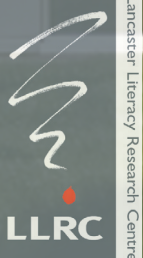


Late 2006

# Lancaster University



## Lancaster *Literacies*

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An irregular newsletter of the Literacy Research Centre

## The many faces of literacy...

Welcome to the latest edition of our newsletter and to the variety of projects described here.

They are united by the idea of change, how forms of reading and writing are changing in contemporary society, how this is reflected in changing uses of reading and writing for people, and how literacy means such different things and has such different values for people in differing contexts and on different occasions.

We see changes in the resources available to people in our rapidly changing society and we have been studying this, for example in the ways in which people communicate with each other and use the internet to find out more about health issues. In another study we are interested in how the image of a city changes as immigrant groups write it into existence and create new images of places. People in all situations change their ideas about what literacy is and what it can do for them. We have been studying how students learn about the meanings and values of literacy in college, drawing on their everyday literacies and also looking forward to workplace literacies. Parents change their views of reading and writing as they help their children with the demands of school, and we see how teachers change their practice as their view of literacy changes. Reflecting on literacy is a way of understanding change going on around us and taking advantage of it in our lives.

Read more about it here!

**David Barton**



EUROPEAN UNION  
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# Changing Literacies in a Knowledge-based Economy

The Lancaster Literacy Research Centre hosted a workshop in May entitled 'Changing Literacies in the Knowledge-Based Economy?', with the support of the Institute for Advanced Studies, as part of the 2005-2006 Knowledge-Based Economy research programme.

The purpose of the workshop was to explore the relationship between the range of changes in contemporary society, glossed with the title 'the Knowledge Based Economy,' and changing literacy practices. Such changes include new working practices, increased auditing and self-monitoring requirements and changes in communications technologies.

Governments and international organisations often frame these shifts in terms of the skills people are seen to need in order to participate productively and contribute to competitive national economies, and these ideas have had a significant impact on education, both in schools and beyond. The workshop attracted participants from a wide range of countries and backgrounds with an interest in the issues, as well as a good representation of Lancaster scholars.

On the first day of the workshop, speakers focused on changes in working life and practices related to the concept of the knowledge-based economy. Workshop organisers David Barton and Karin Tusting provided an introductory framing, drawing out the centrality and complexity of literacy practices in changing workplaces, and the textual mediation of much of contemporary society.

In the keynote presentation, 'Knowledge on the Line', Hermine Scheeres, from the University of Technology, Sydney, challenged restricted notions of who is engaged in knowledge work by showing the knowledge work production line that workers are engaging in in restructured workplaces. Sondra Cuban and Uta Papen from the Literacy Research Centre responded, relating these ideas to data from

## Workshop report by Karin Tusting

their own research, Sondra in relation to care workers and Uta to tourism workers in Namibia. Anna-Malin Karlsson, from Stockholm University, reported from the Swedish 'Literacy Practices in Working Life' project, focusing on the different roles and literacies offered to workers in modern organisations. Lesley Farrell, from the Faculty of Education at Monash University spoke about Literate Practice and 'grass roots globalisation' at work in the knowledge economy. Her work draws on Appadurai's concept of the 'ethnography of circulation' to examine how people develop and draw on literacy practices to circulate potentially emancipatory ideas in workplaces, contrasting 'globalisation from above' and 'globalisation from below'. Richard Harper, from Microsoft Cambridge, spoke on changing workplace practice in

offices and the future of global connectivity. Celia Roberts and Sarah Campbell, from King's College London, demonstrated from a research project on job interview practices the impact of the increasing textualisation of the job interview, with compelling video data.

