Subjects:

Aboriginal Peoples  
Adolescents  
Adult Education  
Adult Literacy  
Culture  
Instruction and Learning  
Language Arts  
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Workplace

Aboriginal Peoples

150 CAI  

This facilitator’s manual uses the Aboriginal Learning Circle (ALC) approach to workplace essential skills training. It briefly describes the ALC approach, proposes strategies for working in aboriginal communities and negotiating with employers and includes session materials which can be adapted and reproduced with permission.

Adolescents

160 KAJ  

This book draws on *Adolescent Literacy: an NCTE Policy Research Brief* to look at how digital technology can be integrated into classroom practice with adolescents, based on how adolescents are informally learning literacies using digital technologies outside the classroom.
Recent Acquisitions – Fall 2012

Adult Education

170 MUR

This report draws on data from the 2003 International Adult Literacy and Life Skills Survey (IALSS) and from five years (2005-2009) of the Survey of Labour and Income Dynamics (SLID) to try to estimate the likely return on investment (ROI) of a significant financial commitment to adult literacy on the part of government. The report estimates the “one-time” cost of raising all adults to prose literacy level 3 at $29 billion, although the authors note that they did not include costs such as the cost of training instructors, developing and administering a system of instructor certification, curriculum development or the improvement of support systems. The report estimates benefits of $86.8 billion, of which $3.1 billion includes savings in income support programs. It estimates increased earnings of $83.7 billion a year.

175 SHE

A book is a series of essays on issues of race and racism in the context of adult education in the United States. The authors look at the pervasiveness of racism in society and in adult education practice, and discuss strategies to combat racism.

175 WEL

This critical inquiry examines the concept of the “learning society”, how it has evolved over time and how it reflects the prevailing ideology of society. Welton questions the notion that we are in a new “knowledge-based society”, and shows how opportunities for learning can be distorted by the power relations within the workplace, institutions and society at large. He calls for collective action to create a truly just “learning society”.
Adult Literacy

180 WOR

This report is the result of an independent inquiry into the state of adult literacy in England launched by the National Institute of Adult Continuing Education (NIACE). The researchers conducted a literature review, held expert seminars and focus groups and invited stakeholders to contribute papers. They found that the percentage of learners who participate in learning is still relatively small and that access to provision was skewed towards those at or above functional levels of literacy. Responses from people working in the field indicated that flexible, individualized approaches to instruction work well for learners, as well as contextualized learning materials and the embedding of Literacy and Essential Skills in instruction. Approaches that weren’t working well, and challenges that impede many groups’ access to learning, were also identified. The report recommends that the government work with local authorities and civil society groups to increase the number of qualified adult literacy teachers by offering various forms of training for potential teachers and increasing professional development opportunities for current teachers, and also to provide family literacy programs to tackle inter-generational problems with literacy. It also recommends the creation of a Challenge Fund to develop innovative approaches to learning for different groups of learners and a collaborative approach to support the development of workplaces as learning organizations.

Culture

360 ADU

Volume 127 in the series New Directions for Adult and Continuing Education, this book looks at how adult educators and cultural institutions could forge stronger relationships in order to more fully realize the potential for informal learning in these cultural institutions.
Recent Acquisitions – Fall 2012

Instruction and Learning

550 DER

This booklet offers practical ideas for teachers of adult literacy, language and numeracy courses to assist them in day-to-day lesson preparation, teaching and assessment. It argues for a focus on student-centered learning, teaching and assessment. The booklet also aims to clarify the concept of “formative assessment”, defined as assessment designed to facilitate learning rather than simply measure the extent of learning.

550 TEA
Hughes, Nora, & Schwab, Irene [eds.]. (2010). *Teaching Adult Literacy: Principles and Practice*. National Research and Development Centre for Adult Literacy and Numeracy.

This book was written to support teacher trainers and those studying for a teacher training qualification, following the introduction of a specialist qualification for teaching adult literacy in England as part of the Skills for Life Strategy in 2001. The authors look at the social context of literacy, linguistics and grammar, guidance on teaching reading, writing, speaking and listening skills and inclusive teaching practices for those with learning difficulties. The book is part of the Developing Adult Skills Series, edited by David Mallows and Wendy Moss, and co-published with Open University Press (a McGraw-Hill Company).

690 LAV

Lave and Wenger promote the notion of situated learning—that learning is fundamentally a social process and not merely the reception of factual knowledge or information. They propose that learning is the process of participating in communities of practice. As examples they show how people come to integrate into communities of practice such as those of midwives, tailors, quartermasters, butchers, and recovering alcoholics.

690 SCH

Cognitive scientist Roger Schank argues that the difficulties the education system has in engaging students is due mainly to its attempt to teach subjects rather than teach students how to think. He states that “we must focus on teaching cognitive processes and abandoning the subject-based (and test-based) education system we have now that is clearly failing.” He identifies twelve cognitive processes that should be taught and explains how they should be taught.
Recent Acquisitions – Fall 2012

Language Arts

640 WAX

This book argues for the importance of reading, writing about and discussing literature, drawing on experiences from the alternative sentencing program Changing Lives through Literature (CLTL), which was started in 1991 in Massachusetts on an experimental basis and which has since spread throughout the United States and United Kingdom. This program requires offenders to attend a literature course as part of their probation. The authors’ arguments are based on a humanistic concept of education for its own sake.

