Research with the RAPAL Network
Report No.1

'Difficult to Reach' Research

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Acknowledgements

Contents

Executive Summary

1. The purpose of this preliminary investigation was to begin to construct a register of practitioner research in adult literacy, numeracy and ESOL, which had either not been published before or could not easily be found in a standard literature search. Members of a leading Research and Practice in Adult Literacy network (RAPAL) undertook to survey network members about their own research records.

2. Decisions were made about what to include as research, and about the information required from correspondents regarding their motivation, methods and outcomes. A postal survey was undertaken, reaching 433 RAPAL contacts, followed by an electronic reminder and further encouragement during the circulation of the RAPAL journal. A small number of exploratory telephone calls were used to fill information gaps.

3. 54 returns were received (12%) providing 140 references in all. The research evidence revealed a rich mix of topics, motivations and methods, and important data on outcomes and impact. Clear glimpses of the research and practice dynamic experienced among network members were obtained and distinctive research and practice narratives emerged. The importance of recognising the more and less visible narratives within a network of this nature was emphasised.

4. Further small scale investigations are now required. This research produced transparent information for the field about the motivations, processes and outcomes of practitioners and researchers. Enrichment of this data, using further sampling of the network and qualitative methods of investigation, is now necessary to enhance the register and gain deeper practical insights for the field. Clear pointers will emerge from such work for the researching of networks in general. Research should also be undertaken with groups of practitioners in non-network contexts for purposes of comparison .

5. General recommendations have emerged from this research. The development of an infrastructural approach to research within practice is desirable. If practitioners, in general, are to be encouraged to develop research with their students, within practice, and if major barriers between research and practice are to be overcome, research must be part of the infrastructure of practice and funded accordingly. Second there is a case for building upon the records collated here and establishing a national database of practitioner research.

I Introduction

1.1 Background

1. An early priority for the NRDC in 2002 was to review existing research in the fields of literacy, numeracy and ESOL. A specific attempt was made to ensure that the Centre's new research would be connected with and draw from practitioner networks (under Strand D). It was clear that RAPAL, a research and practice network established in 1985, could assist on both fronts. Its members had made a major contribution to research and practice in these areas of basic skills and its existing membership could be contacted for consultation purposes.

2. A particular concern among the RAPAL leadership was that there was a body of hitherto unacknowledged and often inaccessible research which might be overlooked in standard literature searches. It was clearly important to unearth this essential part of the history of research and practice in this field. There was also a feeling that the content, methodologies and processes revealed may carry important lessons for our understanding of the accessibility of the research processes and for the shaping of long term NRDC research programmes.

    Hence the primary purpose of this research was:

    to establish a register of unpublished, or otherwise 'difficult to reach', research/developmental work undertaken by RAPAL members since the network began in 1985.

3   The compilation of such a register required decisions about what would/not count as research. Some revisiting of research traditions (especially in Action Research) was necessary as was consideration of the overlap between research and practice. The rationale for the decisions made is discussed in 1.2 below. This question is extremely important in a policy context devoted to connecting research and practice and for an organisation such as RAPAL which has long explored the interconnections between the two.

4. The conclusions and recommendations from this research are summarised in Part III and the findings from members have been summarised in Part IV. The second appendix provides an up-to-date list of articles in the RAPAL publications.

1.2. What counts as research in this exercise?

1. This was a philosophical as well as a practical question and one which has been at the heart of RAPAL's work since its inception in the mid-1980s. The issue was discussed briefly during the RAPAL AGM 2002 and focused on a rather traditional range of defining criteria for research: systematic data collection; systematic rethinking of the known; must be written down; and

must be open to critical public scrutiny. But these, along with other often quoted criteria, reflect a particular kind of research narrative and one which does not easily deal with uncomfortable questions such as: What counts as data? Notes, finished articles, photos, measurements? Does all research involve collecting data? Are oral forms not included? Would the critical scrutiny criteria rule out the BSA archive material on local development projects, for example, or reports on Pathfinder projects? Would not this criterion actually rule out most of what we were trying to uncover because some had not yet been open to scrutiny? And in relation to time, when does research actually materialise? Is it demonstrated by private notes or does it only count when the work is complete and scrutinised.

2. RAPAL has always challenged traditional research narratives with uncomfortable questions about knowledge generation and power. Research can be seen as social practice rather than as a technology (a context-free set of methods and procedures); it is rooted in traditions and reflects power distribution. The theories of knowledge underpinning theories of research are also socially constructed. We cannot see the ranking of forms of knowledge as unconnected to the social order. Views about 'acceptable research' are shaped and governed by those with power and influence in the knowledge generation industry. RAPAL has raised the questions about whose knowledge, whose ideas about research are deemed acceptable and who is left out of these processes. Often tutors and students have been excluded and yet they are creating knowledge on a number of fronts.

3. Traditional research approaches involved particular *research and practice narratives*: the separation of researcher and researched; institutional, cultural and financial hurdles to being allowed to do research, the valuation of research above practice, ideas about dissemination which are essentially about unidirectional flows from researcher to practitioners etc. RAPAL has always challenged these ideas and has focused on the kind of research narratives to be found within the action research tradition: research in and about practice, by practitioners, to change practice. RAPAL has also raised questions about the role of learners as well as practitioners in these processes, in both setting the research agenda and in doing the research.

4. If research methods have become 'entangled' with practice, theories of practice have also developed to include more explicit acknowledgement of the significance of theory and more reflection and recording on, about and during practice. Practice has become more research-laden and so it is possible to see research and practice as overlapping sets with a common and rather indistinct 'grey area' containing types of activity which are either difficult to classify or may be both research and practice. This overlap can be seen clearly in examples of critical commentary; in some forms of autobiographical and biographical research; in cycles of recorded action and reflection in reflective practice; in the narratives of professional development; and in some kinds of development work. Analysis of this 'grey area' is a matter of current interest with Mason's recent 'Discipline of Noticing' (Open University, 2002) seeking to identify activity which underpins both research and practice.

5. Given this 'theoretical 'overlap, it was clearly important to retain inclusivity in any selection for this exercise. Practical considerations also made this desirable. The research design relied largely on postal returns and did not provide the opportunity for detailed reading of the works cited and the application of sophisticated criteria. Yet it was also necessary to make a series of initial, practical decisions

    o   to exclude books published by major UK and international publishers on the grounds that they would be accessible via standard literature survey methods or via the web. Exceptions could be made on an individual basis on grounds of accessibility.
    o   to exclude the articles by respondents in the RAPAL Bulletin/Journal because this list was available separately (see Appendix 2)
    o   to include items which were published in a less noticeable place or in journals which did not have such high profiles
    o   to include items which had not been published at all
    o   to provide respondents with a list of types of research item and activity which they might usefully include in their returns.

    The potential disadvantage of the first two decisions was understood. It meant that we would not be able to see, at a glance, the rich complexity of complete research and publications lists from correspondents. This would limit the potential for exploring further questions about how their publications related to each other and how their research and practice narratives had developed (see Part 2.3 and the recommendations in Part III).

1.3 Method

1. Initially, a two stage process was devised:

    i) A meeting at the June 2002 RAPAL Conference to start off the discussion
    ii) The circulation of a postal data search to all RAPAL members or those whose names were on the database in 2002 (RAPAL membership 2000-2002) in the autumn of 2002

    The limitations of this methodology were understood but it was deemed to be a useful developmental, first step in bringing this material to light.

2. The first discussion involved approximately 25 members and lasted 40 minutes: it thus provided a useful starting point for the project. Stage 2 involved the circulation of 433 data record sheets. The paid-up membership at this point in the year was around 120; it was prior to the annual reminder letter for subscriptions. The practice of leaving past members on the database for two years accounted for the 433 names and also allowed us to contact past members.

3. The data record asked for details of any research individuals had undertaken which was unpublished or not published in an accessible form (See Appendix I). Regarding their own research, we also sought information about the main topic of their work; the contexts to which it referred; the reasons for doing it,

the sources of funding and the follow through. We also attempted to find out about the current availability of the references, and details of other educational research in which members had engaged.

4.   We decided not to ask respondents to classify themselves according to researcher, practitioner or researcher/practitioner status. Both practical and philosophical considerations underpinned this decision. In practical terms we knew that some members would have found it difficult to answer as they had moved between these categories during their careers. Philosophically, the uniqueness of RAPAL lies to some extent in its questionning of the nature of these categories and of the access of practitioners and learners to the research agenda in this field. For the purposes of this exercise it would not have been appropriate to start to separate out members in this way. It was therefore understood that the list of research items would not be confined to practitioner research but would give a flavour of the RAPAL preference for bringing together many different types of research.

5.   The immediate response was speedy but not particularly sizeable and so third and fourth stages were added which included a reminder via the RAPALLIST email list (12/12/2002) with the offer of an electronic form (8 electronic forms received), and the circulation of a reminder to RAPAL members alongside the journal circulation at the start of 2003. The reminders and further personal contacts produced more returns. It was quite clear at this stage that some members of RAPAL whom we knew to be research active had not been represented here and that more work would be necessary in future to include them.

4.   When the replies were received, some of references were incomplete. Emails were sent where possible to seek out the missing information and a small number of   telephone calls [6] were made to ascertain whether or not this was an effective way to close some of the information gaps. The resulting conversations allowed for further exploration about what research in practice had actually meant. Limited resources prevented this being used on a large scale but it did suggest a way forward for accessing richer data.

II   Results

2.1   Rate of Response

1.   54 replies were received: 9 nil returns; 8 providing useful references only (see Report No 2), and 37 providing research items (140 altogether). All the returns were recorded using Endnote software.