On the second day, the focus shifted to incorporate the implications of these social changes for education, and the relationships between education and the workplace. Jill Sanguinetti, from Victoria University, Melbourne, and Yvon Appleby, from the Lancaster Literacy Research Centre, presented analyses of different policy responses to national skills and employability agendas. Evangelos Intzidis, from the University of the Aegean, Greece, brought a perspective looking at the articulation between literacy and citizenship in the Knowledge Society documents. Mary Hamilton, from the Lancaster Literacy Research Centre, analysed the role of Individual Learning Plans in aligning learner and teacher identities with system goals. The workshop ended with a panel of Lancaster University researchers: Sylvia Walby spoke on financial literacy and democracy in the knowledge-based economy, Lucy Suchman on the technopolitics of knowledge work, and Candice Satchwell on the relationships between students' home literacies and literacies in Further Education vocational courses.

The event was a highly productive one, with lots of time and space for generative discussion. Contributors expressed a range of perspectives on the Knowledge-Based Economy, but there was a general agreement that the KBE discourse entails significant changes for literacies and for policy in education and employment, and that many of these changes are textually mediated. Taking a social practice perspective on such transformations enables their analysis in relation to what people are actually doing in their work and in their lives, in contrast to assumptions within the dominant discourse which are not always tested out in practice. We have set up a web page from which powerpoints and some papers from the event can be downloaded from our website and we are currently exploring possibilities for a publication which continues and extends these discussions.



Institute for Advanced Studies



Director of the LRC David Barton was pleased (and surprised) to receive a letter and a certificate from the university congratulating him on the "remarkable achievement of achieving 25 years' distinguished service". He puts it all down to regular cycling and being surrounded by good friends.



Karin Tusting. A new son, a new book and a new job

## New roles for Karin and Sue

Congratulations to Karin Tusting who has been awarded a Research Council UK Fellowship based here in the Literacy Research Centre, as well as a new ESRC project. After seven years as a researcher on various Lancaster projects and publishing on a wide variety of topics, Karin now has a regular continuing post. Congratulations!

Best wishes to Sue Walters who having been the Research Associate on the Literacy, Learning and Health project, has now been appointed Lecturer in Education at the University of Edinburgh.

# Making sense of findings

The Literacies for Learning in Further Education project is studying the literacy practices of students on a range of Further Education courses, and in other domains of their lives. The research is being carried out by a team of researchers in England and Scotland and college-based researchers in a range of curriculum areas such as Travel and Tourism, Applied Science and Child Care.

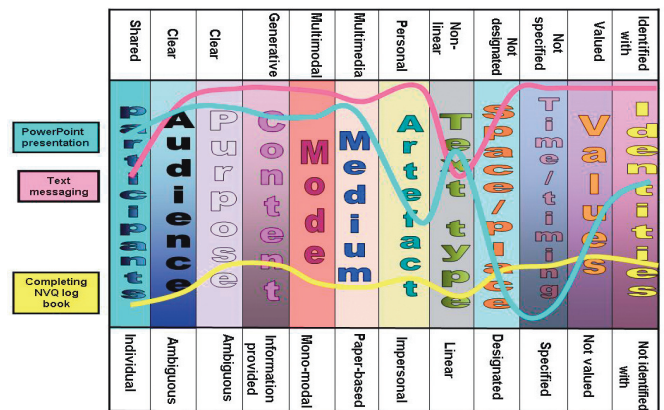
During Phase 3 of the project the College-based researchers have devised and implemented changes in classroom practice based on insights about how the literacy practices in students' everyday lives can be recognised, valued,



and used as resources for learning on their college courses. The research team has been evaluating these changes and is busy analysing data from across the project.

From our ongoing analysis of Phase 2 data, we are coming to an understanding of the characteristics of literacy practices that students value, and we are using these as a basis for analysing the literacy practices in their everyday lives and those required by the curriculum. For example, the diagram above right shows representations of how we are approaching this analysis. The central portion of the diagram shows twelve aspects of literacy practices, each on a continuum from what, according to our research, the students value in relation to this aspect of literacy (at the top), to what they do not value (at the bottom).

