analysis techniques to a set of empirical data, we were able to uncover a structure of identity along two axes: the cognitive/affective and the specific/universal. This structure enables us to make comparisons between national sub-populations in terms of their various emphases and perceptions of ethnic identity. We examine here the case of staff members in Jewish informal educational settings: 2,119 staff members from seven countries were surveyed on the self-definitions and symbols that express their relationship with their ethnic and religious heritage. This basic typology could be used in studies of other ethnic groups whose members have emigrated to a number of host countries.

KEY WORDS: Perception of Ethnic Identity; Components; Symbols; Cognitive-Affective; Specific-Universal; Typology; Diaspora; Staff Members; Argentina; Brazil; Canada; France; South Africa; UK; Uruguay.

9. Cox-Petersen, A. M., Marsh, D. D., Kisiel, J., & Melber, L. M. (2003). Investigation of guided school tours, student learning, and science reform recommendations at a museum of natural history. *Journal of Research in Science Teaching*, 40(2), 200-218.

Investigates how natural history content is conveyed to students and what students gain from this model of touring a museum. Discusses how the content and pedagogy within the guided tour complemented recommendations from formal science standards documents and informal learning literature.

KEY WORDS: Educational Change; Elementary/ Secondary Education; Historic Sites; Informal Education; Museums; Outdoor Activities; Science Instruction; Standards.

10. Dugas, E. (2002). Physical education and informal education at school. *Education et Societes*, 2(10), 21-34.

The author carried out a research program in the domain of physical education to test the role played by the teacher during his interventions in a varied number of physical recreational situations (traditional games, sports, & obstacle courses), & he questioned whether pupils can obtain any significant learning without the teacher actively intervening with his teaching skills. In other words, can pupils manage to achieve progress in a physical activity in an informal learning setting based on an experimental approach? This study tested & analyzed two different kinds of teaching: recreational (informal learning) & comprehensive (formal learning). The results revealed that when there was no particular educational approach by the teacher, the children, nevertheless, progressed. Of course, formal learning favors learning too, & does so to a greater effect. However, the facts support an interpretation that indicates that the precise & structured intervention of a teacher putting his educational skills to work is very useful for his pupils, but not indispensable to their progress in recreational physical activities.

KEY WORDS: Physical Education; Teaching Methods; Learning; Students.

11. Dunst, C. J., Bruder, M. B., Trivette, C. M., Hamby, D., Raab, M., & McLean, M. (2001). Characteristics and consequences of everyday natural learning opportunities. *Topics in Early Childhood Special Education, 21*(2), 68-92.

Relationships among different person and environment characteristics of everyday natural learning opportunities and changes in child learning, behavior and performance were examined in a study with 63 parents and their infants, toddlers, and preschoolers with disabilities or delays. Findings showed that learning opportunities that were interesting, engaging, competence producing, and mastery-oriented were associated with optimal child behavioral change.

KEY WORDS: Disabilities; Educational Environment; Experiential Learning; Family Environment; Infants; Informal Education; Learning Activities; Parent-Child Relationship; Parents as Teachers; Preschool Children; Toddlers; Natural Learning.

12. Glauert, E. (2005). Making sense of science in the reception class. *International Journal of Early Years Education, 13*(3), 215-233.

In the context of growing awareness of young children's capabilities, and debates about the nature of their reasoning in science, this study set out to explore the ways in which reception children make sense of classroom experiences in science. A particular challenge of the study was to develop appropriate and productive approaches to investigating young children's developing thinking. The first phase of research, reported in this paper, concentrated on the topic of electricity. A series of case studies was undertaken to examine children's learning in a classroom context. Classroom sessions were video recorded and transcribed to examine the development of children's practical competence in circuit making, and interviews were carried out to elicit children's views about electric circuits. Analysis of the classroom sessions revealed children's growing competence in circuit making through their self-directed efforts. The interviews prompted predictions and explanations that were not offered spontaneously. Responses indicated a range of models of the circuit and forms of explanation for what was happening in the circuit. The relationship between children's practical competence, predictions and explanations was not straightforward. Analysis revealed marked differences in models of the circuit and forms of explanation in children with the same levels of practical competence. This has important implications for the ways in which children's views are assessed.

KEY WORDS: Preschool Children; Science Education; Case Studies; Interviews; Data Collection; Nursery Schools.

13. Gonzalez, N., Moll, L. C., & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households and classrooms*. Portland: Lawrence Erlbaum.

The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this volume is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. Drawing from both Vygotskian and neo-sociocultural perspectives in designing a methodology that views the everyday practices of language and action as constructing knowledge, the funds of

knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching. This volume accomplishes three objectives: It gives readers the basic methodology and techniques followed in the contributors' funds of knowledge research; it extends the boundaries of what these researchers have done; and it explores the applications to classroom practice that can result from teachers knowing the communities in which they work. In a time when national educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counter-perspective stating that instruction must be linked to students' lives, and that details of effective pedagogy should be linked to local histories and community contexts. This approach should not be confused with parent participation programs, although that is often a fortuitous consequence of the work described. It is also not an attempt to teach parents "how to do school" although that could certainly be an outcome if the parents so desired. Instead, the funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor communities by viewing their households primarily in terms of their strengths and resources, their defining pedagogical characteristics.

KEY WORDS: Housework; Classroom Environment; Teaching; Knowledge.

14. Haines, S. (2003). Informal life science: Incorporating service learning components into biology education. *Journal of College Science Teaching*, 32(7), 440-442.

Describes a college course enhanced by hands-on science applications and a service-learning project. Requires registered students to participate in volunteer training at a nature center and offers certification in several environmental education curricula. Reports successful outcomes with regard to conceptual development and teaching experiences.

KEY WORDS: Biological Sciences; Biology; Course Descriptions; Elementary Education; Environmental Education; Hands on Science; Higher Education; Informal Education; Service Learning; Teacher Education Programs; Teaching Methods.

15. Harrison, L. (2000). The informal teachers' contribution to lifelong learning. *Australian Journal of Adult Learning*, 40(1), 101-106.

Informal adult educators in an Australian rural community (n=31) viewed their characteristics and commitment to teaching as varying according to purpose and context. The study suggested that differences in informal teaching are influenced by the lack of externally imposed criteria and other institutional constraints.

KEY WORDS: Adult Education; Community Education; Foreign Countries; Informal Education; Lifelong Learning; Teacher Characteristics; Teaching Methods; Australia (Tasmania).

16. Harrison, L. (2003). A case for the underestimated, informal side of lifelong learning. *Australian Journal of Adult Learning*, 43(1), 23-42.

Residents of a rural Australian community identified people considered informal teachers. Informal learning was characterized as arising through natural social interactions and involving interpersonal relationships and information exchange. Informal teachers were discovered through heterophilous contacts and had experience and expertise.

KEY WORDS: Adult Learning; Foreign Countries; Informal Education; Interpersonal Relationship; Lifelong Learning; Rural Areas; Teacher Student Relationship; Australia (Tasmania); Expertise.

17. Inderbitzin, M. (2006). Lessons from a juvenile training school: Survival and growth. *Journal of Adolescent Research, 21*(1), 7-26.

This article examines the lessons learned by youths confined to a maximum-security juvenile correctional facility. Using data from an ethnographic study of a cottage of violent offenders in one state's end-of-the-line training school, the author describes the lessons the institution and its staff members hoped to teach the young people in their care and the informal but vital lessons the inmates indicated they had learned during their incarceration. The continued viability of training schools as a response to serious and violent juvenile offenders is analyzed and discussed.

KEY WORDS: Ethnography; Delinquency; Correctional Institutions; Correctional Education; Youth.

18. Jannings, W., & Armitage, S. (2001). Informal education: A hidden element of clinical nurse consultant practice. *Journal of Continuing Education in Nursing, 32*(2), 54-59.

A survey of 16 Australian clinical nurse consultants showed they spent substantial time in informal teaching, but only 3% of it is recorded as limited educational activity for accountability purposes. However, a survey of 58 nurses taught by the consultants demonstrates the gains derived from informal education.

KEY WORDS: Consultants; Foreign Countries; Informal Education; Nurses; Professional Continuing Education; Public Health; Teaching Methods; Australia.

19. Matherly, C. (2000). Exploring nature from the inside out: Homeschooling opportunities at informal-learning facilities. *Legacy, 11*(4), 14-20.

Highlights educational opportunities for homeschooling. Suggests visiting learning facilities such as museums, aquaria, zoos, and parks which provide access to natural areas, live animals, and self-directed, hands-on exhibits. Describes learning opportunities at the Tennessee Aquarium.

KEY WORDS: Aquariums; Elementary/ Secondary Education; Home Schooling; Nature Centers; Science Activities; Science Instruction; Tennessee.

20. Melber, L. M. (2000). Tap into Informal science learning. *Science Scope, 23*(6), 28-31.

Discusses learning environments for informal science learning and points out the importance of an environment on student learning. Suggests several tips for field trip organization and accessing learning materials.

KEY WORDS: Aquariums; Elementary/ Secondary Education; Experiential Learning; Field Trips; Museums; Nonformal Education; Science Education; Teacher Improvement; Zoos.

21. Miles, S. P. A., Stauber, B., Walther, A., Banha, R. M. B., & Gomes, M. D. C. (2002). *Communities of youth: Cultural practice and informal learning*. Burlington: Ashgate.

The roles of cultural practice and informal learning in young people's transitions to work and adulthood were explored in case studies of performing arts programs in Mannheim, Germany; Liverpool, England; and Lisbon, Portugal. Expert interviews, participant observation, and documentary analysis were conducted to explore how the pedagogical model adopted by each program actually worked and what made each program attractive to participants and effective in easing young people's transition from school to work. All three programs offered an educational setting where learning is likely to be closely related to several aspects of identity work. First, the courses provided young people with a secure biographical space where they could develop self-confidence and self-consciousness. Second, the projects managed to bridge the gap between social and symbolic aspects of youth lifestyles and the perception of youth prevailing in education and training institutions. Third, the projects featured a set of properties that are essential to successfully stipulate informal learning. Those properties included reciprocal relationships between trainers and participants, openness to experiential activities, and a combination of activities performed for their own sake with activities aiming at future goals. The case studies documented the enormous potential of informal learning in helping youth develop the generic skills needed for their adult lives and work.

KEY WORDS: Art Education; Case Studies; Community Support; Cross Cultural Studies; Developed Nations; Education Work Relationship; Educational Environment; Educational Practices; Employment Potential; Empowerment; Experiential Learning; Foreign Countries; Individual Development; Informal Education; Outcomes of Education; Relevance (Education); Skill Development; Transitional Programs; Youth Problems; Youth Programs Contextualized Instruction; England (Liverpool); Europe; Identity Formation; Portugal (Lisbon); Youth Culture.

22. Nazli, S. (2001). Literacy without formal education: The case of Pakistan. *Journal of International Development*, 13(5), 535-548.

This article examines the role that informal educational institutions play in Pakistan's policy on literacy. An overview of various definitions of literacy is presented, illustrating how contemporary research has confused the distinction between literate & illiterate & how the definition of literacy in Pakistani society has changed. An additional overview of the Pakistani government's implementation of various literacy policies during the late 20th century is provided, emphasizing those that have established informal means of increasing literacy levels. It is argued that informal education would increase people's literacy in areas of Pakistan that have low education density levels. Data from the 1981 Population Census are used to support the hypothesis.

KEY WORDS: Pakistan; Literacy; Educational Policy.

23. Neufeld, S., Wright, S. M., & Gaut, J. (2002). Not raising a "bubble kid": Farm parents' attitudes and practices regarding the employment, training and supervision of their children. *Journal of Rural Health*, 18(1), 57-66.

A survey of 24 farm families in eastern Washington with at least one child aged 4-18 examined parents' attitudes toward children's farm work, children's experiential learning about farm work from an early age, safety instruction and practices with children, and supervision of children performing farm work.

KEY WORDS: Agricultural Safety; Child Development; Child Labor; Child Rearing; Child Safety; Experiential Learning; Life Style; Nonformal Education; Parent Attitudes; Rural Family; Rural Farm Residents; Work Attitudes; Family Farms; Washington.

24. Ng, R. (2002). *Training for whom? For what? Reflection on the lack of training opportunities for immigrant garment workers*. NALL Working Paper No. 66. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: <http://www.nall.ca/>.

Unlike many recent immigrants who entered Canada as highly trained professionals in their countries of origin, most of Canada's immigrant garment workers are working-class women with little education. The Apparel Textile Action Committee (ATAC) and Homeworker's Association (HWA) are among the bodies that were established to assist immigrant garment workers in Canada who lost their jobs to industrial restructuring and became home workers. The experiences of both bodies has made it clear that the training available to these women does not meet their needs as immigrants with a limited command of English. A study of the informal learning outcomes of HWA's members yielded the following findings: (1) most immigrant garment workers have little expectation that taking classes will lead to better jobs and higher pay; (2) although most immigrant garment workers do not expect that English-as-a-second language (ESL) classes will make them fluent in English, their ESL classes serve important social and educational purposes by giving participants a place to develop a sense of sociability with other workers and learn strategies for negotiating their lives as non-English speaking immigrants and their rights as workers; and (3) although classes are obvious places to look for informal learning, the HWA's executive meetings provide environments for explicit "political learning."

KEY WORDS: Dislocated Workers; Education Work Relationship; Educational Attitudes; Educational Needs; English (Second Language); Foreign Countries; Immigrants; Industrial Training; Informal Education; Labor Education; Labor Market; Needle Trades; Needs Assessment; Non English Speaking; Outcomes of Education; Political Socialization; Semiskilled Occupations; Student Attitudes; Teleworking; Women's Education.

25. Pressick-Kilborn, K. (2000). Supporting primary students' learning beyond the classroom. *Investigating*, 16(4), 14-19.