2.   Overall, this was a lower rate of return than expected. The interest shown by RAPAL members had been considerable and many approached me personally to express this. Several possible reasons for the low response emerged : on the returns themselves, in personal conversations and during telephone calls.

o One member admitted to being put off by the form. The decision to ask the respondents to undertake some of the classifying resulted in a form which could not be completed quickly. Many of the returned forms did not include data in all categories. Gaps were left which proved time consuming to fill. Email proved useful for some follow-up enquiries but some gaps remained. Seven of the lengthiest returns were sent in as lists of references without any of the additional data we were seeking. This was accepted as a necessary compromise.

o Busy members who wanted to respond thoroughly put the task to one side until they had time (and this never came for some). The practicalities of sending in records spanning many years weighed heavily.

o Questions were still raised about what was expected in terms of research. This may have reflected the extent to which traditional research narratives held sway and the uncertainties about the middle ground we were trying to capture.

3. The six follow-up telephone calls underlined the limitations of postal contacts. Voice contact allowed confusions to be cleared up, new references offered, and a chance to discuss broader issues. These included: the underlying coherence in some of the collections of work; the deeper reasons for low recording of practice despite the underlying research question at the heart of all practice in this field; and issues concerning new research (about the NRDC's original plan to fund small scale research projects in the field). It was quite clear from this exploratory follow-up work that the register provided below in Part IV did not constitute a complete record, even for this group. Further telephone work would be required to produce a more comprehensive record.

4. It was also clear from these calls that members found it very helpful to be able to talk to someone about their individual research and about how research could be designed to fit within practice. It may be that NRDC plans for interactive dissemination could consider ways in which practitioners can access experienced people.

5. Given the low rate of return, it was difficult to conclude that these returns were representative of the RAPAL network. However, the fact that I am a member of this network enabled me to comment on who did make the returns and give some idea of how the material can be viewed. Half of those making returns were active members in the sense that they had written in the RAPAL journal at some point and/or had been office holders. The remaining half consisted mainly of longstanding members, with just a smattering of newer ones. Overall the returns were biased towards those who had been in the field longest and represented very well those practitioners who were moving into doing some research. They under-represented the new members and the newcomers to the field.

2.2 Analysis of Data

Given the current NRDC priorities of ensuring that practitioners access and are engaged in research and the theoretical importance of clarifying the

nature of the knowledge held and generated by practitioners, four key questions have been asked of this data. Whenever possible the 'answers' include direct quotes from members, organised in categories. Some of these categories overlap but a decision was taken to identify categories which offered some particular insight. Other readers might have grouped and classified the material differently.

A.   What did the members include? What did they count as research?

1.   The open ended invitation produced a range of Literacy, Numeracy and ESOL (LNE) references, covering a number of contexts: FE, family, workplace, distance, residential and community in both rural and urban settings. Five identifiable strands were evident :
    o   A general interest in relating theory to practice recurred throughout this body of work. Several distinct areas of practice were described as under-theorised and respondents had wished to tackle these.
    o   The exploration of literacy, numeracy and language as social practice was evident in much of the research.
    o   Individual, adult narratives were given space to be captured and recorded
    o   All the key elements of practice were represented here: strategy, assessment, curriculum development, teaching methods, learning outcomes, accreditation, evaluation and drop-out. The main adult contexts (both urban and rural) of workplace, family, and college were included. Issues such as gender and disability are considered.
    o   Questions at the edge of existing theory and practice were posed: viz. Can we do research without writing it down (Julia Clarke); consciousness and literacy, does it matter (Hugo Kerr); and Sculpting Relationships: Examining the Politics of the Literacy Classroom, Making Zipper Cultures (Bonnie Soroke).

    Overall there was depth and creativity as respondents explored central issues.

2.   The references here reflect a broad interpretation of what can be included in research activity. At one end of the spectrum, some members were only sure of declaring something as research if it was a formal project attached to obtaining a degree or a major nationally funded research project, or an article in an academic journal/book. Others include local or special development projects, conference /discussion papers, short 'critical' commentary pieces in less formal journals which reflect a particular kind of research tradition and contribute to developing debates, private research, both in process and complete. Short pieces emerged alongside more substantial articles.

3.   The uncertainties about what should be included were reflected in questions attached to returns about whether what they had included was research or not. Several noted that they had undertaken much more in terms of conference papers etc. but wondered if these should these be included.

    As for any [other] research I have done, well, although I have done quite a lot, it has all been relatively small scale and, depending on your definition of research [which

has many interpretations] may not be regarded as research at all...If you want any more of my researches let me know

4. Even though such other research had been signalled as acceptable, people were still not sure. To some degree this was inevitable, given the nature of the exercise and shows the dominance of particular research narratives even within a network such as RAPAL. Given RAPAL's work on challenging dominant narratives and trying out different approaches to research, it was surprising. Given these confusions, it was reasonable to suspect that this list was a far from a complete summary of the research activity of the respondents (themselves only a small sub-group of RAPAL)

B. What motivated the research?

1. This was a vital question given the hard pressed working environments of researchers and practitioners and its significance for any future planning of practitioner involvement in research. 63 out of 140 references revealed the kind of motivation driving their research and this included a mix of intrinsic and extrinsic factors. Members also hinted at the autobiographical aspects of some of the research and the sense of personal journey is evident for some. These comments shows the generation of research in practice-beyond 'curiosity' (Quigley) and into a determination to resolve some issue either for themselves or for their students and staff.

2. The responses have been categorised below and illustrated with respondents' replies.

    o **Intellectual interest**

        Curiosity

        Interest in literacy, 'Dialogic'

        Interest in factors shaping literacy development and the effects of different levels of literacy on experiences as an adult… also the particular factors affecting this in a minority language

        Theoretical pursuit of intuitive realisation of role and importance of consciousness in practical ABE situations

        Interest in literacy as part of diversified socio-cultural practices

        Because it's there!

    o **Higher degrees: career advancement; the next academic step**

        Respondents cited a range of postgraduate courses: requirement for M. Ed in Literacy; the Ed. D; MA in Social Anthropology: PhD. Academic career and personal academic development were identified as drivers.

- **Paid to do it**

  LSDA Research Project

  Paid consultancy for QCA

  HEFCE Project

  Paid consultancy as an evaluator

  Commissioned by the Scottish Executive following two earlier evaluations

- **To improve the quality of the ABE service**

  i. **General issues**

  To enhance accessibility of service

  A concern among some community educators to enhance accessibility of ABE in rural areas

  I was concerned that many institutions were responding to the issue of making additional arrangements for dyslexic students in a relatively uninformed way

  Asking questions about what appeared to be high rates of drop out

  Interest in quality control

  ii. **To resolve urgent day to day problems**

  To counter disaffection among Probation Centre attendees and their boredom with existing materials

  The urgency of engaging academic staff in ensuring that disabled students had sufficient support

  My dept was concerned that existing school based family literacy provision was not meeting all needs and so I did some action research with a group in Sheffield to explore what would work

  iii. **Exploratory work**

  A personal desire to find something "good" happening in adult literacy education

  Wanted to explore further possibilities of using distance learning methods within a college setting

  To ascertain if the existing distance model would be effective with various ethnic groups. The underlying concern was to ensure equal access to this way of working.

Own concerns about adult early readers being led onto adult narrative books after leaving the 'Language Experience' Stage-Is it really what everyone wants to read?

o **Intrinsic to the organisation of practice**

The research was conducted in the mid-1990s to examine the concept of generic skills. In Australia these were referred to as the Mayer Key competencies (Mayer, 1992). A group of researchers looked at learning in the workplace from the perspectives of each of the key competencies. I took the competency Communicating ideas and information and examined workplace language and literacy skills.

Part of ROWA(Read On Write Away) Evaluation Strategy

To provide a framework for the professional education of literacy personnel and thereby raise the standard of the service

The FE College wanted to explore this prior to their OFSTED inspection

o **Identifying major gaps in research about practice**

(Asssessment) Under-researched area; need for synthesis in this area/context; implications for quality of provision; urgent need for tutor training to incorporate solid input on the topic; policy implications; underpinning further research and development; personal experiences in abe; intellectual interest in the general area.

Explore uses of computer based technologies and learning in the contest of specialist residential college for adults with physical and associated learning difficulties and disabilities

Staff development in relation to disability is under-theorised. This paper teased out the kind of theoretical underpinnings to my own staff development work in this field and conference participants were encouraged to construct their own narratives in this respect.

Being able to hear the separate sounds in spoken words (phonemic segmentation) is thought to be a vital skill in learning to read. Accordingly, non readers are commonly given special and sometimes intensive training in this vital skill. However, from other language work that I had been involved in, it seemed to me that most actual readers (i.e. people who could read already) were in general rather poor at this 'vital' skill of phonemic segmentation. So I reasoned that if it were really true that actual readers could read successfully without actually being able to segment words phonemically, then I would have to ask how necessary it was to teach this skill to learners. The research involved testing the phonemic segmentation skills of good readers and drawing appropriate conclusions.

This project was generated from the field in response to a concern that the concept of community focused basic skills provision has not been sufficiently theorised.

Lack of research into the socio-emotional aspects of dyslexia in adults

I realised that there was not much research happening in workplace literacy in Australia and that we really didn't know how people used literacy at work.

o **Talking to colleagues: dissemination, new discourse**

I wanted to disseminate what my students were telling me about how they access text. I felt they were giving descriptions which were not commonly available.

