378.
173
LIF.

Lifelong Learning: Partners, Pathways, and Pedagogies

Keynote and Refereed Papers from the 4th International Lifelong Learning Conference

Yeppoon, Central Queensland, Australia

13 – 16 June 2006

Hosted by Central Queensland University

Edited by

Debbie Orr
Central Queensland University

Fons Nouwens
Central Queensland University

Colin Macpherson
Mopoke Publishing, Australia

R. E. (Bobby) Harreveld
Central Queensland University

Patrick Alan Danaher
University of Southern Queensland

Keynote, refereed and non-refereed papers (where available) will be made available in aCQUIRe, Central Queensland University Library's e-print repository. A link to aCQUIRe is available via the Conference Website

http://lifelonglearning.cqu.edu.au

Lifelong Learning Conference Committee

Published by Central Queensland University Press
Central Queensland University
Rockhampton
Queensland
Australia

ISBN 1 921047 21 6

C 2006. Copyright for this volume is held by the Lifelong Learning Conference Committee. The authors retain individual copyright of their own papers. Apart from any use as permitted under the Copyright Act 1968, no part may be reproduced by any process without prior written permission. All refereed papers in this publication have undergone a double blind refereeing process.

Cover Design: David Downer, Central Queensland University

Printed in Australia by Central Queensland University Publishing Unit

Cataloguing-in-Publication Data supplied by Central Queensland University Library

Lifelong Learning Conference (4th : 2006 : Yeppoon, Qld.)
Lifelong learning: partners, pathways, and pedagogies : keynote and refereed papers from the 4th International Lifelong Learning Conference, Yeppoon, Central Queensland, Australia, 13-16 June 2006 / edited by Debbie Orr, Fons Nouwens, Colin Macpherson, R. E. (Bobby) Harreveld and Patrick Alan Danaher.
Rockhampton, Qld. : Central Queensland University, 2006.
370 p.; 30 cm.
Hosted by Central Queensland University, 13-16 June 2006, Rydges Capricorn Resort on the Capricorn Coast, Yeppoon, Queensland.
ISBN: 1 921047 21 6
Contents: Themes include: Learning and teaching – Gender and social issues – Learning relationships – Needs of the learner – Learning communities – Partnerships in education – Educational programs and strategies – An ANZILL conversation: international perspectives on information literacy – Learning styles, strategies and values – Student journeys – Learning communities – Pathways in education – School based programs and strategies – Technology, multimedia and e-learning – Cross cultural learning –Workplace and VET – Good practice – Clients and their needs – Bridging professional practice and knowledge management in health
Chair: Graham Black.
Includes bibliographical references.
1. Information literacy – Congresses. 2. Adult learning – Congresses. 3. Continuing education – Congresses. 4. Workplace literacy – Congresses. 5. Education, Cooperative - Congresses. 6. Vocational education – Congresses. 7. Learning strategies – Congresses. I. Orr, Debbie. II. Nouwens, Fons. III. Macpherson, Colin R. IV. Harreveld, R. E. (Bobby). V. Danaher, Patrick Alan. VI. Black, Graham. VII. Central Queensland University. VIII. Title. IX. Title: Lifelong Learning Conference 2006.
378.173—DDC22

References to papers in this publication -- using APA style -- should appear as in the following example.

Dymock, D., & McCarthy, C. (2006). Perceptions of learning in a new residential development: An exploratory study. In D. Orr, F. Nouwens, C. Macpherson, R. E. Harreveld, & P. A. Danaher (Eds.), *Lifelong learning: partners, pathways, and pedagogies. Keynote and refereed papers from the 4th International Lifelong Learning Conference* (pp. 88-94). Rockhampton: Central Queensland University Press.

PREFACE

Much of the discourse attending contemporary educational provision focuses on human agency – on the presumed capacity of individuals to make informed choices among competing options, and of communities to fashion and direct their own learning futures. Yet running counter to this discourse is an equally powerful theme – that of control, surveillance, and the sense of being corralled and manipulated by unseen but pervasive forces.

From one perspective, current debates about lifelong learning might seem particularly susceptible to capture by these forces of control and surveillance, as seen in discussions of whose interests are really served by lifelong learning and whether, for example, it is little more than late capitalist workers themselves taking on the economic and personal costs of reskilling required by their managers. From a very different perspective, lifelong learning discourse can be regarded as equipping us with the conceptual and analytical tools and vocabulary needed to critique and deconstruct contemporary educational policy and practice and, hopefully, to create new and more enabling and productive futures.