Shares experiences as a teacher in the School-Museum Informal Learning Experiences in Science Project (SMILES). Highlights factors that contribute to excursions that successfully support students' learning of science.

KEY WORDS: Informal Education; Museums; Primary Education; Science Education; Teacher Education.

26. Romi, S. (2000). Distance learning and non-formal education: Existing trends and new possibilities of distance learning experiences. *Educational Media International*, 37(1), 39-44.

Reviews the characteristics of non-formal education as expressed in various academic-theoretical definitions, presents the links in this field to distance learning, and recommends future directions for exploring distance learning in non-formal education. Discusses the use of information and communication technology and considers problems with non-formal education and distance learning.

KEY WORDS: Distance Education; Educational Technology; Futures of Society; Information Technology; Nonformal Education; Problems; Technology Utilization; Theoretical Analysis.

27. Shulman, D., & Silver, I. (2003). The business of becoming a professional sociologist: Unpacking the informal training of graduate school. *American Sociologist*, 34(3), 56-72.

This essay reports on a sociology graduate seminar ("Workplace Studies") which allows the instructor and students to combine learning with professional development by making the work of the class writing a collectively written "review of the literature" paper. Workplace studies are a genre of sociology that uses eclectic methods to examine the process of doing work, particularly the relationship of technology and the doing of the work. Rather than teaching a traditional graduate seminar in Workplace Studies, in which students would read and discuss journal articles and book chapters, and then write a library research paper at the end of the course, the authors decided to make the goal of the course collectively writing a review of the literature paper. The authors assembled, read and summarized a wide range of articles in workplace studies, debated the strengths, weaknesses, gaps, needs and applications of the field, and came up with a focus for a review of the literature article.

KEY WORDS: Sociology; Higher Education; Universities.

28. Silberman-Keller, D. (2003, April 21-25). *Toward the characterization of non-formal pedagogy*. Paper presented at the American Educational Research Association, Chicago.

This study examined characteristic attributes of non-formal education and the non-formal pedagogy directing its teaching and learning processes. Data were collected on organizational and pedagogical characteristics in several out-of-school organizations (youth movements, youth organizations, community centers, bypass educational systems, local government agencies offering cultural and other activities geared to youth, and museums of art, science, and history with educational departments or branches). Interviews with key players focused on what was being taught, who the teachers were, how teaching was accomplished, and how the organizations understood their role in facilitating teaching and learning. Texts pertaining to the educational organizations were also reviewed. Results highlighted consistently recurring activities, values, and behaviors. Four major genres were revealed: the generative element genre, the administrative-organizational genre, the genre of informal learning, and the genre of the social function of non-formal education. Characteristic practices in non-formal pedagogy included practices that: initiated and fostered images of time and place; engendered phenomenological processes of teaching and learning through which knowledge was singularly negotiated; applied dialogue and conversation in teaching and learning processes; and used play to shape the bond between reality and probability by expanding the notion of what was considered within the bounds of plausible reality.

KEY WORDS: Community Centers; Elementary Education; Experiential Learning; Informal Education; Local Government; Museums; Play; Socialization; Teaching Methods; Youth Agencies.

29. Sormunen, C., & Adams, M. E. (1999). The role of administrative office support personnel in office technology training. *Business Education Forum*, 53(4), 14-20.

Responses from 46 of 262 administrative office support workers showed that a majority was involved in providing office technology training to subordinates, peers, and superiors, although it was in only one-third of the job descriptions. More than 95% was informal training/question answering.

KEY WORDS: Clerical Workers; Computer Literacy; Employee Responsibility; Informal Education; Office Automation; Training; Administrative Assistants; User Training.

30. Sperl, C. T. (2003). Museums as informal learning environments for families that include children with or without learning disabilities: Exploring children's knowledge and interest and family interaction styles. *Dissertation Abstracts International Section A: Humanities & Social Sciences*, 64(1-A), 69.

The purpose of this study is to explore how family visits to a participatory exhibition affected the knowledge and interest of children with and without learning disabilities. Additionally, this study examines the learning behaviors of parents and children. Further, this investigation identifies the parent-child interaction styles demonstrated by families and considers how these patterns are related to children's knowledge and interest. More specifically, the questions that are addressed in this study include the following: (a) Does a hands-on learning experience in a museum's discovery room affect the topic knowledge and interest of children with and without learning disabilities? (b) How do the behaviors of children with and without learning disabilities differ in a museum discovery room? (c) Do parents of children with learning disabilities interact differently with their children in a discovery room context than parents of children who are normally achieving? and (d) Are the family interaction styles differentially related to demonstrated changes in knowledge and interest for children with and without learning disabilities?

KEY WORDS: Museums; Informal Learning; Learning Disabilities; Family Interaction; Children's Knowledge; Children's Interest; Parent-Child Interaction.

31. Taylor, D. (2002). Gender differences in informal education environments: A review of the literature on gender and learning in science museums. *Informal Learning*(52), 6-7.

Reviews research related to gender and learning in science museums. Examines 10 studies including studies of stereotypic behavior patterns, parent talk and family interactions, and gender-biased exhibits. Describes the need for a better understanding of gender differences in informal learning environments and more exhibits specifically designed to interest girls.

KEY WORDS: Exhibits; Instructional Effectiveness; Museums; Science Education; Science Teaching Centers; Sex Bias; Sex Differences.

32. Thomas, J. (2000). Learning about genes and evolution through formal and informal education. *Studies in Science Education*, 35, 59-92.

Focuses on the way learning about genetics and evolution raises ideas that pupils and adults should relate to themselves whether what is learned helps reveal what science can and cannot say about human nature. Reviews the impact of informal learning after exploring the role and influence of informal learning channels.

KEY WORDS: Elementary/ Secondary Education; Evolution; Genetics; Higher Education; Informal Education; Science Education.

33. White, R. (2002). The importance of cultural competence to informal learning attractions. *Informal Learning*(52), 18-19.

Discusses the importance of matching informal learning projects to the cultural contexts of participants. One way to analyze and understand a culture is to examine how it distinguishes itself from others in terms of relationships with people, time, and nature. Presents relevant factors to consider within each of these dimensions. Introduces "Prime Directive of Location-Based Attractions".

KEY WORDS: Cultural Context; Elementary/ Secondary Education; Informal Education; Nontraditional Education.

Section 3.5

Informal Learning, Self-directed Learning

1. Auster, E., & Chan, D. C. (2003). The library as a learning organization and the climate for updating in a period of rapidly changing technologies. *Proceedings of the ASIST Annual Meeting, 40*, 158-164.

Examines some of the factors affecting the participation of librarians in professional development activities. Reference librarians working in large urban public libraries in Ontario were surveyed. Data on participation in formal and informal learning activities, together with information about their perceptions of their libraries' environment with respect to updating were obtained from 553 respondents.

KEY WORDS: Employee Attitudes; Foreign Countries; Learning Activities; Librarian Attitudes; Library Personnel; Library Surveys; Organizational Climate; Participation; Professional Development; Professional Personnel; Public Libraries; Staff Development; Ontario.

2. Boulton-Lewis, G. M., Marton, F., Lewis, D. C., & Wilss, L. A. (2000). Learning in formal and informal contexts: Conceptions and strategies of Aboriginal and Torres Strait Islander university students. *Learning & Instruction, 10*(5), 393-414.

Studied the conceptions of formal learning held by 22 Aboriginal and Torres Strait Islander students from 3 Australian universities, a group with a high attrition rate in tertiary education. Results show that these students view and approach university learning in much the same way as other students, but the strategies these students used did not match the conceptions of learning they held.

KEY WORDS: Conceptions & Strategies of Learning in Formal VS Informal Contexts; Enhanced Instruction; Attrition Rate; Youth; Aboriginal; Torres Strait Islander; Undergraduates.

3. Bradley, P., Oterholt, C., Nordheim, L., & Bjorndal, A. (2005). Medical students' and tutors' experiences of directed and self-directed learning programs in evidence-based medicine: A qualitative evaluation accompanying a randomized controlled trial. *Evaluation Review, 29*(2), 149-177.

This qualitative study aims to interpret the results of a randomized controlled trial comparing two educational programs (directed learning and self-directed learning) in evidence-based medicine (EBM) for medical students at the University of Oslo from 2002 to 2003. There is currently very little comparative educational research in this field. In the trial, no statistically significant differences between the study groups were shown for any outcomes considered (EBM knowledge, skills, and attitudes). Further analysis suggests that main reason for the negative trial results was that the majority of students learned equally effectively, whichever program they received, although implementation of the educational programs was not complete because of varying attendance. This study illustrates a stepwise evaluation model that might be useful in evaluating other socially complex interventions.

KEY WORDS: Medicine; Medical Students; Educational Research; Medical Education; Tutors; Educational Methods; Program Effectiveness; Foreign Countries; College Faculty; Student Attitudes.

4. Brougere, G. (2002). Games and leisure as means of informal learning. *Education et Societes*, 2(10), 5-20.

This paper introduces & outlines the issues in question that this issue of *Education et Societes* examines, namely informal learning in leisure & entertainment activities. The multiple difficulties inherent in the relation between games & education have led the author to consider the problem differently by removing games from the limits of their "ghetto" to place them within the rest of social activities as a whole producing fortuitous educational results. However, identifying them cannot be done without having an influence in turn on these same practices that are then considered as being potentially educational through a process of formalization that consists in developing the educational potential of activities that are then less & less part of informal education. It remains, nevertheless, that games & other leisure activities, by their capacity to be taken at a second degree, present potentially educational means that can take on many different forms depending on the nature of the expertise undergone by the players involved.

KEY WORDS: Learning; Leisure; Games; Education.

5. Coffield, F. (Ed.). (2000). *The necessity of informal learning*. Bristol: The Policy Press.

This paper argues for a fundamental reassessment of the significance of informal learning. Formal education and training represent only a small part of all the learning done in schools, colleges, at work, at home and in the community. Yet it is formal learning which is at the heart of the government's unshakeable determination to drive up standards by means of qualifications, national targets and league tables. A hierarchy of different types of learning has emerged with "learning for earning" at the top and informal learning at the bottom. This paper concludes, however, that an unjustifiable reliance on certification may serve to alienate informal learners. These 'learning entrepreneurs' argue that the formal training they receive is often dispensable, whereas their own informal learning is necessary and is very much part of who they are and how they interact with the world. A love of informal learning which is not linked to certification or to work appears to be a key characteristic of lifelong learners.

KEY WORDS: Informal Learning; Training; Standards; Certification.

6. Costa, A. L., & Kallick, B. (2004). Launching self-directed learners. *Educational Leadership*, 62(1), 51.

Self-directed learning enables students to guide themselves and monitor their own progress towards specific goals. The positive approach towards self-management in developing alternative strategies to achieve the goals is discussed.

KEY WORDS: Independent Study; Active Learning; Learning Strategies; Self Evaluation (Individuals).

7. Dohmen, G. (2002). PISA: An impetus for more "natural" learning. *Diskurs*, 12(2), 39-44.

The PISA studies & the recommendations of the German Forum Bildung refer to the criterion of life skills as the ability to apply relevant information & knowledge to carrying out everyday tasks & meeting the challenges of modern life. This means more self-directed learning related to real life situations & a new convergence toward informal

learning. There is a new trend toward more direct learning to enable people to cope with modern-day living. The article also interprets it as a new movement toward more "natural" & more humane learning, which is also more appropriate for children & pupils.

KEY WORDS: Federal Republic of Germany; Children; Learning; Skills.

8. Hargrove, K. (2005). In the classroom: What's a teacher to do? *Gifted Child Today*, 28(4), 38-39.

This article describes the experiences of a second grade teacher who teaches in a heterogeneous bilingual classroom in a large district, and his assignment in a graduate class to conduct action research. This teacher was concerned about the academic performance and motivation of two gifted, but underachieving Hispanic boys in his class. Both of the students had been identified as gifted, based upon high scores on standardized and non-verbal tests. Each demonstrated high cognitive ability both mathematically and verbally. After nearly a full year in the second grade class, both students had shown varying degrees of interest in learning and self-discipline. There was an apparent discrepancy between their scores on standardized tests and their actual performance on daily work in the classroom. They quite often seemed to coast and attempt to get by with the barest minimum of effort. Having looked at research that says "untreated" underachievement becomes an entrenched behavior, one that is increasingly difficult to correct, this teacher, determined not to let that happen to these two students, developed a two part strategy for teaching these gifted students involving giving these two boys two different types of assignments. The first would be traditional, teacher-directed, theme-based assignments as a normal course of study for the class. The second would be a self-selected, self-directed independent research project. The conclusion of this project was that not much changed during the 5-week project on the standard classroom assignment; however, the self-directed project, seemed to be a huge success. The students exhibited greater persistence, drive, interest, creativity, and more dynamic creation of product. This action research demonstrated the difference a teacher can make - one who views students as individuals, who gives them personal interest, and is involved.

KEY WORDS: Hispanic American Students; Males; Academically Gifted; Bilingual Education; Action Research; Graduate Study; Grade; Academic Achievement; Student Motivation; Independent Study; Student Projects.

9. Hengst, H. (2002). Moving up from additional to main Item: The context of informal learning. *Diskurs*, 12(2), 26-33.

The paper traces the change in informal learning by describing significant changes in child culture outside school, in order to alert the reader to important implications of the fact that formal, institutionalized learning has been deposed from its ruling position as the principal way of acquiring knowledge & skills. It illustrates the thesis that a media-based, global consumer culture constitutes the setting for children's & adolescents' learning, not only outside school but increasingly in school as well.

KEY WORDS: Adolescents; Children; Learning.

10. Hernandez-Encuentra, E., & Sanchez-Carbonell, J. (2005). The Bologna process and lifelong education: Problem-based learning. *Higher Education in Europe*, 30(1), 81-88.

