INTERNATIONAL CONFERENCE PROCEEDINGS, 24-26 JUNE 2005

We have great pleasure in presenting the proceedings from the third biennial international conference of the Centre for Research in Lifelong Learning (CRLL) on the theme of *What a Difference a Pedagogy Makes* jointly organised by Glasgow Caledonian University and the University of Stirling (Scotland, UK).

The theme of this year's conference ***What a Difference a Pedagogy Makes: Researching Lifelong Learning and Teaching*** reflects not just work which has been undertaken within the Centre, but the interest in these issues within the international research community. The range of countries from throughout the world which are represented in these papers, and in participants at the conference, shows the strength of this interest. These include Australia, Botswana, Canada, Denmark, England, Estonia, Finland, France, India, Ireland, Malaysia, the Netherlands, New Zealand, Nigeria, Northern Ireland, Norway, Portugal, Russia, Scotland, South Africa, Spain, Sweden, Switzerland, USA and Wales. The papers themselves are themed around the following categories: assessing learning, learning careers & identities, literacies & learning, methodologies & methods in lifelong learning, pedagogy & learning cultures, professional learning & development, organisational & workplace learning, virtual pedagogy. The concern with pedagogy, teaching and learning at this conference reflects the wide attention being given to such topics in the context of moves towards developing cultures of lifelong learning in different countries around the globe. Providing a stronger research base for our pedagogic practices has become a major concern, one which we believe to be illuminated, empirically, theoretically and methodologically by the papers published here.

The conference's importance is also symbolised the support it has received from the UK's Teaching and Learning Research Programme, Stirling Council, RoutledgeFalmer and the LTSN for Education. We are especially delighted that this conference formed part of the Economic and Social Research Council's (ESRC) Social Science Week 2005.

The proceedings are now available to purchase priced, £22 - please complete the order form below. A list of papers presented at the conference are available on the CRLL web-site http://crll.gcal.ac.uk/conf.htm

CRLL centre for research in lifelong learning

GLASGOW CALEDONIAN UNIVERSITY

UNIVERSITY OF STIRLING

----------✂

ORDER FORM
WHAT A DIFFERENCE A PEDAGOGY MAKES: RESEARCHING LIFELONG LEARNING & TEACHING INTERNATIONAL CONFERENCE PROCEEDINGS

Please send me _____ copies of the above publication, priced GBP £22 each.

Name: _____
Organisation: _____
Address: _____
_____
_____
Email/ Contact No: _____

Please turn over for payment information.

Centre for Research in Lifelong Learning
Glasgow Caledonian University, 2nd Floor, 6 Rose Street, Glasgow G3 6RB
Tel: 0141 273 1347, Fax: 0141 273 1318, Email: crll@gcal.ac.uk
Web-site: http://crll.gcal.ac.uk

VOLUME ONE - CONTENTS

Barbara Allan *and* Dina Lewis, England, UK 1
Emerging Pedagogical and Organisational Issues: a Study of Virtual Learning Communities in the Workplace

Paul Armstrong, England, UK 8
Satire as Critical Pedagogy

John Bamber, Scotland, UK 14
Promoting Meta-learning in Non-traditional Students

Hal Beder, USA 20
How Teachers' Roles Influence Learner Engagement in Individualized Group Instruction

Gert Biesta, Phil Hodkinson, Ivor Goodson *and* John Field, UK 27
Combining Life History and Life-course Approaches in Researching Lifelong Learning: Methodological Observations from the 'Learning Lives' Project

Monique Brodeur, Colette Deaudelin, Julien Mercier *and* Frederic Legault, Canada 35
Measuring Self-regulated Learning in Teaching Practicum Context: a Methodology

Kevin Brosnan, Marilyn Michaud *and* Colleen Hurren, Scotland, UK 44
Learning Objects, Meta-data and the Representation of Pedagogy

James Brown, John Conbere, USA 53
A Case Study: The Use of the Results Assessment System to Assess the Program Performance of 12 Minnesota Technical Colleges

David Bull, Australia 61
Pedagogical Evolution in an Australian Tertiary Bridging Program: the Impact of Public Policy and Institutional Practice on Curriculum Development

Patrick Carr, Ireland 69
From Training to Collaborative Learning

Melody Carter, England, UK 80
Developing a Conceptual Model for Creativity in Higher Education: a Case Study from Nurse Education