To start serious discussion about the meanings and politics of adult mathematics and adult basic mathematics education

o **Developing a critique**

Personal interest in this area. I also hope to be able to critique and inform the UK strategy

Seeking to do joint work (the first, we think, on that particular course) for a dissertation; examination of particular 1988 educational issue (homophobia written into policy) set in historical context

Strong belief in the value of power of the art-making process in literacy education

I felt that the representations the BSA made about their family literacy programmes were not contributing towards a more equal society and I wanted to explore this hypothesis in depth, and examine the origins of a new adult literacy pedagogy

When Numberpower was introduced I thought it would narrow the horizons for learners and tutors, particularly if pressure mounted on both to use this scheme. So I wanted to think through what the effects might be. I also used the ideas in this dissertation in various tutor training workshops

It was a natural follow on from my work on staff centred, organic methods of staff development and the importance of hearing staff voices. I was also extremely concerned to break through the developing discourse about the difficulty of making adjustments for disabled students.

Thinking aloud really; trying to defend the kind of thinking which seemed to be to be good mathematical thinking, but which was unlikely to be accepted as such either by academic mathematicians or by a narrow view of what counts as adult numeracy.

The first interest in workplace literacy in Australia came about in the late 1980s, partly because of the government focus on restructuring industry and aligning awards with qualifications, so literacy became linked to productivity etc. and partly because of research in the USA eg early work of Sticht and more recent work of Larry Mikulecky. In 1988 we convened a national conference for the Australian Council for Adult Literacy (ACAL) in Brisbane and I convened a

workplace literacy strand. We capitalised on a number of speakers who were attending the International Reading Association conference on the Gold Coast and later Mikuleck also attended an Industry Symposium in Brisbane.

o **Professional autobiography and oral history**

Having been involved with adult literacy in Queensland for more than 20 years as a practitioner and as executive member of the Queensland Council for Adult Literacy and the Australian Council for Adult Literacy:
a) I had my own history and own archive of documents
b) I had lived and worked through many changes in policy and provision (at national and state level). Each shift meant new bureaucratic positions, new programs, funding sources etc and with each move documents were lost and corporate history eroded.
c) The field has changed rapidly since 1990 (introduction of competencies, new curricula, new technologies, new assessment and reporting measures, increased accountability, the packaging of education and training, and deregulation of providers). I wanted to document the changes and if possible make sense of this brave new world especially for new teachers (and new providers who often work from a different value system and who just want a quick fix solution)
d) Many of the early practitioners have retired or moved into other positions, so we are losing the social memory too.

o **Broader Interests**

Life long interest in cartoons and the capturing of complex ideas in 'simple' visual and literary formats, plus an ongoing interest in how literacy is contexted visually. I felt it would be fun to do a preliminary exploration.

o **International comparisons**

to contribute to some comparisons of Research and Practice in the UK and Canada

3.   Although the separation of the categories highlights the different drives evident in this body of research, respondents occasionally reported a mix of professional motives, e.g.

a) There was a grant available and I wanted to get out of management (which at the time consisted of making cuts).
b) Concern for the development of written research, to support the body of oral research.
c) concern to improve own practice through systematic examination of practice and holding it up against the people Diana Coben has appropriately called the 'radical heroes' of adult education.

C. Research Methods Used

1. The methodologies used were those found in the major disciplines of anthropology (ethnography, often collaborative), social sciences (e.g. grounded theory), history (e.g. documentary analysis) , linguistics (e.g. discourse analysis) and education.

    A range of methods (quantitative and qualitative) had been employed:
    - o *Questionnaires and surveys*
    - o *Observation (formal and informal)*
    - o *Interviews(with students, colleagues, policy makers etc)*
    - o *Life history*
    - o *Capturing student descriptions (within everyday practice)*
    - o *Testing*
    - o *Discourse analysis*
    - o *Writing 'critically'*
    - o *Oral history*
    - o *Case studies*
    - o *Visual data creation or analysis (photography, film, cartoon)*
    - o *Documentary research and analysis: historical and current*
    - o *Reading,, Literature review re. theory and practice,*
    - o *Verbal report data and a novel method of miscue analysis*
    - o *Recording notes and evaluation; reflective analysis*

2. Respondents often used a mix of methods:

    Analysis of observed teaching; student accounts of learning; theoretical perspectives; analysis of policy.

    Informal observation of the students I was working with at the time. Reading about philosophy of mathematics

    Case Studies, through a scoping procedure, then using an initial interview to determine the sampling frame

    Including hearsay data (from tutors) on 500 students 2 years after enrolling in ABE classes plus group and individual interviews with students, ex-students, tutors and managers.

    Discourse Analysis of a) 10 years of ALBSU Newsletters and b) ABE group negotiating their curriculum plus critical summaries of Dewey, Carl Rogers and P. Freire

    Textual analysis/literature searches/historical research/critical thinking/some use of metaphor…eg A Wolf's image of a spiral of increasing provision…

    Feminist critique plus life-histories of 18 women in Dorset who were enrolled on an adult education course despite meeting all usual criteria for non-participants. Uses Gee's Poetic narrative analysis and thematic approach to group biog

    Activity Theory/open ended interviews.
    Tracking of students via continuous assessment

Computer Programme, Databridge

And in one case the researcher explicitly develops it as she goes along:

a developing methodology :design of research questions from the literature and own professional experience;.. I decided that I did not wish to impose my own issues on my participants in the form of interview questions. I want my participants[as well as me]...to decide what the key issues for research are for themselves and to talk about them in their own way hence my change to 'professional narratives'....I have collected about 20 field texts or narratives through 'snowball' and purposive sampling techniques and will soon be in the process of analysing them once the participants have returned their transcripts. I will then ask for about 6 of the first 20 participants to volunteer to look at the issues in greater depth with me.

3. Given RAPAL's questions about who does research in this field and who governs the research agenda, it was not surprising to find a number of examples of involving students as co-researchers and not as the subjects and/or objects of research

    Ethnographic research tools; discourse analysis (e. g. James Gee).
    About 70 students took part in the research, some just by allowing me to observe or interview them; eight students became co-researchers; about forty students came to a student-only conference, written up by the student co-researchers.

4. The choice of method was not only determined by the type of questions set but also by the circumstances and resources of the researchers. The overwhelming majority reported no additional funding for their work. Though there were clear advantages of working from the inside of practice, there was a bias against large scale and long term, longitudinal research methods in this work. The small minority who did have funding were in receipt of modest research studentships or were involved in publicly funded research and development work (ALBSU, HEFCE, LSDA, WEA, NRDC).

5. Given the shortage of funds for research in this field, it is not surprising to note that some of the research reported was clearly intrinsic to the development of practice:

    Creation of a model and trialling by three workers in the eastern side of Leicestershire.

    One term of action research with students at Brooksby Agricultural College

    I worked with parents who came into school for one day a week. I ran the literacy session in the afternoon and the parents enjoyed the sessions which were free and just for them. My conclusion was that this approach worked for those who came but those with the most severe family, work and financial difficulties fell through this net.

    I produced a framework with parents and staff to evaluate what appeared to all to be a successful project.

    The evaluation framework was produced for the evaluation/analysis of reports by 32 LEAs...covered the whole of Scotland

We introduced questions for an existing email discussion group to consider. Set a time limit and then collated the main impressions about the discussion. I wanted new academic staff to hear from each other about how they were thinking about disability. I felt that this was a way into encouraging staff to voice fears and express feelings.

It is in this kind of work that we most frequently find the overlap between research and development: indeed setting research within development may be the only actual way in which practitioners undertake research on a regular basis. The recent inclusion of a research element within a BSA programme on volunteering may reflect this kind of acknowledgement.

D.   The 'follow through' (impact, next steps etc.) from this research

1.   Responses to this question should be seen alongside responses to the question about motivation. Overall it reveals that specific academic goals were still in process (or had been achieved) and also the existence of a dynamic relationship between research and the development of practice.

2.   Information about follow-through (provided for 59 out of 140 references) suggested a number of different interpretations. Some described what actually happened next. Others drew out the implications of the work at an individual level (both for understanding, workplace practice, and publications) and in terms of network communications, new courses and new research priorities.

3.   The following classification reveals the immediate and long term effects noted.

o   **Directly informed practice: starting, continuing and transferring…**

This initiated a long period of engaging students in the development of their own materials.

Useful for later teaching in the community including delivery of courses for soldiers.

What happened next was the Skills for Life curriculum ... Implications for practice include students' own generation of questions for study and practice, the huge value of positioning students as intellectual researchers rather than 'basic level students', and changes in my own practice. Some of this is available in journals etc.

I explored issues of learner identity during undergraduate and postgraduate study and then in my practice this included a general interest in working with learners who are marginalised in one way or another. I used the findings from research in practice as a basis for further delivery and provided feedback to the WEA.

PW used the model to develop significant projects in other parts of the country.

This led to the expansion of Distance Learning across the Leicestershire Adult Basic Education Service and the integration into mainstream funding.

o **Generated new understanding to underpin further practice and research**

I recognised that questions about the role of teacher and learner in distance education, were similar in basic and higher education.

This work has been used by QCAL and others interested in ethnographies and literacy in the workplace. Also really useful in developing understandings both about research and workplace literacies which have been built on in more recent research.

This served to refocus my ideas on research and practice in this field.

It made me ask questions about the Guidance role within ABE tutoring. This led to another piece of research .

Useful retrospectively as a way of looking at the new national assessment schemes. Part of my ongoing thinking about my teaching practices. Potential for later articles perhaps. Certainly it has given me a framework for watching developments.

It informed future work with different ethnic groups and it gave me a more sophisticated sense of what learner centredness actually meant in different contexts.