This article describes the application of Problem-Based Learning (PBL) methodology in

the context of a student congress, arguing that such new approaches to learning are best suited to the goals of the Bologna Process. The Congress in question enabled Spanish graduate students in Psychology, many of them mid-career professionals, to increase their learning motivation, delve deeper into the learning experience, and further apply their learning and research. By taking an interdisciplinary approach, all the teachers concerned were able to coordinate their involvement. Feedback received from students and professors confirms that the Congress promoted new strategies and skills including self-directed learning.

KEY WORDS: Teaching Methods; Learning Experience; Learning Motivation; Educational Change; Interdisciplinary Approach; Graduate Students; Problem Based Learning; Lifelong Learning; Foreign Countries; Evaluation.

11. Julie Yazici, H. (2005). A study of collaborative learning style and team learning performance. *Education + Training*, 47(3), 216-229.

Self-directed work teams are seen as an important mechanism for dealing with today's complex and rapidly changing business environment. Team learning is an attempt to prepare students to real-world experiences. But, not all teamwork is effective. This paper aims to examine the influence of learning style preferences on team learning performance. The Grasha-Riechmann Student Learning Style Scales (GRSLSS) is used to assess the learning style preferences of business students enrolled in an operations management class. Students were found to be collaborative learners. Students' collaborative orientation complements participation and helps students to compete, which in turn increases team performance. In addition, influence of learning style varies with educational experience, gender and major. Graduate students showed to be collaborative and independent learners. As such, while personal model and formal authority teaching styles fit best undergraduates learning preferences, at the graduate level, instructor role changes to facilitator and delegator. Provides evidence that learning style preferences are valuable for engaging learners in various collaborative activities and for designing successful diverse teams.

KEY WORDS: Teaching Methods; Learning Activities; Teaching Styles; Graduate Students; Educational Experience; Cognitive Style; Measures (Individuals); Teamwork; Teacher Role.

12. Livingstone, D. W. (2000). Researching expanded notions of learning and work and underemployment: Findings of the first Canadian survey of informal learning practices. *International Review of Education*, 46(6), 491-514.

Analyzes the results of the first countrywide survey of the informal learning practices of adults in Canada, conducted in 1998. The survey found respondents to be devoting unprecedented amounts of time to learning activities, including an average of 15 hours per week in informal learning projects. Implications for policy and program initiatives are included.

KEY WORDS: Adult Education; Conference Papers; Continuing Education; Foreign Countries; Informal Education; Lifelong Learning; National Surveys; Nontraditional Education; Underemployment; Unemployment; Canada.

13. Livingstone, D. (2001). *Adults' informal learning: Definitions, findings, gaps and future research*. NALL Working Paper No. 21. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: <http://www.nall.ca/>.

This paper on adult informal learning is divided into four sections. Section 1 examines different conceptions of informal learning and the issues and limitations associated with alternative definitions of informal learning. Section 2 is a review of empirical research on the estimated extent, role, and outcomes of informal learning and posited linkages between informal and formal methods of learning. It reports that, according to the New Approaches to Lifelong Learning (NALL) 2000 national survey, over 95 percent of Canadian adults are involved in some form of informal learning activities that they identify as significant. Section 3 critically assesses current research approaches to studying informal learning and identifies policy-relevant knowledge gaps concerning the general level and nature of informal learning, distribution of informal learning across the adult population, impact of informal learning on individual and firm performance, and relationship of informal learning to formal skills development. Section 4 recommends optimal approaches to future research on informal learning practices with a particular focus on survey research in Canada and finds it imperative to establish benchmarks of the general incidence, basic contents and modes, and any differential patterns of intentional informal learning and training, and to continue to track trends in relation to other dimensions of adult learning.

KEY WORDS: Adult Education; Adult Learning; Education Work Relationship; Educational Research; Experiential Learning; Informal Education; Intentional Learning; Lifelong Learning; National Surveys; Outcomes of Education; Research Methodology; Research Needs.

14. Livingstone, D. W., Raykov, M., & Stowe, S. (2001). Interest in and factors related to participation in adult education and informal learning: The AETS 1991, 1993 and 1997 surveys and the 1998 NALL survey. Ottawa: Applied Research Branch, Human Resources Development Canada.

This report offers an analysis of factors related to adult learning in Canada based on the results of the 1991, 1993 and 1997 Adult Education and Training Surveys (AETS), covering program and course participation, as well as the first national survey of informal learning, conducted in 1998 by the research network for New Approaches to Lifelong Learning (NALL). The paper distinguished three basic dimensions of adult learning: the initial cycle of formal schooling, further participation in organized courses and programs, and informal learning that people do on their own outside educational institutions. The data show that, while Canada achieved increasingly high levels of post-secondary schooling, the country's moderate levels of adult course participation declined during the 1990s. The incidence of self-reported informal learning is estimated to have reached an average of about 15 hours a week in 1998. Informal learning is more extensive than formal schooling and is not closely related to either level of formal schooling or participation in adult education courses.

On the basis of an extensive literature review, major factors related to course participation are identified, including general social background, behavioural and attitudinal factors. A preliminary list of factors related to informal learning is also included. An analysis of the AETS surveys confirms the significance of age and economic status effects on course participation and suggests that perceived material barriers to course participation increased during the 1990s. Among those who were interested in taking courses, lower income groups found lack of money to be the greatest barrier, while higher income groups found lack of time to be the greatest barrier. Further multivariate analyses of background factors and perceived barriers find that income level had a stronger effect on participation rates among interested adults than either age or schooling, and that perceived barriers appear to have much weaker effects than either income or schooling levels. The NALL survey results support these conclusions.

Based on these analyses, recommendations are made for steps to overcome some of the detected barriers to adult education participation. The report ends with suggestions for informal learning measures and more inclusive measures of situational and attitudinal factors in future administrations of the AETS.

KEY WORDS: Adult Education; Interest; Participation; Barriers; Informal Learning; Formal Schooling; Further Education; Surveys.

15. Livingstone, D. W. (2006). Informal learning: Conceptual distinctions and preliminary findings. In Z. Bekerman, N. Burbules & D. Silberman (Eds.), *Learning in hidden places: The informal education reader*. New York: Peter Lang.

This paper examines different conceptions of informal learning, summarizes empirical research on the extent of informal learning in advanced industrial societies including the most inclusive recent national survey of informal learning, and critically assesses the limitations of most of the empirical research to date. The paper concludes with suggestions for future research on informal learning practices with a particular focus on survey research.

KEY WORDS: Informal Learning; Informal Education; Self-directed Learning; Studies of Informal Learning; Learning and Work.

16. Luciani, T. (2001). *Second NALL bibliography on informal and non-formal learning*. NALL Working Paper No. 48. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: <http://www.nall.ca/>.

This bibliography with 1,273 entries is an updated supplement to the preliminary 1997 bibliography on informal adult learning. It is a useful resource guide for those interested in publications (e.g. academic papers, government reports, grassroots publications) aimed at furthering understanding of how learning and teaching takes place in different settings (specifically, informal and non-formal environments). The guide also lists resources that address how the different ways that learning and teaching exist in various learning environments can be valued and supported. Introductory materials include bibliography sources and search terms. Entries are grouped into these seven categories: (1) general (overviews, definitions and conceptual distinctions, theories of learning, conceptual factors/histories, research methods and standpoint of researchers); (2) surveys/ethnographies; (3) learning power and action in resisting communities; transitions between learning and work (youth, higher education, seniors, learning and work mismatches); (4) learning in the workplace (general; corporations, management, professionals; workers; other work sites); (5) union-based learning; (6) informal learning and technology; and (7) prior learning assessment and recognition.

KEY WORDS: Active Learning; Adult Education; Adult Learning; Associative Learning; Aural Learning; Bibliographies; Computer Uses in Education; Cooperative Learning; Discovery Learning; Discrimination Learning; Education Work Relationship; Educational Research; Ethnography; Experiential Learning; Incidental Learning; Independent Study; Indigenous Populations; Industrial Education; Informal Education; Intentional Learning; Labor Education; Learning Theories; Lifelong Learning; Mastery Learning; Multisensory Learning; Nonformal Education; Nonverbal Learning; Observational Learning; Prior Learning; Resistance (Psychology); Rote Learning; Second Language Learning; Sequential Learning; Serial Learning; Symbolic Learning; Verbal Learning; Visual Learning.

17. Malcolm, J., Hodkinson, P., & Colley, H. (2003). The interrelationships between informal and formal learning. *Journal of Workplace Learning*, 15(7-8), 313-318.

This article summarises some of the analysis and findings of a project commissioned to investigate the meanings and uses of the terms formal, informal and non-formal learning. Many texts use these terms without any clear definition, or use conflicting definitions and boundaries. The article therefore proposes an alternative way of analysing learning situations in terms of attributes of formality and informality. Applying this analysis to a range of learning contexts, one of which is described, suggests that there are significant elements of formal learning in informal situations, and elements of informality in formal situations; the two are inter-related. The nature of this inter-relationship, the ways it is written about and its impact on learners and others, are tightly related to the organisational, social, cultural, economic, historical and political contexts in which the learning takes place. The article briefly indicates some of the implications of our analysis for theorising learning, and for policy and practice.

KEY WORDS: Formal Learning; Informal Learning; Non-Formal Learning; Learning Situations.

18. Marsick, V. J., Volpe, F. M., Brooks, A., Cseh, M., Lovin, B. K., Vernon, S., et al. (2000, 8 Mar). *Meeting the informal learning challenges of the free agent learner: Drawing insights from research-based lessons learned*. Paper presented at the Academy of Human Resource Development Annual Conference, Louisiana.

The concept of the free agent learner, which has roots in self-directed and informal learning theory, has recently emerged as a factor important to attracting, developing, and keeping knowledge workers. The literature on free agent learning holds important lessons for today's free agent learners, human resource developers, and work organizations. Self-directed learning occurs on a just-in-time basis in response to strongly felt challenges situated within highly relevant contexts. At least theoretically, free agent learners are highly self-directed in their learning. Organizations employing knowledge workers have generally changed the nature of the psychological contract between free agent learners and the organization; however, they have not always adjusted systems, rewards, and cultures to support proactive, free agent learners. Organizations that want to keep free agent learners motivated and engaged must take the following steps: make time and space for learning; provide mechanisms for continual scanning of the environment; stimulate heightened awareness around learning; build programs around goals and turning points; provide opportunities for reflection in action; and work around problems engendered by climates that are often riddled with a lack of trust and high rewards for individual achievement at the expense of others with whom employees should be collaborating.

KEY WORDS: Adjustment (to Environment); Adult Learning; Career Development; Education Work Relationship; Educational Educational Research; Employer Employee Relationship; Employment Practices; Foreign Countries; Independent Study; Informal Education; Labor Force Development; Learning Processes; Learning Theories; Lifelong Learning; Literature Reviews; Organizational Change; Organizational Climate; Organizational Development; Partnerships in Education; Small Businesses; Systems Approach; Teamwork; Theory Practice Relationship; Work Environment; Critical Reflection; Europe; Knowledge Management; Learning Organizations; United States.

19. McGivney, V. (1999). *Informal learning in the community: A trigger for change and development*. London: Department for Education and Employment.

Routes of progression from formal to informal learning in community settings in Great Britain were examined in a study that included three research strands: literature review; consultation with relevant agencies and individuals; and visits to nine informal learning environments and organizations providing informal learning in the community. The study documented that informal learning takes place in dedicated learning environments and noneducational settings. The location of learning often proved more important than its actual focus. Informal learning generated by local people themselves often led to wider community involvement and activism, whereas learning arranged by education providers most often led to high rates of educational progression. Informal learning often started people on a continuing learning path by helping them become confident and successful learners. Factors facilitating and impeding educational progression were identified. It was concluded that, although educational progression is an important outcome of informal learning, first-step learning should also be valued for itself. It was further concluded that the system of funding education must consider the fact that adult learning pathways are not always in a single direction. Appended is a table providing examples of progression routes from Open College Network-accredited programs within England's Open College Network Centre.

KEY WORDS: Adult Education; Adult Learning; Case Studies; Community Education; Educational Attainment; Educational Benefits; Educational Needs; Educational Policy; Educational Trends; Enrollment Influences; Foreign Countries; Informal Education; Lifelong Learning; Literature Reviews; National Surveys; Needs Assessment; Open Education; Participation; Policy Formation; Trend Analysis.

20. Mifflin, B. (2004). Adult learning, self-directed learning and problem-based learning: Deconstructing the connections. *Teaching in Higher Education*, 9(1), 43-53.

This paper reports a critique of the literature of problem-based learning (PBL) in medical education. The objective of the review was to examine the various meanings that medical teachers attribute to concepts of adult learning and self-directed learning within the context of PBL. The critique found that there are assumptions about the meanings of adult learning and self-directed learning that are accepted uncritically as appropriate to PBL. The nature and the origins of teachers' conceptions of these ideas are explored in an attempt to clarify the meanings of the concepts and the relationships amongst them. An alternative meaning for self-directed learning in PBL curricula is proposed.

KEY WORDS: Teaching Methods; Medical Education; Problem Based Learning; Independent Study; Adult Learning; Teacher Attitudes; Foreign Countries; Cognitive Style.

21. Pearce, C. (2001). Homeless women, street smarts, and their survival. *PAACE Journal of Adult Learning*, 10, 19-30.

A qualitative study of four homeless women depicted their self-perceptions, instability of relationships, decision-making processes, and resourcefulness. Their informal learning included situational and intentional learning applied to survival.

KEY WORDS: Females; Homeless People; Informal Education; Women's Education.

22. Regan, J. A. (2003). Motivating students towards self-directed learning. *Nurse Education Today*, 23(8), 593-599.

Data from focus groups of 12 nursing students and 8 tutors and survey responses from 97 students and 18 tutors were analyzed. Results revealed a wide range of factors motivated students to be self-directed. All students believed good lectures were highly motivating. Students desired clear guidance and feedback.