The wavy lines on the diagram represent examples of three different literacy practices: texting, completing an NVQ log book and creating a PowerPoint presentation on a Child Care course. Text messaging (represented by the pink line) is an example of a literacy practice which students engage in as part of their everyday lives, and completing an NVQ log book (represented by the yellow line) is something very much associated with college. What the analysis shows is that most aspects of a literacy practice such as text-messaging are at the highly valued end of the continuum, leading to the practice overall being one that students value and identify with, as represented by the final two columns of the



The chart shows representations of different literacy practices reflecting students' values and identities.

Candice Satchwell

diagram. By contrast, all aspects of the practice of completing an NVQ log book are towards the less valued end of the continuum, leading to the practice overall being one that students do not value and identify with.

Some of the innovations implemented in Phase 3 have been creating activities which attempt to harness aspects of the literacy practices in students' own lives and hence their values and identities as resources for enhancing their learning opportunities on their courses. An example of this is an assignment for a Child Care course in which the students create a Powerpoint presentation on a topic of their own choice, and this is represented by the blue line on the diagram. The way in which it zig-zags through the middle of the table indicates that we have analysed it as an activity which draws on both everyday literacies and curriculum literacies.

*Alongside this analysis, the team is devoting energy to communicating our messages to practitioners, managers and policy-makers. Simon Pardoe has joined us as a research dissemination specialist and is currently making headway with a teacher training resource which will be ready for piloting in the Autumn.*

## Productive year for LRC team

Staff at the Lancaster Literacy research centre have had a busy year one way or another...

Not only have they been producing books, but three members of staff have had babies as well!

Researchers Karin Tusting and Zoe

Fowler and Lecturer Uta Papen have all had babies. Welcome Liam, Iola and Fabian! Karin has had a book published jointly with David Barton - *Models of Adult learning: a literature review* published by NIACE.

Mary Hamilton has co-authored *Adult*

*Literacy, Numeracy and Language* with Lyn Tett and Yvonne Hillier (Open University Press), and Mary has also published *Changing Faces of Adult Literacy Language and Numeracy: a critical history* with Yvonne Hillier, (Trentham Books).

# Launching **moving Manchester**

This AHRC-funded project, led by a team at Lancaster, was given its official launch at the Central Library in Greater Manchester in June.

The purpose of the event was to thank all those who have given the project their help and support thus far, to report on the progress that has been made since January (in particular, with regards the electronic catalogue) and to advertise our aims and objectives as widely as possible.

Those attending included members of the project's 'Management Advisory Group' who have been invaluable in helping us relate the academic interests of the project to the concerns of Manchester's writing and publishing communities; members of Arts Council North-West; members of the Diversity Exchange Network; members of 'Commonword' and 'Gatehouse' (two long-established community

publishers in Manchester); various publishers and academics from throughout the UK; representatives from Central Library and the City's art galleries; and, finally but most importantly, many individual writers working in Manchester today.

Following a welcome from Lynne Pearce as project co-ordinator, there



**Manchester artist Michael Gutteridge**

## Lynne Pearce

followed a presentation on the 'e-catalogue' by our researcher Corinne Fowler and two short addresses by Avril Heffernan, Literature Officer for Arts Council North-West and Pete Kalu, director of 'Cultureword' (a subsidiary of 'Commonword' focusing of the work of Black, Asian and Chinese writers). Both these speakers expressed a hope that the project would constitute a lasting resource for all those interested in Manchester's diverse writing communities.

Pete Kalu then introduced three contemporary

writers from Greater Manchester who provided us with short readings from their work. These were novelists Muli Amaye and Zahid Hussain, and the performance poet, Shamshad Khan. All three readings spoke directly to the project's focus on migration - either as a personal experience or as a consequence of belonging to one of Manchester's many diasporic communities -- and were enthusiastically received.

