

**Adult Basic Education & Literacy,
Media and Technology**
An annotated bibliography

by



The Centre for Literacy of Quebec

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CONTENTS

PREFACE & ACKNOWLEDGMENTS	4
SECTION 1: References	5
Australia	5
Canada	7
International	10
United Kingdom	10
United States	15
SECTION 2: Web Sites	20

PREFACE

This bibliography was compiled for The Centre for Literacy's 2005 Summer Institute: *Adult Basic Education & Literacy, Media and Technology*. The references and annotations point to relevant research, project, strategy and evaluation reports that describe and analyze the current and future influences of changing technologies on definitions of literacy, lifelong learning policy, and program-level practice in Canada and internationally. This list is far from exhaustive, but represents a core set of readings on the topic and offers a solid starting point for more in-depth research.

Research for this bibliography involved thorough searches of: the Education Resources Information Center (ERIC); the National Adult Literacy Database (NALD); the National Institute for Literacy (NIFL) *LINCS* database; the UNESCO Institute for Education Documentation Centre; The Centre for Literacy resource collection; and the web sites of numerous national/international agencies with a clear stake in literacy and lifelong learning. Further reference recommendations were contributed by members of the AlphaPlus Centre in Toronto.

Search words used across platforms included: adult education; access to computers; adult literacy; computer assisted instruction; computer assisted learning; computer literacy; computer uses in education; distance education; educational technology; information skills, information technology; mass media; outreach programs; technology education; technology integration; technology uses in education.

ACKNOWLEDGMENTS

This bibliography was researched and prepared by Claire Elliott, librarian of The Centre for Literacy, and edited by fellow staff members. The annotations are abridged or edited versions of existing author or ERIC abstracts. When no abstract was available, one was written. The original source of all annotations is identified in square brackets.

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REFERENCES

Australia

Hagstorn, J. (2004). *A real i opener: Use of the Internet by adults with low levels of literacy.* Melbourne, Vic.: CAE Press.

Documents the outcomes and findings of an action research project that looked at how four different groups of adult literacy students used the Internet in their learning. Suggests that the use of the Internet in literacy education should be supported and encouraged for a range of reasons, perhaps the most important being that it provides both a medium to practice and develop literacy skills as well as a reason for doing so. Presents case studies and includes reports and analyses of both teacher and student actions, reactions, and outcomes , and frames it within a theoretical perspective. [AlphaPlus]

Hancock, J. (Ed.). (1999). *Teaching literacy using information technology: A collection of articles from the Australian Literacy Educators' Association.* Newark, DE: International Reading Association. Retrieved June 12, 2005 from the ERIC database: <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED426415>.

Offers practical information for classroom teachers and teacher educators on effectively incorporating computer technology in the classroom. Focuses on the change associated with the growing presence in educational institutions of the new communication and information processing technologies, which is most significant for language and literacy educators. The book is dedicated to the theme of literacy and the new technologies, with all the articles focusing on exploring the intimate connections between language and literacy practices and the uses of digital media and telecommunication technologies in educational settings. [ERIC]

Luke, C. (1997). *Technological literacy. Research into Practice Series No. 4.* Melbourne, Aus.: National Literacy and Languages Institute. Retrieved June 6, 2005 from the ERIC database: <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED430087>.

Examines issues of concern to adult literacy practitioners in Australia, with respect to new information technologies and technological literacy. Topics include: innovation and dissemination (effects of different media on entertainment, education, workplace practice, and literacy); multiliteracies; technologies (their relationship to social activities/relations and "virtual" communities); the global village and the democratization of information; the space-time compression of postmodern technological society; decreasing distinctions between the public sphere of work and the private sphere of home and household; hybrid textualities; body and identity (issues of anonymity, privacy, and security in cyberspace); and pedagogy. (47 references) [ERIC]

Millar, P. & Falk, I. (2000). *Seniors online: Online literacy and learning by senior citizens in rural centres.* Launceston, Aus.: Adult Literacy and Numeracy Australian Research Consortium. Retrieved June 11, 2005 from the ERIC database: <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED457399>.

Reports the findings of a qualitative inquiry into the use of online technologies by older adults in rural Tasmania, Australia. Discusses key barriers to online access, including transportation costs, attitudinal factors, limited literacy, and lack of confidence. Documents positive outcomes, such as the extension of social practices, including literacy and numeracy practices. Supports the idea that online technology provides opportunities for seniors to improve their communication skills, become aware of their potential as learners, and engage in self-development. Promotes the importance of online access centers to the creation of social networks and capital. (36 references, and survey instrument) [ERIC]

Shore, Sue (Ed.). (1998). *Literacy on the line: Australian Council for Adult Literacy conference proceedings, 21st, Adelaide, Australia, September 24-26, 1998.* Underdale, SA: University of South Australia. Retrieved June 11, 2005 from the ERIC database: <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED430143>.

Contains the following papers on technology use in adult literacy, delivered at the 21st annual conference of the Australian Council for Adult Literacy : "Interactive Learning--Enterprise Based Training into the New Millennium" (Babalís); "Computer Use in Adult Literacy in South Australia" (Bray); "Technological Tangles in Adult Literacy Education" (Harreveld); "Certificate I in Initial Adult Literacy and Numeracy Multimedia Student Resources" (McGlynn); "Presentation of a Model for On-Line Assessment and Moderation Using the Certificates in General Education for Adults and Incorporating the National Reporting System" (Soccio); "Students as Partners in Developing On-Line Teaching" (Lee et al.); "Using Email as a 'Backdoor' to Literacy" (Walker, Coffin). [ERIC]

Wilson, J. & Syed, J. (1998). *Going on-line: A research report on the use of on-line technologies by adult literacy teachers and learners.* Brisbane, Aus.: Australian National Training Authority. Retrieved June 11, 2005 from the ERIC database: <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED426187>.

