Adult Literacy And Numeracy In Scotland

The pedagogical relationships existing between adult literacy and numeracy were examined in a study involving four data collection activities: historical review of development of the general concept of numeracy; semistructured interviews with adult educators and curriculum theorists, planners, and developers concerned with the relationships between literacy and numeracy in adult education; collection and critical review of selected curriculum documents and resource materials across a broad range of adult literacy, numeracy, and training programs throughout most of Australia's states; and detailed cases studies of two classrooms in Western Australia and New South Wales where literacy and numeracy are being taught by attempting to engage their interrelationships in local and specific contexts. Context was determined to be the crucial factor determining the pedagogical relationships between literacy and numeracy. Greater degrees of embedding instruction in context were generally associated with closer and more specific relationships between literacy and numeracy. The relationships between literacy and numeracy in specific contexts were examined within the framework of five terms: discourse, imbrication, modality, instrumental, and pedagogic. It was recommended that awareness of numeracy issues within adult education be increased and more experimental "integrated" literacy and numeracy classes be developed. (Contains 84 references.) (MN)

Milestones for adult basic education include: It was first federally funded in 1964. The National Literacy Act passed in 1991. The Workforce Investment Act (WIA) of 1998 was enacted. The field then remained relatively static until 2014 when: a new version of the GED® test was launched, new content standards were developed, new data on adult cognitive skills were released, and the Workforce Innovation and Opportunity Act (WIOA), with its laser focus on employment and training, was enacted. This volume reviews where the field is in relation to these turning points and discusses where it could go. Taking up critical discussions of the many recent and influential changes as well as topics of enduring interest, this volume will be valuable to practitioners, researchers, and policy makers. This is the 155th volume of the Jossey Bass series New Directions for Adult and Continuing Education. Noted for its depth of coverage, it explores issues of common interest to instructors, administrators, counselors, and policymakers in a broad range of education settings, such as colleges and universities, extension programs, businesses, libraries, and museums.

Volume 6 in the National Center for the Study of Adult Learning and Literacy's series of annual volumes reporting on current issues, research, and best practices in the field of adult basic education.

World Bank Discussion Paper 245. Experience shows that literacy levels are much more easily raised in children than in adults. Literacy is not easily transmitted to adults, and skills of neoliterate are not stable--a problem which can lower the ef...
and change. Using examples from many countries, the authors give practical guidance, in clear language, for all stages of literacy action from planning to assessment. Besides reading, they cover the skills involved in writing, calculating and interpreting visual images. They suggest ways of using materials that are already available and how to develop new ones designed for specific situations. Authors give practical guidance in clear language for all stages of literacy action from planning to assessment.

Although health literacy is commonly defined as an individual trait, it does not depend on the skills of individuals alone. Health literacy is the product of the interaction between individuals’ capacities and the health literacy-related demands and complexities of the health care system. Specifically, the ability to understand, evaluate, and use numbers is important to making informed health care choices. Health Literacy and Numeracy is the summary of a workshop convened by The Institute of Medicine Roundtable on Health Literacy in July 2013 to discuss topics related to numeracy, including the effects of ill health on cognitive capacity, issues with communication of health information to the public, and communicating numeric information for decision making. This report includes a paper commissioned by the Roundtable, "Numeracy and the Affordable Care Act: Opportunities and Challenges," that discusses research findings about people's numeracy skill levels; the kinds of numeracy skills that are needed to select a health plan, choose treatments, and understand medication instructions; and how providers should communicate with those with low numeracy skills. The paper was featured in the workshop and served as the basis of discussion.

Over the last two decades, an increasingly economistic discourse has dominated discussions about adult literacy and numeracy. This book provides critiques of, and alternative narratives to the dominant discourse. Authors provide tools and methodologies of critique, including ways of seeing how policies in the countries of focus come to be captured almost completely by the interests of business and industry, as well as how to critically interpret the data that policy makers use to justify their priorities. But adult literacy and numeracy practitioners and learners find spaces and places to pursue learning that matters for the lived experiences of adults and their communities. Beyond Economic Interests presents the struggles and achievements of practitioners and learners that lead the readers of the book to critically appreciate that a counter narrative to the purely economistic discourse of adult literacy and numeracy is much needed, and possible.