Maia Chisholm, USA 86
Transitions: Workplace Expectations, Social Capital, and Economic Self-sufficiency

---✂

Payment Details

☐ Please invoice me for **GBP £** _____ Order No (if applicable): _____

☐ I enclose a payment of **GBP £** _____

Method of Payment

☐ Bankers draft ☐Cheque ☐ Credit card ☐ Debit Card

Name of Card Holder: _____

Card No: _____

Valid From: _____ To: _____

Issue no (if applicable): _____

Amount to be debited: _____

Signature of Card Holder: _____

Centre for Research in Lifelong Learning
Glasgow Caledonian University, 2nd Floor, 6 Rose Street, Glasgow G3 6RB
Tel: 0141 273 1347, Fax: 0141 273 1318, Email: crll@gcal.ac.uk
Web-site: http://crll.gcal.ac.uk

Dianne Conrad, Canada 94
The Pedagogy of Confession: Investigating the Online Self

Sarah Cornelius *and* Martin Weller, UK 100
Learning with Learning Objects

Alan Crombie, Scotland, UK 107
Back to Basics: Problematic Learners and Appropriate Approaches in Adult Basic Education in the Mental Health Service

Jim Crowther *and* Ian Martin, Scotland, UK 113
'Airy Freire'? Do We Still Need a 'Pedagogy of the Oppressed' in the Era of Lifelong Learning?

Snezana Dabic, Australia 119
Lifelong Learning as Transformative Shift: from 'Fringe Dwellers' to Articulate Citizens

Tim Duffy *and* Russell Rimmer, Scotland, UK 126
Learning Style and Academic Attainment among Nursing Students

Catherine Dunlop, Brian Burtch, Canada 137
An Integrated Studies Approach to Mature Learners in Canada: Programmes in Liberal and Business Studies, and Justice & Public Safety Leadership

Thamaithi Durasingam, Mazanah Muhamad *and* Khairuddin Idris, Malaysia 145
Learning among the Elderly Malaysian Indian Ethnic Group

Darryl Dymock, Australia 152
Facilitating Learning in a Rural Community: an Australian Case Study

Dely Elliot *and* Karen Kerr, Scotland, UK 160
Are there Significant Factors to the Students' Success?

John Field *and* Irene Malcolm, Scotland, UK 168
Talking About My Generation: Learning, Identity and Agency - the Role of Historical Time and Generational Time over the Life Course

Brian Findsen *and* Lucila Carvalho, Scotland, UK *and* New Zealand 175
Older Adults' Learning Patterns: Trajectories and Changing Identities?

Martin Fitzgerald, Ireland 188
Reflective Action and the Practice of Critical Being

Catherine Gerrard, Sarah Tweedie *and* David McVey, Scotland, UK 194
Embedding Effective Learning Skills in the Curriculum: Case Studies and Interventions

Brian P Godor, The Netherlands 201
A Case Study of Pedagogical Stances of PBL Tutors and the Emergence of Pedagogical Disparity

Anna-Lena Goransson, Sweden 208
Fire Wall - Words and Action in Vocational Training

Patricia Gouthro *and* Donovan Plumb, Canada 215
Engaging the Learning Process: a Critical Assessment of Learning Styles

Jenny Graham, Rachel Lynwood *and* Judy Atkinson, Australia 221
Maintaining the Practice of Ceremony in Indigenous Pedagogy: Enhancing Self and Community Learning

Sotiria Grek, Scotland, UK 228
Adult Education, Museums and Critique: Towards New Methods of Researching the Field

Tamsin Haggis, Scotland, UK 235

Stimulating Critical Engagement or 'Meeting Student Needs'? Pedagogies for Diversity in Mass Higher Education

Susan Hamilton, Scotland, UK 242
Accounting for Identity: Students Learning to be Chartered Accountants

Judy Harris, England, UK 250
Analysing Hidden Pedagogies: Revisiting the Work of Basil Bernstein

Barbara Henning, Canada 257
Understanding the Lived Experience of the Homeless Individual Trying to Enter the Workplace

Yvonne Hillier, Mary Hamilton, England, UK 264
The Changing Faces of Adult Literacy, Numeracy and ESOL: from Cupboard to Classroom

Ailsa Hollinshead, Scotland, UK 271
Adult Education Policy, Practice and Provision: Researching Learner/User Involvement in Edinburgh

Alice Home, Canada 278
Collaborative Research: Path to Mutual Learning or Obstacle Course?

