

Language and Literacy in Workplace Education

Learning at Work

Giselle Mawer

Language In Social Life



Language And Literacy In Workplace Education Learning At Work

Judd E. Hollander



Language And Literacy In Workplace Education Learning At Work:

Language and Literacy in Workplace Education Giselle Mawer, 2014-09-25 Just as workers are confronting the rapidly changing practices of the restructured technological workplace and the increasing convergence of working and learning so those involved in any form of workplace education or training are also restructuring their focus teaching methods and approaches This book examines the conceptual and practical challenges facing education and training professionals in redefining their contribution to improving communication and learning at work Interweaving theory and commentary with actual case studies the book explores a multifaceted approach to workplace education which aims to develop individual workers skills as well as integrating learning language and cross cultural issues into work communication and management practices It is a strategic practical approach which draws on a range of applied linguistic and educational traditions and is informed by related disciplines such as cognitive and social psychology and organisational behaviour The book does not present formulae for success rather it illustrates the complexities and challenges faced by educators as they learn to balance different and often conflicting priorities Language and Literacy in Workplace Education Learning at Work has been written with a wide audience in mind from language and literacy professionals Human Resources staff vocational trainers managers as well as students of education and linguistics The book is clearly presented and takes care to explain specific educational or organisational terminology making the study accessible to newcomers to the field *Reading Work* Mary Ellen

Belfiore, Tracy A. Defoe, Sue Folinsbee, Judy Hunter, Nancy S. Jackson, 2004-02-04 This text explores changing understanding of literacy and its place in contemporary workplace settings It highlights questions and dilemmas to consider when planning and teaching workplace education and challenges traditional thinking about workplace literacy as functional skills

Resources in Education , 1999-04 Changing Work, Changing Workers Glynda A. Hull, 1997-01-01 This glimpse into factories hospitals other work settings and work related literacy programs shows the massive changes in expectations for workers skills in the twenty first century especially regarding language and literacy Training for a Smart Workforce Rod Gerber, Colin Lankshear, 2002-09-26 In the hypercompetitive context of the new global economy building a smart workforce is widely regarded as a key strategy for enterprises But is this any more than another fast capitalist slogan What substance can be given to the idea What are its associated values and practices This book explores these issues from an international perspective in fresh and challenging ways Key themes include competence and being competent in the world of work experience common sense and expertise in workplace learning social practices and literacies in the workplace developing smart self directed workers taking responsibility for learning in workplaces empowering workers as learners in the workplaces These essays are written by leading edge workplace analysts and practitioners from Australia New Zealand Sweden and the USA Their wide ranging multi disciplinary approach will be of interest to all forward thinking academics students and leaders in management organizational development and workplace learning Resources in Education , 1997

New Acquisitions Unesco Institute for Education. Documentation Centre and Library, 2006 **Unions and Workplace Reorganization** Bruce Nissen, 1997 Contains 11 essays dealing with trends in workplace reorganization and how unions should respond to these trends *Improving Workplace Learning* Geraldine Castleton, Rodney Gerber, Hitendra Pillay, 2006

