

The new Training and Assessment Training Package – incorporating language literacy and numeracy competence into training delivery.

by **Lynne Fitzpatrick**, Communication in Education & Training P/L (COMMET)

The new Training and Assessment (TAA) Training Package, which will replace the current Training Package for Assessment and Workplace Training, (including the Certificate IV in Assessment and Workplace Training) is being developed by Business Services Training Australia (BSTA), National Assessors and Workplace Trainers (NAWT) division.

In Stage One of the project, NAWT carried out a lengthy and comprehensive review of the current Training Package (BSZ98). There is a detailed account of the review process and the recommendations on the web-site: <http://www.nawt.com.au/>. A number of these recommendations referred to language, literacy and numeracy.

ADDRESSING THE LANGUAGE, LITERACY AND NUMERACY RECOMMENDATIONS

COMMET's part of the project relates to the recommendations which arose from the Stage One review process and the recommendations of the report *'Know the Trade, Not Only the Tricks of the Trade'*:

- Build in language, literacy and numeracy, as appropriate, in all the units of the Training Package.
- Develop specialist units related to teaching language, literacy and numeracy in the VET sector. Where possible these should build on existing professional development courses such as ALT and ANT.
- Monitor the language of the document to promote readability, and ensuring scaffolding for likely users of the Training Package.

A reference group was established to offer advice on

the development of the specialist units. Professional associations and people with ESL and adult literacy and numeracy expertise were represented on this group and were able to comment on the draft units, the qualification structure and the consultation process. In addition, a group of critical friends was asked to provide specific feedback on the units from different perspectives.

THE TAA TRAINING PACKAGE

The proposed structure of the new Training Package is more complex than the current BSZ98 and includes 3 levels (Certificate IV, Diploma, and Advanced Diploma). It has a mix of core units and electives.

PROPOSED CERTIFICATE IV

In the new Certificate IV there are two approaches to addressing language, literacy and numeracy: the first is integration of language, literacy and numeracy across the core units; the second involves the development of one specialist unit at this level.

The proposed Training Package has a number of core units at Certificate IV, which are then nested at higher AQF levels. The advantage of building language, literacy and numeracy into the core is that these units must be achieved by everyone undertaking the qualification. Accordingly, language, literacy and numeracy become part of core competence. This approach both reinforces and provides a mechanism for meeting the AQTF standards, which require all trainers and assessors to show that they can identify learners who may need language, literacy and numeracy support. Part of this generic competence includes the capacity to develop strategies to support learners with different language, literacy and

INSIDE Feature

Keeping ALBE teachers ABLÉ	3
projects	
Eastern Region Language & Literacy Network	5
A Collaborative Journey through Adult Learning	5
VCAL Professional development & learning program	6
SciWeb – Scientific site for adults	7
On-line literacy Resource	8
News from FECMM	9
Project to assist low level literacy students	9

reviews

Occupational health & safety workbook	10
Out There	11
Learning to Learn: the next step	12
Make it Real	13

top texts

Popular texts for lower level students	14
--	----

resources

Retro Readers	16
New resources	17
New from LANRC	26
Journal readings	25

The **ARIS Resources Bulletin** is the quarterly journal of the Adult Education Resource and Information Service (ARIS).

Resources are reviewed by language and literacy professionals.

If you would like to be part of the review team please phone **Robyn Hodge** or **Corinna Ridley** at

Language Australia on (03) 9612 2600.

numeracy learning needs and to identify and ensure the language, literacy and numeracy requirements built into industry Training Packages, training programs or courses are met.

One stand-alone language, literacy and numeracy unit at this level is proposed, called *Tutor adults in English language, literacy and numeracy*. This is an elective unit, and builds on the volunteer tutor training courses. It has application for Volunteer Literacy Tutor Training Programs, ESL Home Tutors, volunteer agencies, peer tutoring and in specific workplace contexts. It will provide strategies for trainers and assessors to assist learners with language, literacy and numeracy, but it will not qualify a person as a language, literacy and numeracy specialist.

DIPLOMA/ ADVANCED DIPLOMA

The majority of the specialist units in language, literacy and numeracy practice have been packaged as electives at the Diploma and Advanced Diploma level.

The proposed units are:

- Place learners in an adult English language, literacy and numeracy course (Initial assessment)
- Design an adult English language, literacy, numeracy, and general education course
- Design workplace programs for adult English language, literacy, numeracy
- Provide specialist adult English language, literacy and numeracy support in a workplace learning environment
- Provide specialist adult English language, literacy and numeracy support in an institutional learning environment
- Develop skills through an adult literacy course (based on ALT)
- Develop skills through an adult numeracy course (based on ANT)
- Develop skills through an adult general education course
- Develop skills through an adult English language course
- Co-ordinate adult English language, literacy and numeracy tutors

The first draft of these units was available for comment from mid-November 2002 until mid-January 2003 on the NAWT website. As a result of the consultations and feedback, the units are in the process of being re-drafted, and will be back on the website from the middle of May. Final amendments to the units will be made on the basis of the feedback received.

PROJECT OUTCOMES

The new Certificate IV is designed to ensure that all trainers and assessors have some knowledge around literacy and training issues, and have strategies to make their own training accessible to all. This level of competence represents a very different order to having the depth of knowledge and skill required in a specialist role.

One of the hoped for outcomes from the development of these units is that there will be clear definition of the subject matter expertise of

language, literacy and numeracy practitioners making compliance with the AQTF clearer. In this project we have set out to try to define where that specialisation lies, and to define required knowledge and skills for inclusion in the Training Package. The units provide a unique model within VET by defining two layers of competence—that which you need to deliver as a language, literacy and numeracy practitioner, and that which defines your area of expertise, as defined in the knowledge requirements of the units. It has been necessary to do this because the knowledge and skillset (the expertise) is not described clearly elsewhere.

This contrasts with other areas where vocational competency is described in one Training Package, and the skills necessary to train others is described in another Training Package (currently the Cert IV). For example, a trainer of Community Development Workers has their own community development expertise outlined in the Community Services Training Package, and their training and assessment skill in the Cert IV. There is no "Education" Training Package which outlines theoretical knowledge of language, literacy and numeracy, so we have attempted to do this within the TAA Training Package units. This has been necessary to avoid the interpretation that if you can speak English you can teach it.

QUALIFICATION OPTIONS AND PATHWAYS

The purpose of the Training Package is to support effective vocational education and training. The issue of teacher qualifications, and what is compulsory, and who decides this, is complex, and outside the scope of this project.

Many literacy teachers are well qualified with degrees, and post-graduate qualifications in teaching. However there is a need to ensure that language, literacy and numeracy is addressed at every level of VET practice, and this begins with the revised Training Package which aims to provide a range of VET-based qualifications from Certificate IV to Advanced Diploma. Each level of the qualification is designed to provide an increasing level of knowledge and expertise, which in turn may be extended further through higher education, if that is desired. For others, the proposed specialist focus on language, literacy and numeracy within the Training Package may represent a level of knowledge and skill that is appropriate for the work being undertaken.

The issue of qualifications has long been discussed in the literacy field. There is no one-way, no one minimum qualification to be a literacy teacher. Practitioners talk about the qualifications they have, and where and how they learned to be literacy teachers. Including language, literacy and numeracy in the Training Package is another manifestation of this broader developmental process. The intent is not to replace higher education qualifications with the Training Package, but to provide a vehicle which enables VET practitioners to develop a range of language, literacy and numeracy skills and knowledge appropriate to their role and operating context, and to provide the means for those coming into the field to undertake relevant training.

NEXT STEPS

The next draft should be available from mid-May 2003 on <http://nawt.bsttab.net/>

The next draft is effectively the final draft, so I would urge all readers to keep an eye on the website. The website has an excellent mechanism for feedback which I would like to encourage people to use. At this late stage, suggest actual changes to wordings, specific problems and how these might be addressed.

There will be three areas to provide comments on:

- Units (specialist): remember these are not curriculum, but seek to describe the skills and knowledge of a competent adult literacy, numeracy, adult English language or general education teacher. Do they do this?
- Units (common): these should specify language, literacy and numeracy required in all trainers and assessors roles. Do they do this?

Keeping ALBE teachers ABLE – who's responsible?

by **Helen Foley** and **Jim Thompson**. *Helen and Jim have been involved in the Adult Literacy and Basic Education field for a number of years. While they are both currently members of the Australian Council for Adult Literacy (ACAL), this article is not intended to represent an ACAL perspective.*

In a time of hotly contested controversies, few topics in adult literacy bring about such an instant, varied and feisty response as the professional development of the Adult Literacy and Basic Education (ALBE) practitioner.

The past few years have seen the debate about pre-service and in-service skills and knowledge of this group alter dramatically. It seems the centre has shifted away from the array of university sector under-graduate and post-graduate education programs, supplemented by marginalised accredited, and some non-accredited programs that, until a short while ago, were the accepted norm for transitioning into the field. In just a few months the relevance of these programs has slipped away and we now hear talk of ALBE PD almost exclusively in terms of the place such skills and “competencies” have within the most central of all National Training Packages – the Training and Assessment Training package. The surprise and hostility expressed by ALBE teachers to this change in orientation shows that many have been caught napping.

The current situation is a profound shift and one that brings with it significant possibilities and grave concerns. ALBE, in its more training flavoured guise of language, literacy and numeracy (LLN), now has a firm foothold in mainstream vocational training rhetoric and compliance and a broader profile. This would seem to give ALBE a new bargaining position within the national training reform agenda. However this comes at a price. ALBE's traditional philosophical base and highly reflective practice, and its university based, theory embedded professional development ideology, sits

- Assessment Guidelines: are the references to language, literacy and numeracy here adequate?
- Qualifications Framework: is the packaging of units appropriate for a language, literacy and numeracy qualification in the VET sector?

Note: Training for adult literacy teaching: final report. Know the trade, not the tricks of the trade: Vol.I Thompson, Meryl; Lee, Wing-Yin Chan, Adelaide Institute of TAFE, and **Training for adult literacy teaching: final report. Know the trade, not the tricks of the trade: Vol.II** Thompson, Meryl; Lee, Wing-Yin Chan, Adelaide Institute of TAFE, can be downloaded from the website www.dest.gov.au/ty/litnet/docs/Final_Report_Vol_1.pdf, www.dest.gov.au/ty/litnet/doc/Final_Report_Vol_2.pdf or are available for loan from the ARIS library

uneasily within the ‘staff training’ notions and minimal requirements of professional development and currency that pervade the national training speak.

The ALBE field at this critical time must put forward a clear and consistent position of professional development, a position that will ensure the most vulnerable and disadvantaged clients in the VET sector, ALBE students, are also those who receive the very highest quality teaching from the highest quality teachers. Second chance education simply cannot afford to be second best.

Equally important is the need to ensure that ALBE's successful foray into mainstream VET programming is not compromised by a limited vision of what constitutes ‘quality’ in integrated LLN. The field still has much to learn and offer in developing collaborative solutions to long term issues of LLN demands in Australian vocational training.

The issues are far from simple. Professional development has come to mean all things to all people and indeed must cover a broad spectrum of developmental needs from the raw beginner to the most experienced ALBE teacher. Professional development for ALBE teachers and managers encompasses:

- pre-service teacher qualifications in adult education
- post-graduate VET qualifications and training
- university recognised qualifications in adult literacy and numeracy
- assessment and training in the VET sector
- curriculum development and moderation

- keeping abreast of changes to clientele
- working with diverse learners
- the dissemination of new teaching and learning methodologies and strategies
- personal survival techniques
- up -skilling in new funding and reporting mechanisms
- familiarisation with AQTF policies and procedures
- RTO strategic and business planning
- human resource changes
- enterprise teaching agreements
- new technologies and software

ISSUES FOR NEW STAFF COMING INTO THE ALBE FIELD

For the teacher new to the ALBE field, they must work out how their experience and qualifications relate to what is required in the VET sector. They are also immediately confronted by the following questions. How do their university recognised qualifications articulate into those required for the VET sector? What do ALBE students need that is different from school or university students or indeed students in mainstream vocational courses? How are the pathways for diverse students from ALBE into mainstream VET, university, work, community and personal pursuits constructed and maintained? How is the development and delivery of a VET based ALBE curriculum different from the delivery of other qualifications? What resources are there for adults and where are they located? How do they gain an understanding of the Australian Quality Training Framework, the Australian Qualifications Framework and the National Reporting System? What do all the jargon and acronyms mean and how will they be affected by them? How do casual and part-time teachers find the answers they need or even anyone to talk to at a large busy RTO?

ISSUES FOR EXISTING STAFF

In addition to the issues confronting new staff, experienced staff are often required to take a leading role in:

- Moderation – some ALBE curricula such as the CGEA and CSWE have had moderation built in as a key component in ensuring quality and assessment. This has been an advantage for ALBE staff since the implementation of the AQTE. However time and resources still need to be found to ensure that all staff are familiar with curriculum and AQTF requirements.
- Training staff in the use of national mechanisms such as the National Reporting System.
- Incorporating new learning, new theory of adult literacy into practice
- Integrating LL&N into Training Packages and VET training
- Working with non-ALBE students
- Providing LLN and cultural awareness training for others such as managers, administrative, auditing, vocational training and customer service staff.

- Rejuvenating their own practice and the practice of their peers
- Re-thinking the philosophical aspects of ALBE and the links with practice in changing political and economic times and social environments
- Preparing submissions and project applications.
- Coming to grips with new technologies for communication and delivery

ALBE staff are usually made up of a mix of experienced and inexperienced staff from diverse backgrounds and with diverse expertise. Together they face the above issues and emergent issues concerned with new funding programs and reporting mechanisms. These issues are often magnified for remote and isolated ALBE staff who are pressed for time, resources and communication opportunities.

WHERE TO FROM HERE?

For appropriate professional development and the enhancement of their professionalism, ALBE practitioners will need to be pro-active to gain what they need. The field has diversified extraordinarily in the last decade and will continue to evolve. It is often perceived by practitioners that professional development has been severely eroded with the passing of the National Staff Development Committee ALBE modules and the limited offering of the Adult Literacy and Numeracy Teaching courses. This combined with the reduction in university post-graduate courses for adult literacy and numeracy teaching has made it very difficult for teachers to assume responsibility for maintaining their professional currency. How can ALBE staff drive the professional development agenda rather than having it imposed from elsewhere?

The continual improvement emphasis of the AQTF should encourage managers to work in collaboration with practitioners to provide relevant professional development. Attempts will be made to partly address ALBE practitioners needs with the proposed inclusion of ALBE competencies in the Training and Assessment package. The danger here is that these competencies will be seen as all that is necessary and not part of a continually evolving and broadening professional development process.

In spite of what seems to be an almost overwhelming number of issues and concerns facing the ALBE practitioner in these busy times, there are many professional initiatives constantly under way across Australia. These may occur as part of an overall plan or as isolated activities. Many are generated for, and funded by national programs such as Reframing The Future and Australian Flexible Learning or guided by contractual funding arrangements. Many more arise spontaneously across groups of like-minded practitioners who assume a sense of responsibility for maintaining and expanding their own professional base. A coordinated network approach in each state and territory will ensure that ALBE practitioners can not only participate in existing opportunities, but make their voices heard so that professional development is truly relevant and current and the commitment of ALBE practitioners can continue to deliver the goods well into the future.

The Eastern Region Language and Literacy Network

by **Karen Dymke**, Coordinator, Language and Literacy Network

The Eastern Region Language and Literacy Network is a dynamic and successful project that has been funded by the Eastern Metropolitan Regional ACFE Council for a number of years. Their continued commitment to funding this project has ensured that the region has been able to contribute widely to the field.

This year the project is auspiced by Kew Neighbourhood House and Mountain Women's District Cooperative. It provides the opportunity for a range of formal and informal professional development activities throughout the year.

Once a term coordinators from across the region gather to share concerns, raise issues and share knowledge with each other as to what is happening in their programs. The generosity that marks this field is always very evident as people share news of their latest audit, ask if any one has written a certain AQTF policy yet, or enquire as to the availability of tutors for new programs.

A range of professional development activities for teachers is offered which emerge from the concerns and issues that are presented at coordinators meetings and tutor surveys. These can range from the need for very practical inservice on matters such as strategies on how to integrate numeracy tasks into literacy classes, to bringing together a new community of practice of CELL practitioners. Teachers particularly value the opportunity to meet together over a delicious morning tea! People new to the field are mentored by experienced practitioners and phone numbers are often exchanged.

In August, the annual Eastern Region Conference is held. It has developed something of a reputation for having the unexpected and amusing take place. Acapella groups, digeridos, Flying Super Rats and politicians have all been sighted! Workshops focus on a show bag approach so that everyone leaves with a bundle of good ideas and approaches to try out. The Conference is open to people outside of the region as well, at a very reasonable cost.