Global Maths includes reports by students from a student-organised conference, with about 40 participants. Research reports include comments on the nature of mathematics, what makes a good teacher and good learning contexts. Other articles include personal mathematics and wider educational histories, mathematics problems and accounts of investigations

o **Shared experience with international colleagues.**

I was approached by a German contact to ask if she could translate the article. She argued that an article from abroad [the UK] could facilitate a discussion/ debate about what was clearly a very sensitive and controversial issue in German education at the time. I do not know what the impact was.

o **Feedback from colleagues**

A dyslexic member of staff approached me ……He had become very critical of standard approaches by dyslexia support tutors and felt that the kind of exploration I was advocating and illustrating was the most productive way forward.

I had letters and comments from many correspondents nationally. I reported my findings to many teachers and others at conferences.

Discussion with other practitioners

o **Directly informed courses and workshops**

 Still in progress. It is intended to develop new modules and to develop an add-on Bachelor's Degree in Literacy Development

Workshops for Adult Literacy/Numeracy Action Plan Coordinators 2003

The 'Making Sculptures' part of the article is a description of the process and materials I use in the workshops I offer to adult literacy students, practitioners/researchers, administrators and academics

Fed back to field via RaPAL Journal Article and various training events plus 2001 RaPAL Summer Conference

o **Generated Publications**

Brief paper in Basic Skills magazine. Mostly unpublished

 Developing a book proposal and BDA conference paper

Members of the research team have each published widely in vocational education and academic journals and have presented at conferences.

This was submitted as an MA dissertation and formed the basis of several further articles .

o **Stimulated further research and development**

I am continuing the research for my PhD.

This led to writing a bid which would allow the university to pursue the issue of changing staff support by using an ethnographic approach to schools and departments in HE.

Members have also built on this research in their own fields.

o **For acquiring further development funds**

Presented to Regional Development Agency, used to lever funding. Used as example of good practice for further work

One return showed a clear mix of outcomes:

This work has been used by several groups interested in history and in particular the changing role of teachers. I have given several conference presentations the most recent being for VALBEC (Victoria). I hope to use some of the thesis in a forthcoming publication.

Two respondents noted that their research had impacted on their work in HE

> *The model for the Centre in the university had drawn on experience of Open and Distance Learning in ABE. My conclusion at the end of a one year project was that it was important not to have separate centres for disabled students but to have open access and integrated study centres. When I went to Nottingham University, I had the opportunity to put this into action.*

> (This gave a hint of the contribution which ABE educators have made to supporting study and learning in HE . This has not been researched on any scale but folk knowledge suggests that this is not inconsiderable).

> *It informed my higher education teaching and research –*

And several indicated that there was no follow through to date because the work was still developing.

> **None yet,** *but I have continued to test insights from doing this paper against cartoons I encounter. I want to write this work up for publication at some point.*

> *This work is still in development with profound implications for practice.*

2.3. Research and Practice Narratives

1. Insofar as the research design allowed, it seemed important to reflect on the implicit, and explicit, research and practice narratives in this data. From the evidence above it is clear that it was not only important to have a register of research but also to unravel the research and practice dynamic. *Practice can be seen here as the generative space par excellence for research questions; and research is acknowledged as central to shifts in practice. Individual, research and practice narratives were at the heart of this dynamic. If* new staff were to be encouraged to engage in research in practice, it could only be helpful for them to see how and why others had done this, and how this had changed and developed over time in different circumstances. An important caveat here is not to assume that the narratives revealed in this research are the only ones within the RAPAL network .

2. Different and coexisting profiles emerged concerning the quantity and regularity of people's research and the extent to which it was in and about practice. To some extent this was related to the researchers' professional positions:
    o Practitioners who had undertaken research connected with further degrees or nationally funded development projects. This included one-off pieces of research which then informed practice and projects and led to further research in practice.
    o Those who had largely worked as practitioners but had been interspersing research in and about practice over many years and often with HE connections. Some in this position had moved into full-time HE research. Others had remained in and around the field.
    o Those in higher education with academic posts had large numbers of publications and conference papers etc

3. In some profiles there is a high degree of coherence in stance and/or in subject matter. Some appear to ' do research in practice' wherever they happen to be; they

see research processes as integral to their professional stance as practitioners. Some are following particular lines of investigation developmentally. This issue of different types of coherence should be pursued further given current interest in the longitudinal processes of teacher development.

4. For some the evidence points to journeys which include the mutual enrichment of work in this field with research and practice in other areas viz. professional development, feminist critiques, practices in relation to disability etc. This, too, is significant for the investigations in autobiographical, longitudinal professional development for teachers in general.

5. The data collected did not allow us to describe members' views on the relationship between research activity and writing, about what does not get published and why? There were articles in process but we only had two examples of research where the respondents indicated that this was an ongoing interest without any rush to dissemination and publication. They indicated pieces of work being kept as a kind of treat to come back to.

6. Impressions emerged about differences in the visibility of these narratives and to some extent this was connected to where findings were placed. If the research and practice was undertaken in situ and the findings held and owned by the individual with or without the students, it is possible that the impact stayed there and only impacted on the lives of those tutors and students (telephone respondent: "Who would my audience have been"?). The only other people likely to hear about the work would be immediate colleagues. This degree and kind of dissemination can be limited in its impact on the field and so can still be relatively invisible. Reports to funders may be a more visible representation of work, but not necessarily if the funders do not publish the reports (for a whole variety of reasons). The reports from ALBSU development projects are a case in point. Very few were published in their original form. Summary analyses were provided but did not reveal the data in the original reports for scrutiny. There was an invisibility about this work as research, a sense that it was too context-bound; and yet it was in some respects a massive action research programme for the development of practice.

    Similarly when work is only reported to academic audiences, it can appear highly visible to a small audience and completely invisible to the field. This may appear just to reflect the traditional power distribution within research conceptualisation and organisation and the gaps between research and practice but I think there is something more here: these invisibilities may be contributing to a state of unknowing about the full extent of research in practice in this field. RAPAL has always been concerned to make these different traditions visible but even so, within the network, some people's work is more visible than others; and some narratives are more clearly discernable.

III Concluding Remarks and Recommendations for Future Research

1. In terms of the original objective, useful findings have been recorded. The register of research and the analysis provides a valuable basis for further investigations. Though the returns were from only 12% of the network, the glimpse is of considerable breadth and depth within the range of work uncovered and of the powerful motives driving the investigations. They show members *engaged* with policy, theory and practice.

2.   The limitations of the postal survey method were nevertheless evident and the exploratory follow-up telephone conversations underlined this. Though the survey represented a useful start (sending an awareness raising signal to the network and producing a working document to clarify even further what was required), it became apparent that follow-up work via systematic verbal contacts would allow a fuller listing of research items, a richer analysis of the research and practice dynamic and the identification of more practitioner-researcher narratives within this network. The many ways in which practitioners are engaged in knowledge generation in this field must be uncovered and articulated. The material gathered here shows a close relationship between the research of practitioners and the development of knowledge about practice. Without additional levels of data, the full value of deriving lessons from an existing network for new staff development will not be realised.

3.   It is also vital to acknowledge the holistic and longitudinal professional profiles which can be associated with the development of expertise in this field. This material shows members explicitly bringing their own values and interests to the work. Research and practice here embrace personal and professional development and are not characterised in a mechanistic way. This in itself will be a valuable message for future practitioner researchers.

4.   It should also be possible to use such developments to construct more general methodologies for researching networks. This would be valuable work given the significance of networks in the current social and educational policy culture.

5.   Although it is reasonable to suppose that individual teachers will continue to develop their own research interests, it would be valuable to build research activity and methods of reporting (of the kind described in this report) into the way practice is organised and developed. Without this kind of infrastructural approach, research activity may be unnecessarily restricted to the most confident researchers or to those who have the time and money to pursue further degrees.

6.   Consideration should be given to the issue of maintaining and up-dating the material listed here. An option for NRDC would be to establish an ongoing database for practitioner research. This would send a powerful signal to practitioners about the central importance of their investigations.

IV   Items written by RAPAL members

Notes:
1.   The list is provided in alphabetical order (in sections) to show the range of work covered by individuals. If the subject matter falls outside formal LNE parameters, this is indicated in italics below the reference.
2.   The availability of the reference is indicated beneath the reference. If it is a publication by a known publisher, the assumption has been made that it will be easily accessible and no further details are provided.
3.   One author noted here, David Baker, is listed because of extensive collaborative work with a RAPAL member. He is not a member himself but his name is identified as the lead author.

A-E

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Other educational research

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Public: contact the Department

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Private: available…I've got a couple of copies - it's a research report

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Public: Contact Dept of Educational Studies

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Nottingham, Boots/ Education Extra [Educational Charity].
Public: Final report was never written: evaluation data is available and will be lodged in the ESRC Changing Faces Archive.
End of Year 1 Report produced in 1999 by Mary Brittain (Boots Company Community Investment Unit), Alwyn Morgan (Education Extra) and Patricia Webster
Address : Boots Co Community Investment Unit
           D80 Building
           Nottingham NG90 4GR

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Public: not avail yet
For private contact, email ZFowler@ioe.ac.uk

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Public: after Feb 2003

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Public: university libraries

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Private: not available

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Parkinson, D. An Example of Popular Education in Scotland. MSc thesis, Department of Adult and Continuing Education, University of Glasgow
Public: check Department library.