Offers guidance on how to work with adult learners to develop literacy skills and includes case studies of real student experiences and practical suggestions for teaching, planning, and assessment.

Understanding the origins of poor literacy and numeracy skills in adulthood and how to improve them is of major importance when society places a high premium on proficiency in these basic skills. This edited collection brings together the results of recent longitudinal studies that greatly extend our knowledge of what works in raising skill levels, as well as the social and economic returns to improvement. Many fundamental research questions in adult education involve change over time: how adults learn, how program participation influences their acquisition of skills and knowledge, and how their educational development interacts with their social and economic performance. Although a growing number of longitudinal studies in adult basic education have recently been completed, this book is the first systematic compilation of findings and methods. Triangulating findings from different methodological perspectives and research designs, and across countries, this text produces convergence on key conclusions about the role of basic skills in the modern life course and the most effective ways of enhancing them.

A high level of literacy in both print and digital media is required for negotiating most aspects of 21st-century life, including supporting a family, education, health, civic participation, and competitiveness in the global economy. Yet, more than 90 million U.S. adults lack adequate literacy. Furthermore, only 38 percent of U.S. 12th graders are at or above proficient in reading. Improving Adult Literacy Instruction
synthesizes the research on literacy and learning to improve literacy instruction in the United States and to recommend a more systemic approach to research, practice, and policy. The book focuses on individuals ages 16 and older who are not in K-12 education. It identifies factors that affect literacy development in adolescence and adulthood in general, and examines their implications for strengthening literacy instruction for this population. It also discusses technologies for learning that can assist with multiple aspects of teaching, assessment, and accommodations for learning. There is inadequate knowledge about effective instructional practices and a need for better assessment and ongoing monitoring of adult students' proficiencies, weaknesses, instructional environments, and progress, which might guide instructional planning. Improving Adult Literacy Instruction recommends a program of research and innovation to validate, identify the boundaries of, and extend current knowledge to improve instruction for adults and adolescents outside school. The book is a valuable resource for curriculum developers, federal agencies such as the Department of Education, administrators, educators, and funding agencies.

The National Child Development Study is a longitudinal survey of all people who were born in the week of March 3-9, 1958 in England, Scotland, and Wales—approximately 17,000 people. A project used information collected from 12,500 of these people through interviews in 1981 when they were 23 years old. The project sought to determine (1) what practical problems beset people with literacy and numeracy difficulties; (2) which groups report difficulties with basic skills but are underrepresented in adult basic education courses; and (3) whether those who will have difficulties with numeracy and literacy in adulthood can be identified earlier in life. The study found that 13 percent of the sample reported some problems with basic skills, with about twice as many reporting problems with writing/spelling as with numeracy or reading. Many did not report any practical problems with daily life, but said the lack of skills kept them from applying for jobs. Most persons with skills problems were in paid employment, the majority in the manual working class groups. More of the group who lacked basic skills were unemployed than the group as a whole. Although men were more likely to report literacy problems, they were also more likely to have received help. People reporting basic skills problems were more likely to live in crowded housing and to have less money. (KC)