Describes the Literacy Learning through Technology project and explores how professionals in adult literacy and basic education (ALBE) in Victoria, Australia, developed their expertise with online technology and incorporated it into their programs. Presents data from surveys and follow-up interviews with 10 participants, and from visits to 9 sites in various stages of accessing online technology. Reports greater proficiency with online technology when participants have: free access to the Internet at work and at home; a technical support network; personal motivation, and clear purpose. Identifies factors affecting development of ALBE professionals, such as time and commitment to their own development and perceived benefits to learners. Recommends promotion of networking, increased technical support for teachers and students, and research into the impact of online technology on students. (26 references, 4 appendices) [ERIC]

Canada

Artiss, P., Fitzpatrick, L., Hammett, R.F., Kong, X. & Nofle, E.A. (2001). *Friendly neighborhood computers: Action research in adult literacy. A presentation to Conference on College Composition and Communication, Denver, Colorado, March 14-17, 2001.* St. John's, NF: Memorial University of Newfoundland. Retrieved June 6, 2005 from the ERIC database:
<http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED455399>.

Contains five short papers that describe an interdisciplinary, community action research project in Newfoundland that sought to enhance and extend the traditional and technological literacy of adults. Participants included socioeconomically disadvantaged parents, women who had been out of the workforce for a considerable time, English-as-a-second-language learners, and learners who were self-declared illiterate or disabled. Papers present the views of participant learners, tutors, and co-directors of the project, and report successes in the form of higher computer and traditional literacy, increased self esteem, and greater connection to the community among participants. [ERIC]

Bennett, G. (2003). *Strangers in a strange land: Rural learners in distance education.* Unpublished masters thesis, St. Francis Xavier University, Antigonish, Nova Scotia. Retrieved June 16, 2005 from http://members.shaw.ca/ironbenn/gina/Strangers-in-Strange-Land_thesisGB.pdf.

Explores ways in which distance education is experienced by adult learners situated in rural communities. Analyzes transcripts of interviews with 11 distance learners, from a mountaineous region of British Columbia where economic transition has spurred adults to seek additional education or new skill development through distance education. Reports similar degrees of isolation and a pervasive sense of foreignness to the distance learning experience, despite considerable variation in participants' ages, levels of educational experience, and distance programme enrollment. Examines ways that a rural community context influences distance learners/learning, discusses implications for distance education practice, and offers recommendations with respect to program administration, curriculum planning, and learner support in non-metropolitan communities. [Author]

Beveridge, T. (2001). *Technological literacy and the matrix: An instructors guide.* [Waterloo, ON]: Waterloo Catholic District School Board. Retrieved June 19, 2005 from the NALD web site: <http://www.nald.ca/CLR/teclitma/cover.htm>.

Provides literacy and basic education practitioners with a practical guide to technological literacy learning activities and outcomes that correspond to the five skill levels defined in The Learning Outcomes Matrix (MTCU, 1998). Learning activity packages emerged from a project whose objectives were to: prepare learners for technological change in the workplace; develop a knowledge and skills assessment tool for instructors; field test the learning package in various settings with different age groups; provide recommendations for use of the activities; collaborate with literacy providers and stakeholders; and disseminate project tools and findings to the literacy field. (44 references, 19 web sites, and 3 appendices) [Intro]

Greenall, D. & Loizides, S. (2001). *Aboriginal digital opportunities: Addressing Aboriginal learning needs through the use of learning technologies.* [Ottawa, ON]: Conference Board of Canada.

Explores how web-based distance education, e-mail and self-directed learning software can promote the development of skills, create economic development opportunities, and enable Aboriginal peoples to participate in the knowledge economy. The report: examines the "whys" and "whats" of learning technologies; looks at specifics of learning technology implementation and application in Aboriginal communities, and provides an in-depth view of the issues/challenges and the steps being taken to address them. Outlines options and concrete strategies for investment, partnerships and other follow-up opportunities as identified by Aboriginal representatives; and contains a learning technology planning tool which is derived from "good practice" experiences. [Conference Board of Canada]

Herod, L. (2000). *Integrating technology into Canadian adult literacy programs: The need for a curriculum deliberation process.* Retrieved June 5, 2005 from the NALD web site: <http://www.nald.ca/fulltext/herod/march/cover.htm>.

Reviews the various practical, philosophical and educational issues/considerations attending the integration of technology into adult literacy programs. Discusses the nature, purpose and mechanics of curriculum deliberation processes, which aim to produce coherent - i.e., relevant, useful, and high-quality - curricula. Provides a rationale, defines the benefits, outlines a vision, and argues the need for a nationally-coordinated initiative to establish a curriculum deliberation process around technology in adult literacy. (23 references) [CE]

Karsenti, T. (2001). *Literacy and information technologies at the dawn of the new millennium: New conception, new perspectives.* *Canadian Journal for the Study of Adult Education* 15(2), 37-60.