The Moderation and Verification day fits in as part of the Network's role. Facilitators from each domain of the CGEA and CELL are available all year to support providers with any concerns such as record keeping, developing tasks or preparing assessment activities. Samples of cover sheets and benchmark activities are made available. A session for new providers demystifying the processes of verification, moderation and record keeping is also held. Volunteers are welcome and encouraged to attend any workshops of interest throughout the year.

The Eastern Region Language and Literacy Network fulfils a very important role in giving the opportunity for teachers, coordinators and volunteers to come together in a range of forums to discuss grass root issues that are affecting them in their day to day practice. Also, innovative projects and new trends are discussed to keep the region up to date with the latest developments and discussions in the field.

Practitioners beyond the Region are welcome to join in with any activities of interest and particularly our upcoming Conference, "Grass Roots." A small cost for practitioners outside of the region applies.

GETTING BACK TO GRASSROOTS CONFERENCE
Friday 22nd August
Whitehorse Centre, Nunawading.
Details and registration available from
Dymke@optusnet.com.au

A Collaborative Journey through Adult Learning

by **Simon Dalton**, Education Officer, Immigration Museum

The Immigration Museum and CAE are working on a pilot project for Adult Learners Week. The works of CAE adult literacy and ESL students will be displayed on the ground floor of the museum. The opening of the exhibition coincides with the start of Adult Learners Week. The exhibition starts on Monday, September 1 and the last day is Sunday, December 7th.

The theme of the exhibition is *'From there to here: Journeys of a Lifetime'*. This theme embraces a broad range of journeys travelled that have been of great personal impact. These may include moving from overseas to Australia, from one state to another, from one place to another, from illiteracy to literacy, from somewhere else to the CAE, from detention to freedom, from powerlessness to personal control.

The display will feature stories, poems, drawings, illustrations, paintings and photos. A bonus is that the area where the works are on display is free to the public. Works will be hung in the corridor between the foyer and the café atrium with further works on the walls around the café. Over recent times this space has been utilised for exhibitions that have a very public resonance; primarily because the works have been produced by individuals or public organisations that may not usually be able to put their creative talents on display.

The Immigration Museum is committed to adult learning, providing a range of activities specifically for adults in its educational program. Further to this, the museum hopes that by making the creative and personal input of adult learners available as an exhibition, members of the public can see the scope and talents and learn more about the learning that is happening at the CAE. It will also offer encouragement to adult learners who can see their work has a legitimate place in cultural institutions.

A feature of the project is the collaboration between the organisations. The adult literacy staff at the CAE and their students have been working with the museum to ensure work that is curriculum based and student centred is put forward for selection. A panel comprising museum and CAE staff will decide which works are chosen. Works not chosen for the Immigration Museum exhibition will be displayed at the CAE, something that has happened during previous ALWs.

It is hoped adult learners, staff and families will make a visit to the Immigration Museum during ALW or before December 7 to see the range of work in the exhibition. The area where the exhibition is based is free to the public but visitors may also like to venture beyond and into the permanent exhibitions of the first floor and see how our immigration history is indeed a portrait of the lives of so many non indigenous Australians. Walk through one of Melbourne's grandest buildings, the Old Customs House, where our galleries provide a thematic approach to immigration, both past and present.

As this is a pilot project, a successful first exhibition will ensure it becomes an ALW annual event at the Immigration Museum whereby an adult education provider undertakes a collaborative project to promote adult learners and adult learning in our community.

Teachers have free access to all the museum galleries during opening hours – just show some ID (union card, letter from principal/manager etc).

VCAL Professional development and learning program

by **Jan Hagston**, ARIS, Language Australia

The Victorian Certificate of Applied Learning (VCAL) provides alternative and flexible pathways to work and further study for young people whose needs cannot be met by the VCE. The VCAL was trialed at twenty two education providers in 2002 and is being implemented this year by over 200 more, including government and Catholic secondary schools, ACE and TAFE providers.

The evaluation of the VCAL trial last year highlighted the need for a comprehensive professional development program for teachers and other practitioners involved in its delivery. The Victorian Qualifications Authority (VQA), who are overseeing the development and implementation of the VCAL, responded by funding a project to provide a professional development and learning program for 2003 VCAL practitioners - teachers, coordinators, heads of department, principals and support staff. ARIS, Language Australia, in partnership with Northern Melbourne Institute of TAFE (NMIT) and the Centre for Adolescent Health, successfully tendered for this project, and has now delivered 16 workshops across the state.

The focus of the workshops has been on exploring and unpacking the concept of applied learning, fostering innovation, encouraging the sharing of ideas, curriculum and delivery models and the development of 'communities of practice'.

The first stage of the project involved consultation with a range of stakeholders including the VQA, staff involved in the VCAL 2002 trial sites, VCAL Regional consultants, LLEN personnel and VCAL coordinators.

Following the consultation phase, the first day of the professional development and learning program was planned. The workshop was delivered at 16 sites across Victoria and sought to model the principles of applied learning through a range of activities, as well as providing a forum for the exchange of information and ideas. This phase of the professional development and learning program

has been well received, with over 600 practitioners attending, with broad ranging previous knowledge and experience of the VCAL and its underpinning principles, working with disparate VCAL groups and delivery models.

A second professional development day will focus on what has happened at VCAL sites in 2003, and in particular on specific teaching strategies and the sharing of ideas, materials, and delivery models. The second round of workshops will be held in third term at 13 locations in Victoria.

Between the first and second professional development day, practitioners will be encouraged to take part in networking meetings, aimed to develop local expertise and communities of practice.

VCAL providers will also be able to access ARIS staff and other 'experts' by email or phone. They will provide practical advice and information about suitable resources, curriculum, links to other 'experts', websites, etc.

On-going evaluation is also a feature of the project with feedback from the first professional development day being used to inform the rest of the professional development and learning program. A final evaluation will look at future professional development needs.

For more information about the VCAL professional development and learning program and to find out about the activities being undertaken, contact ARIS, Language Australia on 03 9612 2600 email jan@languageaustralia.com.au

New Literacy and Numeracy Units for VCAL

by **Jan Hagston**, ARIS, Language Australia

The Victorian Qualifications Authority has recently accredited seven literacy and numeracy units as part of the Victorian Certificate of Applied Learning (VCAL).

Three units are at the intermediate award level of VCAL:

- Literacy Skills Intermediate Reading and Writing
- Literacy Skills Intermediate Oral Communication
- Numeracy Skills Intermediate.

There are four units at the senior award level of VCAL:

- Literacy Skills Senior Reading and Writing
- Literacy Skills Senior Oral Communication
- Numeracy Skills Senior
- Advanced Numeracy Skills Senior.

Within VCAL, literacy and numeracy have been identified as essential skills for effective participation in Australian society and work and one of the four VCAL curriculum strands is Literacy and Numeracy Skills. To satisfy the requirements of VCAL, in the VCAL Literacy and Numeracy Skills Strand, students must successfully attain one literacy and one numeracy credit. (Further details are available in the *VCAL Handbook*, available at the VQA's Web site at www.vqa.vic.gov.au)

However, as the Interim Report of the Evaluation of VCAL Trial 2002, noted:

"Pronounced lower levels of achievement in literacy and numeracy of students in the late secondary years present a

substantial challenge to many schools. With this group of students, the limits of conventional and separate approaches to literacy and numeracy teaching are quickly encountered. There is much to be gained from established adult literacy practices, including integration of literacy development with relevant vocational and social goals for the students"

(Henry et al. 2002 p.13).

Consultation with key stakeholders showed a strong support for the development of VCAL literacy and numeracy skills units which enable progression to further learning and work.

The VCAL Literacy and Numeracy Skills Units have been developed in response to this identified need. They are based on modules of the Certificates in General Education for Adults (CGEA), and aim to enable the development of skills, knowledge and attitudes in literacy and numeracy in the main social contexts of; family and social life; workplace and institutional settings; education and training contexts; and community and civic life. The units allow for a flexible and integrated approach to literacy and numeracy program development, based on the need to accommodate activities which are engaging and relevant to students for whom a traditional approach is not suitable.

The VCAL Literacy and Numeracy Skills Units relate to CGEA Certificate II and III Reading and Writing Modules and Oral Communication Modules and Certificate I, II and III Numeracy and Mathematics Modules.

Copies of the VCAL Literacy and Numeracy Skills Units Accreditation Document can be downloaded from the VQA's website – go to <http://www.vqa.vic.gov.au> and follow the prompts to VCAL.

Sci Web – a scientific literacy site for adults: www.aris.com.au/sciweb

by **Dave Tout & Maria Santburn**, ARIS, Language Australia

A new website is coming your way - *Sci Web*. This Australian site, being developed by ARIS, Language Australia, aims to:

- increase awareness of the place and importance of science, technology and scientific literacy for adults
- provide a range of freely available science teaching ideas and activities that support teachers and trainers in teaching science and technology using activities which integrate science concepts, literacy and numeracy
- provide information about and links to other useful and related websites (e.g. museums, relevant associations and organisations)
- increase awareness of, and information about, the new *Certificates in Science for Adults*.

BACKGROUND AND RATIONALE

Science education has suffered over the last few decades with fewer and fewer students studying science subjects, from school level through to tertiary level. There is little science content delivered as

part of adult basic education within either the TAFE or adult community education sectors. Investigations and reports have criticised school science practices and are recommending that action needs to be taken to address the poor state of science education. [For example, refer to the 2001 DETYA report "The Status and Quality of Teaching and Learning of Science in Australian Schools: A Research Report prepared for the Department of Education, Training and Youth Affairs," by Goodrum and Hackling, Edith Cowan University, and Rennie, Curtin University of Technology, DETYA, Canberra, 2001].

The growing need for understanding science and technology in the workplace and community requires that adults have a broad understanding of science concepts. Many adults want a better grasp of science to understand, and have greater control over, their daily lives, to make informed decisions about their lifestyle, their environment and the kind of society and world they live in. Science and technology is often a key driver of change and adults often want a greater understanding of scientific advances affecting every area of their lives. They want to know about a range of scientific areas for personal interest and development, for specific work and training purposes, and to also allow them to participate more fully in the community. Knowledge and understanding in science can help adults follow a broader range of further education and employment pathways. The Australian and global economy relies increasingly on scientific and technological developments and on a workforce skilled in these areas.

However, there are major issues to overcome in introducing and supporting increased science education into ACE and VET and in trying to address the problems facing science education and the level of scientific literacy in Australia. These include:

- lack of awareness of the importance of science and technology within adult education,
- the lack of interested, trained and confident teachers of science. (At the lower AQF levels, the teachers most likely to introduce and teach science or aspects of science to students will be literacy or numeracy teachers. There are very few science teachers at these levels.)
- the almost complete lack of science materials written to support the learning and teaching of basic science or scientific literacy to adults.

PROJECT METHODOLOGY

The project's methodology was for two facilitators (Maria Santburn and Dave Tout) to work with a small group of interested teachers who have been teaching science to develop and document examples of good science teaching activities that integrate and emphasise science literacy. This will be used to provide part of the resulting website with a bank of teaching ideas at different levels. Activities will be aligned to both the *Certificates in Science for Adults* and the *Certificates in General Education for Adults* (CGEA).

As well this group has researched and documented information, organisations and institutions that support the teaching of science. This information will be used to provide generic information on the website about the importance of science, scientific literacy and technology, including information about the new *Certificates in Science for Adults*.

THE WEBSITE:

www.aris.com.au/sciweb

The website is currently being developed and an early draft is now online at: www.aris.com.au/sciweb

The site has three major components/sections:

- Adult Science Literacy
- Tried and True
- Connections.

Adult Science Literacy

This part of the site will have information and articles about

- Why science literacy?
- The role of science in our world/society
- The Importance of science literacy to today's Earthling.
- What courses are available and where they are being delivered
- Quotes and extracts from adult students talking about science
- The scientific method (e.g. what is science? What do scientists do?)

Tried and True

This part of the site will house all the sample teaching activities. They will be organised under the following categories:

- Science Branch (Biology, Chemistry, Earth and Space Science, Environment, Physics)
- Themes (How and why, Senses to instruments (Technology), Health & well-being, Requirements of life, Environment and heritage (Conservation), and Ten minute science
- Templates for developing your own activities.

Connections

This part of the site will have information about, and where appropriate and available, links to other useful and related websites, including:

- Educational Institutions
- Associations (e.g. Field Naturalists, Astronomy Society of each state etc.)
- Places & Science (e.g. Museums, Science works, CERES, Recycling plants etc.)
- Relevant Web Sites.

For further information contact:

Dave Tout, Regional Manager and Numeracy consultant,
Language Australia

Tel: 03 9612 2660

Fax: 03 9612 2601.

Email: dave@languageaustralia.com.au

ARIS's home page: <http://www.aris.com.au>

Postal address: Level 4, 51 Queen Street, Melbourne.

Postal address: Language Australia, GPO Box 372F,
Melbourne, VICTORIA 3001

On-line Literacy Resource: A Must for Training Assessors and Trainers

By **Robin Francis**, general manager, Australian Training Products Ltd., Melbourne

Potential workplace assessors and trainers can learn how to provide support to people with literacy and numeracy difficulties with an outstanding toolbox.

Trainers and assessors frequently indicate that one of the most challenging aspects of their work is how to support learners with literacy and numeracy difficulties. The latest ABS statistics show that 6.2 million adults are unable to meet the literacy demands of the average Australian workplace, a significant challenge for anyone teaching and assessing in the workplace.

The Online Literacy and Numeracy Resource Centre, released in 2002 as part of the Equity toolbox range, is one of the best resources available to assist people to understand the basics of competency-based training, assessment and the principles of adult learning. Its title perhaps masks the value of its content and the quality of the teaching ideas and resources in it.

A toolbox is a collection of resources designed for web-based delivery on the internet, an intranet or a local area network. Although they contain resources which can be used in a class-room based delivery mode and provide excellent resources for printing and distribution, their optimum use is through web-based delivery. They encourage active learning through activities and problems, and interaction with teachers and collaboration with other learners.

The learning takes place in a hypothetical institute, the Success Training Centre, where trainers learn how to support learners with literacy and numeracy difficulties in the context of either bridging programs or Training Package-based programs. Real students, real teachers, and practical activities and examples of the applications of good adult learning principles are used throughout the toolbox resources.

Assessors and trainers learn about competency-based training, Training Packages or curriculum-based bridging programs while working through practical activities presented in relation to two very diverse industries—business services and horticulture. Case studies of learners such as Carol include examples of her self-assessments, projects planned for her and other useful details on her progress. "The toolbox provides clear explanations – not only about industry Training Packages but how to adapt teaching to integrate literacy and numeracy. I would commend this excellent resource to anyone involved in adult education and to all trainers and assessors." (Melanie Burke, Business Retail and Information Technology Training Advisory Council, Northern Territory).

The toolbox was developed by Challenger TAFE and WestOne in Western Australia and is designed as a flexible learning professional development tool for trainers.

The toolbox is available for sale from Australian Training Products. Information is at www.atpl.net.au or (03) 9655 0600 and you can view a sample at

www.flexiblelearning.net.au/toolbox/series4/425.htm

News from the Further Education Curriculum Maintenance Manager (FECMM)

by **Robyn Hodge**, ARIS, Language Australia

ARIS is responsible for the maintenance and management of Victorian Crown copyright Further Education curriculum. In this role, ARIS is required to oversee, develop, maintain and manage a curriculum service that provides access and advice to ACE organisations, Regional Council and Board members and staff and other RTOs/ individuals on ACFE supported further education curriculum.

The following courses have had the period of accreditation extended until 30.6.2004:

- 2003ACC Course in Creative Writing
- 1315VIC Course in Employment & Living Skills
- 12882VIC Course in Introduction to Bookkeeping Concepts for Financial Management

Establishment of the FE Curriculum Advisory Committee:

ARIS is seeking membership, from interested ACE organisations and other RTOs (metropolitan and rural) to assist in the establishment of a curriculum advisory committee for further education curriculum. The role of the committee is to provide advice and direction for the reaccreditation and development of further education curriculum. Among the committee's first tasks will be to recommend to ACFE future directions for the suite of FE courses due to expire December 2003 and June 2004. For more information, or to register your interest in being involved, please contact Robyn Hodge.

Email: robyn@languageaustralia.com.au

Tel: (03) 96122620

Research project to assist low level literacy students

by **Robyn Hodge**, ARIS, Language Australia

Olympic Adult Education received funds from ANTA to investigate innovative teaching strategies that assist low-level literacy students. These strategies refer to the activities that are used to assist their learning. The project worker is Natalie Nawrocki and as a literacy tutor she seeks to identify and document what does and does not work for low-literacy students.