The event also featured the first exhibition of a painting that project-artist, Michael Gutteridge, had produced especially for the event. A photograph of this painting - featuring the Midland Hotel and the Central Library - can be seen on the website together with a page by Michael discussing this and other works.

The project team began their first substantive research on the texts and writers featured on the e-catalogue. Lynne Pearce is focusing on the changing profile of migration in Manchester during the period 1985-1997; Robert Crawshaw is pursuing his interest in 'post-memory' via a selection of Manchester authors including W.G. Sebald; and Corinne Fowler is continuing her research into both the politics of publishing and the preoccupations of contemporary Asian women writers.

## Words that count

One of the current NRDC projects is exploring the relationship between literacy, numeracy and language provision which 'counts' towards national qualification targets and that which does not - so-called 'non-counting' provision. We want to find out if there are factors which influence learners' progression from 'non-counting' to 'counting' provision.

Part of the study is a large-scale analysis of national Learning and Skills Council databases. This will give us information on the profile of adults attending non-counting provision, rates of progression onto counting provision, and any broad factors which influence progression.

Rachel Hodge is working on the qualitative strand which involves a more in-depth enquiry into people's experiences in particular sites. This will help us to address questions such as: reasons why adults progress or do not progress onto counting provision; factors which encourage progression; how learners and teachers feel about counting and non-counting provision; effects of national targets; different needs which are being met by counting and non-counting provision.

We will achieve this in three different ways: through re-analysis of existing qualitative data from other relevant projects, such as the Adult Learners' Lives Project; through a broad-based national web survey; and through focused case studies of a range of different sites in the South and in the North West. In the North West we are working in Lancaster, Liverpool and Accrington and Rossendale.

**Rachel Hodge**

# The North West SfL Research Forum at Lancaster Literacy Research Centre

**Kathryn James  
Yvon Appleby**

Linking research and practice is at the centre of Lancaster University's literacy work.

The North West Skills for Life Research Forum is part of this commitment providing a space for practitioners, policy makers and researchers to collaborate, discuss ideas and make links between their work.

The Forum, set up in February 2003, is the first Regional Research Forum in the country. As such it provides an exciting opportunity to develop research, practice and theory in adult literacy, numeracy and language. Lancaster Literacy Research Centre was one of the founder members of the group, whose members range from large organisations such as the LSDA and NIACE to individuals interested in both research and practice in Skills for Life in the North West of England.

During 2003/2004 the Forum held regular seminars across the NW covering a range of topics including Literacy and Health, ESOL and issues within Criminal Justice settings.

In 2005 it was decided to give the Research Forum some permanence within the Literacy Research Centre's new home at the Institute for Advanced Studies at Lancaster University. A new seminar series started in November 2005 with 'ILPs - A necessary evil or supporting a student centred approach?' This looked at the use of Individual Learning Plans in a number of ways including asking the question, 'Who do ILPs belong to?' The day was extremely successful.

In June 2006 the Forum ran a successful seminar called 'From Plumbing to Punctuation: What do we mean by "embedded"?' The seminar, attended by a range of practitioners, looked at integration of literacy and language provision in vocational and other Further Education courses. The day provided an opportunity for participants to explore their own issues in relation to literacies for learning in FE, and embedded language and literacy provision. The day drew on the work of two research projects which are currently being undertaken at the Lancaster Literacy Research Centre; for more information, see [www.lancs.ac.uk/lffe](http://www.lancs.ac.uk/lffe).

