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Collana	Improving learning TLRP
Altri autori (Persone)	WolfAlison
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Improving Learning TLRP; Contents; Illustrations; Figures; Tables; Boxes; Series Editor's preface; Preface and acknowledgements; Introduction; Adults learning in and through the workplace; Research design; The structure of the book; Part I What are the issues?; Chapter 1 Literacy learning at work; The policy context; The 'growth' agenda; The target culture; The International Adult Literacy Survey; Skills for Life and workplace provision; Funding basic skills courses in the workplace; Organizing assumptions: the rationale for programme design; Chapter 2 Perspectives and key concepts IntroductionAnalytical perspectives and theoretical lenses; Literacy as human capital that focuses on the learning individual (quadrant 1); Literacy as human capital that focuses on the social organization learning (quadrant 2); Literacy as social practice that focuses on the learning individual (quadrant 3); Literacy as social practice that focuses on the social organization of learning (quadrant 4); Pushing the boundaries of analytic and theoretical positions; Connecting the logic of the learning individual with the social organization of learning: life-

course approaches

Exploring the relationships between learning 'gains', changing attitudes and work practice
An appropriate literacy measure; Exploring interdependencies in the wider social contexts of work and learning: towards a social ecology; Summary and conclusion; Chapter 3 The effects of literacy development in the workplace; Introduction; Basic skills and individual benefits; The impact of basic skills improvements; The impact of qualifications; Individual gains from workplace training; Training and job mobility; Basic skills training in the workplace: the benefits for employers

Direct evidence on returns to basic skills training
Indirect evidence: employers' views on the value of basic skills training; The effect of basic skills programmes; Conclusion; Part 2 The findings; Chapter 4 The challenges of implementing literacy learning in the workplace; Introduction; Setting up courses; Organizational needs analysis; Tailoring the courses to the learners; Connecting learning to work practices; After the course; Insights into effective practices: collaborative learning

How do adult learners learn collaboratively with other peers in workplace
Language Literacy and Numeracy (LLN) programmes? Learners can adapt their behaviour to work collaboratively; Approaches and environments for learning; Guided learning to independent learning; Relationships outside the classroom impact on how adults learn collaboratively; Summary and conclusion; Chapter 5 Literacy learning at work; Introduction; Data and method; Literacy skills; The impact of workplace learning on literacy skills; Reading levels; Correlates of progress

Course participation, learning trajectories and life-course impact

Sommario/riassunto

Modern societies demand high levels of literacy. The written word is pervasive; individuals with poor literacy skills are deeply disadvantaged; and governments are increasingly pre-occupied with the contribution that skills can make to economic growth. As a result, the basic skills of adult workers are of concern as never before, a focus for workplace and education policy and practice. While *Improving Literacy at Work* builds on detailed research from the UK, the issue is a universal one and rising skill requirements mean the conclusions drawn will be of equal interest elsewhere