Natalie believes literacy tutors have a wealth of information and experience to share and be of benefit to teachers and students. This project will acquire information on teachers' experiences through teacher surveys, record these experiences in focus group sessions and evaluate these classroom strategies over a period of approx 10 weeks. The project will document these findings and produce a practical tool for teachers.

Natalie is seeking responses from teachers who teach equivalent CGEA Introductory, National Reporting System level 1, or the CELL foundation courses. The survey will take about 15-20 minutes to complete. An electronic version can be obtained by contacting Natalie Nawrocki on nawrocki@vicnet.net.au.

Your cooperation is vital to ensure that the needs of low-literacy students are met.

Natalie will be selecting teachers from the survey who will participate in a focus group session in July and who will then trial the strategies and maintain a reflective journal for a term. Teachers who participate in the focus group will be paid. Please contact her for further information.

Natalie Nawrocki

Olympic Adult Education

PO Box 207

West Heidelberg VIC 3081

Tel: 9458 2711

Fax: 9459 8711

Email: nawrocki@vicnet.net.au

Discuss issues and ideas. Visit the ...

CGEA Online Discussion Board

www.aris.com.au/cgea

In this section, selected resources are 'road tested' by practitioners and academics from the language and literacy field. If you are interested in becoming a reviewer of resources then please send an expression of interest to the ARIS Resources Bulletin editor stating any particular area of interest. eg. critical literacy, numeracy, youth, curriculum, etc.

Occupational health and safety: an introductory workbook

Edwards, Robyn, 1997 AMES Victoria

Availability: NCELTR, Macquarie University, North Ryde, NSW Australia 2109

Tel: (02) 9850 7673 **Fax:** (02) 9850 7849

Email: nceltr@mq.edu.au www.nceltr.mq.edu.au

Cost: \$24.15

Reviewed by **Jane Gunn**. Jane is the director of Protea Training in Adelaide. Protea training's services include Workplace English Language and Literacy classes, language proficiency assessments, project work and consultancy.

Occupational health and safety: an introductory workbook by Robyn Edwards contains 10 sections starting with a list of what the learner should be able to do by the end of the booklet, followed by some statistics which demonstrate why Occupational Health and Safety is important in terms of deaths, injuries and costs.

The first section provides definitions of Occupational Health and Safety, giving a short overview of the legislation and what employers and employees are responsible for.

The first pages are mainly text and the activity is checking dictionary meanings. Following these introductory sections some visuals are provided which give the teacher and students a practical way of considering the kinds of hazards which may occur in a domestic setting or in a workplace.

The picture of the factory is useful – I dubbed it 'The Factory from Hell' and divided my class of cleaners taking an OHS course into small groups.

Their task was to identify as many hazards as possible in a limited time. They were to get one point for circling the hazard, and one for writing an English description of it. This provided them with an opportunity to work out some of the language that related to hazards. The groups all had mixed levels of English proficiency, and in this case were all speakers of the same home language. The winners scored 55 points and so you can imagine that the illustrators had crammed in an incredible number of hazards into a two-page spread.

Many of the hazards on this picture are relevant to settings outside a factory, such as appropriate storage of dangerous chemicals, use of protective equipment for hearing and wearing suitable clothes and shoes for the workplace.

My colleague and I turned the text 'What makes a workplace safe' into another exercise. As it stands, it is a list of about 12 employers' and employees' responsibilities under the Victorian OHS Act 1985.

We wrote each responsibility on the whiteboard, and then asked the cleaners to give a specific example for their industry.

For example the employer should 'make sure that all machinery and equipment is safe' drew the example of the employer checking the state of vacuum cleaners, including cords, and providing portable safety switches. This was a useful adaptation of a page of text, in which the participants were able to visualise what each point meant in a concrete example.

My colleague who has a qualification in OHS and is much more familiar with the South Australian legislation than I am, pointed out that there were some minor differences between our legislation and the points given in the book. One example of this is that the South Australian legislation states that an employee must not be affected by drugs or alcohol at work.

Other sections of the booklet look at topics in more detail such as Reporting a Hazard, Personal Protective Equipment, Safety Signs and Notices and Types of Injuries.

One section that I have used with some success is in Reporting a Hazard. I have used it recently with a group of Advanced English Program students for whom I am coordinating work experience. The story is perfect for this group and describes a student in a work experience placement who encounters some OHS problems at his placement. He feels anxious about the possibility of an injury occurring but also lacks the confidence to speak to anyone about the problem. After returning to his teacher, who reminds him that the legislation ensures he cannot be discriminated against if he reports a hazard, he speaks to the supervisor who takes the appropriate remedial action.

This story gave my students the opportunity to discuss some of their concerns about work experience and then we talked more generally about stories they had heard from other students about discrimination. What appeared to be discrimination may have been explained by other factors which they had not considered from the point of view of the organisation.

Other sections of *Occupational health and safety: an introductory workbook* are quite visual, although I found one matching task difficult to do myself. Activity 6.1 gives a series of diagrams about safe lifting and a set of instructions to match. The design of this task seems to have a key element missing and I would suggest that teachers make sure they are clear about the correct sequence of actions and perhaps redesign the task to ensure there is no confusion amongst students.

The activities involve using dictionaries, matching words with pictures, true or false, cloze exercises, identifying hazards depicted in cartoons and reading and understanding. The book comes with answers to the exercises and is well laid out.

The resource is mainly designed for people with a reading level of ISLPR 2 and suggests use of a dictionary quite frequently. Some of the terms are very technical, such as 'irreversible damage' and

'chemical composition' (Activity 8.1) while others are much more common words, such as 'prevent' 'strain' and 'twist' in Activity 5.1.

The teacher would need to assess what degree of knowledge she or he was expected to assist students to gain and select activities most appropriate to the students' types of work and their language levels.

I would recommend that this book be used in conjunction with videos which illustrate the key points and to also check with on-line resources provided by relevant state agencies for any variations in legislation, or changes since 1997.

As a teaching resource it has plenty of potential for adaptation to different groups of students, and can be used as a good basis for OHS training.

Out There

www.tafevc.com.au

Reviewed by Jeannie Turnbull. Jeannie lives in beautiful Bendigo and works at Bendigo Regional Institute of TAFE as Coordinator of CGEA and CIALN Courses. She is interested in online learning and in what it can offer to people with particular needs.

Out There is an online course geared at the youth end of the literacy and numeracy 'market'. Both a learner's guide and a teacher's guide can be downloaded and printed to use as a reference point. The learner guide tells where and how the learner will learn, gives a brief outline of what online learning is about and shows the learner a picture of the home page of the course. Learners can see from this what each icon 'does' in the program.

The Unit of Work has the following sections:

- Introduction
- Your Place – about what it's like to live in your own place.
- Your Money – about the cost of independent living and where a young person can get their money (if not from parents).
- The Law and You – about rights and responsibilities.
- Your Health – about where to get advice and how to look after yourself.
- Conclusion

Out There is based on a problem solving approach to learning, in which learners draw on their own experience and prior knowledge to solve real-life problems. Thus learners have the opportunity to develop their problem solving as well as their reflective thinking skills when doing the course.

I wondered what my first impression would be. My hopes for a course of captivating interest were fulfilled. There are more positives than negatives for this online course. Young people are very astute online users, demanding at times, I predict that this course will satisfy their needs. The comment of a trainer who has assisted 2002 learners through the course is that it was 'fantastic... very successful'.

When you log on to the course in the TAFE virtual campus (tafevc), the atmosphere is bright and includes simple animation. Clear images direct your attention to the course pathways. The icons for

each section are not explained at the beginning of the course as the learner enters, but their purposes become clear as the course unfolds. Relevant 'helps' and necessary downloads are built in and accessible from the homepage. Once these are installed, videos etc. can be watched as you proceed through the course.

This course is effective for youth because the language used is appropriate for young people (eg. teen zine, Have a Go, Write Stuff etc), this means engagement is more likely. No single page is too long and many are contained within the one screen. I particularly like the way the next button sits at the top of the screen and is separated from the scrolling area. How I hate having to search or scroll all over the page for the 'next' button!

A variety of activities are available. Worksheets can be downloaded, filled in and emailed back to the facilitator, or collected by a teacher in the classroom. Crosswords, quizzes, questions have pop-up answers so learners can check the knowledge they've gained at many points in the course. Immediate feedback responses such as these are important motivational tools for learners. There is always colour, and the pictures of real people throughout lend authenticity and relevance to the learning tasks. Challenges are available for learners to extend their research beyond the online environment and produce extra assignments.

The themes are highly relevant. Becoming independent, leaving home, renting and house sharing, managing on Youth Allowance, buying your own food, cooking, attending to other needs such as health, budgeting, are issues most young people deal with or dream of, many find these relevant to their current situation. Learners will respond to the relevance of this course and I believe their interest will be sustained throughout.

All is presented in good taste. The many links to the World Wide Web will enthuse learners and open up a mine of resources that can be used for the course and in their own lives (such as the ANZ bank link). Recipes, rental properties, grocery shopping can all be seen and tried out online as learners respond to worksheet questions and quizzes. Linking to Centrelink, for example, allows a flow of information highly relevant to target learners. Though the course is more focused on literacy, opportunity for integrating numeracy tasks is present and I can foresee classroom based maths worksheets springing from the section called Your Money.

Learning outcomes from Certificates I and II in General Education for Adults (1996-2001) are covered in this course. A checklist of the learning outcomes matched to course tasks, is provided in the learner's guide. The practice of self-monitoring progress both motivates learners and fosters independence. Self-esteem grows with this approach and it is another great positive for this course.

This is one online course worth pursuing and I for one intend to use it with my classes.

Editor's note: To sample *Out There*, visit <http://www.tafevc.com.au/teacher/teachers.html>

Access the Courseware catalogue; search for 'All units and modules'; Select the letter 'O' (for *Out There*!); it will display in a list. Click on the list; view course details, at the bottom of the course details there is an orange button to 'Access Unit/module'.

Learning to Learn: the next step — Teaching adults how to read and write academic discourse

By Robin McCormack, 2002, Language Australia.

Availability: Language Australia Publications, GPO Box 372F, Melbourne, Vic, 3001. (4/51 Queen Street)
Ph: 9612 2600, **Fax:** 9612 2601,
Email: sales@languageaustralia.com.au,
Web: www.languageaustralia.com.au
Cost: \$66 plus postage or \$27.50 for the CD-ROM Version

Reviewed by **Kim Jensen**. Kim is an adult educator from Canada who offered to give us an international perspective on this resource.

It has been a pleasure and an honor to review this straightforward and user friendly resource. I found *Learning to Learn: the next step* to be well-structured and organized and ready to use. I would recommend it to post-secondary adult basic education (ABE) instructors, senior high school and college prep programs, as well as adult literacy and college prep tutors and community based literacy programs. This is a great resource for new and experienced teachers, instructors, and tutors alike. This publication is self-described as a “how-to” resource. It is a sequel to the first *Learning to Learn: helping adults understand the culture, context, and conventions of knowledge – a guide for teachers* (1991). I reviewed this text without having read the first publication and although the authors encourage readers to read the first text so that they don’t “get frustrated by gaps, silences, assumptions, and things passed over without comment” (pg. 8), I didn’t find that to necessarily be the case. My appetite has been whetted to read the first text just to see what I might have missed though!

This resource could be used alone or as a course reference. It most certainly provides a strong foundation for any ABE or secondary education course on academic discourse that intends to prepare the adult learner for a college and/or university setting. It could also be well utilized by tutors providing one-to-one tutoring or even by study groups wanting to supplement their learning. This resource provides a “heads up” regarding some of the hidden culture inherent in academic institutions. This notice and explanation of some of the hidden culture’s characteristics was apparently started in the first five sessions of the first *Learning to Learn*. The authors hope “that serious attention may be given by government to basic issues of teaching and learning” and they state that they hope that “the book may make a contribution to a renewed curriculum focus” pg. iv.

The resource includes:

- An introduction to the course;
- Background information that helps the reader to relate this course to the earlier *Learning to Learn* course (1991);
- Themes in academic discourse that it refers to as “representing the units of work originally taught to students in the *Return to Study course*”;

- And a separate booklet containing the key ideas underpinning the course.

The resource refers to: “true facilitation of learning”, “honoring of student’s learning”, and in the “Teacher reflections” sections it speaks to “teaching what we most need to learn ourselves.”

The contents of this publication are clearly outlined in the introduction to the resource. The background information, in Question and Answer format, helps to explain the author(s)’ intent and rationale used in the creation of this publication. Some of the principles that guide me in my work as an adult education facilitator were re-affirmed by the second paragraph under Theory as practical thinking on page 15:

“In other words, we try to describe the assumptions, contexts, motives, values, effects and consequences of specific educational practices. We do so not to prove that you, the reader, must also act or think this way, but so that you can respond by articulating your own ways of acting and thinking. In other words, our theorizing is only one voice in a conversation: the other voice, the

complementary voice, we hope is your voice. Thus our voice, this text, is inescapably incomplete; it is intended to provoke, to offer a different way of seeing things, to elicit a response.”

The themes in academic discourse and their corresponding course units are described and outlined in the “Themes” introductory section. The themes include:

- Theme 1 Reading academic discourse: discerning patterns in text – Units 1 – 4
- Theme 2 Expository writing: representing a domain of reality – Units 5 – 7
- Theme 3 Learning about universities – Units 8 – 10
- Theme 4 Argumentative writing: participating in a community inquiry – Units 11 – 16
- Theme 5 Stylistics: shaping your meanings – Units 17 – 19
- Theme 6 So what: reflections on academic discourse – Units 20 – 21

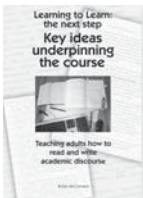
The author states, on page 21, that “each theme is related to the one before it and builds on it. At the beginning of each theme we include an introduction to the theme which explains why we focus on the issues in that theme.”

The units within the theme are structured and may contain some or all of the following sections: main ideas, an activity guide, follow-up activities, student handouts, Overhead Transparencies (OHTs), and teacher reflections.

Everything an overworked and underpaid instructor or facilitator could want!

I didn’t mind reacquainting myself with Alvin Toffler’s *Third Wave* or getting to know the story of *Educating Rita* in a different light. The manual concludes with an extensive bibliography that provides the reader with ideas for further background reading as needed.

I appreciated having and reading the booklet entitled Key Ideas Underpinning the Course. It did help me “to make sense of the



author(s)' approach by relating it to other approaches taken toward academic discourse, pedagogy, reading, and writing" (taken from the page before the Contents page in the booklet). On page one of the booklet, in the introduction, the authors provide the perfect introduction by describing how they define "academic discourse" in a much broader context than most of us are used to, I think. They state that;

"When we use the term academic discourse, we mean all the ways of participating in academic life, including knowledge, that makes up disciplines, pedagogic practices and ways of reading and writing. We mean far more by academic discourse than a particular style of communication, an academic style. We mean by academic discourse a whole culture, institutions, knowledge, identities, practices of initiation and so on. And, we should add, a culture on the move, a culture going through wave upon wave of revolution."

The format of this resource is clearly outlined and well organized. It provides a consistent structure that is used throughout the themes. This publication is truly a user friendly "how-to" manual. The guiding principles and philosophies articulated throughout the manual recognize the needs of adult learners and values their experiences and individual ways of knowing.

Editor's note: Learning to Learn: introducing adults to the culture, context and conventions of knowledge: a guide for teachers by Robin McCormack and Gerri Pancini – the first volume referred to in this review is also available through Language Australia for \$36.30 plus postage, or can be borrowed from the ARIS collection.

Make it real: workplace assessment strategies for LLN

National Assessors and Workplace Trainers (NAWT) 2002

Availability: National Assessors and Workplace Trainers (NAWT) Level 7, 163 Eastern Road, South Melbourne, Victoria, 3205

Tel: (03) 9645 7455 **Fax:** (03) 9645 7556

Web: www.nawt.com.au

Cost: \$70.00

Reviewed by **Dianne Ramage**, CEO of Direct Training & Human Development Pty. Ltd.

The resource kit (handbook and video) has been developed to assist trainers and assessors in addressing issues of language, literacy and numeracy (LL&N) skills in the assessment processes for vocational education and training. The characters in the video are real workplace assessors assessing in the fields of primary, secondary and tertiary industries, providing tangible examples of strategies to address LL&N issues. The handbook assists assessors in developing strategies for designing and conducting assessments and is used in conjunction with the video.

The resource is a useful tool for industry and training organisations to improve the abilities of new and experienced workplace assessors in conducting assessments, making these assessments relevant to the level of LL&N required in the workplace. The resource identifies

the need for assessment evidence and for methods of conducting assessments to be based on the actual bearing LL&N has to the competent performance of work in the workplace. Handbook pages can be copied for use in training and professional development courses. Organisations may want to introduce workplace assessors/trainers to different ways of catering for candidates and individuals with lower LL&N skill levels.