KEY WORDS: Educational Strategies; Higher Education; Nursing Education; Student Attitudes; Student Motivation; Teacher Attitudes.

23. Rhee, K. S. (2003). Self-directed learning: To be aware or not to be aware. *Journal of Management Education*, 27(5), 568-589.

Critical incident interviews and questionnaire were used to measure behavior change in 25 business students who engaged in repeated reflections on self-directed change and 20 controls. Both groups improved managerial skills. Those in the reflection group were more aware of their own change but overestimated the extent of it.

KEY WORDS: Behavior Change; Business Administration Education; Estimation (Mathematics); Higher Education; Self Evaluation (Individuals).

24. Robins, J. (2005). Beyond the bird unit. *Teacher Librarian*, 33(2), 8.

Lance and Loertscher warn that it is possible to use high-quality information resources and still create ineffective learning experience for K-12 students. To illustrate, they discuss the "bird unit," the type of research activity where students search for information in order to fill in worksheets that they transform into essays and presentations. By itself, this type of exercise does not go far in promoting information literacy. National standards for information literacy appear in information power: building partnerships for learning. These standards purport to promote the skills of the lifelong learner as related to information use, self-directed learning, and social responsibility. This paper contains a brief overview of constructivist teaching strategies followed by a description of this collaborative inquiry where teachers and teacher-librarians pooled their experience and knowledge. This paper also concludes by suggesting a process for using constructivist methods to enrich any lesson plan.

KEY WORDS: Constructivism (Learning); Teaching Methods; Problem Based Learning; Librarian Teacher Cooperation; Information Literacy; Elementary/ Secondary Education.

25. Stipek, D., & Byler, P. (2004). The early childhood classroom observation measure. *Early Childhood Research Quarterly*, 19(3), 375-397.

This study assesses a new measure of early childhood classroom practice in 127 kindergarten- and first-grade classrooms. The measure was designed to be appropriate for classrooms serving children from the age of 4-7 years. It assesses the nature and quality of instruction as well as the social climate and management of the classroom. Two separate scales assess the degree to which constructivist, child-centered and the degree to which didactic, teacher-centered instructional practices are implemented. Findings indicate that the measure produced reliable scores and meaningful, predictable associations were found between scores on the observation measure, on the one hand, and teachers' self-reported practices, teaching goals, relationships with children, and perceptions of children's ability to be self-directed learners, on the other.

KEY WORDS: Teaching Methods; Social Environment; Observation; Constructivism (Learning); Children; Gender Differences; Teacher Attitudes.

26. Winning, T., Skinner, V., Townsend, G., Drummond, B., & Kieser, J. (2004). Developing problem-based learning packages internationally: An evaluation of outcomes. *Innovations in Education and Teaching International*, 41(2), 125-144.

Due to mounting pressure on higher education resources, interested staff in Australasian dental schools formed a collaborative network to support the effective implementation of problem-based learning (PBL). Cross-institutional teams sourced patient cases and developed and evaluated PBL packages intended to be adaptable for use across curricula and year levels. Packages were designed to support PBL aims, i.e. to provide a motivating learning environment, to foster integrated learning, to encourage a systematic approach to patient management and to develop self-directed learning skills. This paper describes the collaborative process and reports on a cross-institutional study (using surveys and focus groups) to investigate students' experiences of the PBL packages. The findings show that students in different year levels and institutions perceived that the packages provided a context compatible with PBL aims, i.e. one that was motivating and supported integrated, independent learning. This collaborative approach to developing and evaluating PBL packages was valuable in effectively utilizing resources and expertise across Australasian dental schools.

KEY WORDS: Patients; Resources; Learning; Focus Groups; Dentistry; Dental Schools; Problem Based Learning.

27. Yeung, E., Au-Yeung, S., Chiu, T., Mok, N., & Lai, P. (2003). Problem design in problem-based learning: Evaluating students' learning and self-directed learning practice. *Innovations in Education and Teaching International*, 40(3), 237-244.

Discusses problem-based learning and describes a study at Hong Kong Polytechnic University that compared learning issues generated by students with the objectives set by teaching staff, and explored students' self-directed learning practice and the ability to search for information in meeting the learning objectives.

KEY WORDS: Comparative Analysis; Educational Objectives; Evaluation Methods; Foreign Countries; Higher Education; Independent Study; Information Seeking; Instructional Design; Problem Based Learning; Student Educational Objectives.

Section 3.6

Prior Learning Assessment and Recognition

1. Aarts, S., Blower, D., Burke, R., Conlin, E., Howell, B., Howorth, C. E., et al. (1999). *A slice of the iceberg: Cross-Canada study of prior learning assessment and recognition*. Ottawa: Human Resources Development Canada.

Prior Learning Assessment and Recognition (PLAR) is a sound academic practice that contributes to adult learning by linking formal and informal learning. However, it has not been widely accepted by Canadian educational institutions. In 1996, a consortium of seven colleges and an independent PLAR consultant began a study to create a comprehensive database of PLAR learners and their characteristics, identify PLAR activities in participating institutions, analyze the effects of PLAR on students and the institutions, and compare the costs of credits achieved through PLAR with those produced through traditional course delivery. Study results found that: the average course grades of PLAR learners are as high or higher than those of traditional students in the same programs; PLAR strengthened adult learners' confidence and represented important efficiencies for part-time adult learners by shortening their programs; the low number of PLAR learners and programs signal that delivery of PLAR has not been economical for some institutions; early benefits from PLAR training within institutions diminished over time; and there is a need for greater public awareness of PLAR. The report concludes with a series of recommendations addressing institutions, public policy makers, adult learners, and workplaces.

KEY WORDS: Educational Assessment; Educational Planning; Foreign Countries; Government School Relationship; Higher Education; Nontraditional Students; Program Implementation; Student Characteristics.

2. Andersson, P., & Fejes, A. (2005). Recognition of prior learning as a technique for fabricating the adult learner: A genealogical analysis on Swedish adult education policy. *Journal of Education Policy*, 20(5), 595-613.

This article focuses on the recognition of prior learning and the figure of thought it represents in Swedish policy on adult education. It can be seen as a technique for governing the adult learner and a way of fabricating the subject. We are tracing this thought back in time to see how it has changed and what it consists of. The material analysed consists of Swedish official documents published between 1948 and 2004. We draw on two concepts from the Foucauldian toolbox: genealogy and governmentality. The result shows that this technique for governing and fabricating the adult subject is not new. It has been present during all periods analysed. However, there is a difference in how the ideas of competence and knowledge are stressed. Today the focus is on the subject's specific experience, which means competence. You are constructed as an adult with experiences that are to be evaluated. During the 1960s and 1970s the focus was rather on general experience. There was also discussion concerning the subject's ability to study. During the 1950s this figure of thought focused on ability was dominant. Those with the talent/ability to study were to be accepted for adult education.

KEY WORDS: Prior Learning; Adult Education; Genealogy; Adult Students; Lifelong Learning; Educational Policy; Foreign Countries; Sweden.

3. Austin, Z., & Dean, M. R. (2006). Bridging education for foreign-trained professionals: The international pharmacy graduate (IPQ) program in Canada. *Teaching in Higher Education*, 11(1), 19-32.

Demand for well-qualified health care professionals (including pharmacists) is projected

to increase over the next 10 to 20 years. In many jurisdictions, immigration will become an increasingly important human resource to replace aging, retiring workers and drive ongoing economic prosperity and growth. Higher education has been an underutilized resource for foreign-trained professionals seeking re-qualification. Bridging education provides a structured system for continuing professional development of professionals, linked to existing curriculum, assessments and standards in higher education. The International Pharmacy Graduate Program in Ontario (Canada) has developed a model that has been recognized by the provincial government as a "best-practice" for bridging education. This model consists of four elements: prior learning assessment and recognition; university-benchmarked skills enhancement education; mentorship; and asynchronous learning opportunities. Success rates on licensing examinations for those completing all components of the program currently exceed 95%, indicating the value of bridging education.

KEY WORDS: Foreign Countries; Prior Learning; Higher Education; Pharmacy; Licensing Examinations (Professions); Professional Development; Graduate Study; Mentors; Benchmarking; Canada; Prior Learning Assessment.

4. Bateman, A., & Knight, B. (2003). *Giving credit: A review of RPL and credit transfer in the vocational education and training sector, 1995-2001*. Leabrook (Australia): National Centre for Vocational Education Research.

Recognition of prior learning (RPL) and credit transfer policy in Australia from 1995 to 2001 was examined through a review of Australian research discourse and an analysis of national data for the period. Selected findings were as follows: (1) RPL and credit transfer are most relevant to vocational education and training (VET) clients seeking full qualifications but are of negligible importance to students enrolled in non-award and subject-only programs; (2) among the factors that affect RPL and credit transfer rates, age appears to be the second in importance after the Australian Qualifications Framework category of the program undertaken; and (3) providers are offering RPL and credit transfer in different amounts. The following recommendations were offered to policymakers: (1) promote the term "assessment" to ensure that all purposes of assessment, including RPL, are clearly placed within the framework; (2) view RPL as a purpose of assessment with an important role in the training cycle, especially as a precursor to training; (3) investigate further analysis of the proposed benefits and barriers to RPL; and (4) conduct qualitative research to determine whether the current services offered by VET providers recognize the full extent of RPL and credit transfer entitlements among VET students.

KEY WORDS: Credits; Definitions; Educational Certificates; Educational Policy; Educational Trends; Evaluation Criteria; Foreign Countries; Influences; Literature Reviews; Postsecondary Education; Prerequisites; Prior Learning; Recognition (Achievement); Secondary Education; Student Certification; Student Evaluation; Transfer Policy; Trend Analysis; Vocational Education.

5. Berge, Z. L., Mulenberg, L. Y., & Van Haneghan, J. (2002). Barriers to distance education and training: Survey results. *Quarterly Review of Distance Education*, 3(4), 409-418.

Discusses results of a survey that was conducted to understand and study the barriers to distance training and education. Considered work place; job function; type of delivery system used; individual expertise regarding distance education; the stage of the respondent's organization; and the subject area in which the respondent primarily worked.

KEY WORDS: Distance Education; Prior Learning; Surveys; Training Methods; Work Environment.

6. Bjornavald, J. (2001). Making learning visible: Identification, assessment and recognition of nonformal learning. *Vocational Training: European Journal*(22), 24-32.

Addresses issues in assessing and recognizing nonformal learning (validity, reliability, and standards). Reviews institutional and policy approaches in Europe at the country level and in initiatives by the European Union.

KEY WORDS: Certification; Evaluation Criteria; Evaluation Methods; Foreign Countries; Lifelong Learning; Nonformal Education; Recognition (Achievement); Europe.

7. Bjornavold, J. (2000). Making learning visible: Identification, assessment and recognition of non-formal learning in Europe. Thessaloniki: CEDEFOP.

Policies and practices in the areas of identification, assessment, and recognition of nonformal learning in the European Union (EU) were reviewed. The review focused on national and EU-level experiences regarding the following areas and issues: recognition of the contextual nature of learning; identification of methodological requirements for assessing and recognizing nonformal learning; and institutional and political requirements. Special attention was paid to the following experiences: (1) the German and Austrian dual system approach; (2) the Mediterranean approach of viewing methodologies for assessment and recognition of nonformal learning as tools for quality improvement; (3) the diverse approaches of the Nordic countries; (4) the National Vocational Qualifications approach in the United Kingdom, Ireland, and the Netherlands; (5) the "opening up" of diplomas and certificates in France and Belgium; and (6) EU-level initiatives. The review established that, during the past few years, most EU member states have begun emphasizing the crucial role of learning that occurs outside of and in addition to formal education and training. This emphasis has led to an increasing number of political and practical initiatives that have in turn gradually shifted the issue from the stage of pure experimentation to that of early implementation.

KEY WORDS: Admission Criteria; Adult Education; Adult Learning; Advanced Placement; Certification; Change Strategies; Comparative Analysis; Competence; Credits; Definitions; Education Work Relationship; Educational Change; Educational Environment; Educational Policy; Educational Quality; Educational Theories; Educational Trends; Employment Experience; Employment Qualifications; Evaluation Criteria; Evaluation Methods; Experiential Learning; Foreign Countries; Glossaries; Informal Education; International Cooperation; International Educational Exchange; Job Placement; Job Training; Learning Experience; Learning Processes; Lifelong Learning; National Programs; Nonformal Education; Nontraditional Education; Open Education; Policy Formation; Postsecondary Education; Prior Learning; Recognition (Achievement); School Business Relationship; Student Evaluation; Student Experience; Student Placement; Systems Approach; Transfer Policy; Trend Analysis; Vocational Education; Work Experience.

8. Blinkhorn, K. W. (1999). *Prior learning assessment: An investigation of nonsponsored learning for college credits*. Unpublished Doctoral Thesis, Ontario Institute for Studies in Education of the University of Toronto, Toronto.

Prior Learning Assessment (PLA) allows students to obtain credits toward their formal

education for nonsponsored learning (i.e., material they have learned through non-traditional settings such as work experience or the home). Within the PLA framework, community colleges have implemented the portfolio development process as a way to assess prior learning - students organize and present nonsponsored learning in a document that satisfies the requirements of a college course. This exploratory case study examines how learners at Ontario Community Colleges (Canada) make meaning of their prior learning. In this study, data from interviews, a sample of portfolios, and classroom observations were initially analyzed according to five conceptual interpretations: (1) perception of learning; (2) learning style; (3) metacognitive abilities; (4) cognitive development; and (5) learners' needs. The study sample consisted of four students who were taking a community college portfolio development course, two students who had taken the portfolio development course and had successfully challenged a number of college credits, and three students who were eligible for the PLA process but did not take this option. The findings indicated that all of the students made meaning from their prior learning and applied it to their college studies.

