

1. Record Nr.	UNINA9910968778403321
Titolo	Improving literacy at work // Alison Wolf. [et al.]
Pubbl/distr/stampa	London ; ; New York, : Routledge, 2011 New York : , : Routledge, , 2011
ISBN	1-136-87668-5 1-136-87669-3 1-283-04311-4 9786613043115 0-203-83830-0
Edizione	[First edition.]
Descrizione fisica	1 online resource (397 p.)
Collana	Improving learning TLRP
Altri autori (Persone)	WolfAlison
Disciplina	658.3/1244
Soggetti	Workplace literacy Education - Economic aspects Education and globalization Business and education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
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 practiceAn 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 trainingIndirect 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