Why does reading and writing matter in modern societies? How do we know adult literacy education does any good? Why Literacy Matters offers a contribution to the continuing debate about both accountability in adult learning in general terms and the specific development of systems in adult literacy and numeracy. In recent years, a number of arguments have been advanced in support of adult literacy and numeracy programmes, such as suggestions that they contribute to a more productive workforce and address the inadequacies of schooling. There have been ever-increasing demands for such programmes to prove their worth, but a lack of hard evidence. Through a presentation of the wider outcomes of literacy and numeracy learning, discussing the complexities and potential of such work, this book is an attempt to address some of these questions, by firstly examining the research evidence, then looking at what would be a useful step in understanding the effects of literacy education, with strategic suggestions. Table of contents: Introduction Part one: How can we think about the effects of literacy education? 1. Three ways to look at literacy: A brief review 2. Literacies as capabilities 3. Understanding outcomes 4. Measuring matters Part two: Reviewing the evidence 5. The literate mind 6. Economic effects 7. Literacy and health 8. Family values 9. Social and political impacts Part three: Reflections and conclusions 10. Literacy matters 11. Implications for adult literacy education policy and practice. This handbook is intended to help craft lecturers in further education colleges teach students who have difficulties with basic communication skills, including reading, writing, and calculation. It gives suggestions on how craft lecturers can help students improve their literacy and numeracy in the workshop and classroom. Examples based on specific crafts that can be relatively easily adapted and applied to other craft subjects are given. Introductory materials discuss determination of reading, writing, and calculations tasks required in courses and teaching.
the theory of a craft subject. The next section concerns reading tasks with which craft students are faced, including the blackboard and overhead projectors; reading instructions, handouts, and worksheets; and textbooks. It considers the difficulties these pose and examines ways in which the craft tutor can help students improve their learning of the literacy and numeracy skills of the craft. The following section deals with access skills--library and research skills. Students' writing is the focus of the next section. It suggests ways of dealing with the wide range of written ability. The section on numeracy focuses on needs identification, instructional methods, and areas of numerical work. The final section suggests testing methodology. (YLB)

This book will help those who plan and develop literacy initiatives; using case studies from literacy programmes in many countries including Egypt, India, Indonesia, Mali, Nigeria, the Philippines and Uganda, it demonstrates the importance of literacy, its power to improve lives, and the role literacy plays in social and economic development.

Examines the widespread phenomenon of poor literacy skills in adults across the globe. This handbook presents a wide range of research on adults who have low literacy skills. It looks at the cognitive, affective, and motivational factors underlying adult literacy; adult literacy in different countries; and the educational approaches being taken to help improve adults' literacy skills. It includes not only adults enrolled in adult literacy programs, but postsecondary students with low literacy skills, some of whom have reading disabilities. The first section of The Wiley Handbook of Adult Literacy covers issues such as phonological abilities in adults who have not yet learned to read; gender differences in the reading motivation of adults with low literacy skills; literacy skills, academic self-efficacy, and participation in prison education; and more. Chapters on adult literacy, social change and sociocultural factors in South Asia and in Ghana; literacy, numeracy, and self-rated health among U.S. adults; adult literacy programs in Southeastern Europe and Turkey, and a review of family and workplace literacy programs are among the topics featured in the second section. The last part examines how to teach reading and writing to adults with low skills; adults' transition from secondary to postsecondary education; implications for policy, research, and practice in the adult education field; educational technologies that support reading comprehension; and more. Looks at the cognitive processing challenges associated with low literacy in adults. Features contributions from a global team of experts in the field. Offers writing strategy instruction for low-skilled postsecondary students. The Wiley Handbook of Adult Literacy is an excellent book for academic researchers, teacher educators, professional developers, program designers, and graduate students. It's also beneficial to curriculum developers, adult basic education and developmental education instructors, and program administrators, as well as clinicians and counselors who provide services to adults with reading disabilities.