Presents a new concept of literacy (l'alphabétisation) that integrates information and communications technologies. Reviews the literacy context in Canada and particularly in Quebec. Describes technological illiteracy as a social challenge and discusses the advantages of integrating technology: increased learning motivation and positive effects on reading, writing, numeracy, and technological literacy. (91 references) [ERIC]

Kennell, T. (2004). *Guide to blended learning.* Toronto, ON: Centre AlphaPlus Centre.

Provides practitioners with a practical guide to using a blended approach to learning, and focuses on bringing the best resources, technology, and practices from the e-learning world into a literacy and basic education program setting. [AlphaPlus]

Lock Kunz, J. & Tsoukalas, S. (2000). *Riding the technology wave: Experiences of literacy students and teachers in Ontario*. Ottawa, ON: Canadian Council on Social Development.

Presents the findings of a multi-part survey designed to determine: the extent of computer and internet use among literacy students and teachers; teacher and student responses to computer technologies; the usefulness of computers for reading, writing and math; and the perceived benefits and challenges of technology use in adult basic education. Identifies: various indicators affecting access; patterns and purposes of use; methods of learning about technology; and personal likes and dislikes. Calls for improved access, more appropriate software for learning, and greater, ongoing access to training. (12 references and 39 online resources) [CE]

Long, E., Kennell, T., Moriarty, M. & Sturm, M. (2003). *What difference does it make? Literacy learner perspectives on Web-based learning with AlphaRoute*. Toronto, ON: Centre AlphaPlus Centre.

Presents outcomes of a research study that assessed the effectiveness of on-line learning using AlphaRoute, from the literacy learner's perspective. Adult learners were asked if they thought that using AlphaRoute was helping them to build literacy and technology skills, and if they were able to apply these skills in their daily lives. Data was gathered through structured interviews with learners; and a follow-up survey with practitioners of participating programs was conducted to gain additional program information. [AlphaPlus]

McRae, D., Manahan, D. & Dewar, J. (1998). *Community computer literacy: Three different approaches to increasing computer literacy in the community*. Houston, BC: Houston Link to Learning. Retrieved June 12, 2005 from the NALD web site: <http://www.nald.ca/fulltext/comlit/comclit.pdf>.

Provides detailed case studies of three separate but related computer outreach projects, that sought to increase the computer literacy of millworkers and other community members in Houston, BC. Descriptions of each project include sections on: the target group; set-up; staffing; participation; the literacy issues encountered; outcomes; project conclusions; and recommendations. [CE]

Tessier, A. (2000). *The Computer Learning Evaluation Project (C.L.E.P.): Aspects and attitudes of adult literacy learners when learning on computer*. Winnipeg, MB: Prior Learning Assessment Centre.

Presents findings of a study intended to gain understanding of how people learn on computers. Study participants (15 men and 36 women) completed a Learning Style Inventory (LSI) and answered two sets of questions: one set administered before viewing information on a website, and one set administered after, along with a questionnaire. Participants' actions/behaviours while on the web site were also recorded (e.g., thinking aloud, keyboard use, banter/asking questions). Findings suggest that learning on computer significantly increased students' knowledge about the topics under study. [Executive Summary]

International

Burge, E.J. & Haughey, M. (Eds.). (2001). *Using learning technologies: International perspectives on practice*. London: RoutledgeFalmer.

Contains 14 papers, by experienced learning technology practitioners, that explore issues and challenges surrounding the use of learning technologies for flexible, distance, and open learning. Topics under discussion include: technology issues and barriers faced in developing countries; public and institutional policy; developing course materials; identify issues in computer-mediated contexts; evaluating online learning and teaching; and gender. The final paper synthesizes themes and ideas from all the authors, providing a summary of guidelines for informed practice. [ERIC]

Wagner, D.A. & Kozma, R. (2003). *New technologies for literacy and adult education: A global perspective*. Philadelphia, PA: International Literacy Institute, National Center on Adult Literacy. Retrieved June 15, 2005 from http://www.literacy.org/products/wagner_kozma.pdf.

Offers readers a set of possible visions on the ways that technology can support the development of youth and adult literacy, and non-formal education in a global context, with an emphasis on developing countries and access for the poor. Reviews the current status, trends and problems associated with adult literacy, and examines the issues/challenges surrounding the use of technology to address these problems. Draws on material from a wide range of sources and regions to provide a deeper understanding of the connections between literacy and technology, in both industrialized and developing countries. Outlines implications and options for policy makers, and asserts the need to expand the role of new technologies in literacy development. [TECH 21]

United Kingdom

Abbott, C. (1998). *Literacy and information and communication technology (ICT): A discussion paper. Working Papers on Literacy No. 4*. Montreal, QC: The Centre for Literacy of Quebec. Retrieved June 19, 2005 from <http://www.centreforliteracy.qc.ca/publications/Wp4/cover.htm>.

Outlines some of the major issues relating to information and communication technology (ICT) and literacy which until now have been treated as separate subjects. Argues for a convergence of the two disciplines and recommends that government agencies coordinate their visions, to avoid sending contradictory messages to teachers and students. The discussion focuses on the first three key stages of the literacy strategy (touching ages 5-14), but the issues are relevant to anyone working in adult basic skills both within and outside of the United Kingdom. (Includes a glossary of acronyms and terms & 15 references) [ERIC]

Attewell, J. & Savill-Smith, C. (Eds.). (2004). *Learning with mobile devices: Research and development - a book of papers*. London: Learning and Skills Development Agency. Retrieved June 6, 2005 from <http://www.lsd.org.uk/files/pdf/1440.pdf>.