Parkinson, D., K. Maclachlan, et al. (2002). The Analysis and Evaluation of Local Authority Literacy and Numeracy. Mid Term Reports, Glasgow University.
Public: availability not guaranteed. Check Department of Adult and Continuing Education Library

Pitt, K. (2001). The Discourse of Family Literacy. PhD thesis, Department of <u>Linguistics</u>, University of Lancaster
Public: University of Lancaster library

Pollak, D. (2003). Dyslexia, the self and higher education: learning life histories of students identified as dyslexic. PhD thesis, School of Education, Bedford Faculty, De Montfort University
Public: De Montfort University Library at Leicester<u>.</u>

R-Z

Rios, G. (2002). Literacy Discourses in Two Socioeconomically Differentiated Neighbourhoods in Brazil: a Study in Situated Literacies and Critical Discourse Analysis. PhD thesis, School of <u>Linguistics</u>. University of Lancaster
Public: University of Lancaster library
.
Rogers, A., [Ed]. (currently and probably will be published in 2003). <u>Urban Literacies [Book of Case Studies]</u>, probably Sage International.
Not yet available

Schellekens, P. &Gardener, S. (2003) East London Teacher Training Evaluation. London. Talent East London.
Public: not available

Schellekens, P. (2003) EFL and ES [O] L: Common Needs, Common Goals? IATEFL, April.

Schellekens, P. (1996) English as a Second Language. Guidelines for Effective Practice. London, DFES
Public: from DFES Publications: ESL1

Schellekens, P. (2001) English as a Barrier to Employment, Education and Training London. DFES
public: DFES Publications

research brief:RBX3/01
full report: 4RP21098

Searle, J. A number of research studies in workplaces and the community conducted through the Adult Literacy and Numeracy Australian Research Consortium (ALNARC).
Public: Many of these are published by Language Australia or as journal articles in Literacy & Numeracy Studies. Summaries of the research which has been conducted through the Adult Literacy and Numeracy Australian Research Consortium (ALNARC) can be found on the website:
www.staff.vu.edu.au/alnarc

Searle, J. (1991). Communication in the Workplace: An Ethnography of Checkout Operators. School of Education Education.,Griffith University, Nathan, Queensland.
Public/Library of Griffith University, Queensland

Searle, J. (1999). A Band of Unsung Heroes: A History of Adult Literacy in Queensland 1970-1995. School of Education. Griffith University. Nathan, Queensland
Public/available at the Library of Griffith University
Location of Research
This history was contextualised in relation to what was happening at the Commonwealth level and in other states, also with what was happening in the UK, so included interviews with Jane Mace and Susan Gardener and reference to the adult literacy archive at Ruskin College Oxford

Searle, J. et al (1996). Workplace language and literacy competencies. In J.Stevenson (Ed). Learning in the Workplace: Tourism and Hospitality. Nathan,Queensland,
Public: Brisbane: Centre for Learning and Work Research, Griffith University.

Searle, J. et al. (1997). Workplace language and literacy competencies. In F. Beven (Ed). Skill formation in the airline sector of the transport industry.
 Public: Brisbane: Centre for Learning and Work Research, Griffith University.

Shiers, G. (2001). Adult Basic Skills. Students' Perceptions of Past Experiences and Current Practice. M.Ed thesis , School of Education, University of Sheffield
Public: Sheffield University Library

Soroke, B. (2002). "Sculpting Relationships: Examining the Politics of the Literacy Classroom, Making Zipper Sculptures." The Change Agent Creativity and Social Change.
Private collection: I can share a copy of the article (through email or regular mail), it is in a pdf file, needs Acrobat Reader and can be printed out.

Soroke, B. (current, 2003). Doing Freedom: Ethnography of an Adult Literacy Centre, A Masters thesis at ….
I have been creating artifacts (sculptures using non-traditional art materials) during the process of my research and using them as a research

tool. For an upcoming literacy conference in Newfoundland, Canada & hopefully at others, I will be presenting my thesis research using a sculptural installation (includes my sculptures, brief slide show of literacy students' sculptures, wall hanging, explanatory posters, audio tape of sound and some narration).
Public: When completed, I plan to post the thesis on the Directory of Canadian Adult Literacy Research available at: http://www.nald.ca/crd/

Street, B. V. (2001). Literacy demands of the Curriculum in the Post-Compulsory Years. In Literacy and the Curriculum:Success in Senior Secondary Schooling. J. W.-S. Cumming, C. Melbourne Australia, ACER Press

Street, B. V. (2002). Understanding literacy issues in contemporary multi-ethnic schooling contexts, with particular reference to EAL pupils. In C. Leung [ed] Language and Additional/Second Language Issues for School Education: a reader for teachers., NALDIC National Association for Language Development in the Curriculum. decennial volume: pp. 49-58.
Public: www.naldic.org.uk

Street, B. V., Baker D. A, et al. (2000). Schooled and Community Numeracies; Understanding Social Factors and 'Under-achievement' in Numeracy. Proceedings of the 2nd. International Conference on Maths Education and Society. Portugal.
Public: Kings College website

Students; Collections of Student Writing: Various sources.
Public: Write First Time archive at Ruskin College
Private: Margaret Herrington for examples from Leicestershire

Taylor, C., Davis, P. et al. (2002). Read On Write Away Evaluation Report. Matlock, Derbyshire,
Public: ROWA Office, County Hall, Matlock, Derbyshire

Taylor, C., Lomas, J.et al. (2002). ROWA Activity in the Coalfields Alliance Area. North Notts and North Derbyshire,
Public: ROWA Office, County Hall, Matlock, Derbyshire

Tomlin, A., Ed. (1985). The Numbers Game: Issues in Adult Numeracy Work. London, Hammersmith and Fulham Council for Racial Equality.
Public : British Library
Private : Available photocopies of individual articles only.

Tomlin, A. (1996). Numeracy and Basic Education Practice. ICE 304 Literacy Practices and Education Unit 4. London UK, YMCA George Williams College.
Public: Probably available from YMCA George Williams College, though out of print, I expect.

Tomlin, A. (2001). Participatory approaches to work with adult basic mathematics students. PhD thesis, King's College London,
Public: Available King's College library

Private : Available I can email chapters if I know which bit people want.

Tomlin, A., S. Himmelweit, et al. (1975). Why Theory? <u>Papers on Patriarchy</u>. London.
Other Research
Probably nowhere accessible ... there may be a British Library copy; I could check if anyone wanted to find this

Tomlin, A., B. Street, et al. (2000). <u>Home/ School Relations and their Significance for Effective Learning and Teaching of Numeracy</u>. BERA Annual Conference, Cardiff.
Public:

Tomlin, A. and Students (1999). Global Maths (reviewed: Rigg, C. (1999). Review of Global Maths. Research and Practice in Adult Literacy Bulletin(39), 30-31).
Public: Rapal bulletin
Private: available from the author

Tomlin, A. and Wolfe M. (1998). A pretended family relationship? Lesbians, the family and adult education.. <u>Dept of Extra-Mural Studies.</u> University of London,
Other educational research: 19th and 20th century history and politics of relationship between sexuality and educational policy (written in the context of Clause 28).
Public: Don't know! May be in Birkbeck files somewhere
Private: Can copy for readers

Van Enk, A. (current 2003). How Language about Education Influences Language Education Itself: Adult Literacy Learners' Narratives about their Educational Experiences and Goals. PhD thesis, University of Vancouver
Public: Not yet available

Wolfe, M. (1996). Literacy Practices and Education . Distance learning programme materials for the BA (Hons) Informal and Community Education, YMCA George Williams College, London. Three units:
Approaches to Basic Education
Adult Basic Education in Nineteenth Century Britain
Literacy as Social Practice.
Private: contact author

Wolfe, M. (1997). Working with text: approaches to educating in the written environment. MA thesis, Institute of Education: University of London
Public: Institute of Education Library

Wolfe, M. (1997). Reading Gender: an exploration of illiteracy and gender in Ritt's Stanley and Iris. Work in process.
Private: not available

Wolfe, M. and J. Mace, Eds. (1993). <u>Women and Literacy Conference Papers</u>. London, Goldsmiths College.

Private: contact author

Wolfe, M. , Mace,J. and Savitzky ,F.(1995). That Same Old Story. <u>Living Literacies</u>. London: Language and Literacy Unit.
Public: London Language and Literacy Unit

Appendix 1. Data Form

November 4th 2002

Dear Rapal member (or recent subscriber)

We need your help! Urgently!

We have received a small grant from the National Research and Development Centre for Adult Literacy, Numeracy and ESOL [NRDC] to gather important information from RAPAL members. Two main types of information are being sought:

I. A list of the texts which RAPAL members have found most useful, inspiring etc. in relation to their practice [research, management, teaching and policy development] in this field. This will parallel, to some extent, the recent US work by Gail Spangenberg, in which adult literacy professionals were asked to identify the research studies which they had found most useful for guiding their practice [CAAL Occasional Paper #2,May 8th 2002]. The RAPAL list should be extremely helpful for new teachers, learners, researchers and managers.

II. A register of research undertaken/completed by current RAPAL members, since the start of Rapal, which has not been published in books or academic journals. It is important to do this because the NRDC is in the early stages of establishing the extent of known research in this field. Books and academic journals only reveal a part of this work; Rapal's broader development work should also be included.

Can you help with this?

If you can, please complete the enclosed records from your own CV or other records of work, and return them in the stamped, addressed envelope by November 25th. Electronic versions of the record form can be obtained from Margaret, who will also answer any queries about the project via mherrington1@aol.com / Margaret.herrington@nottingham.ac.uk or by telephone: **0116 259 7361.** For overseas members, we think that email may be the best method, given the difficulty of estimating postage costs.

We realise that this is a great deal to ask but this is a unique opportunity to place this work on record and to demonstrate the research and practice dynamic to be found among RAPAL members. If you have no records to report, please send your record back as a nil return.

All best wishes

Margaret and Alison

Ms M Herrington, with Dr Alison Tomlin, for RAPAL

National Research and Development Centre in Adult Literacy, Numeracy and ESOL (NRDC)

RAPAL Research

Individual Data Record

Name

Contact details:
Address

Tel:
Email address

Current post[s]

Past employment experience

_____

I.   Most useful texts/publications/research studies

Can you identify up to five texts [books, articles, research papers etc.] which have influenced you most, or which you have used most, for guiding policy, management and/or practice? Can you give reasons for your choices?