This resource discusses the terminology of LL&N and its importance. It identifies issues Registered Training Organisations need to integrate into their policies and procedures to meet the requirements and guidelines set out in the Australian Quality Training Framework. The handbook also addresses the relevance of LL&N to Training Packages, discussing the competency standards and how LL&N issues can be directly linked to these competency standard requirements.

The format of the handbook is easy to understand and used in conjunction with the video is a useful resource. It can be used as a basis for workplace assessors to reflect on the techniques they use for conducting an assessment, and how to make the assessment process actually relevant to the LL&N workplace requirements of the participant.

The resource would be most useful in the induction process for new assessors, but trainers and assessors could use the resource for professional development at all levels. The resource would be useful for industry in the development of assessment methods where performance criteria are based on the 'real' work in the workplace.

Make it Real will also be a valuable resource for companies using workplace assessors and trainers who monitor in-house training.

The handbook has high quality information for workplace assessors and trainers when contemplating the necessity of LL&N in the workplace. It demonstrates the need for assessors to facilitate a strategy for assessing staff from non English speaking backgrounds and notes the importance of empowering the candidate and making the candidate feel comfortable during the assessment process.

The resource addresses issues relating to the use of interpreters in workplace assessments, assessments made in non English speaking work environments and whether these assessments would hold up under scrutiny in an English speaking workplace.

The video gives clear feedback and ideas from people who have worked as trainers and assessors for many years in four different industries that generally employ staff who have low LL&N skills, as higher level skills are not prerequisites for competent job performance. The video presents actual workplace assessors involved in varying industries making the product more authentic. The material covers not only the LL&N issues for workers; it also identifies how assessors can re-examine the process and the performance criteria when conducting non-written assessments. The video also discusses the capability of the assessor to conduct an assessment based on a holistic approach, assisting in the preparation and development of Evidence Guides and strategies for gathering evidence, encouraging the workplace assessor to consider how to integrate a number of aspects in one assessment. The resource makes it clear to assessors working in the field, the significance of making the candidate feel comfortable, that their LL&N skills are not central to the assessment of their work practice if the performance criteria and related supporting evidence does not call for an assessment to be based on high levels of written skills.

The ARIS Bulletin is proud to showcase a selection of some top texts for lower level literacy students selected by ARIS staff and ARIS librarians. All the resources are part of the ARIS collection and are available for short-term loan to ARIS subscribers.

The ARIS collection is based on Language Australia, Level 4, 51 Queen St, Melbourne Victoria 3000 and can be accessed online via the ARIS source database.

CGEA (1996 - 2001) level 1 reading and writing self-paced materials and teacher's guide

McMillan, Peter
1997, West Coast College of TAFE (AMES VET)

This set of materials offers a teacher's guide and 5 student workbooks for learners doing the level 1 Reading and Writing module of the Certificates in General Education for Adults CGEA (1996 - 2001). Each workbook comes with an accompanying cassette which 'talks' the learner through the activities, page by page. The workbooks cover the topics of:

- Places in Australia
- Famous People
- Places Overseas
- Love and Life
- Fish and Fishing.

CGEA (1996 - 2001) levels 1 - 2 reading and writing self-paced materials (second set) and teacher's guide

Harris, Clare and Kierath, Margaret
2000, West Coast College of TAFE, West Coast Words

This is the second set of materials produced by West Coast Training Solutions for lower level CGEA students. They follow a similar format to the first set, with easy to follow instructions, and activities in the workbooks and extension ideas for further work on the theme offered in the teacher's guide.

- The titles in this series are:
- Family Snaps
 - What a load of rubbish!
 - Time flies ...
 - The winners
 - Who runs the country?

Flames: better English through fire safety. Teachers' book

Ross, Natalie
1997, Victoria, Adult Migrant Education Services (AMES) and Metropolitan Fire Brigade, Fire Prevention Department

The result of a joint project between Victoria AMES and the Metropolitan Fire Brigade, this kit of a book and audiotape provides language learning and numeracy material for adult learners in the area of fire safety and prevention. The kit consists of worksheets, teaching ideas and assessment tasks across 3 levels of the Certificates of Spoken and Written English, an audiotape and transcripts, reading material, a quiz and a board game, and ideas around incorporating a visit from a firefighter to speak to the class.

The materials address four recurring themes: smoke alarms, escaping from fire, hazards and prevention, and calling the fire brigade in an emergency.

Many of these materials can be adapted for use with CGEA classes at Introductory and Certificate 1 levels. The materials are of a high quality, with excellent graphics which can be reproduced. Definitely worth a look.

The Easynews series

Edmonds, Jane
2000, Adult Multicultural Education Services (AMES) and SBS

The AMES/SBS Easynews video series were originally developed for viewers from language backgrounds other than English. They were developed to help demystify Australian news products; enable greater understanding of news events; help English language acquisition; enable greater participation and understanding of Australian cultural, historical and social events. Titles in the series include:

The Melbourne Cup, which gives background to this big event in the Melbourne social calendar - covering not just the horse race, but the spring celebration of fashions and comic dressing up, the drinking and the gambling (!).

ANZAC Day which gives a background to the legend of ANZAC day, who the first ANZACS were and how they have come to symbolise heroic and enduring qualities of the Australian psyche.

Australian Rules Football, which covers the history of the game as well as giving a glossary of footy language and a summary of the rules.

Australia Day which covers the history of Australia Day - from European settlement through to today. It also discusses the Australia Day awards and what Australia Day means to Australians today.

The workbooks contain ideas for using the videos for language instruction and practice, with graded teaching points and worksheets. The books also include a transcript of the video.

Food for a new beginning: a teaching resource for adult English as a Second Language (ESL)



O'Day, Carmel
2000, Victoria, Adult Multicultural Education Services (AMES)

This resource has been produced by the Adult Multicultural Education Services (AMES), Victoria in association with The Victorian Foundation for Survivors of Torture Inc., and is part of the Food and Nutrition Project for Recent Arrivals from Refugee Backgrounds. The workbook is designed to introduce new migrants to healthy eating habits, which research has shown they frequently have difficulty in maintaining when faced with a new culture, and to provide them with the language skills required to shop, cook, eat and gain nutritional advice in English.

The workbook caters for students at two different levels of English, CSWE (Certificate in Spoken and Written English) I and CSWE II, and has a range of familiar language teaching activities such as word searches, gap fill exercises and comprehension questions. The workbook is accompanied by a tape which includes short dialogues based on the texts. The workbook also encourages students and teachers to discuss their current eating patterns,

examine and understand food labels and share recipes, and it is these sections of the book which may be more applicable to ESB literacy students, although many may also enjoy the word puzzles and small group discussions.

Going for your Ls 2000, Central West Community College

This resource, produced in New South Wales, provides a comprehensive course for assisting literacy students and others to prepare for the Road Transport Authority Computer Knowledge Test. It includes:

- a curriculum outline for 10 modules
- activities, lesson plans and teaching strategies
- a required resources list
- multiple choice quizzes (with answers) for cars, motorbikes and heavy vehicles
- over 20 worksheets for students.

The curriculum is designed to be delivered over 30 hours and covers the competencies required for students to complete Introductory and Certificate 1 levels of the General Curriculum Options (GCO) stream of the Certificates of General Education for Adults (CGEA). The resource was developed for the CGEA 1996-2002, so care should be taken when aligning it to the CGEA 2002 - 2006, although much will remain relevant and applicable. The course can be delivered as a stand alone program or integrated into other programs, as appropriate. The resource is designed to be used in conjunction with the "Motor Traffic Handbook" and the Road Transport Authority Computer Knowledge practice test, which is available online. One of the aims of the curriculum is to assist students to gain confidence in completing a computer based multiple choice test, and it is therefore essential for students preparing for the test through this program to have access to a computer. The curriculum is specifically designed for use in New South Wales and users from other States would need to adapt the materials and chase up their own state specific practice tests and handbooks. However, the activities, lesson ideas and worksheets should be readily adaptable.

Learning for life: a low level literacy curriculum designed for students with disabilities incorporating 'The learning web'

Bottomley, Sue; Corvell,



Wendy; Gough, Diana and McLean, Julie
2000, Adult Education Resource and Information Service (ARIS)

The 'Learning for Life' curriculum is a non-accredited curriculum developed specifically to address the learning needs of adult students with mild to moderate intellectual and multiple physical disabilities. The curriculum acknowledges that many of these students have previously been encouraged to undertake certificate courses such as the CGEA, but that the constraints of these certificates have made it difficult for many intellectually and physically disabled students to successfully achieve in these programs.

The 'Learning for Life' curriculum, not being constrained by the requirements of formal accreditation, takes a different approach, providing suggested outcomes and activities which progressively encourage the students to apply their skills, knowledge and abilities in increasingly broad ways. The 'Learning Web', the underpinning concept of the curriculum, suggests that all learning should start with the self, before moving to personal connections, community connections, world connections and unlimited connections. The curriculum provides examples using different themes of how learning activities can be structured around the 'Learning Web', with a wealth of suggested activities which aim to maintain the students' existing skills as well as develop new skills. The curriculum also includes some useful suggestions for assessing student progress within the program and some sample record keeping sheets. The resource will be particularly useful in providing teachers and tutors

working with disabled students with an alternative organisational structure for planning their courses, as well as a wealth of ideas for activities based around developing life skills.

Life online

2001, Victoria. Office of Past Compulsory Education, Training and Employment

This resource, aimed at students with a mild intellectual disability, aims to assist them with independent living skills, including using public transport, budgeting and healthy eating. It features students in video clips who are dealing with these issues and who provide an engaging introduction to the theme of each section of the resource. The tasks in the CD are designed to support the delivery of Certificate 1 in CGEA (1996-2001). Students also need some basic computer skills to work with the resource, such as pointing and clicking, and some ideas for helping students who may have difficulties with operating a computer are also included in the material. The teacher's guide, which is included on the CD gives ideas for delivery plans for each section.

PRACE Page Turners

Malaker, Chris; Hanrahan, Moira
2001, Preston Reservoir Adult Community Education (PRACE)

The successful Page Turners series offers readers at four levels, supported by simple, clear line drawings, and with comprehension questions and a word list at the end of the book. These readers are a good resource for beginning readers and can be used to generate discussion or as a stimulus for writing. Titles in the series include:

- Level 1 – Robots, Not any more, The hero, I want a holiday, The duck
- Level 2 – The stud, Too many Marias, Mizuri the cat
- Level 3 – Just one friend, Cuc's bed, A dog's life, Spare parts, Convicts
- Level 4 – Pay dirt, Bikini Sandals, Tattoos, Beach

TAFE Frontiers Resources to support delivery of lower level CGEA programs

There are a range of TAFE Frontiers resources written to support delivery of the CGEA at lower levels. While many of these were developed for the CGEA 1996-2001, level 2 (Certificate 1 – Foundation), some have been updated and others are readily adaptable to the CGEA 2002-2006 for students at Certificate 1 level, providing care is taken in interpreting levels and assessment tasks. Titles in the series include:

- Reading and writing for knowledge and self expression: CGEA 1 (1996-2001) **Music, gigs and concerts.** Learning resource
- Certificate 1 in General Education for Adults (2002-2006): **Work and the dole.** Learning resource
- Certificate 1 in General Education for Adults (1996-2001): **Behind the game.** Learning resource
- **Work: getting the message.** Certificates in General Education for Adults (CGEA 2002 - 2006) CGEA I: learner's resource
- **Law: you and the law.** Certificates in General Education for Adults I (CGEA 2002 - 2006). Learner's resource
- **Australian studies: places in Australia.** Certificates in General

Education for Adults (CGEA 2002 - 2006) CGEA I: learner's resource

- **Health and lifestyle: healthy living.** Certificates in General Education for Adults (CGEA 2002 - 2006) CGEA I: learner's resource
- **Media: a look at the news.** Certificates in General Education for Adults (CGEA 2002 - 2006) CGEA I: learner's resource
- **Science and the environment: how does your garden grow?** Certificates in General Education for Adults (CGEA 1996 - 2001) level II: learner's resource
- **Law: issues in law.** Certificates in General Education for Adults (CGEA 2002 - 2006) CGEA II: learner's resource

Supporting guides for trainers and learners are available for each title.

Brush up your skills: CGEA online enhancement

Hagston, Jan; Tait, Dave
2001, TAFE frontiers

This TAFE VC website (which can also be purchased as a CD-ROM) offers activities for CGEA (1996-2001) at levels 2 and 3 in reading and writing, numeracy, listening and speaking and General Curriculum Options. The site is simple, with limited use of graphics and colour, which makes it easy to work with, uncluttered and straightforward, with no distractions from the task. Tasks offered are also quite straightforward with explanations, examples and models followed by practice opportunities with feedback. The reading and writing section includes spelling and punctuation exercises, and reading tasks aligned to the four CGEA domains (a narrative, a job application letter, an informative text on music and raves and a text showing facts and opinions). The numeracy and maths section offers activities related to time, money, getting around, shapes around us and graphs and charts. The speaking and listening activities are more limited and are targeted at level 3 students. They include an example of how to take notes from an extended talk and a research activity based on comparing websites for South Park and The Simpsons. A useful site for those wanting additional practice activities for CGEA lower level students.



ARIS has recently acquired a number of copies of older adult education readers, which will be available for purchase until sold out. Copies have also been added to the library collection.

Around our place

Edwards, Hazel
1982, Council of Adult Education (CAE)

Around our place is a series of 8 readers which describe everyday activities in family life. The language is quite simple and each page of print is supported by a full page photo, which looks a bit dated because of the amazing fashions from the early 80s - but still serve to break up the text nicely. Titles in the series are:

- **Baby day**, about a young mother and her new baby, on their way to have a vaccination.
- **Kids in the kitchen**, about six kids on a wet day in the school holidays who decide to do some cooking.
- **Strike Day**, which tells of a terrible journey to work when the trains are on strike. The driver sits and stresses out about being late, then it starts to rain and the spider appears!
- **After school** which is all about picking up kids from school
- **Saturday night** which tells of the activities at the local paper shop, where everyone is waiting for the late edition of the Herald.
- **Doing the washing** which is all about a visit to the laundromat, where Norma chats to Jan who works there, and tells us all about the other laundromat users (Tony - whose red towel ran and Mrs Stavros who does a pretty mean job with the iron).
- **Shopping** describes the "joys" of supermarket shopping with Josh, a 2 year old who plays up, smashes the eggs, eats the bread and makes rude comments about

other shoppers. The text is dated by the prices (20 cents for a can of soup - the good old days!) and the smack the mother gives her toddler on page 1! However, it offers a description of this daily/weekly activity which many reluctant shoppers will relate to.

- **In the bush** which is about a woman who finds herself stuck in the bush in the days before mobile phones.

Cost: \$16.50 plus postage for the set of 8

Caught in between: a migrant perspective

Safransky, Rosa and Sala, Margaret (eds.)
1986, Parachute Press

This delightful collection offers a glimpse of the lives of migrants to Australia in the post war years. The stories are of birth, death, loneliness, dreams and learning English. Some are full of hope and happiness, others describe feelings of loss and emptiness. Most stories are accompanied by photos, which show the authors, with their families and in their homes. Many of the stories are short and are quite simple and would be suitable for lower level learners, while others are longer and more complex. While the collection was compiled in the 80s, the stories are timeless, providing a snapshot of the conflicting emotions experienced by those who leave their country to start a new life in Australia. The text might be used in an adult basic education or ESL class as stimulus material for discussing migration, or as a model for writing about their own lives and experiences.

Cost: \$11.00 plus postage

In our own words: a collection of writing by women

1985, Council of Adult Education (CAE)

This collection of poems and prose showcases the writing of women from diverse backgrounds, who took part in creative writing classes at the Council of Adult Education. The women wrote about their pasts, hopes, dreams and emotions, resulting in an eclectic



collection which spans the great events of their lives such as birth and death, but also includes observations of the everyday activities and ordinary experiences which occupy most people in between. The collection offers a wide variety of styles of writing from highly descriptive poetry, to prose written in everyday conversational language, reflecting the equally broad ranging lives of the women who wrote them, who are briefly profiled at the beginning of the text. While the collection originated in the 1980s, its content is timeless and is likely to be of interest to teachers looking for engaging reading material for higher level students.