Closely linked to the concepts of growth and globalisation is the increasing recognition being given to the importance of the workplace as a site of learning The value of the book rests in the fact that this framework does not have its foundations in just one academic discipline but rather provides a range of perspectives drawn from psychology social psychology sociology and critical theory The purpose is to move away from a unidimensional understanding of workplaces and workplace learning to provide a different standpoint from which to better appreciate the diversity and complexity of learning in the workplace This significant book is divided into four inter related sections with each section contributing to the evidence base referred to earlier by offering informed considerations of the following questions What kinds of contextual issues impact on workplace learning and what are the implications of these for improving workplace learning What kinds of knowledge are required for contemporary work and what implications are derived from these for improving workplace learning What models and case studies exist that reflect practices for improving workplace learning and What consideration of directions for future action to improve workplace learning can be made Library Acquisitions List Martin P. Catherwood Library, 1999 **Evaluating Workplace English Language Program Success** Kristin Joy Ekkens, 2007 **Anthropology & Education Quarterly**, 1999 **Breathing Life Into Training** National Automotive Industry Training Board, Doncaster (Australia), 1994 This project was aimed at developing trialing and evaluating a model of integrated training within the context of the Vehicle Industry Certificate VIC through six pilot programmes in different enterprises across the industry The background rational theoretical perspectives and methodology are explained Pilot programmes at six companies are discussed in detail Table of contents Executive summary Introduction Background Theoretical perspective Methodology Implementation Foundry elective A case study of integrated training at Holden s Engine Company HEC Warehousing elective at Ford National Parts Distribution Centre Workbooks for workplace learning at Mercedes Benz Consulting for curriculum development at Mitsubishi Motors Adelaide Integrated training at Nissan National Part Distribution Centre Dandenong Victoria Team Member Two training at Toyota Press Plant Altona Results of the projects Responding to learning and curriculum issues Issues implications and recommendations *Current Index to Journals in Education*, 1992 Reading the World of Work Melina L. Gallo, 2004 The author describes the way in which workplace literacy programs can use a creative learner centered approach to facilitate language learning through problem posing and critical thinking By using learners own experiences as the basis for the curriculum un a critical approach to literacy educators can provide a common ground for adults of differing language backgrounds and learning styles to better use their literacy skills in a workplace culture Additionally the book details the ways in which educators can help workers learn to negotiate the environment of the workplace and to use their

communicative skills outside of work **Standards and Schooling in the United States** Joe L. Kincheloe, Danny K. Weil, 2001 Publisher description Essays by 54 scholars illuminate the historical social cultural political administrative psychological and philosophical issues behind the standards debate In addition to coverage of the historical and current status of standards the essays offer systematic critiques and practical suggestions for improvement that will benefit teachers educational leaders politicians parents students and concerned citizens A complete chronology a general bibliography a resource list and a comprehensive index offer further aids to research and understanding **Linguistics and Language Behavior Abstracts** ,2004 **British Education Index** ,2005 **Learning at Work in a Work-based Welfare System** Judith Combes Taylor, Jobs for the Future, Inc, 1997 A study assessed the relevance of work based learning approaches used in school to work efforts Evidence indicated that employers were steadily raising the entry requirements into the low end of the labor market Despite the serious skill deficiencies of welfare recipients employers felt no responsibility to people who lacked the basic skills needed to hold a job and provided little support for individuals who could not function effectively in a work environment They provided limited training for entry level workers but were receptive to helping welfare recipients School to work models incorporated work experience and learning at work through mentoring contextual learning and credentialing of competencies and skills learned on the job Three skills related challenges facing welfare recipients could be addressed through work based learning approaches in paid employment or community service placements understanding the workplace learning a range of skills and knowledge broader than needed to accomplish immediate job tasks and getting employers to recognize credits for skills and knowledge mastered on the job Technical assistance and integration with the education system are still needed to assist welfare recipients efforts to get jobs and advance in a career These policy directions were identified grants support for third parties laboratories and demonstration programs financial incentives for employers and integration of the welfare employment and training and education systems Appendixes contain instruments and 94 references YLB **Expanding Literacies** Mary Sue Garay, Stephen A. Bernhardt, 1998-02-27 1999 Best Collection of Essays in Technical and Scientific Communication presented by the National Council of Teachers of English Expanding Literacies presents eighteen fresh essays that explore how English teaching at both secondary and post secondary levels can be made more work relevant The book shows teachers administrators and workplace trainers how to put aside disabling dichotomies of school versus work in favor of preparing students with new skills for new workplaces Within a theoretical context that encourages development of situated uses of language the volume identifies ways to reshape traditional English classes so that students are prepared to be successful in work environments that demand teamwork problem solving and complex communication skills Some chapters examine the escalating literacy demands of specific workplaces manufacturing health care chemical and nuclear industries and high tech settings Other chapters examine what we currently do in schools and describe new models and theoretical approaches to better equip students for a changing workplace The book has a

wealth of practical ideas for structuring classrooms making assignments and choosing materials that will help students make the transition from school to work

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