KEY WORDS: Alternative Assessment; Community Colleges; Employment Experience; Evaluation Methods; Nontraditional Education; Portfolios (Background Materials); Prior Learning; Student Experience; Two Year Colleges.

9. Borden-Ballard, E. M., & Sinclair, G. W. (2001). Mentorship & the development of rural leadership. In J. C. Montgomery & A. D. Kitchenham (Eds.), *Issues affecting rural communities (II). Proceedings of the International Conference on Rural Communities & Identities in the Global Millennium. Nanaimo, May 1-5, 2000* (pp. 354-364). Nanaimo, BC: Malaspina University-College.

Drawing on the experience of a 21-year mentoring relationship between two rural school administrators, this paper describes 11 components of an effective working mentorship. These elements are: establishing the relationship, the communications process, setting goals, determining skills, time commitment, broadening the protégé's horizons, additional benefits to the protégé, types and extent of interventions, leadership versus teamwork, linkages and connections, and benefits to the organization. This experience reflects current trends in the business community in which job-embedded learning, which includes mentoring, is considered to be a new paradigm for staff development. There is a need to develop more formal recognition of mentoring as a tool or avenue within a rural administrator's professional development program. Mentoring presents educators with an alternative to workshop-based professional development and other more traditional inservice learning programs and is more relevant to the situation of rural administrators and educators. The real challenge, however, is to find the way by which this entire activity can be incorporated into the academic accreditation process in a manner similar to that utilized by proponents of prior learning assessment.

KEY WORDS: Administrator Education; Administrators; Experiential Learning; Higher Education; Informal Education; Leadership Training; Lifelong Learning; Management Development; Mentors; Professional Development; Rural Schools.

10. Bowman, K., Clayton, B., Bateman, A., Knight, B., Thomson, P., Hargreaves, J., et al. (2003). *Recognition of prior learning in the vocational education and training sector*. Melbourne: Australian National Training Authority.

Researchers examined the factors driving and impeding effective implementation of recognition of prior learning (RPL) in Australia's vocational education and training sector. The study relied on the following data collection activities: a literature review; an

environmental scan of current policies and procedures; statistical analysis of national data; 128 structured interviews with individuals from 28 registered training organizations; focus groups; and a national forum. The existence of the Australian Quality Training Framework and ongoing interest in meeting access and equity obligations and client demands emerged as key drivers of RPL. RPL appeared less useful to young people than to older individuals. Uptake of RPL among equity groups was relatively low. No single barrier was identified as significantly affecting implementation of RPL. Some students chose not to apply for it, even when eligible, because they preferred the training itself and the experience of interacting with other students. The processes for RPL were identified as one factor that might affect RPL implementation in some contexts. Other factors included awareness and understanding of RPL and perceptions of its relevance. Nine specific strategies to facilitate more effective implementation of RPL were recommended for consideration by the National Training Qualifications Council.

KEY WORDS: Access to Education; Educational Policy; Educational Research; Experiential Learning; Foreign Countries; Informal Education; Nonformal Education; Nontraditional Education; Participation; Postsecondary Education; Prior Learning; Recognition (Achievement); Secondary Education; Student Attitudes; Student Certification; Student Characteristics; Student Experience; Transfer Policy; Vocational Education; Work Experience.

11. Brown, J. O. (2001). The portfolio: A reflective bridge connecting the learner, higher education, and the workplace. *Journal of Continuing Higher Education, 49*(2), 2-13.

Interviews with eight adult students who completed portfolios illustrate how the process increased their awareness of professional accomplishments, enabled self-discovery and empowerment, helped them recognize the influence of mentors, and fostered deeper reflection. Results show how portfolios can promote holistic learning by connecting learning, the workplace, and the academy.

KEY WORDS: Adult Learning; Education Work Relationship; Higher Education; Portfolios (Background Materials); Prior Learning; Reflective Practice.

12. Brown, J. O., McCrink, C., & Maybee, R. (2003, 21 Apr). *What employers want: How portfolio development fosters leadership and critical thinking in the workplace*. Paper presented at the "Accountability for Educational Quality: Shared Responsibility" the Annual Meeting of the American Educational Research Association (AERA), April 21-25, 20, Chicago, IL.

A study researched the impact of the portfolio development process as an instructional strategy that promotes increased critical thinking, organization, communication, and self-reflection abilities. The inquiry began with a case study of eight adult learners representative of the student population of a nontraditional undergraduate program with a portfolio component. Of 1,227 students, 348 responded to a 24-question survey using a 4-part Likert-type scale to assess students' portfolio experiences. Findings indicated, after developing a portfolio, adult students expressed a change in their understanding of their abilities and of themselves; gained learning competencies in enhancement of communication and organizational skills, a deeper reflective process, and greater understanding of how they accomplished what they did in their personal and professional lives; and better understood the role of work in their lives. Students valued the constructs of leadership/personal learning and of work-related learning, their respective survey items, and the learning obtained from engaging in the portfolio process. Findings indicated the portfolio's potential as an instructional tool to identify prior learning and

engender increased competencies in many areas, including skills in organization, writing, critical thinking, and self-reflection.

KEY WORDS: Adult Learning; Adult Students; Communication Skills; Critical Thinking; Education Work Relationship; Educational Research; Employer Attitudes; Leadership; Learning Strategies; Nontraditional Education; Nontraditional Students; Portfolios (Background Materials); Prior Learning; Self Evaluation (Individuals); Skill Development; Teaching Methods; Undergraduate Study.

13. Cantwell, R. H., & Scevak, J. J. (2004). Engaging university learning: The experiences of students entering university via recognition of prior industrial experience. *Higher Education Research and Development*, 23(2), 131-145.

In this study, the academic experiences of 33 male students from an industrial background were investigated as they completed a two-year education degree. The purpose of the study was to investigate the quality of student adjustment to an academic environment following extensive industrial training and experience. Students completed a series of questionnaires relating to learning as well as a series of open-ended questions relating to academic and social adjustment. Data indicated that while students had developed a positive learning profile, a continued belief in the structural simplicity of knowledge appeared to have a significant diminishing effect on the quality of adjustment and on the quality of learning outcomes. Open-ended responses revealed patterns of academic adjustment consistent with the restricted understanding of the nature of university learning. Implications of these data for both recognition of prior learning (RPL) entry and ongoing support are broached.

KEY WORDS: Prior Learning; Educational Environment; Adjustment (to Environment); Industrial Training; Student Adjustment; Questionnaires; Student Attitudes; Metacognition; Males; Associate Degrees.

14. Castle, J., & Attwood, G. (2001). Recognition of prior learning (RPL) for access or credit? Problematic issues in a university adult education department in South Africa. *Studies in the Education of Adults*, 33(1), 60-72.

The debate over whether recognition of prior learning (RPL) should focus on access or credit involves four issues: (1) challenges posed by the higher education environment; (2) the narrow instrumental view of curricula associated with RPL for credit; (3) the limitations of portfolios; and (4) relationship and status of different forms of knowledge.

KEY WORDS: Access to Education; Adult Education; Credits; Foreign Countries; Higher Education; Portfolios (Background Materials); Prior Learning.

15. Childs, M., Ingham, V., & Wagner, R. (2002). Recognition of prior learning on the web - A case of Australian universities. *Australian Journal of Adult Learning*, 42(1), 39-56.

Recognition of prior learning (RPL) information on 38 Australian universities' websites was analyzed, with the following results: (1) research on universities' use of technology for student-institution interaction was lacking; (2) terms and definitions used for RPL were inconsistent, hard to find, or required a high level of knowledge; and (3) usefulness varied widely.

KEY WORDS: Communication Problems; Credits; Foreign Countries; Higher Education; Information Seeking; Prior Learning; Universities.

16. Clover, D. E., & Hall, B. L. (2000). *In search of social movement learning: The growing jobs for living project*. NALL Working Paper No. 18. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: <http://www.nall.ca/>.

The New Approaches to Lifelong Learning (NALL) project is a Canada-wide 5-year research initiative during which more than 70 academic and community members are working collaboratively within a framework of informal learning to address the following issues: informal computer-based learning, recognition of prior learning, informal learning in a variety of social locations, learning within marginalized or disadvantaged cultures, and learning about school-to-work transitions. The NALL project's primary objective is to identify major social barriers to integrating informal learning with formal/nonformal learning and certification and to support new program initiatives to overcome such barriers. The NALL project's focus is on the informal and nonformal learning practices of people involved with the Growing Jobs for Living Project (GJOBS) in the Quinte bioregion, located on the north shore of Lake Ontario in Canada. These learning practices are related to the principles and practices of environmental adult education, feminist adult education, and transformative learning. The global and ideational contexts of some of the major socio-environmental changes and problems that have affected the Quinte bioregion and been a catalyst for GJOBS were examined. The methods used to study the informal learning practices of GJOBS participants were reviewed. The major outcomes of the study were discussed from the standpoint of their relationship to the broader field of adult education.

KEY WORDS: Access to Education; Adult Learning; Certification; Computer Uses in Education; Definitions; Education Work Relationship; Educational Environment; Educational Trends; Environmental Education; Informal Education; Integrated Curriculum; Interpersonal Attraction; Learning Theories; Lifelong Learning; Minority Groups; National Surveys; Nonformal Education; Outcomes of Education; Postsecondary Education; Prior Learning; Research Methodology; Social Change; Transformative Learning; Transitional Programs; Women's Education; Marginalized Groups

17. Coats, M. (1999). Lifelong learning policy and practice: The impact of accreditation on education and training provision for adult women in the UK. In Alheit, P. et. al. (eds.) (Ed.), *Lifelong learning inside and outside schools. Contributions to the Second European Conference on Lifelong Learning, Bremen, 25-27 February 1999, Collected Papers* (pp. 14). Bremen: Universität Bremen.

In the United Kingdom, these two perspectives on lifelong learning sit uneasily together: emphasis on adults in employment and a focus on diversity and widening participation in adult education. A recent emphasis on accreditation with implications for funding has affected diversity and participation objectives because involving assessment, certification, or accreditation tends to discourage participation. The major question for adult educators is how accreditation can be used appropriately to recognize achievement while still promoting learning for the most disadvantaged and disenfranchised portion of the population. Higher and further education institutions, local authority adult education departments, voluntary organizations, and training programs for women were surveyed to determine how accreditation affects provision designed specifically for women. Findings indicated a need to reconsider threshold or entry provision for women in groups that have previously been under- or un-represented in adult education and training. A longitudinal

case study of how required accreditation was implemented by a women's training scheme in a rural mining area found that some valued outcomes such as personal development and growth were difficult to quantify and assess. Despite being recognized as an example of good practice in developing the potential of women and providing quality training, the local authority decided the program was not cost effective and training opportunities for other disadvantaged groups had to be given priority, an outcome indicative of the tensions of implementing lifelong learning.

KEY WORDS: Access to Education; Accreditation (Institutions); Adult Education; Developed Nations; Disadvantaged; Displaced Homemakers; Educational Certificates; Educational Finance; Employment Qualifications; Empowerment; Evaluation Problems; Females; Foreign Countries; Individual Development; Job Skills; Lifelong Learning; National Standards; Needs Assessment; Outcomes of Education; Public Policy; Reentry Students; Reentry Workers; Rural Areas; Special Needs Students; Student Certification; Student Financial Aid; Training; Transformative Learning; Women's Education.

18. Colardyn, D. (2001). Legitimacy of measuring. Assessment and certification of lifelong learning. *Lifelong Learning in Europe*, 6(2), 97-103.

Assessment of informal and nonformal learning requires resolution of three questions: how to define competencies, how to measure them, and how to ensure the legitimacy of the measure. Assessment and certification procedures must be well defined and robust, with quality assurance methods accepted by all stakeholders.

KEY WORDS: Educational Assessment; Evaluation Criteria; Evaluation Methods; Informal Education; Nonformal Education; Prior Learning.

19. Commander, N. E., & Valeri-Gold, M. (2001). The learning portfolio: A valuable tool for increasing metacognitive awareness. *Learning Assistance Review*, 6(2), 5-18.

Discusses how instructors working with at-risk students have effectively used a learning portfolio to increase metacognitive awareness. Describes the learning portfolio as a method that facilitates student participation via a self-assessment of what they have learned about learning. Appended are directions for implementing, monitoring, and evaluating a learning portfolio.

KEY WORDS: College Outcomes Assessment; Educationally Disadvantaged; Evaluation Methods; Experiential Learning; High Risk Students; Higher Education; Journal Writing; Outcomes of Education; Portfolios (Background Materials); Student Journals.

20. Cournoyer, B. R., & Stanley, M. J. (2002). The social work portfolio: Planning, assessing and documenting lifelong learning in a dynamic profession. Pacific Grove, CA: Brooks/Cole.

This book is designed to help social work students prepare a social work portfolio to be used as a learning guide, and following graduation, as a tool to maintain their social work licenses or other pertinent professional credentials. There are independent and collaborative group learning exercises as well as portfolio preparation exercises throughout the book. Chapter 1 introduces the social work portfolio and explores its relationship to learning. Contemporary social work practice is presented in the context of lifelong learning. Chapter 2 explores learning styles and psychological types, including multiple intelligences and emotional intelligence. Chapter 3 presents self-assessment tools to determine social work learning needs by exploring level of knowledge and

expertise in content areas most relevant for contemporary social workers. Chapter 4 includes assessment tools for prior learning, general career planning guidelines, and methods to identify an ideal social work position. Resume and supplementary document preparation are discussed. Chapter 5 discusses specific learning goals and objectives and preparation of an individual learning plan. Chapter 6 presents guidelines for compilation and assessment of a portfolio with an emphasis on learning activities during an academic program of study. Suggestions are made for adaptation and use of the portfolio throughout a professional career. Appendices include: a lifelong learning questionnaire; common phases of a professional social work career; index of learning styles; self-assessment of social work knowledge survey; social work interests instrument; sample cover letter; list of action verbs for use in developing learning plans; and a social work portfolio documents checklist.