Cost: \$11.00 plus postage

Tides of time

Heard, Joe
1980, Council of Adult Education (CAE)

This autobiography documents the life of Joe Heard. Written as the old man's reminiscences scripted onto the page, the story takes us through his days in an English orphanage, his life as a deckhand at 14, how he is unofficially adopted by a family, joins the army, deserts rather than get posted to Burma, returns to sea to work on big ships going through the Suez canal, then on a tramp steamer to Japan, returns to England and moves around with a group of gypsies, goes to sea once again and is sunk in one of the first WWII offensives. After a quick trip to France in the army, he finally arrives in Australia, where he does a

Availability: All titles available from Language Australia Publications, GPO Box 372F, Melbourne VIC 3001. (4/51 Queen St.)

Tel: (03) 9612 2600

Fax: (03) 9612 2601,

Email: sales@languageaustralia.com.au

Web: www.languageaustralia.com.au

string of odd jobs around the country before ending up dredging in Western Port Bay. He meets up with his adopted family for the last time while on a trade ship between Australia and England. The story ends with the wry comment that he has left a lot of bits out of this life story - but he adds "I don't think you'd find that part interesting".

Joe's life comes across very vividly and would be an enjoyable read for a higher level literacy learner.

Unfortunately it is not divided into chapters and has only a few line drawings to break up the text, which learners may find of putting, although once they get into the story, they would surely be carried along by this vivid recount.

Cost: \$6.60 plus postage



Walking to work

1978, Council of Adult Education

This reader, which would be suitable for lower level literacy students, follows a person on their walk to work, from Clifton Hill to Collins Street, in Melbourne. The walk takes the person past the shops on Smith Street, through the Fitzroy gardens and up Collins Street, with small chunks of text next to full page photos of these city sights. The walker enjoys the fresh air and looking at the people sitting on slow moving trams and waiting at bus stops.

Cost: \$6.60 plus postage

NEW RESOURCES

The Adult Education Resource and Information Service purchases a range of new adult literacy and basic education resources and materials. This collection of mainly recent publications is maintained and based at LANGUAGE AUSTRALIA – Level 4, 51 Queen Street, Melbourne, Victoria 3000.

All resources reviewed and abstracted are part of this collection and are available for short term loan.

Adult education at the Immigration Museum

2003, Museum Victoria, 2nd ed.

This is an updated version of the resource designed to support teachers of adult literacy and ESL who wish to develop learning activities related to a visit to Melbourne's Immigration Museum. The kit includes maps and descriptions of each of the museum galleries and information on the different visiting options available to adult education groups and how to make a booking. The rest of the resource is dedicated to activities, including pre-visit activities, museum education sessions, and on-site activities for ESL, general education and ELICOS students. The new version also includes extended online options, post visit follow up activity ideas and transcripts of audio tapes. The activities are linked to the Certificates in Spoken and Written English (CSWE), the Certificates in General Education for Adults 2002-2006, the ESL Framework and the Tertiary Bridging Course for International Students. The kit is an excellent resource for those wishing to turn their visit to the museum into an engaging and extended learning opportunity.

Availability: Immigration Museum Bookshop, PO Box 666E, Melbourne VIC 3001.
Tel: (03) 9927 2709
Fax: (03) 9927 2701
Web: <http://immigration.museum.vic.gov.au>
Cost: \$16.50 or free if a booking is made for a visit to the Museum by an adult education group

Adult literacy now!

Taylor, Maurice C.
2001, Culture Concepts

Adult literacy now! is a compilation of teaching and research experiences from practitioners in Canada. The collection of papers describes literacy development in Canada by examining the areas of family literacy, school literacy, workplace literacy and community-based literacy. Each area of discussion begins with a framing chapter, an introduction to the topic to be discussed, four chapters on the theme and a synopsis chapter to conclude.

This is a wide ranging look at literacy practices and policy in Canada, starting with a brief chronological guide to key developments since the end of World War II, and emphasizing not only adult literacy but adult learning. Chapters of interest include:

- Learners: the heart of the matter
- The demographics of low literacy
- Defining reality: the struggle for voice in Adult Literacy Education (from the community based literacy section).
- Literacy is a labour issue
- The worker as lifelong learner
- Workplace literacy: reflections on practice as the bar keeps rising, and
- Adult literacy - A new era of responsibility

Availability: DA Information, 648 Whitehorse Road, Mitcham, Victoria 3132

Tel: (03) 9210 7777

Fax: (03) 9210 7788

Email: service@dadirect.com.au

Web: www.dadirect.com.au

Cost: \$52.62

Apprenticed... to thrill!

Varcoe, Libby; Carnsew, Ross
2000, Streetwise Comics

Streetwise Communications produce information for young people on current issues using an easy-to-read cartoon format.

This story has as its main characters three young women who are interested in pursuing careers in information technology (IT). It explains some of the areas associated with the industry and how young people can go about entering the IT industry. The New Apprenticeships scheme is explained and how it can be combined with studies at TAFE, school or a training provider.

Included in the pamphlet is a list of phone numbers, websites and agencies for more specialised advice.

Availability: Streetwise Communications
6/245 Chalmers Street, Redfern, NSW
Tel: (02) 9319 0220

Fax: (02) 9319 5553

Email: stwise@streetwise.com.au

Web: www.streetwise.com.au

Cost: \$1.00

Basic skills for life: sex education and

Basic Skills for life: smoking tobacco

Garner, Jane
2002, Axis Education

These resources are from a series of UK produced learning materials, which offer integrated literacy and numeracy tasks linked to everyday health issues. Each resource offers a wide range of activities and material, which are well presented and likely to be of interest to a broad range of adult learners. The resources are designed to be used either with teacher support or by independent learners. Photocopiable worksheets are provided as part of the resource, and all activities are supported by suggested responses/answers.

Sex education covers all aspects of sex education including conception, pregnancy, contraception, abortion and STDs in considerable detail.

Smoking tobacco covers the topic of smoking and offers articles and activities related to different types of smoking, such as pipe smoking and cigar smoking, the effects of smoking and a range of help for people who want to quit.

All the activities are linked to the UK National Standards for speaking, listening, reading, writing and numeracy, but would also be relevant to students of the CGEA at Certificate levels 1 and 2, or other similar programs.

Availability: DA Information, 648 Whitehorse Road, Mitcham, Victoria 3132

Tel: (03) 9210 7777

Fax: (03) 9210 7788

Email: service@dadirect.com.au

Web: www.dadirect.com.au

Cost: \$128.10 each



Bridging the divide: exclusion/inclusion — conference papers of the 25th National Conference of the Australian Council of Adult Literacy, Sydney, November 2002

2002, Australian Council for Adult Literacy (ACAL)

The theme of the 25th ACAL Conference (Manly, November 2002) was chosen to highlight potential divisions in adult education by looking at issues such as class, age, gender, migration, the technological divide and physical isolation. The conference aimed to come up with solutions that would 'bridge the divides' to ensure inclusivity in adult basic education.

Here is a selection from the conference papers:

- Disempowering workers? A critique of workplace language and literacy programs (*Stephen Black*)
- Community Literacy Program - Indigenous Peer Tutoring in Literacy/Numeracy (*Mary Brodie*)
- Everyone online 2002 - a forum (*Rbonda Danielle*)
- Using computers in the teaching of literacy (*Little and Keboe*)
- Better things to do; Mothers and maths (*Margaret Carmody*)
- The cartoon and how it may assist the adult literacy teacher in the classroom (*Brian Kogler*)
- Training packages: locked out or invited in (*Sue Perisce*)
- Adult numeracy assessment and curriculum: limiting or enhancing the possibilities (*Beth Marr*)
- The literacies of 'empowerment': literacy practices in a socioeconomically disadvantaged community (*Pat Millar*)

Availability: Australian Council for Adult Literacy, PO Box 2283, Canberra ACT 2601
Tel: (03) 9326 8369
Fax: (03) 9326 8670
Email: acal@mira.net
Web: www.acal.edu.au
Cost: \$25.00



Certificate I in General Education for Adults (Introductory) workbook

Power, Maggie

2003, Adult Multicultural Education Services (AMES)

The units in this ESL, *CGEA I (Introductory) workbook* contain a series of exercises aimed at complementing and facilitating delivery of the CGEA to students from non English speaking backgrounds. The kit does not provide a series of stand-alone CGEA assessment tasks. It is intended that the activities be used to enhance and extend the teacher developed program, drawing on the realia from students' cultures, communities and experiences.

Eight themes (Here I am, Money, Where I live, Let's Go Out, What's on TV? Food and Cooking, Water, Shapes and Sizes) provide the basis for the activities which offer realistic and relevant opportunities to practice speaking, listening, reading, writing and numeracy in everyday contexts. The resource is accompanied by a cassette for listening exercises. There is a section entitled "Teacher's notes and answers" which contains transcripts of the dialogues, individual learning outcome sheets and notes to assist lesson preparation.

Availability: Adult Multicultural Education Service (AMES), 255 William Street, Melbourne, Victoria 3000
Tel: (03) 9926 4694
Fax: (03) 9926 4690
Web: www.ames.net.au
Cost: \$52.95 (Workbook), \$11.95 (Cassette)

Certificates I, II and III in Learning Pathways for Australian Aboriginal and Torres Strait Islander Peoples

2003, Office of Training and Tertiary Education (OTTE), Victoria.

The Certificates I, II and III in Learning Pathways for Australian Aboriginal and

Torres Strait Islander Peoples replaces the Certificate I in Koorie Education (Goorong Tongala) and provides accredited further training for the first time at Certificates II and III. Course outcomes provide opportunities for indigenous Australians to gain knowledge and skills that lead on to work or further study at senior secondary school level or in the VET system. The curriculum focuses on skills and knowledge development through the use of culturally appropriate curriculum content. The core modules cover cultural studies, community projects, numeracy, literacy and learning pathways, information technology, managed individual programs and employment support and preparation. At Certificate II and III levels there is a workbased project requirement.

The document includes course information, outcomes for the three certificates and a range of appendices that map modules to Training Packages, align outcomes to key competencies, detail which modules need to be delivered by indigenous persons, and list resources.

Availability: Curriculum Clearinghouse, Newport Campus Library, Victoria University - TAFE Division, PO Box 197, Footscray VIC 3011
Tel: (03) 9284 8413
Fax: (03) 9284 8301
Cost: \$27.50

Connected speech: an interactive multimedia computer program for English pronunciation learners

Westwood, Virginia W. and Kaufmann, Heather
 2003, Prolea Textware

Designed for English as a Second Language (ESL) and English as a Foreign Language (EFL) learners who want to improve the effectiveness of their spoken communication, this CD-ROM focuses the learner's attention on the suprasegmental aspects of English. It covers three levels from lower intermediate to advanced, and features nine speakers with a range of speaking styles. Available in American, British and Australian English versions, this is the Australian version and includes:

- six modules which cover pause groups, pitch change, focus words, linking, syllables, and sounds
- extended passages of natural speech
- 35 interactive language activities with tests
- speech recognition functions which enable

- mark up then record activities
 - 27 video clips with transcripts and hotwords
- The program is designed for adults and could be used independently or in a classroom situation. The accompanying manual provides a thorough 'how to' guide and lists the level and activity in which a particular topic or theme is covered. The record book provides check lists so that learners can note which activities they have completed.

Availability: ARIS, GPO Box 372F, Melbourne (4/51 Queens St. Melbourne)
Tel: 03 9612 2600
Fax: 03 9612 2601
Email: sales@languageaustralia.com.au
Cost: \$240.00 single user (includes GST), \$480.00 five users (includes GST), plus postage and handling. Additional users or site licence on application.

Course in Workforce Re-entry Skills

2003, Victoria University

This 130 hour course replaces the expired Course in Developing skills for Re-Entry to the Workforce (2012AAC). It aims to assist long-term unemployed (2 years plus) and those who have some degree of uncertainty or lack of direction re- their occupational preferences; people returning to the workforce after being on benefits, injured workers, women wishing to return to the workforce; prisoners, and youth. This course can be delivered on either a full-time or part-time basis and is flexible in nature in that it may be delivered as a stand alone course or with other vocationally oriented courses.

The course modules build confidence and overcome motivational barriers to employment, increase independence and employment prospects and identify occupational areas of interest.

Modules in this course are: The contemporary workplace, Action planning for employment, Managing personal change and job seeking, Significant changes from the expired course (2012 AAC) include spreading the learning outcomes from the old, 'The Changing Australian Workplace' module between 'The Contemporary Workplace' and 'Action Planning for Employment' modules and the addition of the new job seeking module.

Availability: ARIS, GPO Box 372F, Melbourne (4/51 Queens St. Melbourne)
Tel: 03 9612 2600
Fax: 03 9612 2601
Email: sales@languageaustralia.com.au
Cost: \$27.50 plus postage

Critical English for academic purposes: theory, politics, and practice

Benesch, Sarah
 2001, Lawrence Erlbaum

Material in this resource synthesises the work of two fields: English for academic purposes and critical pedagogy. EAP sets the ESL teaching within the academic field with all its inherent linguistic and cognitive demands, the critical pedagogy raises the spectre of institutional power relations and the connections and tensions between the identities of teacher and learners. Critical EAP engages students in the typical activities of the academic class and encourages them to question and perhaps transform those activities and the conditions in which they arose.

Part 1 focuses on the official and unofficial histories of EAP, providing an overview of the history of English for specific purposes; outlining the political and economic roots of EAP and the perspectives of those who have raised concerns about its goals and pedagogies. Part 2 applies critical EAP theory to the teaching practices of the author Sarah Benesch, with links through psychology, anthropology, and broad fields of the social sciences.

Availability: DA Information, 648 Whitehorse Road, Mitcham, Victoria 3132
Tel: (03) 9210 7777
Fax: (03) 9210 7788
Email: service@dadirect.com.au
Web: www.dadirect.com.au
Cost: \$37.63

Enterprising ways to teach and learn. Book 1: Enterprise principles

Kearney, Paul
 1999, Enterprise Design Associates

'There is nothing so practical as a good theory' Kurt Lewin.
 Lewin's quote heads the foreword to this book. Paul Kearney's enterprise education materials outline the ways in which teachers in adult and adolescent educational settings: VCAL, CGEA and VET for example, can develop practical strategies and activities for applied learning tasks and projects. The book includes examples of the "enterprise approach to education": cooperative learning tasks that young adults can undertake in small groups; The Water Tower, Public Relations Research, Art class projects, among others. The features of these tasks are then explained in parts two and three of this book, 'What is enterprise and enterprise



capability?' and 'The principles of enterprising learning'

The second half of the book addresses assessment, the principles for developing enterprise education programs and strategies for developing the capability of teacher/trainer staff to develop this type of educational approach.

For teachers and trainers who find it hard to picture how 'whole task - whole person' activities can translate to a set to standard learning outcomes and who want to consider the creative challenges of teaching and learning, have a flick through this book.

Availability: Enterprise Design, PO Box 80, North Hobart, Tasmania 7002
Tel: (03) 6231 3970
Email: edap@ozemail.com.au
Web: www.enterprising.education.com
Cost: \$75.00

Enterprising ways to teach and learn. Book 3: Enterprise briefs

Kearney, Paul
 1998, Enterprise Design Associates

'Enterprise briefs' is one of a series of books that: '...builds on the great progressive traditions of education: taking responsibility for learning, learning first-hand rather than second hand, learning with and from one another, and learning to theorise.'

This book builds on some of the principles outlined in book 1 of the series, and details a series of activities or enterprise briefs. These 'real life' projects are designed to achieve standard school based curriculum outcomes, plus enabling students to practise some kind of enterprise (responsibility, teamwork, experiential learning, reflection).

Over 20 different briefs are included in the book. The student handouts include the parameters of the enterprise - the areas they might choose to focus on and ideas and resources for how they might get started and how they might present what they find. Teacher

Titles from the TAFE Frontiers Introductory Biology series

2001, TAFE Frontiers

ARIS has recently added 3 titles from the TAFE frontiers **Introductory Biology** series to the collection. The resources move quite quickly and introduce new concepts and terminology at a fairly rapid pace, with new information provided in relatively large chunks. They are likely to be useful for working with students undertaking Certificates II/III in Science for Adults or as support material for any training which requires knowledge of the topics covered.

Introductory Biology: **Classification Systems: learner resource**

Hudson, Natasha

Classification Systems looks at the work of taxonomists and how they classify all living organisms on earth. There are diagrammatic representations of the classification system and line drawings throughout assist in explaining the characteristics of each of the kingdoms. There are eight units in the resource. *Diversity* introduces much of the terminology and rationale behind the classification system and this is followed by *Identification keys* and an explanation of how they are used to identify an organism. Each of the kingdoms is then looked at in more detail: Kingdom monera (bacteria and some algae), Kingdom protista (other algae, slime moulds and protozoa), Kingdom fungi (yeasts moulds, mushrooms and toadstools), Kingdom plantae (conifers, flowering plants, mosses, ferns) and Kingdom animalia (all the animals, divided into 10 phyla).