## **Forthcoming NWSfLRF events:**

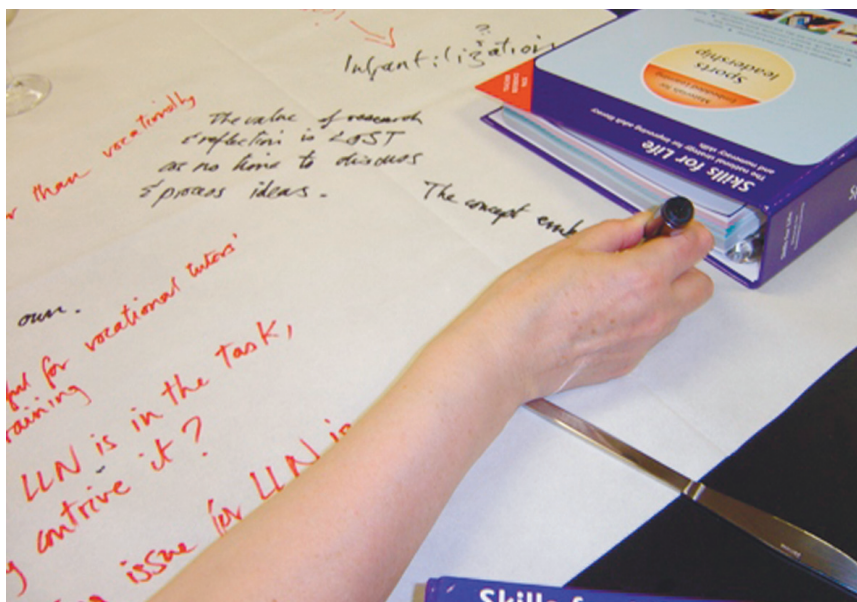
**5th October 2006**  
*'ILPs from the bottom up'*  
Lancaster University

This workshop will collaboratively develop principles for practice in using ILPs based upon students' responses to our NWSfLRF questionnaire. Using research 'in action' from data generated in the NW we will link current research and practice with the learners' perspective.

**3rd November 2006**  
*'Creativity and the Curriculum'*  
Bolton College

This exciting day will look at using different methods and media for working on literacy and numeracy with adults, including photography, digital storytelling, play and using hip-hop. Work presented comes from different populations of learners including homeless men, young prisoners and people living in disadvantaged communities.

The Research Forum is open to practitioners, providers, policymakers and researchers to take part in discussion, seminars, professional development opportunities and training events. Should you require information or if you would like to be put on our circulation list please contact: [kathryn.james@lancaster.ac.uk](mailto:kathryn.james@lancaster.ac.uk) or look at the website: <http://www.literacy.lancs.ac.uk/links/skillsforlife.htm>



**Pictured left: Work in progress at the recent North West Skills for Life Research Forum held at Lancaster University.**

I have recently completed my MA dissertation in Adult Literacy, Language, Numeracy and ESOL at Lancaster University.

I began studying in October 2002 initially for a Post Graduate Diploma but after completing four modules realised that I was two thirds towards completion of an MA so decided to study two more modules and to complete a dissertation. Initially I began studying to enhance my own understanding of literacy, the part it plays in people's lives and how to make literacy learning more accessible and acceptable in today's society and in communities.

I have thoroughly enjoyed studying the variety of topics - some of which were new to me. The online aspect enabled me to feel part of a learning community and the support from the programme team was invaluable. All the tutors and programme team were enthusiastic about their specialist subjects and the fact that these could be studied successfully

online. This encouraged me in my studies and I was given full training in how to post up discussions on to the programme website and how to take part in the live discussions (in a chat room) every two weeks. These were very lively, entertaining and were a rich source of information and learning. I particularly enjoyed the research element of the programme and have acquired and practised a variety of research techniques. I have developed new learning programmes based on people's social practices including those in the workplace. The experience has given me more confidence in articulating the issues people face in practising and developing

their own literacy to policymakers and learning stakeholders. It has also enabled me to work on a variety of Skills for Life projects at a regional and strategic level. As with any academic study, it has required discipline and diligence. I managed to complete my work despite working full time and looking after a large family. Writing my dissertation was a particularly significant learning journey which pulled together my experience as a practitioner, researcher and educational commentator. I am now working at Wirral Metropolitan College as Additional Learning Support Manager. My studies at Lancaster helped me to secure the post. My job involves teaching and

organising support for students with a variety of barriers to learning often related to disability or learning difficulties in association with literacy, language and numeracy.