KEY WORDS: Adult Development; Career Development; Career Information Systems; Career Ladders; Career Planning; Check Lists; Cognitive Style; Competency Based Education; Cooperative Learning; Credentials; Education Work Relationship; Experiential Learning; Higher Education; Informal Assessment; Interest Inventories; Job Skills; Knowledge Level; Learning Activities; Learning Strategies; Lifelong Learning; Multiple Intelligences; Portfolios (Background Materials); Prior Learning; Professional Development; Professional Education; Psychological Characteristics; Questionnaires; Rating Scales; Resumes (Personal); Self Evaluation (Individuals); Social Work; Social Workers; Student Educational Objectives; Surveys; Theory Practice Relationship; Transfer of Training.

21. Dealtry, R. (2003). Issues relating to learning accreditation in corporate university management. *Journal of Workplace Learning, 15*(2), 80-86.

Considers the role of learning accreditation in relation to demand for quality assurance in organizational learning. Develops a four-dimensional management perspective that outlines four pathways of learning: learning needs in relation to aspirations, academic learning, learning to qualify for professional practice, and learning to sustain career and organizational objectives.

KEY WORDS: Career Development; Corporate Education; Credits; Educational Objectives; Higher Education; Personnel Management; Prior Learning; Student Certification; Quality Assurance.

22. Dochy, F., Moerkerke, G., & Segers, M. (1999). The effect of prior knowledge on learning in educational practice: Studies using prior knowledge state assessment. *Evaluation and Research in Education, 13*(3), 114-131.

Studied the use of prior knowledge state assessment for enhancing learning through a series of experiments involving college students (n=112, n=1,159, n=1,081). Results show that beginning students are especially willing to use prior knowledge state assessment and appear to benefit more from its use.

KEY WORDS: College Students; Evaluation Methods; Higher Education; Knowledge Level; Prior Learning; Self Evaluation (Individuals).

23. Donaldson, J. E., & Graham, S. W. (2002). Accelerated degree programs: Design and policy implications. *Journal of Continuing Higher Education, 50*(2), 2-13.

Suggested principles for designing accelerated degree programs for adults are provided

the following components of a model of adult learning: prior experience/personal biographies psychosocial and value orientation, the connecting classroom (relating life experiences and academic learning), adult cognition, the life-world environment, and college outcomes.

KEY WORDS: Acceleration (Education); Adult Students; Cognitive Processes; Degrees (Academic); Higher Education; Outcomes of Education; Prior Learning; Program Design.

24. Donoghue, J., Pelletier, D., Adams, A., & Duffield, C. (2002). Recognition of prior learning as university entry criteria is successful in postgraduate nursing students. *Innovations in Education and Teaching International*, 39(1), 54-62.

Reports a comparison of academic achievements in graduate nursing programs between those with undergraduate qualifications and those admitted using a recognition of prior learning (RPL) initiative. Results indicate that the academic achievement of the hospital-trained nurses was similar to those admitted with a formal qualification.

KEY WORDS: Academic Achievement; Comparative Analysis; Education; Graduate Study; Higher Education; Nurses; Nursing; Nursing Education; Professional Education; Qualifications.

25. Evans, N. E. (2000). *Experiential learning around the world: Employability and the global economy*. Philadelphia, PA: Taylor and Francis.

This comprehensive study explores the chronological and geographical expansion of the assessment of adult and experiential learning - known as AP(E)L - around the world. The authors describe and compare initiatives in their own countries and their effectiveness at the levels of government, educational institutions, and employment. They highlight AP(E)L's essential role in the adaptation of higher education to the competitive global market. The 11 chapters are "AP(E)L: Why? Where? How? Setting the International Scene" (Norman Evans); "Recognizing Learning Outside of Schools in the United States of America" (Morris T. Keeton); "The Evolution of AP(E)L in England" (Norman Evans); "Canada: The Story of Prior Learning Assessment and Recognition" (Deborah Blower); "France: The Story of La Validation des Acquis (Recognition of Experiential Learning)" (Michel Feutrie); "Scotland: The Story of the Assessment of Prior Experiential Learning" (Norman Sharp, Fiona Reeve, Ruth Whittaker); "The Republic of Ireland: The Story of the Assessment of Prior Experiential Learning" (Denis McGrath); "The Recognition of Prior Learning in Australia: An Ambivalent Relationship with the Academy, Competency-Based Education, and the Market" (Rick Flowers, Geof Hawke); "Recognition of Prior Learning: The Promise and the Reality for New Zealanders" (Phil Ker, Mary Melrose, Maureen Reid); "Learning Assessment in South Africa" (Yunus Ballim, Rahmat Omar, Alan Ralphs); and "2000 Plus?" (Norman Evans).

KEY WORDS: Adult Learning; Developed Nations; Developing Nations; Employment Potential; Experiential Learning; Foreign Countries; Global Approach; Informal Assessment; International Educational Exchange; Postsecondary Education; Program Effectiveness; Student Evaluation.

26. Feltham, N. F., & Downs, C. T. (2002). Three forms of assessment of prior knowledge, and improved performance following an enrichment programme, of English second language biology students within the context of a marine theme. *International Journal of Science Education*, 24(2), 157-184.

Reports on the assessment of student background knowledge along a continuum of language dependency using a set of three probes. Examines improved student performance in each of the respective assessments on the extent to which a sound natural history background facilitated meaningful learning relative to English as Second Language (ESL) proficiency. Indicates that students did not perceive language to be a problem in biology.

KEY WORDS: Academic Achievement; Biology; Foreign Countries; Higher Education; Marine Education; Prior Learning; Science Education; Second Language Learning.

27. Fjortoft, N. F., & Zgarrick, D. P. (2001). Survey of prior learning assessment practices in pharmacy education. *American Journal of Pharmaceutical Education*, 65(1), 44-52.

Surveyed nontraditional Pharm.D (NTPD) program directors to determine use of prior learning assessment (PLA). Eighty-four percent of respondents reported using PLA for one or more purposes, including the admissions process and awarding of advanced standing for didactic and experiential courses. Transcript review, faculty-developed exams, and portfolios are the most commonly used methods of PLA in NTPD programs.

KEY WORDS: Admission Criteria; College Credits; Nontraditional Education; Pharmaceutical Education; Prior Learning; School Surveys.

28. Gereluk, W., Briton, D., & Spencer, B. (2000). Canadian labour education and PLAR at the turn of the century. *Canadian Journal for the Study of Adult Education*, 14(1), 75-88.

Analyzes Canadian labor education courses and materials in terms of types of training, participants, instructors' objectives, and criteria for success. Concludes that labor education is preparing union members to participate in union and community affairs through the acquisition of transferable skills.

KEY WORDS: Adult Education; Educational Research; Foreign Countries; Labor Education; Prior Learning; Unions.

29. Gereluk, W. (2001). *Labour education in Canada today: A PLAR report*. NALL Working Paper No. 47. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: <http://www.nall.ca/>.

This report provides information on the content and nature of labor education in Canada. Section A outlines the study's purposes to explain why labor education should be considered for prior learning assessment and recognition purposes. Section B describes the theoretical framework and methodology and explains the attempt to canvass a reasonably representative sample of labor education provided by and for trade unions. Section C highlights the aims and objectives of labor education, with particular reference to differing objectives of the host trade unions. Section D describes steward training and relates details of this education to functions and expectations unions typically assign to these worksite representatives. Section E completes the descriptions with an overview of content of labor education programs provided by and for Canada's unions. Section F identifies other events and learning activities provided by and for Canada's unions. Section G provides a sample of approaches taken by unions in selecting labor education participants. Section H describes procedures for choosing trainers who deliver labor education and their roles. Section I discusses delivery methods trade unions use for their

labor education courses and activities and the rationale for these practices. Section J examines aspects of the labor education program of the Communications, Energy, and Paperworkers' Union of Canada. Section K provides conclusions and observations.

KEY WORDS: Admission Criteria; Adult Education; Educational Objectives; Educational Research; Industrial Training; Labor Education; Prior Learning; Program Content; Trainers; Unions; Member Union Relationship; Shop Stewards.

30. Gibbs, P. T., & Morris, A. F. (2001). The accreditation of work experience: Whose interests are being served? *Learning Organization*, 8(2), 82-88.

Employing organizations are the main beneficiaries of accreditation of work-based learning. Universities involved in providing it need to safeguard the interests of learners and society from exploitation. Work-based learning needs to be viewed beyond the narrow skills and competencies approach, recognizing and valuing practical judgment in job performance.

KEY WORDS: Accreditation (Institutions); Employer Employee Relationship; Higher Education; Prior Learning; Work Experience.

31. Gibbs, P., & Angelides, P. (2004). Accreditation of knowledge as being-in-the-world. *Journal of Education and Work*, 17(3), 333-346.

This article considers the nature of experiential learning and its relationship with other forms of learning that gain their authority through assessment. It argues that experiential learning is grounded in, and stands upon, the notion of phronesis and is the goal of an educated populace. This argument, should it prevail, would see wisdom as the goal of education which is revealed in becoming wise through being-in-the-world. To consider a person a phronomis is not to credentialise her by separating her self-knowledge from her in some externality but to recognise her as being knowledgeable and wise rather than having knowledge. This distinction is evident in skills for work where success is not just in knowing how but is in doing. We suggest in this article that higher education ought not enframe students through assessment practices but liberate them in a mode of learning that reflects Heidegger's notion of 'letting learn'. Given the validity of this argument the central role of the recognition of prior learning for higher education is developed as the most appropriate mode of revelation of this wisdom. Heidegger is used throughout as a guide.

KEY WORDS: Higher Education; Experiential Learning; Prior Learning; Knowledge Level; Student Evaluation; Evaluation Methods; Education Work Relationship.

32. Glendenning, F. (2000). Teaching and learning in later life: Theoretical implications. Studies in educational gerontology. Brookfield: Ashgate.

This book contains nine papers on the development of education for older adults in the United Kingdom and Canada against the background of an aging population and the challenge of lengthening life expectancy. "Foreword" (David James) presents an overview of the book's contents and underscores the importance of motivation to learning in later life. "The Education for Older Adults 'Movement': An Overview" traces developments in self-help education for older adults, including university-of-the-third-age and continuing education programs. The following are among the topics discussed in "Some Critical Implications": lifelong learning; critical theory; the functionalist paradigm; the context of old age; liberation and empowerment; hegemony; andragogy; and critical educational gerontology. "Critical and Educational Gerontology: Relationships and Future Developments" (Chris Phillipson) considers critical gerontology in relation to the crisis of

old age, the issue of identity, the self in old age, and emancipation. "Changing Attitudes to Ageing" examines age-related stereotypes and strategies for changing attitudes toward aging. "Education for Older People: The Moral Dimension" (Robert Elmore) argues that access to educational gerontology should become a public policy priority. "Critical Educational Gerontology and the Imperative to Empower" (Sandra Cusack) operationalizes the concept of empowerment in the areas of leadership training and mental fitness and identifies techniques to empower older learners. "Educational and Social Gerontology: Necessary Relationships" explores the relationship between education gerontology and social gerontology. "The Debate Continues: Integrating Educational Gerontology with Lifelong Learning" (Alexandra Withnall) considers issues in the debate surrounding the philosophical and emerging theoretical approaches to educating people who are beyond working age. "Teaching and Learning in Later Life: Considerations for the Future" makes a case for further development of the theoretical basis of educational provision for older adults.

KEY WORDS: Adult Education; Adult Learning; Adult Students; Aging (Individuals); Andragogy; Attitude Change; Continuing Education; Educational Gerontology; Educational Needs; Educational Objectives; Educational Theories; Educational Trends; Empowerment; Foreign Countries; Learning Theories; Lifelong Learning; Needs Assessment; Older Adults; Personal Autonomy; Population Trends; Postsecondary Education; Public Policy; Role of Education; Rural Education; Self Determination; Social Change; Stereotypes; Student Needs; Theory Practice Relationship; Trend Analysis; Urban Education.

33. Goldberg, M. P., & Corson, D. (1999). Immigrant and aboriginal first languages as prior learning qualifications for formal employment in the business, government and education sectors. NALL Working Paper No. 22. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: <http://www.nall.ca/>.

The extent to which Canadian employers recognize the informally acquired first languages of immigrants and aboriginal persons as prior learning qualifications for formal employment in the business, government, and education sectors was examined through a survey of organizations across Ontario. Personalized questionnaires were mailed to a sample of 140 Ontario organizations, as follows: 32 businesses (half randomly selected and half purposively selected); 71 colleges, universities, and school boards; and 37 municipal, provincial, and federal government agencies and psychiatric hospitals. Of the 140 questionnaires mailed out, 79 (56.4%) were returned. Although 88.6% of the organizations indicated that they would benefit from employing staff fluent in languages in addition to English or French, only 30.4% were actually actively recruiting such multilingual employees. Private organizations were more likely to recruit multilingual individuals and educational institutions were least likely to do so (52.9% and 25.7%, respectively). The methods used to evaluate potential bilingual employees' language proficiency were as follows: interviews (25.8%); employer references (18.6%); and formal qualifications and personal references (13.4%). Educational institutions used formal qualifications to assess language fluency much more often than other types of organizations did (20%, 10%, and 7.6% for academic institutions, private organizations, and public organizations, respectively).

KEY WORDS: Bilingualism; Boards of Education; Canada Natives; Colleges; Employer Attitudes; Employment Practices; Employment Qualifications; Evaluation Methods; Federal Government; Foreign Countries; Immigrants; Indigenous Populations; Language Attitudes; Language Minorities; Language Proficiency; Literature Reviews; Native Speakers; Postsecondary Education; Prior Learning; Private Sector; Psychiatric Hospitals; Public Sector; Recruitment; Secondary Education; State Agencies;

Universities.