Introductory Biology: **Characteristics of Flowering Plants: learner resource**

Hudson, Natasha

Flowering plants begins by defining the plant kingdom then looks at the growth and development of flowering plants, their biological characteristics and how environmental factors affect their growth. There are line drawings throughout which assist in explaining the concepts and terminology presented. There are six units in the resource. *The plant kingdom* which briefly looks at the different kinds of plant within the Kingdom Plantae, *The structure of a plant cell* which reviews the ultrastructure of plant cells, *Plant growth and metabolism* which looks at how plants get the essential nutrients they require, *The structure of a plant* looks at the internal structure of roots, stems and leaves; *Flowers* takes an in depth look at flowers and fertilisation and

germination; and *Photosynthesis* which covers the reactions of photosynthesis and respiration.

Introductory biology: **Characteristics of Mammals: learner resource**

Pierce, Sue

Mammals looks at the characteristics of mammals and their major systems and processes and how they operate. There are ten units in the resource: *Characteristics of mammals* which briefly reviews the 8 characteristics of mammals; *The digestive system* which looks at the structures, organs and processes involved from ingestion to excretion; *The circulatory system* which includes the components of blood, and the structure of blood vessels; *The Circulation of blood in the body* which looks at the heart and the cardiovascular system; *The Lymphatic system* looks at the structure and function of lymph nodes and vessels; *The respiratory system* looks at the structure of the lungs and gaseous exchange; *The breathing process* covers the mechanism of breathing and the role of the diaphragm; *The urinary system* looks at the kidneys, bladder and how urine is produced; and *Homeostasis and the endocrine system* looks at the importance of maintaining a stable internal environment and the role hormones play in achieving this. *The nervous system* is the final unit, which looks at the central nervous system and the peripheral nervous system.

Availability: TAFE Frontiers, PO Box 457, North Melbourne, Victoria 3051

Tel: (03) 9670 8123

Fax: (03) 9670 8125

Web: www.tafefrontiers.com.au

Cost: Classification systems \$28.20 or \$22.55 (VicRTO)

The characteristics of flowering plants \$27.80 or \$22.75 (VicRTO)

The characteristics of mammals \$26.65 or \$21.30 (VicRTO)

notes include some background to the brief focus and ways in which to extend or vary the brief to suit different groups. For teachers and trainers looking for a supportive entry point into the types of applied or integrated learning projects that are a feature of VCAL and CGEA delivery, this might be a good place to start.

Availability: Enterprise Design, PO Box 80, North Hobart, Tasmania 7002

Tel: (03) 6231 3970

Email: edap@ozemail.com.au

Web: www.enterprisingeducation.com

Cost: \$85.00

Exploring the social and economic impacts of adult and community education

Birch, Elisa-Rose et al.

2003, National Centre for Vocational Education Research (NCVER)

This report documents exploratory research into the social and economic impacts of the adult and community education sector (ACE) using qualitative data collected through a survey of 300 providers. Results indicate a community and regional development link to ACE provision, whereby it can strengthen community bonds, make a substantial contribution to the local community through volunteer labour and, particularly in rural areas, be critical in assisting local residents to gain and maintain skills in response to changing regional development directions. ACE provision was also important in keeping longer term unemployed people and those with disabilities engaged and in touch with the local community, although all these groups were generally under represented in the student profile. Finally, the report looks at the learning pathways followed by ACE students which suggest that more than half continue studying or obtain work following their involvement in an ACE program, which in turn leads to greater earning power and therefore economic benefits for these individuals.

Availability: NCVER, Orders Dept, 252 Kensington Rd, Leabrook SA 5068

Tel: (08) 8333 8416

Fax: (08) 8331 9211

Email: orderit@ncver.edu.au

Web: <http://www.ncver.edu.au> or download from website

Cost: \$23.50 for printed edition

Job-seeking skills

Hill, Deborah; Hayward, Sherry
1998, Eastern House

Originally written for a module in the National Communication Skills curriculum, this book assists jobseekers develop the necessary written and oral communication skills to confidently apply for work.

A series of activities demonstrates ways in which to evaluate the employment market and research companies. Personal attributes such as motivation, organisation and time management are highlighted. Practical skills cover writing resumes, application letters and how to present at interviews. Illustrations and graphics accompany the text to emphasise points or to bring a little humour to the topic. Originally designed as a self paced work book, literacy teachers may also find it a useful resource to dip in to when working with higher level students or to adapt for working with less confident groups.

Availability: DA Information,
648 Whitehorse Road, Mitcham, VIC 3132
Tel: (03) 9210 7777
Fax: (03) 9210 7788
Email: service@dadirect.com.au
Web: www.dadirect.com.au
Cost: \$23.50

Exploring the International Adult Literacy Survey data: implications for Australian research and policy

Hagston, Jan
2002, Language Australia

This DEST funded project aimed to explore and review the literature related to the International Adult Literacy Survey (IALS), which collected and analysed data from 20 countries between 1994 and 1998. In addition it aimed to explore how the data might be used to inform education, government and business in terms of social education, policy and planning and to develop recommendations for further research. The project also sought to ascertain if the 5 levels of literacy referred to in the IALS survey data aligned directly with the 5 levels of the National Reporting System, as this appeared to be a commonly held belief in the Australian literacy community. Findings revealed however that the levels were not in alignment, with no IALS tasks equating to NRS level 1 and fundamental differences in underpinning assumptions and theories resulting from the different purposes of the two instruments. The report documents and analyses the Australian data originally presented in the Aspects of

Literacy reports, including comparative analysis with data from other countries. This analysis revealed that Australia consistently ranked lower than other countries such as Sweden in attainment of higher order literacy levels, raising questions as to what variables were impacting on these results and what further research should be undertaken. The report is clearly presented with excellent use of graphs and tables to visually represent the data trends being discussed.

Availability: Language Australia Publications,
GPO Box 372F, Melbourne VIC 3001.
(4/51 Queen St)
Tel: (03) 9612 2600
Fax: (03) 9612 2601
Email: sales@languageaustralia.com.au
Web: www.languageaustralia.com.au
Cost: \$27.50

Factors that contribute to retention and completion rates for apprentices and trainees

Harris, R. et al
2001, National Centre for Vocational Education Research (NCVER)

This study, in which more than 400 apprentices and trainees were involved, looked at the factors which impact on retention and completion rates across a range of different industries. The study revealed that a complex interaction of a number of factors, affected the likely completion of an apprenticeship or traineeship and that there was also significant variation between different industries. Most apprentices and trainees indicated that they were tempted to give up their course at some point, with negative influences shown to be cumulative, with trainees being more likely to drop out where more factors were involved. Negative influences included personal factors, such as the support of family and friends, industry factors, such as the value based on the qualification, workplace factors such as having reasonable hours and duties and training factors including the experience and expertise of the trainer. The report also makes a number of recommendations about possible interventions which might enhance completion rates in the face of particular negative factors, such as offering induction and awareness raising information for parents of apprentices and giving first year apprentices access to concessions similar to those available to the unemployed.

Availability: Available only via the website:
www.ncver.edu.au
Cost: free

**Literacy and the curriculum: success in senior secondary schooling**

Cumming, Joy; Wyatt-Smith, Claire (eds.)
2001, Australian Council for Educational Research (ACER)

This is an across-the-curriculum look at literacy in senior secondary schools (post-compulsory years) and recognises that literacy is no longer confined to simply having the ability to read and write and that this fact alone suggests the need for those involved in post compulsory schooling to rethink the ways they structure and deliver their educational programs. The catchwords for this rethink are 'multi-theoretical and multi-disciplinary'; challenging the educator to look at how their learners engage with the world rather than with curriculum subjects. This book talks of literacies, and their relationship to speaking, listening and critical thinking. The research for the book was done in four schools and is based on classroom practice. Subject areas that get particular literacy attention are legal studies, science, health and physical education, English and multimedia.

Availability: ACER Press Customer Service,
Australian Council for Educational Research
Private Bag 55, Camberwell, Victoria,
Australia 3124
Tel: (03) 9835 7447
Fax: (03) 9835 7499
Email: sales@acer.edu.au
Web: www.acerpress.com.au
Cost: \$49.96

Live/age: a social model for older learning in the community
2002, Leicester Adult Education College

As a result of a four year project researching learning among older people in the English city of Leicester, the Live/age program was developed to assist in the establishment of active partnerships to encourage community based learning opportunities. The research revealed that much of the learning done by older people was "hidden" and that its benefits were not reaching the wider community. With the development of networks in the community, adults could have the chance to participate more strongly in their communities through learning, and by playing a role in educational planning and policy. Moreover, it was a chance to engage new learners and to reduce social isolation.

The CD sets out the rationale for the project and the process for mapping out existing resources and consulting with the community. Reports of the research and the "how to" guide to mapping resources can be downloaded from the CD. There is also a list of useful websites which connect directly to the Internet.

Availability: Leicester Adult Education College, Wellington Street, Leicester England LE1 6HL
Tel: (0116) 233 4343
Email: info@liveage.org
Web: www.liveage.org
Cost: free

Making the jump. "We can do a good job": a pack for adults with learning difficulties who want to work

Jacobsen, Yola
2002, National Institute of Adult Continuing Education (England and Wales) (NIACE)

NIACE in the UK has produced this resource to help people with learning difficulties make the jump to paid work. It offers information and advice on a range of topics including choosing a course which develops work related skills, deciding what job might suit you, where to find help when looking for work, and information about sick leave, pensions, trade unions, pay and conditions, being self-employed and voluntary work. All the information is given in simple language, using large print and in manageable chunks. The resource also includes line drawings and sketches which break up the information. The book is designed to be directly accessible to an individual, as a

source of information, or to be used as a resource by a group, where the ideas and information presented could be used as discussion points. Sample questions for reflection are found at the end of each chapter. Although there are references to UK institutions and benefit schemes, much of the material is relevant to the Australian context and could be adapted.

There is also an accompanying CD-ROM version of the resource, which could be useful for those people who have difficulty accessing print based materials.

Availability: NIACE, 21 De Montfort Street, Leicester LE17GE, England
Web: www.niace.org.uk
Cost: 18.75 (pounds sterling)

Motivation to learn

Boekerts, Monique
2002, International Academy of Education and International Bureau of Education

Another in the Educational Practices series from UNESCO, this is a study of the association between motivation and learning, using as examples two children attending school, one in South America, the other in Southern Europe. Each chapter is dedicated to one of the eight key principles of motivation as identified by the author. The first covers motivational beliefs, which will affect the value the students place on the topic. The second investigates further how unfavourable motivational beliefs impede learning, and how they can be overcome by providing positive learning experiences. The next chapter contrasts this with how favourable motivational beliefs can facilitate learning. The following chapter focuses on the role of student goals in motivation and helping students stay goal- or mastery-oriented.

Chapter 5 looks at how students determine how much effort they will put into completing a task and chapter 6 returns again to goal setting and how teacher appraisal has a role to play in helping students establish learning goals. Chapter 7 looks at the role of will power and persistence. The final chapter looks at how the relationship between the student's own goals and learning objectives can affect motivation. Although the booklet is short, with chapters of only one page each, it provides a concise and informative summary of current thinking in this field as well as practical strategies for motivating students.

Availability: IBE Publications Unit, PO Box 199, 1211 Geneva 20, Switzerland
Web: <http://www.ibe.unesco.org/publications>
Cost: Free

New apprenticeships: support networks information kit

Department of Education Training and Youth Affairs
2001, Australia.

This info kit is based on material developed as part of the Support Models to Assist New Apprenticeships Completions project which researched effective ways to support young people (15-24) to complete their New Apprenticeships. Identified issues were the need for: social support systems, industry mentor systems, attention to literacy and numeracy demands, resources for indigenous learners, and general promotional and reference material for young people wanting to find out more about the scheme. This kit details, in clearly marked sections, a range of information to help those working with New Apprentices address these issues as they arise. It includes alternative models for strengthening support networks for New Apprentices; templates for developing brochures targeting New Apprentices and employers; guidelines for developing volunteer mentoring programs; checklists for identifying potential language, literacy and numeracy issues; strategies for assisting indigenous New Apprentices and finally promotional material on a floppy disc. The resource is likely to be useful to all those working within the New Apprenticeship system.

Availability: Quality and Access Branch, Vocational Education and Training Group, GPO Box 9880 Loc 736, Canberra ACT 2601
Tel: (02) 6240 9247
Fax: (02) 6240 9455
Cost: free

Nonparticipation in literacy and upgrading programs: a national study

Long, Ellen
2002, ABC Canada

This is the full report of the first Canada-wide study as to why adults do not take up basic education and literacy programs despite increasing awareness of literacy issues among the adult population.

The report has been divided into two sections to reflect the two stages of the survey. The first stage was a small scale project (44 interviews) which laid the groundwork for a larger survey. The second stage was a phone survey of 866 people who had not done any literacy programs or upgrading since dropping

out of high school. Stage one respondents revealed quite negative school experiences which coloured their perceptions of adult education classes. Stage two respondents revealed a range of barriers to participation, including lack of time, family commitments/lack of childcare, distance from education centres and the types of programs being offered and their relevance. These reasons for not studying ranked above emotive reasons, such as fear of returning to study. A summary report of this survey is also available.

Availability: ABC Canada Literacy Foundation, 1450 Don Mills Road, Don Mills, Ontario M3B 2X7, Canada
Tel: (416) 442 2998
Fax: (416) 442 2987
Web: www.abc-canada.org
Cost: \$C25.00

Occupational health and safety: an introductory workbook

Edwards, Robyn
 1997, AMES Victoria

Primarily aimed at ESL learners in the workplace, this workbook is intended for those studying the Certificate of Spoken and Written English (CSWE) III and those about to undertake job placements. It is also suitable for use in adult basic education. The workbook covers a range of occupational health and safety topics: manual handling, personal protective equipment, noise, hazardous substances, first aid, reporting hazards, safety signs, using machines and notices. The activities involve using dictionaries, matching words with pictures, true or false, cloze exercises, identifying hazards depicted in cartoons and reading and understanding. The book comes with answers to the exercises and is well laid out. The resource provides great introductory material for any program developing OH&S awareness and understanding for those new to the practices and regulations of Australian workplaces.

Availability: NCELTR, Macquarie University, North Ryde, NSW Australia 2109
Tel: (02) 9850 7673
Fax: (02) 9850 7849
Email: nceltr@mq.edu.au
Web: www.nceltr.mq.edu.au
Cost: \$24.15

Planning programs for adult learners: a practical guide for educators, trainers, and staff developers

Caffarella, Rosemary S.
 2002, Jossey-Bass, 2nd ed.

Rosemary Caffarella has produced a comprehensive and weighty book for new and experienced adult educators and trainers who plan and evaluate training programs in a range of settings. The author has aimed her book at paid staff, such as principals and managers, who provide education and training opportunities for their staff members; and for volunteers who develop programs for adult learners (p.xxi). The book uses the 12-component Interactive Model of Planning which is practical, people-centered and emphasises context as a point of action.

Each of the 16 chapters in the book offers detailed information on different aspects of program planning, followed by summarised chapter highlights and application exercises to reinforce the key ideas presented. Topics include: the interactive model of program planning; identifying program ideas; developing program objectives; formulating evaluation plans; and preparing budgets and marketing plans.

Availability: DA Information
 648 Whitehorse Road, Mitcham, Victoria 3132
Tel: (03) 9210 7777
Fax: (03) 9210 7788
Email: service@dadirect.com.au
Web: www.dadirect.com.au
Cost: \$75.58

Rethinking assessment: strategies for holistic adult numeracy assessment. A resource book for practitioners, policy-makers, researchers and teachers

Marr, Beth; Helme, Sue; Tout, Dave
 2003, Language Australia

This resource is both practical and grounded in good theory. It builds on the strengths and experiences of a range of experienced practitioners in numeracy and assessment nationwide and provides a wealth of good practice models of assessment, showing how holistic assessment can fit with assessment criteria of accredited frameworks. Section 1 includes strategies for record keeping, using open ended assessment, negotiating assessment,



focussing on student confidence and awareness of learning. The meanings of holistic competence, record keeping and assessment techniques are also discussed. Section 2 is full of sample assessment tasks, an eclectic range with detailed descriptions, tips for extending the activities and observation and recording sheets. Some of the sample tasks include: making biscuits, anyone for pizza? How many drinks? Orange juice; How far is it to the Horizon?