1
why

2
why

3
why

4
why

5
why

Please write any additional comments overleaf

II Item of Research [**complete one of these forms per item**]
Do not include books or academic journal articles which can easily be retrieved in a standard literature search. However, please include the item if in any doubt about its accessibility.

Author [s] including collaborating authors

Title

Date [complete as appropriate: publication date if published, date of the work if not]

Publisher and place [if appropriate]

Type of record [please tick as appropriate]
1. thesis
2. non- academic journal article
3. review
4. report
5. conference paper
6. seminar paper
7. occasional/discussion paper
8. own evaluations and critical reflections on   teaching, learning and/or management
9. collections of student writing
10. article in process
11. record of discussions
12. posters
13. audio tape
14. video
15. photo collection
16. other [please describe]

Main Topic [LNE= literacy, numeracy and ESOL]

1. LNE and social, political, economic and cultural contexts [including class, race and gender], factors, development
2. LNE in international contexts: policy and practice
3. History of LNE
4. LNE theory and learning theory
5. Personal histories
6. Managing provision
7. Developing LNE policy
8. Researching/Teaching
   o   Reading
   o   Writing
   o   Spelling
   o   Numeracy
   o   ESOL
   o   SpLds [dyslexia, ADD etc.]
   o   LNE and disabilities
9. Other [please describe]

[Please tick all the main topics covered by your item]

Form of provision

- o   Group work
- o   Individual tuition
- o   Open learning
- o   Distance learning
- o   Residential

Context [please indicate if **rural** or **urban** or **both** in each case]

- o   FE
     Basic Skills
     Learning Support
     Within mainstream subject curricula
- o   Community ABE
- o   Community Education [adult ed colleges and centres, community centres]
- o   Libraries and museums
- o   Prisons etc
- o   Youth services
- o   Day centres
- o   Employment related
- o   Family
- o   School
- o   Other [please describe]

Reason[s] for doing research

Source of funding, if any

Methods used

Geog location of the research

Where is the record now

Public domain [give location details if you can]

Available

Not available

Private collection

Available

Not available

Followed through? What happened next? Further work? Implications for practice?

Other educational research [not LNE]

Other research

Please complete a separate form for each item written.

If you need lots of forms, contact me at the email addresses below and I will forward an electronic version to you.

Note
The data provided here will be used
1.   to compile a register of research for NRDC. The only fields available to the NRDC readership will be Author's name, title of piece of research, date, publisher [if appropriate], topic/form/context, methods used, location and availability now. All other biographical and general information will be held by Rapal and subject to the UK Data Protection Act
2.   to compile a general report for NRDC about the research and the findings.
3.   to produce a list [including a frequency distribution] of most used texts, without identifying any names of contributors.

We would be most grateful if you could return your records to Margaret Herrington in the envelope provided, or by email at mherrington1@aol.com or Margaret.herrington@nottingham.ac.uk by November 15th 2002.

Appendix 2. Index of Articles in the RAPAL Bulletin/Journal 1986-2003 and Additional Publications

Notes

1. The issues are presented in reverse order for ease of access to the most up to date material.
2. If the subject matter of the article needs further clarification, this has been included in parenthesis.
3. If there is an overall theme for the journal, this is indicated alongside the date.
4. Reviews are a key element in the bulletins and so names of reviewers have been included. Conference reports are also included.
5. Back issues are available from Avanti Books, 8 Parsons Green, Boulton Road, Stevenage SG1 4QG)
6. Additional RAPAL publications are listed at the end of the index.

Issue 50. Spring 2003 (in press)

Chappell, D.	Dyslexia Study Groups
Norton, M. A.	Review Article: The Give and Take of Writing. Scribes, Literacy and Everyday Life by Jane Mace (Reflection on theory and practice)
Lakshmi, C.S.	Ahead of Her Time: Everyday Maths
Heath, K.	From Moser to Multiple Choice (Assessment)
Shahnaz, I.& Hamilton, M.	The Contribution of the Mass Media to Adult Literacy, Numeracy and ESOL Policy in England, 1970-2000

Reviews from Julia Clarke, Aileen Pimperton and Mary Wolfe

Issue 49. Winter 2002-2003

Mace, J.	Language Experience is Alive and Kicking
Tomlinson, K.	Hawkwood Rhythms (residential writing event)
Burton, M.	All Literacies Great and Small. A Consideration of Rural Literacy in the Context of Increasing Agricultural Bureaucratisation
Webb, D.	A Day in the Life of a Community Tutor
Lynch, G.	Mapping the Learning Journey: The NALA Assessment Framework
Courtman, S.	Freirian Liberation, Cultural Transaction and Writing from 'The Working Class and the Spades'.

Reviews from Ellayne Fowler and Margaret Herrington

Issue 48. Summer 2002

Herrington, M.	The NRDC Practitioner Consultation Event
Gardener, S. & Glynn. J.	There's Still a Place for RAPAL
Glynn, J.	Writing and Research at a Student-led Organisation
Burgess, A.	Reading and Writing in Everyday Life
Fowler, E.	Students and Tutors Writing Book Reviews

Issue 47. Winter/Spring 2001/2   *Conference Edition*

Barton, D.& Herrington, M.	Reply to the Keynote Speech-SKILLS FOR LIFE
Erlewyn-Lajeunesse, S. & Fowler, Z.	The Millenium Dome Approach to Adult Literacy: A Practical and Theoretical Approach to the Recent Adult Literacy Strategy
Burton, M.	The Stigma of Illiteracy
Wicks, J.	Supporting Emergent Readers: Essex Libraries and Quick Reads
Searle, J. & Kelly, A.	Built In or Bolted On: Literacy Practices in the Civil Construction Industry
Shiers, G.	What Do You Really Want to Read?
Wolfe, M.	Reader ,I voted for him…Reading the Election
Peutrell, R.	Literacy in the FE mainstream: Good Practice and Our Class (room) Struggle
Lee, J.	How to Teach the Spelling of Priority Words to Dyslexic Learners

Reviews by Zoe Fowler and Julia Clarke

Issue 46. Summer 2001   *Occasional Paper*

Orr, S.	Researching the Interface between Dyslexia and Non- Dyslexia in Higher Education
Herrington, M.	Dyslexia: The Continuing Exploration. Insights for Literacy Educators

Issue 45
Does not exist: Error in Numbering

Issue 44. Spring 2001   *Literacy 4 Technology, Technology 4 Literacy*

Rosen, D.	Adult Learners Worldwide on the web.
Taylor, C.	Update (funding sources)
Clarke, J.& Southee, S.	"It started off as a joke!": Women Learning in a Workplace Internet Café.
Good, M.	On The Way to Online Pedagogy.
Joseph, T., Herrington, M., Lillis, T and Wilson, A.	Responses to Previous Articles

Reviews from Robin Close and Sheelagh Cooper

Issue 43. Winter 2000/01   *Situating Literacies*
Barton, D.   Situating Literacies
Rios, G.   Critical Language Awareness in Adult
                                           Literacy Classroom Interactions
Peutrell, R.   Literacy and the Capitalist Workplace
Herrington, M. & Joseph, T.   Literacies within Prisons: A Fourth Space
Barij, S.   Literacy practices within AL-Anon Family
                                           Groups
Ramsey, K.   Brothaman: A Poetry Evening
Reviews from Julia Clarke and Karen Fairfax-Cholmeley

Issue 42. Summer 2000   O*ccasional Paper*
Kress, G.   The Futures of Literacy

Issue 41. Spring 2000   *Quality and Standards*
Clarke. J.   Does Quality have to mean Standardization?
Lankshear. P.   Working with Standards: A Practitioner's
                                           Account
Herrington, M.   Commentary on Working with Standards
Arnett, J.   Talk this way: Problems in the Assessment of
                                           Speaking and Listening
Ellayne Fowler   Response to Talk this Way
Derrick, J.   The New National Standards for Adult Basic
                                           Skills
Wolfe, M.   Introduction to the New National Standards
Bailey, I.   Ireland's Evolving Quality Framework for
                                           ABE: An Account of NALA's Piloting Process
                                           Notes on the NALA Framework from Bobby
                                           Ferguson, Jane Mace, Margaret Donahey
                                           and Julia Clarke.
Taylor, C.   A Quality Document for Family Literacy
Berry, M.   Developing a Quality Standard for Vocational
                                           Literacy, Language and Numeracy Provision
                                           in Aotearoa, New Zealand

*Conference report: SKILL Annual Conference. Policy and Practice 2000 and beyond, February 25-26th,
Margaret Herrington*
Reviews from Linda Taylor, Ann Murie and Pam Cole.