34. Greenwood, M. E., Hayes, A. E., Turner, C. E., & Vorhaus, J. E. (2001). *Recognising and validating outcomes of non-accredited learning: A practical approach*. Retrieved July, 2006, from http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/0d/ef/7a.pdf

A group of adult educators in England conducted seven case studies to identify strategies for recognizing adult students' learning progress in nonaccredited programs. The case studies identified the following elements of good practice in the process of recording and validating achievement: (1) initial identification of learning objectives; (2) initial assessment of learners; (3) negotiation of learning objectives with learners; (4) learning self-assessment; (5) ongoing formative assessment; (6) progression advice and guidance; (7) a record of achievement; (8) moderation of assessment; and (9) celebration of achievement. A framework for good practice was identified, along with key issues and areas for further research and development.

KEY WORDS: Academic Achievement; Adult Education; Adult Educators; Case Studies; Definitions; Educational Objectives; Evaluation Criteria; Evaluation Methods; Foreign Countries; Formative Evaluation; Guidelines; Models; Nonformal Education; Postsecondary Education; Program Evaluation; Program Validation; Questionnaires; Recognition (Achievement); Recordkeeping; Records (Forms); Self Evaluation (Individuals); Student Attitudes; Student Certification; Student Evaluation; Teacher Researchers; Best Practices; England; Nonaccredited Colleges.

35. Guggenheim, E. F. E. (2002). *AGORA V: Identification, evaluation and recognition of non-formal learning*. (Thessaloniki, Greece, March 15-16, 1999) CEDEFOP panorama series. Luxembourg: Office for Official Publications of the European Communities.

This document contains papers from a meeting on identification, evaluation, and recognition of nonformal learning in the European Union. The following papers are included: "Identification, Assessment, and Recognition of Non-Formal Learning: European Tendencies" (Jens Bjornavold); "Why Measure Human Capital?" (Riel Miller); "Mobility and Social Cohesion" (Eric Fries Guggenheim); "Social Partners' Round Table - Is There Any Consensus on the Validation of Non-Formal Learning and If So, What?" (Eugenio Rosa, Mike Coles, Donald Kerr); "Work-Related Projects on New Methods of Skill Definition and Accreditation: Moves Towards a Personal Skills Medium in the USA and in Europe" (Barbara Jones, Kari Hadjivassiliou); "The Recognition and Validation of Informal Learning in France" (Anne-Marie Charraud); "Finnish Competence-Based Qualifications - Organization, Assessment, and Legitimacy" (Petri Haltia); "Accreditation of Non Formal Learning in the Netherlands" (Marian Nieskens, Ruud Klarus); "Examination of the Requirements for Successful Validation of Vocational Learning - The Issue of Legitimacy" (Jens Bjornavold); "A Few Features of the Situation in France - The Views of CFDT (Confederation Francaise Democratique du Travail) on the Measurement of Informally Acquired Competences" (Jose Danilo); and "Social Partners' Round-Table Discussion: the Validation of Prior Learning: What Can We Build Together?" (Juan Maria Memendez-Valdes, Hjordis Dalsgaard, Nikolaus Bley).

KEY WORDS: Academic Standards; Adult Learning; Comparative Analysis; Competence; Definitions; Educational Objectives; Educational Trends; Employment Qualifications; Evaluation Criteria; Evaluation Methods; Experiential Learning; Foreign Countries; Human Capital; Identification; Job Skills; Lifelong Learning; Measurement Techniques; Meetings; Needs Assessment; Nonformal Education; Postsecondary

Education; Prior Learning; Recognition (Achievement); Reliability; Secondary Education; Social Integration; Social Mobility; Standard Setting; Student Certification; Student Evaluation; Trend Analysis; Validity; Vocational Education.

36. Harris, J. (1999). Ways of seeing the recognition of prior learning (RPL): What contribution can such practices make to social inclusion? *Studies in the Education of Adults*, 31(2), 124-139.

Describes four models of recognition of prior learning (PL): (1) procrustean - PL is made to match predetermined standards; (2) learning and development - PL approximates implicit academic standards; (3) radical - subjective knowledge is recognized as an alternative to dominant forms; and (4) Trojan-horse - PL is seen as socially constructed and valued in and of itself.

KEY WORDS: Academic Standards; Credits; Experiential Learning; Foreign Countries; Prior Learning.

37. Heitmann, G. (2001). European structures of qualification levels: Reports on recent developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume 3. Luxembourg: Office for Official Publications of the European Communities.

Recent trends and developments related to the structures of qualification levels in Germany, Spain, France, the Netherlands, and the United Kingdom were examined in a quasi-experimental study that was part of a more comprehensive study on the same topic. The study focused on standards, qualifications, and classifications at the tertiary level of the German educational system and the categorization of qualifications at the tertiary level in England, France, the Netherlands, and Spain. The study documented that the discussion of how to ensure the transparency of qualifications and their adequate categorization in all-embracing classification systems at the national and transnational levels is increasing throughout the European Union. Different countries are taking different routes to improving the transparency and comparability of qualifications in higher education. At the tertiary level, German considerations and concepts show an increasing trend toward outcome-based standards. The same also applies to England, France, and the Netherlands. In Spain, the national classification system is currently in the introductory phase, with efforts currently concentrated on vocational qualifications at the secondary level.

KEY WORDS: Adult Education; Adult Learning; Articulation (Education); Certification; Classification; Comparative Analysis; Comparative Education; Credentials; Definitions; Educational Planning; Educational Policy; Educational Practices; Educational Trends; Evaluation Methods; Experiential Learning; Foreign Countries; Lifelong Learning; Literature Reviews; Models; National Standards; National Surveys; Nonformal Education; Occupational Mobility; Policy Formation; Postsecondary Education; Prior Learning; Qualifications; Standard Setting; State of the Art Reviews; Synthesis; Systems Approach; Transfer Policy; Trend Analysis; Vocational Education; Work Experience.

38. Huggins, J., & Murphy, R. (1999). Reflecting on experience and building on hard earned knowledge - A practical application of action learning. *Australian Journal of Adult and Community Education*, 39(1), 28-34.

Action-learning techniques and acknowledgment of prior experience are components of integrated workshops for Australian agriculture producers in a program known as Futureprofit. Evaluations show the program effectively improves producers' planning,

communication, and decision making through adherence to adult learning principles.

KEY WORDS: Adult Education; Adult Learning; Agricultural Production; Experiential Learning; Foreign Countries; Prior Learning; Workshops.

39. Hughes, M., & Turner, P. (Eds.). (2002). *Mapping research into the delivery of work-based learning*. London: Learning & Skills Development Agency.

This report provides a summary of findings from research into work-related education and training undertaken over the last five years by organizations then called the Further Education Development Agency (FEDA) and Quality and Performance Improvement Dissemination (QPID) Unit of the Department for Education and Employment. Cross-references to relevant material are included in the individual topic-related sections. After an introduction, Section 2 lists overarching messages and provides a summary of key findings and their implications for post-16 learning. Sections 3-13 report findings for specific aspects of post-16 learning. Each section includes keywords; summary of key messages from FEDA /QPID research; and further details of the key FEDA/QPID research findings. The 11 aspects of post-16 learning considered are the learner and learning experience; learning facilitators (teacher /trainer/assessor/mentor); teaching and learning methods; the content of learning programs; assessment and qualifications; quality and inspection; barriers to participation; equal opportunities; learners, learning, and the labor market; policy /program development; and operational management. Appendixes include annotated bibliographies of 78 topic-related FEDA and 60 topic-related QPID materials; a 230-item bibliography of further QPID information; and a glossary. The annotated bibliography entries include audience, purpose, and which topic(s) are addressed.

KEY WORDS: Access to Education; Adult Education; Annotated Bibliographies; Basic Skills; Career Education; Developed Nations; Educational Certificates; Educational Quality; Educational Research; Equal Education; Experiential Learning; Foreign Countries; Industrial Training; Job Skills; Job Training; Labor Market; Out of School Youth; Prior Learning; Staff Development; Student Certification; Vocational Education; Barriers to Participation; United Kingdom.

40. Liaroutzos, O., Sulzer, E., Besucco, N., & Lozier, F. (2001). The accreditation of qualifications in France: What role for joint inter-occupational supervision? *Training & Employment*, 45(October-December), 1-4.

The French worker certification system is focusing on efforts to design a scheme for the accreditation of work-based learning. If implemented, the scheme would be directed by a business-government-worker partnership, recognized and accepted by different occupations, and accessible to all employees regardless of the way their qualifications were acquired. Applicable to a labor market characterized by discontinuous work experiences and precarious employment conditions, such a mechanism would permit worker mobility between jobs and complement the traditional certification regime. Important issues in this effort include: (1) developing standards according to common rules to allow comparison between occupations; (2) establishing student evaluation using multiple forms, such as combining one or more of interview, test, observation and simulation; and (3) structuring qualifications to demonstrate mastery of an occupation or elements of multiple occupations to help create individual career paths.

KEY WORDS: Accrediting Agencies; Adult Education; Competence; Competency Based Education; Coordination; Developed Nations; Economic Impact; Educational Planning; Employment Level; Employment Opportunities; Employment Patterns; Employment Potential; Employment Qualifications; Foreign Countries; Informal Education; Job

Analysis; Job Skills; Job Training; Labor Market; Labor Needs; Labor Relations; Labor Supply; Minimum Competencies; National Standards; Nontraditional Education; Occupational Information; Occupational Mobility; On-the-Job Training Partnerships in Education; Postsecondary Education; Prior Learning; Promotion (Occupational); Protocol Analysis; Public Policy; School Business Relationship; Skill Analysis; Social Planning; Standard Setting; Student Certification; Student Evaluation; Transfer of Training; Vocational Education; Vocational Evaluation; Work Experience.

41. Lior, K., Martin, D. A., & Morais, A. (2001). *Tacit skills, informal knowledge and reflective practice*. NALL Working Paper No. 24. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: <http://www.nall.ca/>.

Community sites provide a range of pictures of “adult learning” in this research report. By interviews and by work with a Skills and Knowledge Profile, we note patterns of gender, culture, employment status, and strength of social organization when identifying learning needs and recording learning experiences.

KEY WORDS: Adult Education; Adult Learning; Adult Literacy; Adult Programs; Community Education; Community Organizations; Females; Informal Education; Learning Strategies; Lifelong Learning; Literacy Education; Prior Learning; Reflective Teaching; Unions; Work Based Learning.

42. Martens, R., & Hermans, H. (2000). Internet based formative prior knowledge assessment. *Studies in Educational Evaluation*, 26(3), 245-258.

Developed seven Internet-delivered tests of prior knowledge for distance education students in the Netherlands interested in gaining information about future studies. Analysis of 151 responses received through the Web site showed student appreciation of the instruments and the assessment process.

KEY WORDS: College Students; Computer Assisted Testing; Distance Education; Evaluation Methods; Foreign Countries; Higher Education; Internet; Prior Learning; Student Attitudes; Test Construction; Netherlands.

43. Meyers, D., & Blom, K. (2001). *Training package implementation: Innovative and flexible approaches*. Canberra: Centre Undertaking Research in Vocational Education.

The implementation of training packages (TPs) in Australian workplaces was examined through case studies of the use of TPs in nontraditional trade areas by six innovative registered training organizations (RTOs) across Australia. The study focused on the extent to which new and flexible approaches to learning, training delivery, and assessment have been used in implementation of TPs. The study RTOs delivered training and assessment in a broad range of TPs, including TPs from the following occupational areas: entertainment; community services; outdoor recreation; and horticulture. The six RTOs included an enterprise-based RTO, a community-based RTO, and four public RTOs (including one technical and further education institute and two institutes of technology). All six RTOs used innovative and flexible approaches to delivery and assessment of TPs. Learners' needs were the central focus for framing processes. Previous experience with competency-based training and assessment was said to facilitate uptake of TPs. Most providers used multiple pathways to qualifications, including a mix of on-the-job and off-the-job training and assessment strategies. Recognition of current competency and recognition of prior learning were being used extensively. Collaboration and close liaison with industry was allowing providers to access valuable

enterprise resources for training. Many nontraditional-type trainers and learners were involved with TPs.

KEY WORDS: Agricultural Occupations; Case Studies; Community Services; Competence; Competency Based Education; Definitions; Delivery Systems; Education Work Relationship; Evaluation Methods; Flexible Progression; Foreign Countries; Horticulture; Hospitality Occupations; Innovation; Job Training; Learning Modules; Nontraditional Occupations; On-the-Job Training Performance Factors; Postsecondary Education; Prior Learning; Recognition (Achievement); School Business Relationship; Student Evaluation; Success; Technical Institutes; Trade and Industrial Education; Trainers; Training Methods.

44. Morais, A., Lior, K., & Martin, D. A. (2001). *Revolution of experiences: Evolution of the skills and knowledge profile*. NALL Working Paper No. 34. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: <http://www.nall.ca/>.

The Skills and Knowledge Profile (SKP) is a tool developed in Canada to document learning styles and strategies of adult learners. The instrument was developed as a systematic approach to capturing the learning styles of unemployed and employed adults across sectors. It is made up of these six sections: (1) Learning Access and Personal Information; (2) Personal Informal Learning; (3) Job-Related Informal Learning; (4) Non-Formal Courses and Workshops; (5) Future Learning Plans; and (6) Your Comments on the Profile. The SKP was created through action-based research using learners in a unionized factory, community-based women's employment program, and community-based literacy program. Volunteers at all three sites committed their time and efforts to filling out the SKP and then provided feedback on the clarity, usefulness, and ease of using the tool. Feedback has been incorporated into the SKP in a continuous process. The evaluation can be used by individuals to sort out their skills and to focus their efforts on a career path. The SKP is not only a tool, but also a reflection of a positive trend in adult education by which adult learners build on and share their own wealth of knowledge and skills.