Mick Houlbrook *and* Regine Wagner, Australia 284
Reshaping the Lifeworld - Work-based Learning and the Dialectics of Lifelong Learning Community Sector Example

Rob Hulme *and* Moira Hulme, England, UK 293
Using Computer-mediated Communication to Facilitate Reflective Practice in an International Professional Learning Project - Online Dialogue Journals

Kyungmi Hyun, USA 304
Building a Communal Place for Learning in an Online Class

Knud Illeris, Denmark 314
Pedagogical Approaches of Workplace Learning – with Special Reference to the Low-skilled

Juanita Johnson-Bailey, Jennifer Gong *and* Ming-yeh Lee, USA 320
Feminist Pedagogy and Academic Women of Color: a Dangerous Liaison

Rennie Johnston and Barbara Merrill, England, UK 328
Changing Learning Identities for Working-class Adult Students in Higher Education

Joyce Kemuma, Sweden 335
Identities and Negotiating Lifelong Learning by Non-Swedes (by descent) in Swedish Universities and Colleges

Ekaterina Kobeleva, Russia 343
Promoting Critical Thinking Skills: New Perspectives for Educational Reform in the Post-Soviet Era

Rita Kop, Wales, UK 348
Blogs and Wikis: Innovative Tools for Informal Knowledge Creation or Technologies Irrelevant to Education?

Cathrine Le Maistre, Spencer Boudreau *and* Anthony Paré, Canada 356
Mentor or Evaluator? Assisting and Assessing Newcomers to the Professions

Cheri Logan, England, UK 364
The Pedagogy of the Design Practicum and its Impact on Student Learning

Emilio Lucio-Vellegas Ramos *and* Antonio Fragoso de Almeida, Spain *and* Portugal 370
The meanings of literacy

Janice Malcolm and Miriam Zukas, England, UK 375
Poor Relations: Exploring Discipline, Research and Pedagogy in Academic Identity

VOLUME TWO - CONTENTS

Rob Mark, Northern Ireland, UK 382
The Quality Debate and Lifelong Learning: What Contribution Can Adult Basic Education Learners Make to Measuring Quality?

Ken Martin *and* Ken Gale, England, UK 390
Investigating Triadic Assessment in Terms of its Influence upon Professional Identity, Practice Style and Learning

Jacquelin McDonald *and* Terry Mayes, Australia *and* Scotland, UK 397
Pedagogically Challenged: a Framework for the Support of Course Designers in an Australian Distance Learning University

Jacquelin McDonald, Dawn Birch, Anthony Gray, Raj Gururajan, Ray Hingst *and* Michael Maguire, Australia 405
An Exploratory Study to Determine Students' Perceptions of the Value of Interaction in an Australian Classroom Context and the Perceived Impact on Learning Outcomes

Bruce Millett *and* Glen Postle, Australia 413
Changing the Teaching and Learning Paradigm in a Faculty of Business: a Case Study of Workplace Learning

Janet Mills, Celia Duffy *and* Rosie Burt, UK 421
Learning to Perform: Do Learning Cultures Collide When Western Classical, or Scottish Traditional, Performers Enter Music College?

Katherine Nicoll, Scotland, UK 429
The Rhetorical Analysis and the Rhetorical Accomplishment of Assessments in Professional Development for Further Educators

Chantal Ouellet, Catherine Garnier, Jean-Paul Martinez, Mehran Ebrahimi, Isabelle Medeiros, Marjolaine Thouin *and* Nicolas Dedek, Canada 435
Essential Skills Training in Canada for Under-Literate Workers: "Vocational representations" of Sectorial Committee and Training Context Factors

Ira Papageorgiou, Scotland, UK 441
The Impact of Second Language Adult Education on Migrants' Social Involvement: a Comparison Between Scotland and Greece

Anthony Paré *and* Catherine Le Maistre, Canada 448
Complex Learning from Multiple Mentors

David Pucel, USA 455
Selecting, Planning and Implementing Workplace Learning as Part of the School Curriculum

Nichole Ray, USA 461
Race and Gender in the Academy: the Experiences of Black Female Professors in the Graduate Higher Education Classroom

Albert Renkema *and* Max van der Kamp, The Netherlands 471
Learning on Individual Account - the Impact of Individual Learning Accounts on Older Workers

Russell Rimmer, Mike Donnelly *and* Darcy McCormack, Scotland, UK & Australia 479
Business Student Attainment in Two Commonwealth Universities

Russell Rimmer, Hazel Knox, Anne McGillivray *and* Muir Houston, Scotland, UK 489
Wider Access, Gender and Student Attainment at Old and New Universities

Elaine Roberts, Australia 498
Disengaged, Disadvantaged or Both - the Plight of Remote and Rural Older Learners. What Can We Do to Make the Difference?