Issue 40. Autumn 1999   *Student Writing*
Mace, J.   The Significance of Student Writing
Gardener, S.   Student Writing in the 1970's and 1980's
Moss, W.   Talk into Text
Richardson, S.   Using Gatehouse books with Students
Frank, F.   Student Writing using IT
Drummond, C.   Exegesis Book Club: Adult Basic Education
                                           Students Write Books for other Students to
                                           Read
Taylor, C.   Update (funding opportunities)
Chester, A. & Alam, Y.   Asian Women Writers and Publishing Project
Rosen, D.   The Boston Publishing for Literacy Project
Merson, M.   Student Writing and Health

Reviews from Carol Azhumah Dennis and Fitz Lewis

Issue 39. Summer 1999	*International*
Lillis, T.	50th Annual Conference of College Composition and Communication Atlanta, Georgia 1999: Making Connections with the UK Context.
Green, A.	The Literacy Teacher as Model Writer
Castleton, G.	Inspecting the Consequences of Virtual and Virtuous Realities of Workplace Literacy
Nederkoom, A.	Back to School Again: Literacy Courses for Dutch Native Speakers Deserve More Space
Taylor, C.	Update
Simanowitz, D. & Horsburgh, D.	Using CDROM and Learning Materials to Structure Learning Experiences for Students with Basic Skills Need

Reviews from Anna Robinson Pant, Sarah Richardson and Celia Rigg

Issue 38. Spring 1999	*Conference Edition*
Merrifield, J.	Literacy , Community and Citizenship: What Do We Teach, How Do We Teach It? Reflections from US Experiences.
Marquand, A. and Students	Workplace Training at Robinson of Chesterfield
Sperling, S.	Passion and Power (the importance of libraries in adult literacy)
Jamieson, C. & 'Sticking Up For Your Rights ' Group	Developing Literacies within ABE to Promote Self-advocacy Alongside Adults with Learning Disabilities
Staff and Students Bede Education Centre and Lambeth Community Ed. Service	Maths- Our Ideas All Came into One
Students from Ilkeston Centre	Celebrating Literacy and Learning in Adult Education
Kirman. J.	Naughty Literacies-Nice Words (prison literacies)
Moore, J.	Visual Literacies: Photo Albums and Beyond
Fowler, E.& Rigg, C.	Visual Literacies: Photo Albums and Beyond [2]
Roberts, G. & Prowse, J.	Reporting Soaps
Kenner, C.	Bilingual Parents and the Maintenance of Mother Tongue Literacy.
Wilson, G.	Rapal Conference 1998

Reviews from Crissie Laugeson, Jay Derrick, Jo Colley and Yasmin Alam

Issue 37. Autumn 1999	*Literacy,Time and Space*
Wilson, A.	Three Days and a Breakfast – Translating Time in the Literacy Lives of Prisoners
Hodges, N.	Arrows, Cycles and Spirals: Time in an Adult Dyslexia Class
Fran…	Time's Running Out!

Collins, J.   A Journey Must Begin with a Single Step
RaPAL Working Group   What Do You Think? Summary and
                                     Recommendations from RaPAL in response
                                     to the Government Green Paper,'The
                                     Learning Age'.

Reviews from Ellayne Fowler and Jo Colley.

Issue 36. Summer 1998   *Occasional Paper*
Hamilton, M.   Keeping Alive Alternative Visions. A
                                     Contribution to the ALPHA 97 Action
                                     Research Project

Issue 35. Spring 1998   *Conference Edition*
Articles originating from the RAPAL/Goldsmiths College conference, June l997:
Macrae, C.   Reality Identity and Conventions:
                                     Researching Ideological Work in Interviews
Tomlin, A.   Who Asks the Questions?
Jessop, M., Lawrence, G. & Pitt, K. Two Workshops on Critical Literacy Practice
Wolfe, M.   Shake, Rattle and Write
Taylor, S.   Literacy and Identity: Authoring the Text
Mace, J.   Stitches in Time: Mothers and Literacy
Reviews from Eleri Jones, Kate Pahl, Sarah Richardson and Wendy Moss

Issue 34. Autumn 1997
Taylor, S.   An interview with Freire; Paulo Freire 1921-
                                     1997: Biography and References
Hamilton, M. & Frank, F.   Literacy in Brazil
Sanders, J.   Developing Collective Credits Through the
                                     Open College System
Gurnah, A.   A New Funding Framework for Adult
                                     Education
*Conference Reports: .Literacy and Lifelong Learning: A UNESCO Conference, Lyn Tett;.
Building a Literate Nation 1997, National Literacy Trust Conference, Jane Mace.*

Issue 33. Summer 1997   *Occasional Paper*
Street, B.V.   Adult Literacy in the United Kingdom: A
                                     History of Research and Practice.

Issue 32. Spring 1997
McDuffus, R., Sharp, I. & Nolan, N. Student Research, Learning and Action
Jazayeri, Z.   Refugee Legislation
Macrae, C.   Struggling with Authority: Texts, Power and
                                     Curriculum
Lillis, T. & Ramsey, M.   Student Status and the Question of Choice in
                                     Academic Writing
Merrifield, J.   Participatory Action Research: Knowing,
                                     Learning, Doing.
Wallis, J.   A Review Article (about two important
                                     Canadian publications, involving students'
                                     writing)

Issue 31. Winter 1996

Hamilton, M. & Herrington, M.	RAPAL 1996: A Turning Point?
McKeever, M.	The Literature of the "Illiterate"
Tout, D.	Some Reflections on Adult Numeracy

Conference Reports: Adults Learning Maths Forum,3rd International Conference,1996, Diana Coben,; New Developments in Basic Skills,FEDA,1996,
Pablo Foster.
Reviews from Noreen Nolan, Ann Finlay, Rob Peutrell and Julia Clarke.

Issue 30. Summer 1996   *Staff Development and Training*

Hillier, Y.	So What is Good Practice?
Mace, J.	The Art of the Possible: Inspirations, Issues and Strategies for Research and Practice
Clarke, J. & Moss, W.	Underpinning Competence: The Current State of Teaching Qualifications in ABE
Hamilton, M. with Mace, J. & Herrington, M.	Higher Education and Professional Development Opportunities for ABE in the UK.

Issue 28/29. Autumn 1995/Spring 1996

Ivanic, R., Aitchison, M. & Weldon, S.	Bringing Ourselves into Our Writing
Houghton, G.	Who Says So?...Who? Can Their Views be Challenged
Frank, F.	Workplace Adult Basic Education and Community Adult Basic Education: Two Different Kettles of Fish
Lee, A.	Research as Writing (Australian Context)
Keen, J.	Family Literacy in Lothian: Connect – Community Learning Programme with and for Parents
Taylor, S.	Some Reflections on Current Literacy Teaching

Reviews from Sue Bergin; and from Sylvia Burrow with Caroline, Rita, Pam and Ivor at the Adult College, Lancaster

Issue 27. Summer 1995   *Dyslexia*

Herrington, M.	Dyslexia: Old Dilemmas and New Policies
Lankshear, P.	Dyslexia and ABE - Where Now?
Walker, M.	Specific Learning Difficulties: A Three-Pronged Approach
Chappell, D.	Dyslexia. Moving Forward in Further Education
Whitehouse, G.	Dyslexia: An FE student's experience of assessment or "Its a Big Shock Finding Out You are Disabled".
Michelson, C.	Out of the Frying Pan into the Fire: Some Observations on Supporting Dyslexic Students Who have Progressed to University
Smith, J.	Dyslexia-A Personal Experience
Morgan, E.	Releasing Potential in the Dyslexic Writer
Rishworth, C.	Dyslexia and Higher Education

Conference Reports: The Living Literacies Conference, Urban Learning Foundation, London, 1995,Kate

Tomlinson; Dyslexics' Choice, Adult Dyslexia Organisation, Morley College, London, 1995, Margaret Herrington.

Issue 26. Spring 1995

Karlik, J. & J.	I'm Learning to Read Again
Parr, S.	Lost for Words: Aphasia and literacy
Kerr, H.	Spellism (a poem)
Herrington, M.	Talking about Literacy
Hayes, C.	Thinking About Wordpower in Practice
Sellers, J.	Walking the Tightrope: Experiences of Women Part Time Tutors
Hamilton, M.	Comparing Research Networks in Australia and the UK

Issue 25. Autumn 1994   *Bilingual Literacy*

Bhatt, A.	Gujarati Literacies in Leicester
Yates, P.	The Neglect of Biliteracy
Mace, J.	Drink in Every Word: Learning about Welsh Literacy
Jones, K.	The Literacy Practices of Welsh Speakers
Lucero, M. &Thompson, J.	Teaching English Literacy Using Bilingual Approaches

Conference Reports: Institute of Education, University of London, The Second Domain of Literacy Conference,1994,Anita Wilson; Founding Conference of the Adults Learning Maths Conference [ALM], Fircroft College,Birmingham,1994, unnamed reviewer [ALM Contact Diana Coben].
Reviews from Anita Wilson, Kathy Pitt, Jane Fernando Smith and Jane Mace.

Issue 24. Summer 1994   *Family Literacy*

Barton, D.	Exploring Family Literacy
Bird, V. & Pahl, K.	Parent Literacy in a Community Setting
Molloy, J.	Numeracy in Parent Literacy Sessions
Savitsky, F-F and Sunderland, H.	Initiatives in Southwark with Parents and Children
Palmer, J. & Rhodes, K.	Measuring Success in Family Literacy: Seeing the Wood and the Trees
Barton, D.	Networking on Family Literacy

Review from Sue Gardener.

Issue 23 Spring 1994

Van Dijk, F.	Gender Specific Images in Reading and Writing
Finlay, A.	Some Challenges Posed by Reading Research
Tomlinson, K.	Growing into Europe : A Report of a Writing Weekend in Belgium 1993
Ratcliffe, B.	Perceived Learning Outcomes of Adult Basic Education Students
Ormerod, F.	Writing in the Dark: Dilemmas of Writing Job Applications

Conference report :ALM, A New International Research Forum on adults Learning Maths. November 25th
1993, Dhamma Colwell
Reviews by Catherine Macrae and Julia Dinsdale

Issue 22. Autumn 1993

Hamilton, M. & Ivanic, R.   Reflections on Research, Practice and
                                             Change

Barton, D. & Bergin, S.   The Research and Practice in ABE Course
10 short pieces by course participants on: Testing Times, Perceptions of Initial
Assessment and Screening in a College Setting; TEED.TECS and Traumas; For Whose
Benefit is Accreditation; Approaches to Writing-An Exploration; Adult Literacy Tutors'
Models of Writing; Participatory Research into a New Return to Learn Course; The
Perceived Value of "A" Level Literature; Students' Confidence during the First Year of a
BTEC Nursery Nursing Course; Men Working Alongside Women in ABE; How Definitions
of Literacy Relate to Research.