Contains 27 papers based on presentations delivered at an international conference, MLEARN 2003, hosted by the Learning and Skills Development Agency (LSDA). Contributors are researchers, developers and practitioners, with an interest in the evolving field of mobile learning, who represent educational and commercial organizations in several different countries. Subjects of papers include: detailed findings of mobile learning projects; literature-based research efforts to identify and further develop mobile learning theory; and reports of works in progress, including research and the development of mobile learning materials and systems. (Each paper includes references) [Intro]

Atwere, D. & Bates, P. (2003). *Interactive TV: A learning platform with potential*. London: Learning and Skills Development Agency. Retrieved June 6, 2005 from <http://www.lsd.org.uk/files/pdf/1443.pdf>.

Provides perspectives on the potential role of interactive TV as an emerging new medium for the delivery of personalized learning opportunities for viewers. Aims to raise awareness of current and changing developments in interactive TV, and explore the appropriate place of this technology within an overall learning and e-learning strategy. Touches on policy considerations relating to issues of social inclusion, equality of access and bridging the gulf between those with access to new technologies and those without. (69 references) [Intro]

British Educational Communications and Technology Agency. (2005). *Research into the use of ICT and e-learning for work-based learning in the skills sector: Final report*. Retrieved June 11, 2005 from http://www.becta.org.uk/page_documents/research/wbl_final_report.pdf.

Provides an overview and evaluation of the current context and future potential for the role of e-learning in work-based learning and skill development, based on the findings of an extensive literature review, interviews with key stakeholders and providers of work-based e-learning, and 5 in-depth case studies of existing work-based projects. Identifies both the challenges to implementation (e.g., a lack of awareness, knowledge and implementation skills on the part of employers) and trends in successful implementation (e.g. provision of tutor support, blended learning and improved technologies). Issues emerging for consideration in future project phases, include: the role of public policy; relating learning needs to business needs; access barriers; employer skills, knowledge and capacity for e-learning. [CE]

Clarke, A. (2002). *Online learning and social exclusion*. Leicester, UK: National Institute of Adult and Continuing Education.

Examines the potential of online learning to overcome barriers of place, pace and time, faced by socially and economically disadvantaged adults. Identifies issues that must be addressed when establishing online learning programs, and highlights persistent gaps in understanding, regarding how to realize their full potential. Among the issues are: learner needs and characteristics; forms of support; collaborative learning; materials design; learning strategies; instructional models; moderation and facilitation; location of access; costs and benefits; and retention. Social issues relate to: excluded communities; Internet access and use; learner attitudes; informal learning; digital democracy; access to knowledge; barriers to online learning; and relevance to families, communities, learners, and organizations. Asserts that developments must be accompanied by evaluation and dissemination to ensure practitioner access to the latest information. (97 references) [ERIC]

Frank, F. (2001). Empowering literacy learners and teachers: The challenge of information and communication technology (ICT). In J. Crowther, M. Hamilton & L. Tett (Eds.), *Powerful literacies* (pp. 144-54), Leicester, UK: National Institute of Adult and Continuing Education.

Explores five themes emerging from interviews with four basic skills learners participating in an employer-sponsored, weekend course on 'computing for the terrified'. Discussion themes revolve around issues of power with respect to: access to learning; public policy and workplace provision; the tutor-student relationship; tutor knowledge and training in ICT; and different conceptions of the links between literacy and technology. Stresses the need to see literacy students as whole people, and to understand the complex role that literacy and technology play in lives which are largely structured by relations of inequality. (13 references) [CE]

Gorard, S., Selwyn, N. & Madden, L. (2003). Logged on to learning? Assessing the impact of technology on participation in lifelong learning. *International Journal of Lifelong Education* 22(3), 281-296.

Relates that an analysis of British survey data on 5,885 adults showed that 42% of them reported learning participation in the last 3 years, while 36% reported none since leaving school. Survey findings indicate that access to information/communications technology is associated with age, class, and educational attainment; but that the availability of technology instruction did not, of itself, increase participation rates among individuals already inclined not to participate. (35 references) [ERIC]

Learning and Skills Council. (2002). *Report of the LSC's Distributed and Electronic Learning Group*. Retrieved June 6, 2005 from <http://www.lsc.gov.uk/National/Documents/SubjectListing/LearningCultures/DistributedandElectronicLearning/default.htm>.

Assesses the implications, challenges and opportunities posed by the growing use of information and communications technologies (ICT) in society, and the related expansion of e-learning. Declares that the LSC should take a leadership role in influencing and shaping developments in e-learning, in a manner consistent with the aims and strategic targets of the Department for Education and Skills (DfES), the Post-16 E-learning Task Force, and the LSC itself. Delivers specific recommendations for action with regard to: vision and strategy; learners; provision; management of learning; support for learners; quality, assessment and accreditation; and funding. (7 appendices) [CE]

Mellar, H. , Kambouri, M., Sanderson, M. & Pavlou, V. (2004). *ICT and adult literacy, numeracy and ESOL*. London, UK: National Research and Development Centre for Adult Literacy and Numeracy. Retrieved June 19, 2005 from http://www.nrdc.org.uk/uploads/documents/doc_258.pdf.