Legal Information

510 FAM
Éducaloi and the Community Health and Social Services Network (CHSSN). Family Violence: A Legal Information Toolkit for Service Providers.

This binder contains legal information, diagrams, a list of useful resources and suggested questions service providers can ask to identify legal issues. It was designed for English-speaking communities in Quebec.

Non-Profits

290 BAT

This guidebook to social innovation adapts innovation techniques from the corporate world for use in non-profits. The author describes several stages of social innovation: defining the social challenge, identifying and prioritizing needs, finding opportunities to meet those needs, devising a workable solution, and devising a business plan to implement it.

290 EDW

Edwards critiques “Philanthrocapitalism”, the fashionable view that applying principles of capitalist entrepreneurship to the non-profit sector will make that sector more effective at confronting social problems. He argues while socially minded businesses can do some good, they cannot address the underlying causes of social problems. Organizations that attempt to achieve social goods while also succeeding as businesses run the risk of being unable to achieve both objectives effectively. He argues for a strong civil society that works with, but is independent of, government and the private sector.
Recent Acquisitions – Fall 2012

290 GOL

Goldsmith is the former mayor of Indianapolis and, at the time of writing, was Deputy Mayor of New York City for Operations. He argues that professionalization and entrenched interests in the social services sector is often an obstacle to progress in resolving social problems, and that “civic entrepreneurs” have a role to play in reforming social services to make it more responsive to the needs and desires of citizens. For Goldsmith, a “civic entrepreneur” is a leader in the public, private or non-profit sectors who champions innovative change that targets social problems and focuses on achieving results. His focus is largely on urban areas and he illustrates his points by describing reform efforts by municipal governments in the United States.

290 SAU

A companion to *Social Innovation Inc.*, this book is aimed at the non-profit world. As in *Social Innovation Inc.*, Saul argues that social impact now has value in the marketplace: that is, people are willing to pay for it. However, non-profits still must learn how to “sell” their impact to stakeholders. This book is a guide for non-profit professionals on how to understand the role of social change in the economy, how to capture and communicate the impact of their organizations’ activities in simple compelling terms.


In this guide for businesses on how to make profit from social innovation, Saul argues that because people value social impact, it is a market value – there is market demand for goods and services that provide a social impact and businesses can make money by meeting that demand. He outlines five social innovation strategies that businesses can follow.


Saul proposes a way for non-profit organizations to measure their performance against the standards set by leaders in the field.

290 SOC

This book of essays looks at social innovation as a “sixth wave” of economic innovation. The essays deal with the conceptual frameworks of social innovation, the context in which social innovation occurs, assessing its value, social enterprises and social entrepreneurs, and sustainability and environmental innovation.
Recent Acquisitions – Fall 2012

290 GUI


This is an updated version of the 2009 Guide to SROI published by the UK Cabinet Office. This guide introduces the concept of social return on investment and advises non-profit organizations on how to use it to assess outcomes. The “Impact Map” is a companion to the guide which contains a form for noting costs and results of initiatives.

Statistics

1060 ORG


This report provides an overview of the Programme for the International Assessment of Adult Competencies (PIAAC). It describes how PIAAC was developed, including decisions on what should be measured and how to define PIAAC’s three core domains, “literacy”, “numeracy” and “problem solving in technology-rich environments”, as well as the design of assessment tasks and decisions on how those tasks will be interpreted. It summarizes the draft frameworks for each of the assessment domains, and includes examples of the items and stimuli used to measure proficiency in the three domains. (summary adapted from OCED website).

Technology

1095 SMY


This report proposes a conceptual framework around digital technologies and their impact on teaching and learning in Adult Basic Education (ABE) programs, and documents current practices of incorporating digital technologies into the ABE field. The report focuses on the use of digital technologies by adult learners with low literacy skill levels and looks at why practitioners choose or choose not to incorporate digital technology in their practice. The research included a literature review, interviews and vignettes.
Workplace

1180 DOC
*Document use refresher for apprentices.* Human Resources and Skills Development Canada (HRSDC).

   This is the curriculum for a refresher course in document use developed for the Apprenticeship Essential Skills Initiative in Nova Scotia. It includes modules on pictures and icons; lists; diagrams; graphs; process charts; entry forms; and procedural manuals. Each module includes learning activities, supporting materials, and suggested strategies for instruction (summary adapted from NALD website).

1180 WOR

   This is a binder of instructor resources for workshops in developing essential skills in people wishing to start small businesses.

1200 SEN

   In this treatise on craftsmanship, Sennett sets forth a conception of craftsmanship as dedication to work well done for its own sake. The book examines the factors that motivate such dedication and the factors that demoralize workers, and how organizations can promote quality work.