The Additional Learning Support Team endeavours to promote multi-sensory approaches to learning and if I was inspired to embark on a PhD, I would be interested in researching multi-sensory approaches to literacy learning. Who knows, perhaps in several years time I may be writing another piece for the newsletter promoting PhDs in the subject .....

**Linda Etheridge**



**Linda Etheridge**

## Postgraduate Summer School 2007

### *Linking Learnings to Literacies: A Social Practices View*

Lancaster University 16th - 20th July 2007

*This residential course will give an overview of learning in relation to adult literacy, numeracy and ESOL practice, policy and research. Detailed information will be circulated during September. Initial enquiries to Kathryn James, (kathryn.james@lancaster.ac.uk) Website: <http://literacy.lancs.ac.uk>*



## Practitioner-led pioneers

Since February 2004 Lancaster University has coordinated 17 groups of Skills for Life practitioners putting their research ideas into practice.

The NRDC Practitioner-led Research Initiative (PLRI) consisted of 3 separate themed Rounds under which projects worked together in locally networked groups with the support of an independent researcher.

Round 1: New ways of engaging new learners

Round 2: Understanding purpose and perseverance - learners' aspirations and commitment to learning

Round 3: Creativity in Teaching and Learning

### **Reflections on 2 rounds of NRDC's Practitioner-led Research Initiative**

Cathy Clarkson and James McGoldrick have both been involved with the NRDC's Practitioner-led Research Initiative. James works at City and Islington College in London with Round 2; and Cathy who works at Dewsbury

College, with Round 3. Coincidentally, James and Cathy knew each other from working together for VSO (Voluntary Service Overseas) in China. Below they share their reflections on being involved with the NRDC and what impact the Practitioner-led Research Initiative has had on them.

Cathy's project looked at developing, running and evaluating an action research network, which put learners at the centre of the action research cycle. James's project was concerned with learner retention in ESOL classes.

#### **Cathy:**

The NRDC has provided an invaluable experience, from turning an initial idea into a successful research bid, then to turning a successful bid into meaningful results. If I was asked what were the top three aspects of being involved in this project:

1. Sitting in the network meeting, one tutor's comment was 'the network was about the 'purity of teaching.'
2. The way in which the learners became involved in the projects in

This NRDC funded project is now coming to an end and we are busy writing the final report which should be available from the NRDC in late 2006.

The study has focused on how literacy and ESOL students deal with the literacy and language demands of the health care system and the role adult basic education classes can play in relation to improving students' health literacy. During the course of the project we have conducted a survey of teachers in the north-west of England. We have worked in ESOL and literacy classes across the region and interviewed students and teachers about the language and literacy demands of health care settings, the students' health-related reading and writing activities, their strategies and motivations for accessing and making use of health care information as well as the role of ALLN classes in this.

Our data have revealed the many demands and difficulties that people face in dealing with health texts and the extent to which people call on their social networks in order to read and write and take action in health care settings and in relation to taking care of their health or their family's health. We have been struck by the range of health issues that affect students and their families and the manner in which students call on a wide range of resources in order to read, write, make meaning and take action in response to health care texts. Although we have focused on written language, we have also been aware of the important role of spoken interaction in health care contexts and noted that people often interact with

# Health literacy in focus

**Uta Papen  
Sue Walters**

text and talk at the same time and that text and talk inform each other when dealing with health texts.

The research has led us to challenge narrow definitions of health literacy as being primarily a matter of patients possessing appropriate reading and writing skills and to look more broadly at the context of their experience as patients. In so doing, and through paying close attention to what students and teachers told us, we have been able to consider questions of power in relation to health literacy, to incorporate into our understanding the important emotional and affec-



**Uta Papen**

tive aspects of engaging with health texts (and health personnel) and the manner in which people take up or resist certain identities and ways of behaving. We see these as important components of an expanded concept of health literacy.