KEY WORDS: Adult Basic Education; Adult Learning; Educational Assessment; Educational Attitudes; Educational Experience; Educational Needs; Evaluation Methods; Experiential Learning; Informal Education; Measurement; Needs Assessment; Prior Learning; Student Experience; Work Experience.

45. Osman, R. (2004). Access, equity and justice: Three perspectives on recognition of prior learning (RPL) in higher education. *Perspectives in Education*, 22(4), 139-146.

This article outlines three theoretical perspectives that have emerged in the literature on RPL and that are useful in understanding the complexities around prior learning, the human capital perspective, the liberal humanist perspective and the social constructivist perspective. Although each approach has its own blind spots and its own critics, it is argued that conversations between and within these perspectives are valuable for educators who in the final analysis are the ones who have to design and implement RPL practices that are educationally defensible and socially just.

KEY WORDS: Prior Learning; Human Capital; Constructivism (Learning); Higher Education; Equal Education; Justice; Access to Education.

46. Peruniak, G., & Welch, D. (2000). The twinning of potential: Toward an

integration of prior learning assessment with career development. *Canadian Journal of Counselling, 34*(3), 232-245.

Argues that prior learning assessment is an integral part of the field of career development. Highlights some common features in the work of practitioners of prior learning assessment and career development. Emphasizes that the commonalities of purpose should not be sacrificed to battles of professional identity. Discusses a program that has successfully integrated prior learning assessment and career development.

KEY WORDS: Career Development; Foreign Countries; Literature Reviews.

47. Peters, H. (2005). Contested discourses: Assessing the outcomes of learning from experience for the award of credit in higher education. *Assessment and Evaluation in Higher Education, 30*(3), 273-285.

When mature students enter higher education they bring with them a wealth of knowledge and experience gained in their lives outside of education. A majority of higher education institutions in the UK and elsewhere around the world have now set up systems for recognizing and accrediting such learning. However the processes of assessing learning from experience tend to conform to other higher education assessment processes, originally devised for the assessment of learning gained through study in an educational context. This poses a dilemma for the students presenting their learning for assessment, those advising or guiding them and those assessing the learning. How can learning gained in a life/work setting be quantified and evaluated in academic terms? What happens in this process? This paper takes a discourse analysis approach to examine the process from both student and assessor perspectives, and proposes some strategies for bridging the gap in discourse between the outside world and academia.

KEY WORDS: Discourse Analysis; Higher Education; Learning Experience; Student Evaluation; Foreign Countries; Adult Students; Evaluation Methods; Prior Learning; College Credits; United Kingdom.

48. Romaniuk, K., & Snart, F. (2000). Enhancing employability: The role of prior learning assessment and portfolios. *Career Development International, 5*(6), 318-322.

Discusses how the use of prior learning assessment, especially with portfolios, can enable workers to take greater responsibility for their career development and shift emphasis from employment to employability.

KEY WORDS: Career Development; Employment Potential; Job Skills; Portfolio Assessment; Prior Learning; Staff Development.

49. Sawchuk, P. (2001). The final report of the "learning capacities in the community and workplace project": Unioned industrial workplace site (Ontario). NALL Working Paper No. 45. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: <http://www.nall.ca/>.

The Ontario Industrial Workers' research site offered a basic analysis of issues relevant to the Prior Learning Assessment and Recognition (PLAR) research and the labor education community. Project goals revolved around the need to examine development and applications of a new PLAR instrument, the Skills and Knowledge Profile (SKP),

which is uniquely suited to examine the types of strategies, practices, and capacities that working class participants typically use. Primarily qualitative data from interviews were analyzed. SKP exhibited "situated" dimensions which, from a worker's standpoint, largely determined the perceived effectiveness of the instrument. Social organization of skills, knowledge, and learning processes were seen as a significant issue in the context of working class learning strategies, workers' practices, and progressive application of PLAR instruments such as SKP. In discussions of PLAR, SKP, and labor unions, notions of class consciousness were intertwined with informal learning relations. Intersection of class consciousness and development of critical views on the power relations among forms and conceptions of skill and knowledge led to the notion of a Workers' Knowledge Bank. In in-depth discussions, workers indicated the practical use/value was embedded within the process of administration itself and SKP provoked new understandings of one's own skills.

KEY WORDS: Adult Education; Developed Nations; Foreign Countries; Industrial Training; Informal Education; Labor Education; Learning Strategies; Participatory Research; Prior Learning; Self Evaluation (Individuals); Social Cognition; Test Construction; Unions; Working Class; Ontario (Toronto).

50. Serafino, K., & Cicchelli, T. (2003). Cognitive theories, prior knowledge, and anchored instruction on mathematical problem solving and transfer. *Education and Urban Society*, 36(1), 79-93.

Tested the effects of prior knowledge and two instructional models - structured problem solving and guided generation (GG) - on mathematical problem solving and transfer to an analogous task. Data on students with high and low prior knowledge highlighted significant main effects for prior knowledge, significant differences on transfer to analogous tasks, significant between-group differences on favoring the GG model, and significant interaction between low priors and GG treatment on transfer.

KEY WORDS: Constructivism (Learning); Disadvantaged Youth; Elementary/ Secondary Education; Epistemology; Mathematics Education; Prior Learning; Problem Based Learning; Problem Solving; Urban Schools.

51. Sewell, P. M. (2000). Mature students in part-time higher education - Perceptions of skills. *Innovations in Education and Training International*, 37(4), 304-313.

Explores the interface between skills used outside college and those perceived as relevant to studies in college, based on a survey of mature part-time undergraduate students. Respondents also rated personal abilities and characteristics of mature students and offered suggestions for integrating their skills and experience into the study programs.

KEY WORDS: Ability; Adult Students; Experience; Higher Education; Individual Characteristics; Part Time Students; Prior Learning; Skill Analysis; Student Characteristics; Student Surveys; Undergraduate Students.

52. Starr-Glass, D., & Schwartzbaum, A. (2003). A liminal space: Challenges and opportunities in accreditation of prior learning in Judaic studies. *Assessment & Evaluation in Higher Education*, 28(2), 179-192.

Regarding the accreditation of prior learning of Judaic studies, reviews the difficulties of criterion selection, current accreditation techniques, and those elements of the ultra-

Orthodox structure of learning that are salient and problematic in accreditations. Drawing metaphorically on the works of Arnold van Gennep and Victor Turner, encourages a more theoretical, humble, and sensitive exploration of the liminal space that lies beyond structures.

KEY WORDS: Evaluation Criteria; Higher Education; Judaism; Prior Learning; Religion Studies.

53. Tait, T. (2003). *Credit systems for learning and skills: Current developments. LSDA reports*. United Kingdom; England: Learning and Skills Council, Coventry (England).

In January 2003, a national working group was established to review past and current credit developments in England and recommend ways of taking learning credit developments forward in the future. The Learning Skill and Development Agency's case for credit was said to rest on the objectives of recognizing achievement and motivating learners and making the National Qualifications Framework more transparent and flexible. Possible uses of credit by further education, employers, policymakers, national programs, higher education, online learning providers, and the community and voluntary sector were identified. The credit framework developed within further education over the past decade was explained in detail. The following common features of credit systems across the United Kingdom were identified: (1) a multilevel framework with level descriptors from entry level to higher education/professional qualifications; (2) credit based on achievement of units of assessment and learning outcomes; (3) rejection of a "one size fits all" approach; (4) use of notational learning time to establish the credit value of units and qualifications; and (5) recognition that the framework enables but does not by itself establish credit accumulation, credit transfer, and other credit-based systems. The working group called for a common approach to credit operating across the United Kingdom and encompassing post-16 and higher education, including work-based learning.

KEY WORDS: Articulation (Education); College Credits; Colleges; Cooperative Planning; Education Work Relationship; Educational Certificates; Educational Policy; Educational Practices; Educational Trends; Employment Qualifications; Glossaries; National Surveys; Policy Formation; Postsecondary Education; Recognition (Achievement); Student Certification; Systems Approach; Transfer Policy; Units of Study; Universities.

54. Taylor, J. A. (2000). *Adult degree completion programs: A report to the board of trustees from the task force on adult degree completion programs and the award of credit for prior learning at the baccalaureate level*. Chicago, IL: North Central Association of Colleges and Schools.

In 1998, the North Central Association of Colleges and Schools established a fifteen-member Task Force to study the practices and procedures employed in adult degree completion programs. An adult degree completion program is identified as one that is designed especially to meet the needs of the working adult who, having acquired sixty or more college credit hours during previous enrollments, is returning to school after an extended period of absence to obtain a baccalaureate degree. The survey designed by the Task Force was completed by 78 institutions in the country. The survey report identified: (1) lessons learned regarding strengths and weaknesses of the programs; (2) exemplary principles of good practice; (3) the impact of the programs on the broader educational activities of institutional providers and the higher education community in general; and (4) strategies appropriate for an accrediting commission to use in ensuring quality in adult degree completion programs and practices without restricting access.

Some of the exemplary practices reported in the study include the following: (1) faculty members are committed to serving adult learners, have appropriate credentials and participate in policy-making and professional development activities; (2) the institution offers adequate administrative support, financial and institutional resources to ensure the effectiveness of the programs; and (3) the institution provides access to a range of student services including admissions, financial aid, academic advising, delivery of course materials, and counseling and placement services.

KEY WORDS: Adult Education; Adult Programs; Bachelors Degrees; College Credits; Continuing Education; Degrees (Academic); External Degree Programs; Higher Education; Nontraditional Students; Prior Learning; Retraining; Special Degree Programs.

55. Thomas, A., Collins, M., & Plett, L. (2002). *Dimensions of the experience of prior learning assessment & recognition*. NALL Working Paper No. 52. Toronto: Centre for the Study of Education and Work, OISE/UT. Available at: <http://www.nall.ca/>.

A study extended studies on use of prior learning assessment and recognition (PLAR) by concentrating on learners/students outside of the college system and exploring student experience with all dimensions of the use of PLAR. Fourteen university students were interviewed. Findings indicated respondents had re-entered formal education by novel means based on an individual assessment of what they knew, and had learned, outside the system of formal education, rather than solely on what they had learned within it; most encountered PLAR by accident; PLAR became the primary basis on which they continued in their educational quest, a welcome add-on that eased and enriched their educational experience, or a minor addition; they used all available PLAR devices, though a larger proportion used portfolios than in earlier research, and all respondents were self-directed students in addition to self-directed learners.

KEY WORDS: Adult Students; Advanced Placement; College Credits; Developed Nations; Educational Experience; Experiential Learning; Foreign Countries; Independent Study; Informal Education; Nontraditional Education; Nontraditional Students; Portfolios (Background Materials); Prior Learning; Recognition (Achievement); Student Educational Objectives; Student Motivation; Universities.

56. Tillema, H. H. (2003). Integrating developmental assessment with student-directed instruction: A case in vocational education in the Netherlands. *Journal of Vocational Education & Training*, 55(1), 113-125.

The Educational Development and Assessment System in a Dutch university's vocational education program involves student-directed, self-regulated evaluation methods and integrates assessment with instruction. Evaluation focuses on competencies and portfolio assessments.

KEY WORDS: Educational Development; Foreign Countries; Learner Controlled Instruction; Portfolio Assessment; Prior Learning; Vocational Education.

57. van Rooy, T. (2002). Recognition of prior learning (RPL): From principle to practice in higher education. *South African Journal of Higher Education*, 16(2), 75-82.

Aims to contextualize recognition of prior learning (RPL) as a principle and to show the

implications of recent developments in education for implementing RPL in higher education in South Africa.

KEY WORDS: College Credits; Foreign Countries; Higher Education; Prior Learning; Program Implementation.

58. Vanstone, S. C. (1999). Publications and resources on prior learning assessment and recognition (PLAR). Compiled for the research network for new approaches to lifelong learning. Toronto: Ontario Institute for Studies in Education.

This bibliography provides a thorough and representative sample of the different types of available Prior Learning Assessment and Recognition (PLAR) publications and resources. These publications and resources are grouped under nine categories: (1) PLAR Policy (Canada, Europe, Africa, Australia, United States of America, New Zealand, Asia and the Pacific, Comparative Studies); (2) Implementation of PLAR in Formal Education (General; Postsecondary Education; Secondary Schools; Distance Learning; Second Language, Basic Education, and Literacy Programs; Methods of Assessment; Survey of PLAR Users; Assessor and Facilitator Training; Financing, Promotion, and Marketing); (3) PLAR and Work; (4) PLAR and the Military; (5) PLAR and Questions of Diversity; (6) Theories and Analysis of PLAR; (7) PLAR Literature for Learners; (8) PLAR Bibliographies; and (9) Publications en Francais. The total number of entries is 791; this number includes those instances when the same publication or resource appears under more than one category. Some entries are in French. Each entry consists of some or all of the following components: author(s) or organization; publication date; title; either place of publication and publisher or periodical title and pagination; and an annotation.

KEY WORDS: Access to Education; Adult Basic Education; Adult Education; Bibliographies; Distance Education; Educational Policy; Ethnic Groups; Experiential Learning; Females; Foreign Countries; French; Informal Education; Literacy Education; Marketing; Military Training; Portfolio Assessment; Postsecondary Education; Prior Learning; Program Implementation; Public Relations; Second Language Instruction; Secondary Education; Student Evaluation.

59. Wailey, T., & Simpson, R. (2000). Juggling between learning and work. AP(E)L in the UK. *Lifelong Learning in Europe*, 5(2), 83-89.

This framework for learning development in higher education stresses three types of skills - threshold, key, and transferable - and a variety of forms for assessing prior (experiential) learning [AP(E)L]. The function of assessment is both to credit prior learning and diagnose individual learning needs.

KEY WORDS: Education Work Relationship; Evaluation Methods; Experiential Learning; Foreign Countries; Higher Education; Prior Learning; Self Evaluation (Individuals); Student Evaluation.



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