The Review of Adult Learning and Literacy: Connecting Research, Policy, and Practice, Volume 7 is the newest volume in a series of annual publications of the National Center for the Study of Adult Learning and Literacy (NCSALL) that address major issues, the latest research, and the best practices in the field of adult literacy and learning. Each Review opens with an overview of significant recent developments in the field of adult literacy, followed by a set of chapters presenting in-depth reviews of research and best practices on topics of high interest to the field. The following articles are included in Volume 7: * The Years 2004 and 2005 in Review (Noreen Lopez) * Persistence: Helping Adult Education Students Reach Their Goals (John P. Comings on definitions of persistence, why persistence matters, research on persistence, the results of a study into adult learner persistence, implications for practice, policy and research) * Achieving Adult Education Program Quality: A Review of Systematic Approaches to Program Improvement (Mary Ziegler and Mary Beth Bingmann on quality and accountability efforts in the US, legislation to improve quality in adult education, national efforts to improve program quality in adult education, state efforts
to improve program quality, case studies of program improvement efforts, applying program improvement models in adult education, implications for practice, policy and research) * Assistive Technology and Adult Literacy: Access and Benefits (Heidi Silver-Pacuilla) * Individualized Group Instruction: A Reality of Adult Basic Education (Perrine Robinson-Geller on the Individualized Group Instruction model, description of IGI, adult learning theories, the use of IGI and the structure of adult basic education, the prevalence and effectiveness of IGI, what range of skills are addressed and learned in IGI, how much instruction is taking place, how much time is spent on tasks, what types of adult learner does IGI work best for, does IGI improve retention and learning, implications for policy, research and practice) * Health Literacy: An Update of Medical and Public Health Literature (Rima E. Rudd with Jennie Epstein Anderson, Sarah Oppenheimer, Charlotte Nath) * Research on Professional Development and Teacher Change: Implications for Adult Basic Education (Christine Smith and Marilyn Gillespie on the role of teachers in student achievement, the state of professional development in adult basic education, contrasting models of professional development, professional development in a standards-based environment, factors affecting how teachers change, implications for policy, practice and research) * Opportunities, Transitions, and Risks: Perspectives on Adult Literacy and Numeracy Development in Australia (Rosie Wickert, Jean Searle, Beth Marr and Betty Johnson on the development of adult literacy and numeracy in Australia. Phases of adult literacy and numeracy in Australia, positioning numeracy, adult literacy and numeracy within the National Reporting System and the National Framework of Adult English Language, Literacy and Numeracy Competence, professional development for adult numeracy teachers, adult numeracy in Government policy, Australian numeracy practitioners in the international community) * Adult Basic Education and Training in South Africa (Veronica McKay on apartheid and illiteracy, the relationship between levels of literacy and levels of poverty, present policies and legislation, the role of teachers in adult basic education and training, examples of adult basic education programs in South Africa, what does the future of adult literacy in South Africa look like?) * Annotated Bibliography on Workplace Education (Connie Nelson on changes in the workplace and workforce, stakeholder interests, incidence of workplace education, lessons learned about implementing quality workplace education programs. An annotated list of resources on workplace education, guides to practice and design of workplace education, worker writing, web sites).

The National Assessment of Adult Literacy (NAAL) is a household survey conducted periodically by the Department of Education that evaluates the literacy skills of a sample of adults in the United States ages 16 and older. NAAL results are used to characterize adults’ literacy skills and to inform policy and programmatic decisions. The Committee on Performance Levels for Adult Literacy was convened at the Department’s request for assistance in determining a means for booking assessment results that would be useful and understandable for NAAL’s many varied audiences. Through a process detailed in the book, the committee determined that five performance level categories should be used to characterize adults’ literacy skills: nonliterate in English, below basic literacy, basic literacy, intermediate literacy, and advanced literacy. This book documents the process the committee used to determine these performance categories, estimates the percentages of adults whose literacy skills fall into each category, recommends ways to communicate about adults’ literacy skills based on NAAL, and makes suggestions for ways to improve future assessments of adult literacy. Shows how creativity can be an approach to and an ethos for several aspects of school life and management. This book examines organisation, leadership, approaches to teaching and learning, curriculum design, assessment for learning, and more. It is useful for those working in partnership with schools, and also for those involved in school change. The Programme for the International Assessment of Adult Competencies (PIAAC) is an international assessment of adult skills. The...
assessment framework provides an agreed definition of what should be measured and guide the construction and interpretation of tasks included in the assessment.