We have found that classes can play a role in relation to improving students' health literacy, for example by orientating ESOL students from other countries to the UK health care system and teaching the basics of how to access appropriate health care. In some cases classes encouraged students to use each other as a resource in order to deal with health texts and issues, thus mirroring the importance of literacy as a distributed resource that we had already identified through our interviews with students. However, both teachers and students identified limitations to the role that health can currently play as a topic in classes and with a few exceptions health was not a frequent topic in the classes we observed.

Health is a private and sensitive topic, which students do not necessarily want to talk about in front of others, especially in classrooms where both men and women from a wide age range are present. Again, this reveals the importance of taking account of the emotional and social aspects of health literacy and it poses interesting challenges to what can and should be the role of classes in supporting students' health literacy.

We continue to discuss these issues and their implications for the teaching and learning of health literacy as we write the report.



National Research and Development Centre  
for adult literacy and numeracy

such a central and fundamental way. This took different aspects – one class undertook peer teaching, another involved peer marking. A third saw students develop a class 'ILP' which consisted of activities and targets chosen by the students and reviewed weekly, while a L2 group took this further by creating their own scheme of work, with suggested topics and activities.

3. Whilst the data analysis and report writing has been extremely interesting and has reinforced the success of the project, the final aspect I would like to write about would be thinking about ways to move forward with this project and adapt it for a second year in Skills for Life and expand it across college.

#### **James:**

Like Cathy, working on the PLRI was an overwhelmingly positive experience for me and the other two people who I worked with, Sharon Turner and Frances Weinreich, although it did involve a steep learning curve. My top 3 aspects would have to include:

1. The learning that has taken place. As an ESOL teacher, the practitioner-led research gave me an opportunity to change roles; to become a researcher and to learn from others.
2. The building of relationships, both within the project and beyond. The research group grew into a tight, supportive, skill-sharing team. In addition to this we established links with researchers at Kings College and Lancaster University.
3. Noticing that both tutors and learners taking part in the project felt empowered through their involvement – and enjoyed being given (to some extent) free rein to express their ideas and beliefs about ESOL.

James McGlodrick - ESOL practitioner, City & Islington College  
Cathy Clarkson - ESOL Tutor, Dewsbury College

Details of all projects can be found on the NRDC website ([www.nrdc.org.uk](http://www.nrdc.org.uk))  
The First Round report can be downloaded from:  
[http://www.nrdc.org.uk/publications\\_details.asp?ID=31](http://www.nrdc.org.uk/publications_details.asp?ID=31)

## The Study of the Impact of the Skills for Life learning infrastructure on learners (Qualitative Strand)

We are now in the third year of this NRDC study that looks at the experiences of literacy, numeracy and ESOL learners.

Lancaster University is managing the qualitative

strand, working with Sheffield University who are conducting the parallel quantitative strand. Together these learner strands link to the teacher study being carried out at the Institute of Education.

We have collected data across the six case study sites; Birmingham and Solihull, Cheshire and Warrington, West London, West Yorkshire, Cumbria and Northumberland, and Swindon and Wiltshire. The first interviews were with stakeholders who provided a picture of provision in their areas. This was then followed by interviews with learners, managers and tutors. We have conducted more than 420 interviews with learners and 150 interviews with managers and tutors. Some of these are second interviews allowing us to see changes over time.

One of the significant findings to emerge from the first interviews is that nearly 90% of students expressed a high level of satisfaction with their learning. When we matched this with tutor interviews we found their experience was less positive. As part of the developmental process of using a staircase model of evaluation we took this back to the tutors. Many reported that it was their job, or part of their professional identity as tutors, to ensure high quality learning which the students valued. This suggested to us that tutors and managers are making the strategy work in a variety of ways within and across their practice: absorbing some of the difficulties and tensions in implementing a new

policy area.