This crucial interplay – between lifelong learning as agency and control, between replicating the status quo and constructing new futures – is encapsulated in the theme of this fourth conference in the series of biennial, international lifelong learning conferences hosted by Central Queensland University Library and held at Rydges Capricorn International Resort at Yeppoon, Australia. The theme "Lifelong Learning: Partners, Pathways, and Pedagogies" is intended by the conference's editorial and program committee to provide a framework for conceptually sophisticated, methodologically rigorous, and empirically grounded engagements with the possibilities and problems associated with these three key elements of effective lifelong learning. The notion of mobility underpins all three elements – from the ongoing negotiations to develop and sustain partnerships, to creating and traversing pathways across programs and qualifications, to learners and educators communicating with one another across space and time. That same notion of mobility was evident in the vivid metaphor of "snakes and ladders" selected by the committee as the backdrop for the listing of potential subthemes under each element of the conference theme: individuals and institutions climbing ladders of success only to find unexpected obstacles that cause them to slide down snakes and have to begin their ascent anew.

This idea of lifelong learning as the site of competing discourses and of constant mobility has been taken up enthusiastically by the contributors to these refereed proceedings of the conference. *Partners* are evident in papers ranging from community organisations and family members to critical spirit and postgraduate supervision. *Pathways* underpin papers concerned with unlearning and late capitalism through to creative industries and teacher education. *Pedagogies* are represented in discussions ranging from learning futures and values education to learner autonomy and student-centred pedagogy. It is also pleasing to see the prominence of the conference's national and international dimension, with papers reflecting research, policy-making, and practice in Australia, Canada, Hong Kong, Malaysia, New Zealand, Nigeria, South Africa, Taiwan, and the United Kingdom.

The breadth and depth of engagement with lifelong learning partners, pathways and pedagogies is evident also in the session streams to which they have been allocated in the conference program:

- Clients and their needs
- Cross-cultural learning
- Educational programs and strategies
- Gender and social issues
- Good practice
- Information literacy
- Learning and teaching
- Learning communities
- Learning relationships
- Learning styles, strategies, and values
- Needs of the learner
- Partnerships in education
- Pathways in education
- School-based programs and strategies
- Student journeys
- Teaching programs and strategies
- Technology, multimedia, and e-learning
- Workplace and VET (Vocational Education and Training)

This rich array of topics is augmented by two symposia: information literacy and bridging professional practice and knowledge management in health and, a program innovation for 2006, a conversation about international perspectives in information literacy – under the auspices of the Australian and New Zealand Institute for Information Literacy (ANZILL).

The competing discourses and multiple interests of lifelong learning are taken up also in the four keynote papers at the conference. Associate Professor André Grace, from the Department of Educational Policy Studies at the University of Alberta in Canada, draws on his knowledge from having attended all three previous conferences to analyse and synthesise the keynote papers from those conferences through the lens of critical intelligence in an era of neoliberal pragmatism. Professor Michael Dureau, Executive Director of the Warren Centre for Advanced Engineering in Australia, poses the significant question, "Lifelong learning: Is industry up to the job?". Professor Diana Laurillard, Chair of Learning with Digital Technologies at the London Knowledge Lab (part of the Institute of Education at the University of London) in the United Kingdom, pursues the complex links between learning technology design and professional engagement. Associate Professor Peter Kell, Associate Dean (Research) in the Faculty of Education at the University of Wollongong in Australia, interrogates the possibilities for equality of opportunity in the context of what he terms "the new world disorder".

One indicator of the quality of the papers published in these proceedings is the statistics related to acceptance and rejection. As with previous conferences, all papers submitted for consideration for publication underwent a double-blind peer review process – that is, each paper was read separately by at least two referees who did not know the identity of

the paper's author/s and whose identities were unknown to the author/s. The editors of the proceedings exercised an adjudicatory role in the event of a significant variation in referees' recommendations. One hundred and forty-nine abstracts were submitted for the conference, seven of which were rejected. Subsequently, twenty-six authors withdrew their papers from refereeing, and a further forty did not submit full papers to supplement their abstracts. Of the seventy-six refereed papers, fifty-five were accepted for publication, one of which was later withdrawn. In addition, five proposals for workshops were accepted; two were subsequently withdrawn, leaving workshops related to postcompulsory and vocational education and training, online communities, and information literacy education.