Presents the findings of a detailed, observational, classroom-based research study that was undertaken to: collect, review and analyse existing practice; examine how the use of ICT impacts on the teaching and learning of basic skills in the classroom; and identify the factors involved in effective teaching with ICT in the areas of adult literacy, numeracy and ESOL. Identifies issues and trends around: patterns of use; levels of integration; styles of teaching; teaching with ICT; the teaching of ICT skills; and student learning styles. Provides detailed recommendations for practice, policy, and further research to guide and inform follow-up demonstration projects. (16 references, 3 appendices) [CE]

Mitchell, A. & Savill-Smith, C. (2004). *The use of computer and video games for learning: A review of the literature*. London: Learning and Skills Development Agency. Retrieved June 6, 2005 from <http://www.llda.org.uk/files/pdf/1529.pdf>.

Provides a review of available literature on the uses of computer and video games for learning. Examines the impact of computer game use on the health, social and academic functioning of young people, and explores reasons for using games in learning. Describes ways that video and computer games have been used in clinical practice and research, reading and maths, and participative learning. Presents specific examples of use in different settings, and discusses young people's experiences and preferences. Outlines recommendations for the planning and design of 'edugames', and suggests areas for further research. (149 references) [CE]

National Learning Network. (2003). *Adult and community learning information and learning technology strategy*. Retrieved June 6, 2005 from <http://www.lsc.gov.uk/National/Documents/SubjectListing/LearningCultures/DistributedandElectronicLearning/default.htm>.

Presents the National Learning Network's strategy to support the integration of information and learning technologies (ILT) in the adult and community learning (ACL) sector. Offers an overview of ACL, highlighting the challenges posed by the wide diversity among settings and services. Provides detailed recommendations in the areas of: infrastructure; content and learning materials; staff development; information and advice; equal access to ICT; the NLN; partnerships and relationships; funding; implementation management; dissemination of information. (2 appendices) [CE]

National Research and Development Centre for Adult Literacy and Numeracy. (2003). *Using laptop computers to develop basic skills: A handbook for practitioners*. Retrieved June 19, 2005 from http://www.nrdc.org.uk/uploads/documents/doc_2838.pdf.

Provides basic skills practitioners with a thorough overview of identified benefits and best practices with respect to ICT and laptop use in basic literacy, numeracy and ESOL teaching. Describes key findings of the Laptop Initiative Evaluation, and explains how they can be combined with the Skills for Life and Access for All strategies to enhance the delivery, teaching and learning of basic skills, with attention given to funding, planning, assessment, teacher training, accreditation and qualifications. Offers practical advice on the use of laptops for basic skills, and guidance on choosing, using and developing materials for use with embedded ICT. (17 references, 4 appendices) [Intro]

Savill-Smith, C. & Kent, P. (2003). *The use of palmtop computers for learning: A review of the literature*. London: Learning and Skills Development Agency. Retrieved June 6, 2005 from <http://www.lsd.org.uk/files/pdf/1477.pdf>.

Provides a summary of available literature on the use of palmtop computers for learning. Offers a rationale for palmtop learning, citing cost benefits, opportunities for ubiquitous, independent and/or collaborative learning, higher information literacy, and the technology's game-like appeal. Reviews young adults' experiences learning with palmtops, and discusses potential benefits for literacy, numeracy, social development and students with special needs. Presents specific examples of palmtop use in varying contexts, and examines issues related to the planning and design of palmtop-supported learning. (71 references) [CE]

Selwyn, N., Gorard, S. & Williams, S. (2002). "We are guinea pigs really": Examining the realities of ICT-based adult learning. *Studies in the Education of Adults* 34(1), 23-41.

Identifies barriers to widening participation through information-communications technology (ICT), using the concept of learning trajectories to interpret statements made during interviews with 36 adult learners in ICT supported settings. Finds that, in addition to technical shortcomings, social, economic, cultural, and political issues play a role in hindering participation, along with a lack of innovative instruction and low human contact. (33 references) [ERIC]

United States

Askov, E.N., Johnston, J., Petty, L.I. & Young, S.J. (2003). *Expanding access to adult literacy with online distance education*. Cambridge, MA: National Center for the Study of Adult Learning and Literacy. Retrieved June 6, 2005 from http://www.ncsall.net/fileadmin/resources/research/op_askov.pdf.

Examines various benefits, challenges, and methods of expanding access to adult literacy with online distance education (ODE). Provides a rationale for ODE systems in higher education, business training, and adult basic education; and describes state-level efforts to try ODE with adult learners, highlighting the role of Project IDEAL in coordinating initiatives. Discusses the challenges of using the Internet in adult education, citing field tests of LiteracyLink, and further lessons from a Pennsylvania experiment to build system capacity for ODE. A comparative overview of Australia's long experience with ODE is provided. Concludes with a summary of issues related to implementation, touching on planning, models of teaching and learning, research, evaluation, professional and policy development. (64 references, and 3 appendices) [ERIC]

Berger, J.I. (2001). Effectiveness of computers in ALBE classrooms: An analytical review of the literature. *Adult Basic Education* 11(3), 162-183.

Reviews 23 studies on the effectiveness of computers in adult literacy and basic education, and indicates that just under half found statistically significant improvements in reading scores. Finds that many studies evidenced design flaws, lacked clear descriptions of the research, or were hampered by classroom-related difficulties. (31 references) [ERIC]

Carter, J. & Tizel, J. (2003). *Technology in today's ABE classroom: A look at the technology practices and preferences of adult basic education teachers*. Boston, MA: World Education. Retrieved June 15, 2005 from <http://hub1.worlded.org/weitechreport.pdf>.