Jane Simmons, England, UK 507
Let Me Tell You a Story - an Exemplar of the Use of Narrative Methods in Educational Research

Larry Smith, Australia 513
A Two-dimensional Conceptualisation for the Assessment of Recognition of Prior Learning (RPL)

Andy Smith, Erica Smith, Australia 522
Learning at a Distance: How Distance Education Students Use their Learning Materials

Andy Smith, Australia 530
Stimulating Employer Learning Cultures: a Comparative Perspective

Nicky Solomon, Australia 538
Reality Bit(e)s: Bringing the 'Real' World of Work into Educational Classrooms

Ralf St Clair, Scotland, UK 544
After the Fact(s): Retrospective Evaluation of a Family Literacy Grant Programme in Texas

Clare Strawn, USA 550
Social Capital Influences on Lifelong Learning

Claire Taylor, England, UK 559
Learning Through a Foundation Degree: the Impact on Students and on the Workplace

Kathleen Taylor *and* Annalee Lamoreaux, USA 565
Self-reflective Writing, Developmental Transformation, and Life-long Learning

Louise Terry *and* Carol J Leppa, England, UK *and* USA 572
Developing Virtual Pedagogy in Light of a Comparative Study Exploring Personality Types, Learning Styles and Attitudes to E-learning Found in Nurses Studying Ethics in England and America

Lyn Tett, Scotland, UK 580
Learning Literacies: Participation, Risk and Desire

Lina Thatte, India 586
Evaluation of Vocationalisation of General Higher Education in India: a Sample Survey of Alumni

Nuala Toman, Joanne Caldwell, Jim Leahy *and* Jim Gallacher, Scotland, UK 596
The Learning Culture of Students in Contemporary Mass Higher Education

Shelley Tracey, Northern Ireland, UK 605
Embedding Reflection in a Teacher Education Programme for Adult Literacy Tutors

Marietjie Van Der Merwe *and* Daniela Giannini-Gachago, Botswana 613
Imparting Lifelong Learning Skills Through E-learning in Undergraduate Students - Experiences of the University of Botswana

Julie Walker *and* Jasbir Panesar, England, UK 621
Widening Lifelong Learning and Teaching at a European Level Though Community-based Programmes

Elizabeth Weedon *and* Sheila Riddell, Scotland, UK 626
The Variable Learning Experiences of Students with Dyslexia in Higher Education

Leesa Wheelahan, Australia 635
What Kind of Curriculum, Pedagogy and Qualifications Do We Need For an Uncertain Future?

Arthur Wilson *and* Tom Nesbit, USA *and* Canada 641
The Problem of Power in Pedagogy

David Young *and* Sara Bosley, England, UK 647
What Are They Talking About? A Typology of Content of Online Dialogues Between Tutors and Learners

Nick Zepke *and* Linda Leach, New Zealand 658
Formal Pedagogies in Non-formal Learning Cultures? Towards Improving Learner Outcomes in Lifelong Learning

Symposia

Leo C. Rigby, Elizabeth DeMulder, Stacia Stribling, Karen Weller *and* Mary Kayler, USA 666
Crafting Curriculum to Promote the Professional Development of Diverse Learners

Richard Edwards, Angela Brzeski, James Carmichael, Zoe Fowler, Kate Miller, Candice Satchwell *and* June Smith, Scotland *and* England, UK 689
Literacy For Learning in Further Education in the UK

Antonietta Specogna, Isabelle Vinatier, Gérard Vergnaud, Régine Cabot, Marivonne Mery, Michel Greangeat and Borhène Chakroun, France 712
Professional Didactic and Teaching Activity

John Brennan, Paula Cleary, Beth Crossan, Jim Gallagher, Terry Mayes, Mike Osborne, Lorna Smith *and* David Watson, Scotland, UK 745
Collaborative Research Within the Economic and Social Research Council's (ESRC) Teaching, Learning and Research Programme (TLRP)