We found that generally people attending classes across the range of literacy, numeracy and ESOL valued the skills and knowledge they were learning, using them in their everyday lives and increasing their confidence and general understanding about learning. Many people reported valuing taking a test, which gave them a recognisable qualification, whilst others did not see this as an important part of their motivation to learn. The infrastructure needs to account for these differences to be successful. The last phase of data collection, which we are currently analysing, will show changes over time between the first and second interviews, on aver-

age between 12-14 months. Within this timescale we will be able to see progression routes for learners, where they either carry on learning, move into employment or drop out. This will help us to understand patterns of participation and engagement. We will also be able to see changes to the infrastructure that affect tutors and managers looking at how this impacts upon provision.

The staircase model will enable us to look at how different groups of people experience the same Skills for Life strategy but from different positions and with possibly different expectations.

## Yvon Appleby

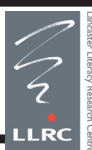
## Putting it into practice

The practitioner guide project worked with a number of practitioners in Cumbria and Lancaster over the last year turning findings from the Adult Learners' Lives (ALL) project into a resource to support a social practice approach to teaching and learning.

Called 'Putting it into practice: connecting lives and learning in adult language, literacy and numeracy teaching' the guide is the first of several being produced by the NRDC turning recent research findings into materials to support practice. The guides will be published jointly by NRDC and NIACE and are aimed at teacher

training and continuing professional development.

A group of practitioners from Cumbria and Lancaster, with a range of teaching and training experience, was asked to contribute ideas and responses to the findings as they were developed including how findings could be presented and what, in their experience, would make the guide a useful resource. We were encouraged by the insights from the group and their commitment to support the development of the guides. This process supported the production of an accessible resource connecting research and practice. As the first guide goes into the final stages of production we start work on the second Lancaster University guide that covers adult engagement in community settings.



## Blended Learning Postgraduate Studies in Adult Literacy, Numeracy & ESOL

www.literacy.lancs.ac.uk

- Are you an experienced ALNE practitioner or manager considering professional development?
- Thinking of moving your career direction into research, management or teacher training?
- Looking for qualifications that build on level 4 subject specifications?

*"I have thoroughly enjoyed studying at Lancaster and the variety of topics - some of which were new to me. All the tutors and programme team have been very supportive and their enthusiasm for their specialist subjects has encouraged me in my studies"*

Study with us at Lancaster and you will be working in an internationally renowned Faculty of Social Science that places literacy numeracy and ESOL in the wider social policy arena. This flexible modular programme allows for individual stand-alone short courses to be credited towards a Masters degree in ALNE, offering a fully supported on-line opportunity for advanced training.

Lancaster Literacy Research Centre is a core partner in the DFES-funded National Research and Development Centre for Adult Literacy, Numeracy and ESOL, and is known for its work in linking research and practice.

### Modules starting 13th & 14th October 2006

- Approaches to Adult Literacy, Numeracy & ESOL
- Language & Linguistics for Teachers

### Tutor supported on-line distance learning includes:

- Flexible modular programme with 3 start dates each year
- One and a half days face-to-face induction at Lancaster University
- A pack of specially designed materials with relevant course readings
- Tutor supported distance sessions through e-mail and the Internet
- Full access to the Lancaster University library on-line journals and databases

### Modules starting January & April 2007

- Perspectives on Literacy & Learning in Criminal Justice Settings
- Reflective Research & Evaluation for Professional Practice
- Workplace Basic Skills Policy & Practice
- Debates in ESOL Teaching & Research
- Family & Community Literacies
- Academic Writing
- On-line Learning

Your questions are welcome. Please contact us for further information and application forms:

Kathryn James; Department of Educational Research; Lancaster University

Tel: (01524) 510828; email: [edres-ma@lancaster.ac.uk](mailto:edres-ma@lancaster.ac.uk)