Presents the findings of two interrelated surveys designed, by World Education, to obtain a broader understanding of technology use in adult literacy, and to help inform its own continuous support efforts. Statistical figures provide detailed information about teachers': self-assessed technology skills; use of technology in instruction/assessment; training needs and wants; technology use for professional development; preferred models/methods of professional development; views on tech support; and their level of engagement in institutional technology planning. Findings are based on responses from 129 programs (30% of target) and 482 teacher surveys, distributed in 11 states in the northeastern US. [CE]

Dillon-Marable, E. (2004). *Conceptualization, measurement, and prediction of computer technology integration in adult basic skills education*. Doctoral thesis, University of Georgia. Retrieved June 16, 2005 from http://graduate.gradsch.uga.edu/etdarchive/spring2004/dillon-marable_elizabeth_200405_phd.pdf.

Describes the methods and outcomes of a doctoral study that surveyed Adult Basic Skills Education (ABSE) instructors, in an effort to understand and predict computer technology integration in ABSE classrooms, based on teachers' perceptions of the relative advantage and compatibility of using computer technology for ABSE instruction, and the perceived quality of their technology resources. Finds that instructors' perceptions of compatibility - i.e., their beliefs about pedagogy, how adults learn, and how well they believe computers align with those beliefs - are the most reliable predictor of technology integration in the classroom. (54 references and 13 appendices) [Author]

Ginsburg, L. (2004). *Adult literacy practitioners' readiness to use technology in the classroom: A five state survey in 2002-2003*. NCAL Policy Report. Philadelphia, PA: National Center on Adult Literacy. Retrieved June 15, 2005 from <http://www.literacy.org/products/T21SurveyRpt-jcs14-feb13.pdf>.

Analyzes the results of a technology survey conducted in Michigan, Ohio, Indiana, Pennsylvania, and Florida. Survey questions addressed four issues: 1) how much and what kind of access is available for teachers and learners: 2) what are the levels of comfort with technology among teachers, and of commitment to instructional technology within programs; 3) how familiar are teachers/administrators with the use of various types of computer technology products; and 4) how interested are teachers/administrators in learning more about using various instructional technology products? (16 references) [TECH21]

McCain, M. (2002). *Leapfrogging over the status quo: E-learning and the challenge of adult literacy*. Boston, MA: Jobs for the Future. Retrieved June 5, 2005, from the ERIC database:

<http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED475697>.

Explores e-learning's potential to respond to the challenges of adult literacy, based on a review of research, and input from program managers, developers, and funders. Reviews existing e-learning products, programs and resources for adult literacy, and examines challenges to increased use of technology in programs. Recommended strategies for overcoming challenges include: stimulate demand for e-learning products by aggregating markets (e.g., workforce development systems) and raising awareness of benefits among target users (low-skilled workers); leverage public policy and the federal role in program development; provide funding and incentives to conduct action research and demonstration projects; create subsidies for learners; and build institutional capacity to deliver e-learning services. (20 references) [ERIC]

Merrifield, J., Bingman, M.B., Hemphill, D. & deMarras, K.P.B. (1997). *Life at the margins: Literacy, language, and technology in everyday life*. New York, NY: Teachers College Press.

Offers a new and richer understanding of literacy and illiteracy, based on the detailed life stories and experiences of 12 adults living in the United States (6 in Appalachia, and 6 in California). Opens with a broad discussion of traditional and emerging new conceptions of literacy, citing prior research on: literacy for everyday activities; job-related literacy; and problem-solving in daily life. Contains in-depth profiles of the 12 study participants, as well as region-specific ethnographic research summaries. Concludes with a detailed synthesis of: common themes with respect to everyday literacy practices and strategies (e.g. avoidance, self-reliance and technology use); the differences among subjects; and the broader implications for education. (48 references, and an index) [ERIC]

Osei, M.A. (2001). Can you do what I do? A case study of computer-assisted instruction for adults participating in an adult education program. *Adult Basic Education 11*(3), 150-161.

Presents the findings of a case study that used observation and personal interviews with four adult literacy students to gather information about their 1) attitudes, 2) experiences, 3) perceptions of usefulness and 4) anticipated applications of computer use in learning and life. Discusses the benefits of computer-assisted instruction (CAI), such as privacy, personal pacing, immediate feedback, individualization and learner control, while also identifying barriers to computer use outside the classroom. Calls for greater integration of CAI in traditional teaching and improvements to software designed for adult education. Concludes with recommendations for future research. (22 references) [CE]

Parke, M. & Tracy-Mumford, F. (2000). *How states are implementing distance education for adult learners. State Policy Update.* Washington, DC: National Institute for Literacy. Retrieved June 11, 2005 from the ERIC database: <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED438398>.

Describes the current status/level of implementation of distance education for adult learning in 31 states, based on a survey of state adult education directors. Presents a definition of distance learning, identifying four categories of technology: computer, video, audiographic, and telephone. Finds distance learning to be as effective as traditional classroom instruction, when: methods are appropriate to course objectives; student interaction is built into the program; and there is ongoing teacher-student feedback. Recommends that new policies governing infrastructure development pay close attention to: allocation of resources; increased technology needs; reporting structures; quality and effective models; staff training; and student recruitment. Presents successful examples of state-wide provision in California and Delaware. (23 references) [ERIC]

Reinking, D., McKenna, M.C., Labbo, L.D. & Kieffer, R.D. (Eds.). (1998). *Handbook of literacy and technology: Transformations in a post-typographic world.* Mahwah, NJ: Lawrence Erlbaum Associates.