As always, it is a pleasure to acknowledge the commitment and contribution of a number of people without whom these conference proceedings could not have been published. In particular, I am grateful to:

- the authors for submitting their work to review;
- the referees for conducting that review, sometimes at short notice;
- my co-editors Debbie Orr, Fons Nouwens, Bobby Harreveld, and Colin Macpherson;
- Colin Macpherson for his additional role as copy editor:
- the staff members of the Central Queensland University Library for once again overseeing and facilitating the complex organization of an international conference; special thanks are due to Graham Black, Barbara Turner, Kylie Cronk, Yvonne Luckel, Delma McDonald, Vicki Roberts, and Phyllida Coombes.

As with the published proceedings of the previous conferences in this series, I hope sincerely that you find these proceedings challenging, engaging, meaningful, and thought-provoking. It will be an appropriate justification of the hard work and insights represented here if researchers, policy-makers, and practitioners take up and use these papers as resources and navigational tools in the ongoing exploration and creation of lifelong learning partners, pathways, and pedagogies – preferably by promoting agency and capacity while diminishing control and surveillance.

Patrick Alan Danaher
Chair, Editorial Committee

CONTENTS

Keynote Papers

Grace, André P.
Reflecting critically on lifelong learning in an era of neoliberal pragmatism: instrumental, social, and cultural perspectives 1

Kell, Peter
Equality of opportunity in new times: the politics of learning and the learner in the new world disorder 17

Refereed Papers

Becker, Karen, & Delahaye, Brian
Unlearning as a lifelong learning strategy: an important pathway for transitions 26

Bernath, Vivienne, & Jenkin, Joyce
Evaluation in curriculum development for information literacy: an Australian example using a Canadian questionnaire 32

Bretag, Tracey
Making sense of a shared doctoral journey: metaphors and dark emotions 39

Cleary, Kaye
Novice researcher + ? = novice online facilitator: the missing link in a lifelong learning partnership 44

Coombes, Phyllida, & Danaher, Geoff
The power of the partner in promoting lifelong learning: the perspective of the mature-age student 50

Danaher, Geoff
Inalienable interconnective lifelong learning: pathways, partnerships, and pedagogies 56

Danaher, Geoff; Willans, Julie; Forbes-Smith, Lyn, & Strahm, Muriel
STEPS: successful pathways, partners, and pedagogies 61

Danaher, P. A.; Danaher, Geoff, & Moriarty, Beverley
Supervising Australian and international postgraduate students: Bakhtinian dialogical pedagogy as a means of enhancing lifelong learning partnerships and pathways 66

de la Harpe, Barbara, & Radloff, Alex
Changes over time in learning and self-regulation strategies of beginning and mature-age university students: implications for learning for life 72

Delahaye, Brian L., & Becker, Karen
Unlearning: a revised view of contemporary learning theories? 78

Dobele, Angela R., & Grayson, Megan
Practical teachings: "I can do, therefore I thought!" 83

Dymock, Darryl, & McCarthy, Carmel
Perceptions of learning in a planned residential development: an exploratory study 88

Edwards, Sylvia Lauretta
Teaching users how to find that needle in a haystack: enabling end user information literacy 95

Fleming, Julie
Cast off those shackles: moving from 19th century perceptions of technology 101

Forrest, Wendy; Shanahan, Madeleine; Hazari, Savita, & Hazler, Wendy
Exploring information literacy development in medical radiations students 106

Forrester, Victor
Is creativity teacher or curriculum based in Hong Kong? 113

Gillette, David, & Somerville, Mary M.
Toward lifelong 'knowledge making': faculty development for student learning in the Cal Poly learning commons 117

Glanville, Clare, & Locke, Rae-Anne
Crossing the divide: Information literacy values and practices of Griffith University librarians 124

Hartley, Nicole; Dobele, Angela, & Bell, Philip
Understanding how prospective university students first learnt of Central Queensland University 128

Hillier, Yvonne, & Rawnsley, Trevor
You mean you want me to assess you as well? employer and employee perceptions of their commitment to foundation degrees in England 133

Hsu, Kuo-Shu; Yang, Yi-Chyang; Wu, Wen-Chuan, & Chuang, Chien-Pen
An examination of the implementation of community universities in Taiwan: lifelong learning for a changing society 138