This book presents a synopsis of six emerging themes in adult mathematics/numeracy and a critical discussion of recent developments in terms of policies, provisions, and the emerging challenges, paradoxes and tensions. It also offers an extensive review of the literature adult mathematics education. Why do adults want to learn mathematics? Did they enjoy mathematics at school so much that they want to continue? NO! Most of these adults have to learn mathematics because it is part of a formal qualification they need, because their job demands the ability to apply mathematics, or because they need basic numeracy in their daily lives. Lastly, the authors discuss five potential strategies to promote lifelong learning of mathematics among adult learners.

This book is a selection of 15 papers developed by participants in ICME 13 held in Hamburg, presenting insights from the latest research on the andragogy of adult and lifelong learning of mathematics. It also investigates open questions, such as numeracy and mathematics skills, social and psychological influences on learning environments, as well as economic and political demands. The chapters offer examples, while at the same time highlighting important directions for further research. The book is divided into four parts: The first section provides an overview on the concept of “numeracy”, and the second focuses on adult students who are learning mathematics; the third part presents a teachers’ focus and the final part covers overarching themes. The book is of interest to classroom teachers, university teacher educators, and professional development providers.

In light of an OECD survey of 24 countries ranking England and Northern Ireland 22nd for literacy and 21st for numeracy, a more joined-up Government approach is needed to tackle the alarmingly low levels of adult literacy and numeracy. While the Government pledges free training and tuition for any adult who wishes to study English and maths up to and including GCSE level, adults with the most limited skills were not aware of the support available. There is little rigorous or uniform assessment in place for when adults claim unemployment benefit—despite the fact that this is an ideal opportunity to help adults to gain essential skills needed to get a job. The Department for Work and Pensions, the Department for Business, Innovation, and Skills, and Jobcentre Plus and skills providers should work closely to ensure there is consistent and thorough assessment of skills at the earliest possible stage of unemployment benefit claims. The Committee urges a more flexible approach to adult learning, both in the types of programme on offer and in the types of funding given by the Government. There is also concern about reductions in funding to adult learning schemes and the Government is advised to reverse its decision to cut funding to Unionlearn, a scheme which has achieved outstanding results at a fraction of the cost of full-time formal education. The Government should also move away from its preoccupation with GCSEs as the 'gold standard' of measurement for adult skills, as less linear and traditional learning schemes are often more effective.

This book explores the social practice of literacy, numeracy and language and its implications for teaching and learning adult basic skills. Leading international experts argue that literacy, numeracy and language are more than just a set of skills or techniques, but are shaped by the social and cultural context within which they are taking place; the meanings they have for users; and the
purposes they serve. This shifts the focus from a narrow, functional and externally imposed definition of literacy, numeracy and language learning, to more open and numerous definitions that focus on what people do with their knowledge, understanding and skills in a range of contexts. Adult Literacy, Numeracy and Languageshows how the social practice approach to learning and teaching can be used to develop more inclusive views of adult literacy, numeracy and language. Bringing together the views of researchers, policy makers and practitioners, it helps readers to develop an understanding of contemporary policy developments and encourages them to examine their own practice as adult basic education teachers, in order to respond more effectively to the needs of their students. This book is a valuable resource for practitioners, researchers and students on courses in adult and continuing education (particularly basic skills), postgraduate students, and researchers in the field of post-compulsory education. With a radically new perspective on reading, writing and mathematics for adults, this refreshing and challenging book shows how teachers and curriculum developers have much to gain from understanding the role of literacy in learners' lives, bringing in their families, social networks and jobs. Looking at the practicalities of how teachers and students can work with social practice in mind, Adult Literacy as Social Practice is particularly focused on: * how a social theory of literacy and numeracy compares with other theoretical perspectives * how to analyze reading and writing in everyday life using the concepts of social literacy as analytical tools, and what this tells us about learners' teaching needs * what is actually happening in adult basic education and how literacy is really being taught * professional development. With major policy initiatives coming into force, this is the essential guide for teachers and curriculum developers through this area, offering one-stop coverage of the key concepts without the need for finding materials from far-scattered sources.

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