Contains 20 peer-reviewed essays which together provide a synthesis of current thinking around the question of literacy, and how it is being and may be transformed by advances in technology. Raises important questions about traditional conceptions of literacy, and its role in education, society and culture, with discussions focused around six major themes: transforming texts; transforming readers and writers; transforming classrooms and schools; society; literacy research. [Book jacket]

Sabatini, J.P. (2001). *Designing multimedia learning systems for adult learners: Basic skills with a workforce emphasis. NCAL Working Paper WP00-01.* Philadelphia, PA: National Center on Adult Literacy. Retrieved June 11, 2005 from <http://literacy.org/products/ncal/pdf/WP0001.pdf>.

Reviews and analyses the results of a 1998 formative evaluation of the LiteracyLink Workplace Essential Skills (WES) learning system: an online, multimedia instruction program, supported by a videotape series, workbooks, and a web site. Examines how evaluation findings should be weighed and applied to revisions of the WES system. Identifies and discusses five specific design issues relating to: 1) redundancy versus reinforcement across media; 2) readability; 3) responses to the videotape, workbook, and online materials as stand-alone products; 4) pedagogical assumptions underlying the program; and 5) effectiveness of the teacher's guide. Suggests revisions based on recent advancements in adult learning and technology. (14 references) [Author]

Stites, R., Hopey, C.E. & Ginsburg, L. (1998). *Assessing lifelong learning technology (ALL-Tech): A guide for choosing and using technology for adult learning. NCAL Report PG98-01.* Philadelphia, PA: National Center on Adult Literacy. Retrieved June 5, 2005 from <http://www.literacy.org/products/ncal/pdf/PG9801.pdf>.

Introduces adult educators to a framework for evaluating technology effectiveness in lifelong learning, in order to aid critical thinking around the applications of technology in lifelong learning. Building on a model developed for K-12 settings, the authors discuss the nature of adult (as opposed to childhood) learning, explain revisions to the original model, and explore the potential roles technology can play in creating learning environments suited to the needs and interests of adult learners. Includes forms and instructions for using framework indicators to evaluate practices and policies, and highlights challenges to effective application. (15 references) [Authors]

WEB SITES

AlphaRoute

AlphaPlus Centre

<http://www.alphaplus.ca/alpharoute.html>

An on-line literacy learning environment with four separate, but virtually linked learning areas, for each stream of literacy and basic skills (LBS) delivery agencies in Ontario: Deaf, Native, Francophone, and Anglophone. AlphaRoute offers: individualized training plans, learning activities, and portfolios; a communication system, with discussion board, chat, and email; audio and visual supports; accessible, relevant, and culturally appropriate sites; and activities linked to Ontario's 5-level Learning Outcomes. Offers practitioners and programs in Ontario an on-line tool to complement existing resources, within a 'distributed learning' framework. [web site]

Australian Flexible Learning Framework

Australian National Training Authority (ANTA)

<http://www.flexiblelearning.net.au/>

Provides practitioners within Australia's vocational education and training (VET) with access to: products and resources (mostly free) to help them implement, support or enhance flexible and e-learning initiatives; support networks of knowledgeable and experienced professionals; and a library of case studies that illustrate e-learning in action. [CE]

Bridges to the Future Initiative (BFI)

International Literacy Institute

http://literacy.org/bfi_ili/index.html

Describes the Bridges to the Future Initiative (BFI), which aims to address the digital divide of education and technology in emerging economies by improving literacy, basic education, and technological literacy, in order to assist the world's poorest peoples to better determine their own social and economic future. Explains the rationale of the project, provides access to three background documents, and to sample technology products that may be adapted for local teacher training. A collection of links identifies related initiatives and resources in Asia, Latin America & Mexico, Africa and the international scene. [CE]

British Educational Communications and Technology Agency (BECTA)

Becta is the key partner in the UK Government's strategic development and delivery of its information and communications technology (ICT) and e-learning strategy for the schools and the learning and skills sectors. Provides news of the latest developments in ICT, and access to hundreds of hands-on guides/publications, evidence-based research, and standards to inform and support the work of professionals in the schools sector, the learning and skills sector, the ICT industry, and those working in government and related agencies. [CE]

Captured Wisdom™ on Adult Literacy

National Center on Adult Literacy (NCAL)

<http://www.literacyonline.org/capturedwisdom.html>

Using written descriptions and online video clips, this resource provides case studies of seven learning projects that demonstrate to instructors successful ways of integrating technology into adult education instruction. The videos show teachers and learners discussing their different experiences and uses of technology, and include question and answer sessions among project leaders and practitioner who watched the videos. [NCAL web site]

ESL/Civics Link

PBS Adult Learning Service, National Center on Adult Literacy (NCAL), Jefferson County Public Schools Adult and Continuing Education (KT) & KLRN-TV (TX)

<http://civicslink.ket.org/login.xml>

ESL/CivicsLink is an online professional development system for adult education ESL teachers, designed to prepare them to: teach English to speakers of other languages; enhance cross-cultural awareness; and integrate English literacy instruction and civics education. Access to the system is fee-based, and requires registration as an individual, institution or through a state-wide license. [About page]

Literacy Exchange: World Resources on Literacy

UNESCO Institute for Education (UIE)