Hughes, Hilary
Fostering a reflective approach to online information use for learning 143

Jackson, Sue
Learning citizenship: lifelong learning, community and the Women's Institutes 151

Kehrwald, Jane
Learner autonomy in the LOTE classroom: a case study of learner beliefs 158

Keleher, Patrick
Lifelong learning and reflective practice – learning from practice and practising learning using future tools 165

Keleher, Patrick, & Howard, Prue
Higher-lifelong cyber learning in Korea: problems and potentials 171

Lipu, Suzanne
Lifelong learning: an achievable goal or an unrealistic ambition? a cross-cultural, feminist perspective 176

Lloyd, Annemaree
Drawing from others: ways of knowing about information literacy performance 182

Luzeckyj, Ann
What is at the centre of the discourse about student-centred learning? 193

Mai, Neo, & Tse-Kian, Ken Neo
Using multimedia to engage students as problem solvers in a student-centred learning environment – a lifelong learning experience in the Malaysian classroom 199

Mark, Rob
Literacy, equality, and creativity: insights from a collaborative learning initiative 206

McAllister, Lynn; Hall, Helen; Partridge, Helen, & Hallam, Gillian
Developing a lifelong learning community: the West End connect project 212

McDougall, Jenny
Facing the challenge of changing literacies: a study of Queensland primary teachers and their engagements with professional learning 220

Moore, Teresa
MATES: forming partnerships and pathways for lifelong learning 226

Murison, Craig, & Willis, Jill
L'race: a values-based pedagogy 233

Ngatai, Lesley
Indigenous pedagogies: bringing back the heart 237

Owens, Alison
Establishing principles for educational text design and classroom reading activities to promote lifelong learning for second language readers: the conceptual background to a Central Queensland University research study 243

Parrish, Meredith, & Callan, Jim
Mapping 'participatory appropriation' after the fact: field observations as a formal introduction to retailing for marketing students 251

Peddey, Lisa
Evaluation of the lifelong learning business and statistics program at the State Library of Victoria 257

Reid-Searl, Kerry
Final year nursing students' experiences with administering medication in the clinical setting 263

Sankey, Michael
Transmodal delivery and neomillennial learning approaches 267

Sedibe, E. M.
The African renaissance process and the significance of African indigenous knowledge systems (AIKS): meeting the challenges of globalization in the 21st century 275

Selzer, Dianne, & Schefe, Valerie
The changing face of common time: moving on with an award-winning first year student retention initiative 280

Sengstock, Brian; Moxham, Lorna, & Dwyer, Trudy
University and workplace culture: lifelong learning in nursing students 286

Somasundaram, Jay; Bowser, Don, & Danaher, P.A.
Pathways to lifelong learning: transforming capitalist transactions into collaborative journeys 291

Sturgess, Phillipa, & Priest, Ann-Marie
"Scholars together": the role of scholarship in academic professional development 297

Theodore, Carolyn
Moor or less? what can the Scottish University of the Highlands and Islands mean for an integrated, locally-delivered mode of community and higher education in Gippsland? 303

Toynton, Robert
Silent partners: learners and teachers coping with self-marginalisation 310

Tyler, Mark A.
"Why is it so?" or, indeed, "why isn't it so?": critical spirit, a partner in Queensland TAFE teachers' lifelong learning 318

Tyler, Mark A.; Arden, Catherine, & Danaher, P.A.
Promoting lifelong learning partnerships, pathways and andragogies: issues in evaluating and redesigning the postcompulsory teacher education professional experience at the University of Southern Queensland 325

Vick, Malcolm, & Avery, Deborah
The Queensland indigenous driver licensing program, community-based educators, and lifelong learning 331

Vilapakkam Nagarajan, Srivalli, & Edwards, Jenny
Do Australian universities prepare information technology graduates for professional practice? 337

Walker-Gibbs, Bernadette
Big business: creative industry, partnerships and pathways 344

Wang, Li
Information literacy courses – a shift from a teacher-centred to a collaborative learning environment 350

Wells, Kristopher
Learning through struggle: queer young adults, emotional labour, and lifelong learning for social justice 355

Winn, Jenny; Fuller, Milton, & Scott, Peter (consultant)
Pedagogy, partnerships and pathways: the Learning Network Queensland recipe for success with lifelong learning 361