Availability: Language Australia GPO Box 372F, Melbourne (4/51) Queens St. Melbourne
Tel: 03 9612 2600
Fax: 03 9612 2601
Email: sales@languageaustralia.com.au
Cost: \$39.60

Silicon literacies: communication, innovation and education in the electronic age

Snyder, Ilana [ed.]
 2002, Routledge

Silicon literacies is a collection of essays on the transformation of literacy practices created by the new technologies of email, the Internet, faxes, mobile phones and online learning. The papers examine the implications of reading and writing texts produced by keyboard and transmitted by global electronic networks. With new technology there are more combinations of words and pictures, sounds and symbols making the teaching of language a new challenge for those in the literacy field. The book is divided into two parts. Online literacy and rhetorical practice offers a selection of papers which discuss the changing nature of literacy. Contributions include: Writing the visual: the use of graphic symbols in onscreen texts (Chris Abbott); Languages.com: the Internet and linguistic pluralism (Mark Warschauer); and The web as a rhetorical place (Nicholas C. Burbules). Part II is called Teaching, learning, technology and innovation and looks more directly at the impact of new technology on education. Papers in this section

NEW RESOURCES

include; Here even when you're not: teaching on an Internet degree programme (J. Yellowless Douglas); Technology, learning and visual culture (Ron Burnett) and Technological revolution, multiple literacies and the restructuring of education (Douglas M. Kellner).

The resource offers broad ranging perspectives on the impact of digital technologies on literacy, learning and education.

Availability: DA Information Services,
648 Whitehorse Road, Mitcham 3132

Tel: (03) 9210 7777

Fax: (03) 9210 7788

Web: www.dadirect.com.au

Cost: \$51.45

Technology toolkit: the Learning Centres at Brooklyn Public Library

1999, Brooklyn Public Library

This is a really nifty little reference resource. Perfect for the teacher/trainer looking to incorporate increased use of technology in her program. Each section identifies issues concerning the use of technology in library literacy programs. The toolkit then goes on to describing approaches that were successfully used at the Brooklyn Public Library. Brooklyn Public Library has five learning centres which hold free literacy programs for adults. For program administrators looking to integrate technology there are a series of 'Lessons in Technology', and for technology and/or literacy tutors there are a series of 'Individual Lesson Plans'. The sections of (perhaps) most interest are: Word processors and the Writing Process; Productivity tools and critical thinking; CD-ROMs, the Internet and information literacy; and Using the Internet to communicate. The bibliography includes a range of websites (albeit US ones) and interestingly, a simple checklist for evaluating software in terms of its applicability to adult literacy users. Worth a look.

Availability: Literacy Program,
Brooklyn Public Library,
431 Sixth Avenue, Brooklyn,
New York 112215

Tel: (718) 832 2560

Web: www.brooklynpubliclibrary.org

Cost: On application



Ways of knowing: researching literacy

Knobel, Michele; Lankshear, Colin
1999, Primary English Teaching Association (PETA)

This resource is aimed at encouraging more practitioner research in literacy, through providing an accessible introduction to research methodology and techniques. Although the book highlights the importance of engaging more primary teachers in research, its content is equally applicable to any literacy practitioner, wishing to undertake their own research into an aspect of literacy or literacy education. The introduction introduces the five key features of rigorous systematic research, which are, a clearly framed research question, an appropriate research design for that question, background information that informs the research question, a suitable approach to data collection and analysis and interpretation of the findings. The remaining chapters offer examples and explanations of different research methodologies and how they might be used in literacy research. The book categorises different methodologies under three main headings, Library, Lab and Field and within these looks at issues of validity and reliability, data collection methods (both quantitative and qualitative), data analysis and issues. The book includes an extensive bibliography and provides a comprehensive yet straightforward introduction to research which those undertaking studies for the first time would undoubtedly find useful.

Availability: AATE/ALEA Bookroom
PO Box 3203, Norwood SA 5067

Tel: (08) 8332 2845

Fax: (08) 8333 0394

Email: aate@alea.org.au

Cost: \$25.45



What's my line?: telephone tasks and activities for ESL

Hajncl, Lilliana
2002, Adult Multicultural Education Service Victoria (AMES), 2nd ed.

The new updated edition of the popular resource 'What's My Line?' offers activities for ESL learners at pre-intermediate (ISLPR level 1, CSWE levels 2/3) levels of English, on using the phone. The updated version includes topics such as:

- Understanding and using the phone book
- Using the telephone to pay a bill, apply for a job, make an appointment or chat with a friend
- Dealing with automated telephone menus and
- Using mobile phones and SMS text messages.

Role plays and group activities are designed to help students build confidence and develop their skills in using the telephone in both formal and informal settings. The resource comes with a tape of dialogues, which are also transcribed in the resource and which form the basis of some of the activities. While the resource is probably most useful for second language learners, topics such as "using the telephone book", (which includes practice of searching by alphabetical order), paying a bill by phone and leaving answering machine messages, may also be appropriate for literacy learners who lack confidence in using the phone outside of a social context.

Availability: Adult Multicultural Education Service (AMES)
255 William Street, Melbourne, Victoria 3000

Tel: (03) 9926 4694

Fax: (03) 9926 4690

Web: www.ames.net.au

Cost: \$32.95 (book); \$14.95 (cassette)

The **Language Australia National Resource Centre (LANRC)** is a key part of the ARIS collection which focuses on workplace and vocational education and training (VET) materials. In particular, ARIS holds all resources developed with Commonwealth funding under: Workplace English Language and Literacy (WELL) programs, Adult Literacy National Projects through former ILY, ALLP programs and current ANTA projects.

Here are some recent additions to the ARIS collection.

Workbooks to support the delivery of Certificate I in Business from the Business Services Training Package 2002, Aspire Training and Consulting

This series of nine training and assessment workbooks have been developed to support the delivery of the Certificate I in Business from the Business Services Training Package. The workbooks are designed for learners from ESL backgrounds, or who have literacy needs and could be used either to deliver the full Certificate or as part of a pre-vocational training program. Each workbook has notes for the trainer and learner, practice activities and assessment tasks, alongside clear explanations of key concepts relating to working in the Australian business environment. The material is clearly laid out, with icons indicating types of activities, opportunities for assessment and so on and with many key points picked up in case studies. Details of each workbook are as follows:

Using a computer

This volume covers six topics: basic features of a computer; organising the desktop; features of a desktop window; working with files; working with folders and other useful features and functions.

Using a keyboard

The volume covers six topics: working safely, using a keyboard, working with the number, symbol and function keys, using a database and spreadsheet, developing speed and accuracy and checking and correcting business documents.

Working in an environmentally friendly way

Working in an environmentally friendly way includes four topics: the environment and the workplace, following environmental procedures, changing your work practices and your role in an environmentally friendly office.

Planning your career

This covers six topics: getting started, finding out about jobs and careers, assessing your skills, gaining more skills, gathering your evidence and preparing a resume.

Using business equipment

Using business equipment includes eight topics: using business equipment, using a photocopier, using a fax machine, using a

printer, using a telephone system, using binding equipment, using a shredder, maintaining resources and keeping records.

Working safely in an office

This volume covers six topics: workplace health and safety, hazards in the workplace, following workplace safety procedures, dealing with emergencies, raising occupational health and safety (OHS) issues and contributing to OHS in the workplace.

Starting work

This volume covers six topics: understanding work arrangements, learning about the organisation, employment conditions, work requirements and responsibilities, working in a team and developing good working habits.

Organising your work

Organising your work includes six topics: identifying work tasks and goals, planning your work, setting timelines and priorities, completing work tasks, following instructions and seeking assistance.

Communicating at work

Communicating at work includes eight topics: what is communication?, communicating successfully, using the telephone, drafting written information, writing messages and memos, writing faxes, writing letters, writing e-mail messages.

Availability: Aspire Training and Consulting

Level 11, 10 Queens Road, Melbourne

Victoria 3004

Tel: (03) 9820 1300

Fax: (03) 9821 4392

Web: www.aspiretraining.com.au

Email: national@aspiretraining.com.au

Cost: \$26.00 each or \$125.00 full set of 9 books

Innovative ideas at work resources

2002, Australian National Training Authority (ANTA)

This set of resources was developed for the Metals Engineering and Related Services ITAB, but provides an introduction to developing innovative approaches to work which would be relevant to any workplace. They identify a number of skills as being necessary for individuals to become innovative which are linked to stages in the innovation process.

These are:

- Interpret the context
- Generate and select one or more ideas
- Collaborate with others to develop the idea
- Reflect on the idea
- Represent and promote the idea
- Evaluate the idea.

ICS3 Develop innovative ideas at work: model learning guide

This resource specifically addresses the competency "develop innovative ideas at work" and provides activities and assessment tasks which address the development of the skills and knowledge to achieve this competency. The resource could be used for self-paced individualised training, or with a group.

ICS4 Originate and develop a concept: model learning guide

This resource specifically addresses the competency "originate and develop a concept" and provides activities and assessment tasks which address the development of the skills and knowledge to achieve this competency. The resource could be used for self-paced individualised training, or with a group.

Innovation ideas that work for trainers of innovation at work skills

This guide for trainers offers a range of activities and practical methods for teaching these skills, either to small groups or one to one.

Innovation ideas that work for managers

This guide for managers offers a range of practical suggestions for managers who wish to enhance innovative practices in their workplaces. It also provides some information on styles of management and how these can impact on innovation and how to establish an environment in which innovation can flourish.

Availability: RATIO, 8 Soudan Lane, Paddington NSW 2021

Tel: (02) 9360 7899

Fax: (02) 9360 1733

Email: admin@ratio.net.au

Web: www.ratio.net.au

Cost: of ICS3 \$16.50, ICS4 \$16.50, ideas for trainers \$27.50, ideas for managers \$27.50

ARIS maintains a wide and up to date collection of articles from a range of journals both Australian and overseas. The journals database may be accessed at the ARIS website: <http://www.aris.com.au>

ABORIGINAL EDUCATION

O'Brien, May L., "First hand experiences of a learner from a diverse culture", **TESOL in Context**, Vol.12 no.2, Dec. 2002, pp.3-8. (non-English speaking, cultural differences, language development, social sciences)

ADULT EDUCATION

Alexander, Titus, "The global learning challenge", **Adults Learning**, Vol.14 no.7, Mar. 2003, p.28-29. (adult learning, policy)

Martin, Ian, "Citizenship debate asks some awkward questions", **Adults Learning**, Vol.13 no.10, Jun. 2002, pp.18-20. (social sciences)

ADULT LEARNING

Field, Jane, "Empowering new learners back to the classroom", **Adults Learning**, Vol.13 no.10, Jun. 2002, pp.12-13. (access to education)

Greany, Toby, "What makes an effective lifelong learner?", **Adults Learning**, Vol.14 no.7, Mar. 2003, p.19. (learning processes)

Illeris, Knud, "Understanding the conditions of adult learning", **Adults Learning**, Vol.14 no.4, Dec. 2002, pp.18-20. (learning processes)

James, Kathryn, "How low self-esteem affects adult learners", **Adults Learning**, Vol.14 no.5, Jan. 2003, p.24-26. (theories)

Stainreist, Paul, "Project puts black and Asian women in the picture", **Adults Learning**, Vol.14 no.6, Feb. 2003, pp.22-24. (women's education, visual literacy)

Styles, Catherine, "Dialogic learning in museum space", **Australian Journal of Adult Learning**, Vol.42 No.2, Jul. 2002, pp.169-191. (adult education)

ADULT LITERACY

Gunn, Jane, "Literacy and domestic violence", **Literacy Link**, Vol.23 no.1, Feb. 2003, pp.10-11. (women's education)

Mace, Jane, "Language experience is alive and kicking", **RAPAL Bulletin**, No. 49, 2003, pp.3-5. (language development, oral language, writing)

Sickling, Tania, "Action for inclusion", **Basic Skills**, 11, Mar. 2003, pp.7-8. (hearing impairment, non-English speaking, comparative education)

Suda, Liz, "A kaleidoscope of diversity: the convergence of ESL and ALBE", **Fine Print**, Vol.26 no.1, Autumn 2003, pp.3-8. (non-English speaking, adult education, research, adult learning)

ASSESSMENT

Lynch, Gemma, "Mapping the learning journey: the Irish National Literacy Agency's standardised assessment framework", **RAPAL Bulletin**, No. 49, 2003, pp.14-19. (comparative education)

Marr, Beth, "Adult numeracy assessment and curriculum: limiting or enhancing the possibilities?", **Literacy Link**, Vol.23 no.2, Apr. 2003, pp.14-16. (mathematics-general)

COMMUNITY EDUCATION

Naphray, Sunil, "Basic skills in local communities: the importance of community engagement", **Basic Skills**, 13, May. 2003, p.5. (non-English speaking)

Swanton, Pauline and Jones, Kip, "Community learning for older adults comes of age", **Adults Learning**, Vol.14 no.2, Oct. 2002, pp.19-21. (adult learning, comparative education)

COMPARATIVE EDUCATION

"Promoting literacy in Tanzania", **Reading Today**, Vol.20 no.4, Feb./Mar. 2003, p.45. (literacy, school-based programs)

CORRECTIONAL EDUCATION

O'Flynn, Mark, "Literacy in prison", **Australian Language Matters**, Vol.10 no.3, Jul./Aug./Sep. 2002, pp.5,15. (adult literacy, non-English speaking background, cultural differences, Aboriginal education)

CURRICULUM

Graham, Jane, "Designing an online course", **Interchange: Journal of the NSW Adult Migrant English Service**, No.37, Jan. 2003, pp.12-21. (curriculum design, technology, evaluation)

DISABILITIES

Allsopp, David, Lovin, Louann; Green, Gerald and Savage-Davis, Emma, "Why students with special needs have difficulty learning mathematics and what teachers can do to help", **Mathematics Teaching in the Middle School**, Vol.8 no.6, Feb. 2003, pp.308-315. (intellectual disabilities,

mathematics-professional development, teaching methods)

Aylward, Nicola, "Learning helps young adults to cope with disability", **Adults Learning**, Vol.14 no.2, Oct. 2002, pp.11-12. (youth, adult learning, psychiatric disabilities)

Jacobsen, Vola, "Making the jump into employment", **Adults Learning**, Vol.14 no.6, Feb. 2003, pp.25-27. (workplace-program development)

Mather, Joq, "Mental health development and inclusive education", **Adults Learning**, Vol.14 no.2, Oct. 2002, pp.13-15. (adult education, psychiatric disabilities)

FAMILY LITERACY

"The case for family matters", **Basic Skills**, 12, Apr. 2003, p.5.

Faulstich Orellana, Marjorie, Reynolds, Jennifer, Dornier, Lisa and Meza, Maria, "In other words: translating or 'para-phrasing' as a family literacy practice in immigrant households", **Reading Research Quarterly**, Vol.38 no.1, Jan/Feb/Mar 2003, pp.12-34. (literacy, non-English speaking, research)

LANGUAGE DEVELOPMENT

Lo Bianco, Joseph, "Invented languages and new worlds", **Australian Language Matters**, Vol.10 no.3, Jul./Aug./Sep. 2002, pp.1,6-9,11. (language)

LEARNING PROCESSES

Brinkmann, Astrid, "Mind mapping as a tool in mathematics education", **Mathematics Teacher**, Vol.96 no.2, Feb. 2003, pp.96-101. (mathematics - theories, mathematics - professional development)

Schloglmann, Wolfgang, "Emotions: a constant accompany in learning processes", **Adults Learning Maths Newsletter**, No.18, Mar. 2003, pp.5-7.

LIBRARIES

Clarke, Genevieve, "Making the link between libraries and adult basic skills", **Adults Learning**, Vol.14 no.4, Dec. 2002, pp.27-28. (adult education, adult literacy)

Clarke, Genevieve, "Making the vital link", **Basic Skills**, 10, Feb. 2003, p.9. (adult literacy)

Train, Briony, "Evaluating the vital link", **Basic Skills**, 12, Apr. 2003, p.8. (adult literacy, evaluation)

LITERACY

Coiro, Julie, "Exploring literacy on the Internet", **The Reading Teacher**, Vol.56 no.5, Feb. 2003, pp.458-464. (reading, technology)

Don, Zuraidah Mohd and David, Maya Khemlani, "Gendered discourse and critical language awareness: ramifications for language teaching", **Australian Language Matters**, Vol.10 no.4, Oct./Nov./Dec. 2002, pp.3,12-15. (visual literacy, teaching methods)

Kothari, Brij, "Watch TV and read: literacy skills development in India", **Literacy at Work**, No.39, May. 2003, pp.6-7. (teaching methods, reading, distance education, comparative education, technology)

Ludwig, Christine, "Making sense of literacy", **ALEA Today**, Feb. 2003, pp. Insert 1-4. (theories)

Luke, Allan, "Literacy and the other: a sociological approach to literacy research and policy in multilingual societies", **Reading Research Quarterly**, Vol.38 no.1, Jan/Feb/Mar. 2003, pp.132-141. (policy, research, program administration-National/State programs, cultural differences)

Osbourne, Barry and Eric, Wilson, "Multiliteracies in Torres Strait: a Mabaing Island State School diabetes project", **The Australian Journal of Language and Literacy**, Vol.26 no.1, 2003, pp.23-38. (school based programs, Aboriginal education, non-English speaking)

Rother, Lee, "The impact of media literacy curriculum on the literate behaviour of at-risk adolescents", **Literacy Learning: Middle Years**, Vol.11 no.1, Feb. 2003, pp.17-21. (visual literacy, teaching methods, youth)

MATHEMATICS - CURRICULUM MATERIALS

Clay Olson, Jo, "Interdisciplinary projects enhance teaching and learning", **Mathematics Teaching in the Middle School**, Vol.8 no.5, Jan. 2003, pp.260-266. (oral language, writing, non-English speaking)

Gelman, Andrew and Nolan, Deborah, "Statistical sampling and data collection activities", **Mathematics Teacher**, Vol. 95 no.9, Dec. 2002. pp.688-693.