<http://www.rrz.uni-hamburg.de/UNESCO-UIE/literacyexchange/>

Provides a global collection of links to online literacy resources, and registered access to the Literacy and Basic Adult Learning Course: an e-learning professional development and training course designed as an in-service training of six months, to be delivered by universities and training centres in remote regions. The site is a product of the UIE's International E-Learning for Literacy Project, conceived as part of the UIE's Strategic Plan to build capacity for lifelong learning through knowledge creation and training for governments, NGOs and CSOs in UNESCO Member States. Links to online resources are classified by country, with other literacy-specific resources divided into the following categories: world statistics; journals; libraries, archives, bibliographies and forums; books, documents and glossaries; and classic books in education. [CE]

Literacy Tech: Adult Literacy and Technology

DC Learns & World Education

<http://www.literacytech.org/>

Provides hands-on information, advice, resources and support for practitioners regarding the use of technology in adult education, with a focus on simple, practical, and project-based ideas and approaches. Includes the LiteracyTech Blog, which constitutes an online journal of literacy and technology-related issues, maintained by site manager, Jeff Carter, Executive Director of DC Learns. [web site]

LiteracyLink®

Public Broadcasting Service (PBS), Kentucky Educational Television (KET) & National Center on Adult Literacy (NCAL)

<http://litlink.ket.org/>

Provides underserved and hard-to-reach adults and their teachers with access to integrated instructional programs that combine video lessons, workbooks and the Internet to support workplace readiness, basic skills and GED preparation for adults. Access to online activities and video clips is free, but workbooks must be purchased, and access to televised programs are subject to local PBS broadcasting schedules. [CE]

NALD Software Evaluation

National Adult Literacy Database

<http://www.nald.ca/software/overview.asp>

Provides adult literacy and basic education instructors with a searchable directory of detailed profiles of 108 low, or no-cost software applications, currently in use, or recommended for use, by literacy programs. Profiles may be searched by content, skill level, or operating system. Each profile includes: a description of the software; notes on the skill level and content; student and instructor evaluations; technology requirements; and a direct download link or purchase information. [CE]

Project CONNECT: Intermediate Level Online Literacy Instruction

PBS LiteracyLink, National Center on Adult Literacy (NCAL) &

Jefferson County Public Schools (JCPS)

<http://learnenglish.pbs.org/index.html>

Provides adult intermediate ESL learners with access to a web-based instructional program designed to help them gain the linguistic skills they need to: enter into and progress in the workplace; function in society; and prepare for post-secondary education. The program includes nine instructional units, supported by Internet activities, listening exercises, communication features, an online dictionary, video passages and a basic Internet tutorial. [NCAL web site]

Project IDEAL: Improving Distance Education for Adult Learners

US Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy

<http://projectideal.org/>

Explains the aims of Project IDEAL, which is a consortium of states working collaboratively to develop effective distance education programs for adult learners, by developing training materials and web-based tools. The Project IDEAL Support Centre provides states with technical support and resources in the following four areas: 1) development, implementation, support and evaluation of distance learning; 2) professional development; 3) research design and assessment; and 4) policy and administration. [web site]

TECH 21: A National Technology Laboratory for Literacy and Adult Education

International Literacy Institute

<http://www.tech21.org>

Provides adult education professionals with central access to the best of what information technology can offer to all adults looking to achieve their education and life goals. The following resources have been developed and made available by the TECH21 team: research and practice papers; training modules for tech products; tech implementation lessons learned; prototype tech resources database; Project STAIT; ICT roundtable papers. [Homepage]

Technology Enhanced Learning Research Centre

Learning and Skills Development Agency (LSDA)

<http://www.lsda.org.uk/research/ResearchCentres/RCFTechEnhanceLearn.asp>

Contains a rich collection of reports emerging from research carried out by the Technology Enhanced Learning Research Centre of the LSDA in the UK. Research focuses on the use of information and communications technologies (ICTs) to facilitate, enrich, enhance, support or improve access to post-16 compulsory teaching and learning. Sections include: computer games for teaching and learning; corporate e-learning; innovation in teaching and learning; interactive and digital television for learning; and mobile learning and m-learning. [Homepage]

Technology Training Special Collection

Adult Literacy & Technology Network (ALTN) & National Institute for Literacy LINCS

<http://www.altn.org/techtraining/index.html>

Contains a selective, classified collection of web-based information and resources for: adult learners working with and learning about technology, and program instructors and managers looking for ways to use technology in support of literacy and learning. Links to web sites are classified under the following topics: Curricula Development; Lesson Plans; Online Courses; Procedural Guides; Promising Practices; Software Review/Evaluation; Technology Planning; Utilities and Tools; Links to Other Resources. [CE]

The eLearning Guild

<http://www.elearningguild.com/>

The eLearning Guild is a member-driven community of practice for e-learning design, development and management professionals, working in corporate, government and academic settings. The site provides access to an extensive directory of resources on topics such as: professional development; people and services; methods, tools and technologies; managing delivery; and business and trends. Access to networking services, publications, and information about job and learning opportunities is based on the selected level of free (Associate) or paid membership. [CE]

UK Online Centres

University for Industry (Ufi)

<http://www.ufi.com/ukol/>

The UK Online Centres is a national initiative, managed by the Ufi, to provide everyone in the UK with local access to computers, and the support they need to use them. The related Help is at Hand web site (<http://www.helpisathand.gov.uk>) is a complete resource, providing support for Voluntary and Community sector centres, Public Libraries, Colleges, Adult and Community Learning Centres and private ICT providers belonging to the network of online centres. It provides agencies with free access to hundreds of practical guides, case studies, tools and support networks. Registered members receive regular email alerts, based on indicated areas of interest and activity. [web site]