Giddlen, Peter L., "Build your own fraction computer!", **Mathematics Teaching in the Middle School**, Vol.8 no.4, Dec. 2002. pp.204-208.

Hind, Gill, "Monet talks!", **Basic Skills**, 11, Mar. 2003. pp.8-9.

Johnson, Art, "Historical roots of our calendar", **Mathematics Teaching in the Middle School**, Vol.8 no.4, Dec. 2002. pp.196-199.

Kersaint, Gladis, "The pool problem", **Mathematics Teaching in the Middle School**, Vol.8 no.4, Dec. 2002. pp.190-192.

Loong, Esther, "Using the world wide web to teach mathematics in secondary school: some examples", **The Australian Mathematics Teacher**, Vol.59 no.1, Mar. 2003. pp.23-29. (technology)

Whitley, Robyn and Scott, Paul, "Babylonian mathematics", **The Australian Mathematics Teacher**, Vol.59 no.1, Mar. 2003. pp.2-6.

MATHEMATICS - GENERAL

O'Donoghue, John, "Mathematics or numeracy: does it really matter?", **Adults Learning Maths Newsletter**, No.18, Mar. 2003. pp.1-4.8.

Wedge, Tine, "Numeracy as a basic qualification in semi-skilled jobs", **For the learning of mathematics**, Vol.22 no.3, Nov. 2002. pp.23-28. (adult education, vocational education)

Chanda, Noyceeta, "Adult numeracy: a campaign in need of a strategy and support", **Basic Skills**, 11, Mar. 2003. p.2. (mathematics-professional development, comparative education)

MATHEMATICS-PROFESSIONAL DEVELOPMENT

Mockett, Clifford, "Supporting vocational students through projects", **Basic Skills**, 13, May. 2003. p.4. (teaching methods, vocational education, literacy)

NON-ENGLISH SPEAKING

Bell, Anne, "Providing classes for the Afghani refugees: the story behind the news", **Literacy Link**, Vol.23 no.1, Feb. 2003. pp.6-7. (Non-English speaking, rural education)

Grant, Rachel A. and Wong, Shelley D., "Barriers to literacy for language-minority learners: an argument for change in the literacy education profession", **Journal of Adolescent and Adult Literacy**, Vol.46 no.5, Feb. 2003. pp.386-394. (youth, literacy, socio-economic influences, school-based programs, comparative education)

Jimenez, Robert T., "Literacy and Latino students in the United States: some considerations, questions, and new directions", **Reading Research Quarterly**, Vol.38 no.1, Jan/Feb/Mar. 2003. pp.122-128. (literacy, comparative education, technology)

Panova, Iliana and Lyster, Roy, "Patterns of corrective feedback and uptake in an adult ESL classroom", **TESOL Quarterly**, Vol.36 no.4, Winter 2002. pp.573-595. (research, teaching methods)

Pransky, Ken and Bailey, Francis, "To meet your students where they are, first you have to find them: working with culturally and linguistically diverse at-risk students", **The Reading Teacher**, Vol.56 no.4, Dec./Jan. 2002/2003. pp.370-383. (cultural differences, school based programs, teaching methods)

Unsworth, Len; Astorga, Cristina and Paul, Silvia, "Exploring the development of a narrative of personal experience in adult second language writing: a systematic functional linguistic perspective", **TESOL in Context**, Vol.12 no.2, Dec. 2002. pp.20-27. (writing)

Washington, Ros, "EAP on the Thai/Burma border - English for Burmese health workers", **Australian Language Matters**, Vol.10 no.3, Jul./Aug./Sep. 2002. pp.3,10-11. (adult literacy, cultural differences, workplace - program description)

ORAL LANGUAGE

Droop, Mienke and Verhoeven, Ludo, "Language proficiency and reading ability in first- and second-language learners", **Reading Research Quarterly**, Vol.38 no.1, Jan/Feb/Mar. 2003. pp.78-103. (reading, school-based programs, research)

PROFESSIONAL DEVELOPMENT

Chau, Eileen, "Developing a professional development agenda in e-learning: how NSW AMES teachers took the first step", **Interchange: Journal of the NSW Adult Migrant English Service**, No.37, Jan. 2003. pp.8-11. (technology, non-English speaking)

Keiran, Joan and Harcourt, Patricia, "A better way to teach science", **Field Notes**, Vol.12 no.2, Fall 2002. pp.1,3-4.

PROGRAM ADMINISTRATION-NATIONAL/STATE

Di-Masi, Paul, "Looking through a LLENS: 145 years on from Mudstone and Grimsby's", **Idiom**, Vol.38, No.3, Dec. 2002/Jan. 2003. pp.13-17. (youth, vocational education)

READING

Cole, Jill E., "What motivates students to read? Four literary personalities", **The Reading Teacher**, Vol.56 no.4, Dec./Jan. 2002/2003. pp.326-336. (learning processes, school-based programs)

Fitzgerald, Jill, "Multilingual reading theory", **Reading Research Quarterly**, Vol.38 no.1, Jan/Feb/Mar. 2003. pp.118-122. (theories, language development)

RESEARCH

Clary, Heather, "Developing embedded language, literacy and numeracy provision", **Basic Skills**, 12, Apr. 2003. p.6. (literacy, mathematics-general, professional development)

RURAL EDUCATION

Burton, Maxine, "All literacies great and small - a consideration of rural literacy in the context of increasing agricultural base-atomisation", **RaPAL Bulletin**, No.49, 2003. pp.9-11. (adult literacy, comparative education, socioeconomic influences)

SPELLING

Pace Nilsen, Aileen and Nilsen, Don. LE, "A new spin on teaching vocabulary: a source-based approach", **The Reading Teacher**, Vol.56 no.5, Feb. 2003. pp.436-439. (teaching methods)

SURVEYS

Aldridge, Fiona and Tackett, Alan, "Two steps forward and one step back", **Adults Learning**, Vol.13 no.10, Jun. 2002. p.14. (adult learning, access to education, socioeconomic influences)

Hagston, Jan, "Benefits of literacy skills: exploring the International Adult Literacy Survey data", **Literacy Link**, Vol.23 no.1, Feb. 2003. pp.11-13. (literacy, comparative education)

TEACHING METHODS

Copeland, Matt and Goering, Chris, "Blues you can use: teaching the Faust theme through music, literature, and film", **Journal of Adolescent and Adult Literacy**, Vol.46 no.5, Feb. 2003. pp.436-441. (visual literacy, youth, literacy, reading, writing, oral language, computers)

Gerver, Robert K and Sgroi, Richard J., "Creating and using guided-discovery lessons", **Mathematics Teacher**, Vol.96 no.1, Jan. 2003. pp.6-10. (learning processes, mathematics-theories, mathematics-professional development)

Giannetto, Mary L. and Vincent, Lynda, "Motivating students to achieve higher-order thinking skills through problem solving", **Mathematics Teacher**, Vol.95 no.9, Dec. 2002. pp.718-720.

Kogler, Brian, "Drawn and quartered: cartoons in the adult classroom", **Literacy Link**, Vol.23 no.2, Apr. 2003. pp.6-9. (adult literacy, visual literacy)

Reifman Serebrenick, Mara, "Formal grammar teaching in a communicative classroom", **VATME Newsletter**, No.1, Feb. 2003. pp.5-9. (non-English speaking, language development, learning processes)

Shaw, Mae, "Learning through song", **Adults Learning**, Vol.14 no.8, Apr. 2003. pp.12-13. (adult learning)

Walmsley, Angela L. E. and Muniz, Joe, "Cooperative learning and its effects in a high school geometry classroom", **Mathematics Teacher**, Vol.96 no.2, Feb. 2003. pp.112-116.

TECHNOLOGY

"E-learning research project", **Literacy Works**, Oct. 2002. pp.3. (computers, access to education, adult learning, workplace-surveys)

Andrew, Richard, "ICT and literacies: a new kind of research is needed", **Literacy Learning: Middle Years**, Vol.11 no.1, Feb. 2003. pp.9-12. (literacy)

Duffy, Jo; Koorey, Anna and Weston, Fran, "Educational computing and language teaching in NSW AMES", **Interchange: Journal of the NSW Adult Migrant English Service**, No.37, Jan. 2003. pp.4-7. (non-English speaking)

Hammett, Roberta F., "Literacy learning with friendly neighbourhood computers", **Connect**, Vol.5 Issue 1, Oct./Nov. 2002. P.13.

JOURNAL READINGS

Hemming, Heather and Langille, Lisa, "Getting connected: electronic communication in a workplace literacy program", **Literacy Link**, Vol.23 no.1, Feb. 2003, pp.14-16. (adult literacy; workplace-program development)

Kavanagh, Kerry, "Old technologies and learning to be literate!", **The Australian Journal of Language and Literacy**, Vol.26 no.1, 2003, pp.39-52.

Matthewman, Sasha; Blight, Adrian, Davies, Chris and Cabot, John, "What does multimodality mean for English: Creative tensions in teaching new texts and new literacies", **Literacy Learning: Middle Years**, Vol.11 no.1, Feb. 2003, pp.31-36. (literacy; visual literacy)

Richardson, Maryanne, "On-line learning - in just time, just enough and just for me", **Literacy Works**, Oct. 2002, pp.2-4. (computers, access to education, adult learning)

Sargant, Naomi, "What part does the web play in lifelong learning?", **Adults Learning**, Vol.13 no.10, Jun. 2002, pp.22-23. (adult learning)

Selwyn, Neil, "Rethinking the digital divide in adult education", **Adults Learning**, Vol.13 no.10, Jun. 2002, pp.24-26. (access to education, adult education)

Waterhouse, Dorothy, "Elderly learners and new technology-based activities", **Interchange: Journal of the NSW Adult Migrant English Service**, No.37, Jan. 2003, pp.37-42. (non-English speaking, research)

THEORIES

Berg, Charles, "The role of grounded theory and collaborative research", **Reading Research Quarterly**, Vol.38 no.1, Jan./Feb./Mar. 2003, pp.105-111. (Theories, research, language development)

Martin, Ian and Merrill, Barbara, "The trouble with words", **Adults Learning**, Vol.14 no.4, Dec. 2002, pp.24-26. (socioeconomic influences, language development)

VISUAL LITERACY

Scharret, Erica, "Making a case for media literacy in the curriculum: outcomes and assessment", **Journal of Adolescent and Adult Literacy**, Vol.46 no.4, Dec./Jan. 2002/03, pp.354-358.

VOCATIONAL EDUCATION

Otter, Sue, "Why is the DTI interested in skills?", **Adults Learning**, Vol.14 no.2, Oct. 2002, pp.22-23. (policy)

Sim, Sue, "When the walls come down: the TAFE - schools partnership in NSW", **Education Links**, No.65, Spring 2002, pp.23-26. (school based programs, youth)

WOMEN'S EDUCATION

Barz, Jean, "Breaking the silence", **Adults Learning**, Vol.14 no.7, Mar. 2003, p.18. (comparative education, adult education)

Kumari, P. Vasanthi; Rani, K. Sathya and Surendra, G., "Empowerment of women through literacy", **Australian Journal of Adult Learning**, Vol.42 No.2, Jul. 2002, pp.227-234. (adult literacy, comparative education)

Scarlett, Chris, "Challenging domestic violence", **Adults Learning**, Vol.14 no.2, Oct. 2002, pp.24-26.

WORKPLACE-GENERAL

"English that works", **NCLE Notes**, Vol.11, No.2, Winter 2002/2003, pp.1,10. (non-English speaking, teaching methods, adult learning)

Castleton, Geraldine, "Workplace literacy: a contested area", **Fine Print**, Vol.26 no.1, Autumn 2003, pp.9-17. (literacy, adult learning, policy)

WORKPLACE-PROGRAM DESCRIPTION

Walls, Emma, "Work-based project overcomes basic skills stigma", **Adults Learning**, Vol.14 no.2, Oct. 2002, pp.27-28. (workplace-development, workplace evaluation)

WORKPLACE-PROGRAM DEVELOPMENT

Hobson, Vickie, "Developing workplace literacy in Scotland", **Basic Skills**, 10, Feb. 2003, p.8. (workplace-publicity, comparative education)

WORKPLACE-PUBLICITY

Colclough, Caroline, "Marketing basic skills in the workplace", **Basic Skills**, 10, Feb. 2003, p.7.

WRITING

Fisher, Douglas and Frey, Nancy, "Writing instruction for struggling adolescent readers: a gradual release model", **Journal of Adolescent and Adult Literacy**, Vol.46 no.5, Feb. 2003, pp.396-405. (youth, teaching methods, reading)

Gwyther, Sheryl, "Timelining: encouraging personal writing", **Literacy Link**, Vol.23 no.2, Apr. 2003, pp.10-11. (teaching methods)

Haslthorne, Sean, "The nature of reluctance to write", **English in Australia**, No.135, Dec. 2002, pp.39-47.

(professional development, school-based programs)

Singer, Jessie, Shagooy Hubbard, Ruth, "Teaching from the heart: guiding adolescent writers to literate lives", **Journal of Adolescent and Adult Literacy**, Vol.46 no.4, Dec./Jan. 2002/03, pp.326-336. (youth)

YOUTH

"Educating teenagers", **Education Today**, No.4, Jan./Mar.2003, p.4-7. (school based programs, vocational education, comparative education)

Blackburn, Mollie V., "Disrupting the (hetero)normative literacy performances and identity work with queer youth", **Journal of Adolescent and Adult Literacy**, Vol.46 no.4, Dec./Jan. 2002/03, pp.312-324. (minority groups, literacy, socioeconomic influences)

Dragasia, Cathy, "Features of a successful student participation model", **Connect**, No.135-136, Jun./Aug. 2002, pp.34-35. (school based programs)

Martino, Wayne and Pallotta-Chiarolli, Maria, "Boys and girls talking about what matters: student voice as text in the English classroom", **English in Australia**, No.135, Dec. 2002, pp.54-68. (sex differences, reading, cultural differences, non-English speaking, writing, oral language)

Musulin, Mitch, "Building trust and empowerment", **Connect**, No.139, Feb. 2003, pp.20-21. (community education, psychiatric disabilities)

Ruddock, Jean, "What's in it for us? pupil consultation and participation", **Connect**, No.135-136, Jun./Aug. 2002, p.38. (school based programs)

Spierings, John, "Make your own way there: an agenda for young people in the modern labour market", **Literacy Link**, Vol.23 no.2, Apr. 2003, pp.3-5,13. (workplace-general, policy)

Spyrou, Helena, "The Island: a place of peace and learning", **Fine Print**, Vol.26 no.1, Autumn 2003, pp.18-21. (curriculum, vocational education)

Stokes, Helen and Tylet, Debra, "The pathways project: challenging the structures for working with young people?", **Education Links**, No.65, Spring 2002, pp.27-31. (program administration - national/state programs)

Wyn, Johanna, "Post-compulsory schooling: a perspective from youth research", **Idiom**, Vol.38, No.3, Dec. 2002/Jan. 2003, pp.6-12.

ARIS,

Language Australia

GPO Box 372F,

Melbourne,

VIC 3001

Tel: (03) 9612 2600

Fax: (03) 9612 2601

Email:

aris@languageaustralia.com.au

©ARIS, Language Australia 2003

Editing & production:

Corinna Ridley - editor

Robyn Hodge - editor

Gabrielle Markus - design

ISSN 1443-7171



Adult Education in
the Community

Material contained in the **ARIS Resources Bulletin** does not necessarily reflect the policy of the **Adult Community and Further Education Board** or **Language Australia**.



The National
Languages & Literacy
Institute of Australia

Visit ARIS on the internet at... <http://www.aris.com.au>

ARIS is jointly funded by the Adult, Community and Further Education Board of Victoria and Language Australia