Hammond, L., Murphy, S. & Watkinson, V.   Researching the Changes

Issue 21. Summer 1993

Clarke, J.   Left Out in the Cold with Quality Standards
                                             for Basic Skills

Whitty, T.   Pieces of Paper: A Survey of Student
                                             Attitudes towards Accreditation in Adult
                                             Literacy and English Classes in Southwark.

Anonymous   Hard Times (Concerns about funding
                                             uncertainties from a number of adult basic
                                             education providers)

Murphy, S.   The Naming and Numbering of Parts

McGahan, H.   A Day in the Life of a Prison Tutor

Wilson, A.   A Creative Story about Prison Writing

Donnelly, L., Murphy, C.
& Cope, R.   Working with Wordpower

Conference Reports: Literacy and Cultural Development Strategies in Rural Areas ,Salamanca, 1993,
Catherine Sauzier; Basic Skills Information Conference London, 1993, Julia Clarke.

Issue 20. Spring 1993   *Counselling*

Herrington, M. & Clayfield, A.   Guidance and Adult Basic Education: A
                                             Report on an Action Research/Staff
                                             Development Project in Leicestershire

Moss, W. & Bergin, S.   Learning Counselling: The Work of Elizabeth
                                             Fuchs Bruninghoff

Tobias-Green, K.   Counselling and the Adult Learner

Anonymous   I Simply Don't Know (questions resulting
                                             from the policy changes in relation to prisons)

Reviews from Sally Murphy, Meriel Lobley, Barbara Hennelly, Adrian Waghorn, Stella Pye, Chris Hardman,
Terry Ormerod and Bernadette Fear.

Issue 19. Autumn 1992

Ewing, G.   Small Groups in the Big Picture (creating
                                             community within literacy programmes)

Preece, J.   The Academic Culture and Research - Is
                                             There An Alternative?

Tomlinson, K.   More Ripples in the European Pond (
                                             students and tutors making European links)

O'Rourke, R., Pearse, J.,   Wordpower and the Publishing of Student
Ross, J. & Tinman, A.   Writing

Reviews from Anita Wilson and Madeleine Edwards [with students]

Issue 18. Summer 1992	*Open Learning*
Andrews, V.	Round Pegs in Square Holes? An Appraisal of ABE in Open Learning Programmes
Fisher, V.	An Appraisal of Provision in ABE Open Learning Centres
Johnson, A.	Independent Learning and Adult Basic Education at Carlisle College
Davies, C. & Welch, A.	The Study Support Centre at the Birmingham College of Food, Tourism and Creative Studies
O'Mahoney, C.	The Open Learning in Adult Basic Education Research Project
McCaffery, J.	Review Article, Writing in the Community

Confere nce Report: Adult Basic Education in the 1990's, Beaumanor Hall,Leicestershire,1992,Margaret Herrington

Issue 17. Spring 1992

Nieduszynska, S.	Workplace Basic Education; ,Bootle, ,
Rowley, Frank, F.	Trade Union Perspectives on the Baxi
& Hamilton, M	Workbase Programme (summary of a discussion)
Frank, F.	Workplace Basic Skills Some of What's Happening Round the World
Mace, J.	Love, Literacy and Labour
Nwenmely, H. and Edwards, V.	Research Project: The Teaching of Kweyol in the UK (French Creole)
Laugeson, C.	Literacy and Deafness: Research and Practice Issues
Tobias, K.	The Confidence Gap: Helping Adults Deal with Interviews.
Derbyshire County Council Education Unit	What is Two Can? (Two Can Resources Unit : aims to give post 16 year old deaf people access to Community Education)

LASER - The Language of Sign as an Educational Resource (details of a group established to develop the use of Sign Language in education)

Conference Report: European Seminar on Linguisti c Approaches to the Study of Literacy, Paris, 1991, Roz Ivanic.

Issue 16. Autumn 1991

Gardener, S.	Basic Education and the Further and Higher Education Bill
Clarke, J.	Autonomy and Dependence in Adult Basic Education
Laugeson, C.	A Silent minority: Deaf People and Literacy

Conference Report: Literacy Strategies in Community-Based Organisations, UIE and Associated Organisations, Namur, Belgium,1991,unnamed.

Reviews from Debbie Liddell, Shirley Cornes and Sue Bergin.

Issue 15. Summer 1991

Black, S., Rouse, R. and Wickert, R.	The Illiteracy Myth: A Comparative Study of Prisoner Literacy Abilities (Australian context)
Halliday, E.	Literacy: The Community's Business (Australian context)
Gray, M.	Learning in Open Learning

Conference Report: Literacy for the 21st Century,1990, Brighton Polyechnic, Jane Lawrence
Reviews from Roz Ivanic, Liz Saunders and Judy Craven

Issue 14. Spring 1991

Kirkham, L. & Wild, C.	One World - One Vision? (Relating international experience to their own philosophy and practice)
Jones, V.	Adult Literacy in the Soviet Union: Conflicting Purposes and Values
Herrington, M. & Moss, W.	ABE in England: How Protected Is It?

A Celebration of Mandy McMahon (A Collection of Tributes)
Reviews from Jane Freeland, David Archer, Patrick Costello, Gillian Kaffash, Tracy Lennox and Sally Murphy

Issue 13. Autumn 1990

Street, B.V.	Putting Literacies on the Political Agenda
Joseph, J.	What is this Thing Called Numeracy?
Warrington, P.	How and Why Some People Fail at School
Murphy, S.	Den Bosch Days (commentary on an International Literacy Year Conference in Holland)

Conference Report: The University and Literacy, UNESCO, Geneva, Jane Mace.

Issue 12. Summer 1990

McMahon, M.	Doing "Doing Research" Meetings
Dalton, N.	Adult Literacy - The Educational Challenge of the 1990's (Eire)
Padmore, S.	Contagious Enthusiasm: The Adult Learning Project
Morphy, L.	More About Wordpower

Conference Report: Building the Movement: Literacy, Popular Education and Democracy,4th World Assembly, International Council for Adult Education, Bangkok, 1990, Paul Fordham.
Review from Donna Wilson

Issue 11. Spring 1990

Goode, P., Roache, D.	New Writers Research Their Own Writing Processes
Lobley, G. & Moss, W.	ILEA Goodbye! (a conversation about the development of adult basic education in London since 1974 and a post ILEA future)
Thompson, P.	Wordpower For Who?
Clissold, J.	'Management is not a One Way Street' (a response to Lusthaus and Adrien in Issue 10.)

*Conference Report: Literacy and Liberation, World University Service,1990, Karen Lucas, Jane Mace and
Tara McArthur.*
Reviews from Sheila Simpson, Alan Carter, Josie Beanland, Carol Wallace, Val Watkinson and Corinne.

Issue 10. Autumn 1989

Lickiss, R	Providing Information About Public Services: Studies of the Effectiveness of Written and Spoken Information
Lusthaus, C. & Adrien, M-H.	Issues in Management of Literacy Programs (the Canadian context)
Brookfield, S.	Myths and Realities in Adult Education

*Conference Report: Writing in Adult Basic Education, European Research Seminar,1989, Franca van Alebeek
and Tineka Krol.*
Review from Catherine Wallace.

Issue 9. Summer 1989

Special Issue on "Doing Research": Report of a RAPAL Study Weekend at the Lee
Community Education Centre, Goldsmith's College, London.

Topic covered: Students/writers/researchers; What is Research? Some Ideas I Came to
the Weekend With; Doing Interviews; The Leicester Dyslexia Study Group [a student and
tutor research group]; It Used to be Cheating; Personal Stories and Research; The Video
Workshops; Students, Tutors and Research; Good Practice in the Recruitment of Black
Tutors; a Weekend Diary; The Questionnaire Workshop; Writing Up and Publishing Your
Research; and Looking Back Over the Weekend.

Reports and comments from: Wendy Moss, Jane Mace, Mary Hamilton, David Barton,
Judy Vaughan, Susan Mullins, R. Duckworth, Terry Mentor, Debbie, Colin Rushton, Hilary
Beattie and Caroline Trongone.

Issue 8.   Spring 1989

Foster, P.	The Education Reform Act: A Question Checklist for ABE/EAL
Derbyshire, J & Hensey, P.	Getting Help with Reading and Writing: The County Offaly Research Project, Ireland
Higgins, J.	The Naming of Parts (the role of the teacher)
Auerbach, E.	The US-UK Initiative Report

*Conference Reports: Sharing Practice in Adult Basic Education, BALID/ARE/NIACE, 1989, Jean Amox-
Jackson; Writing and First Contacts with the Written Word,EC,Toulouse,1988,Leslie Limage,; The Training of
Tutors in Mother Tongue Adult Literacy Work, Angers,1987, Mary Kett.*
Review from Sue Bergin.

Issue 7. Autumn 1988

Sanders, J.	Open to Question: Opportunities in ABE (Open Learning)
Pinner, J., Watkinson, V. & Bergin, S.	Writing For Change
Beevers, L.	Reminiscence (an account of how organised reminiscence groups work in Scotland)

*Conference Reports on International Literacy Year from the Scottish Community Education Council: the
US/UK exchange: ALBSU and Lehman College,New York., Eric Appleby, Lindsay Harford, Sandra Softley and
Sue Nieduszynska.*
Reviews from Mary Hamilton and Roz Ivanic.

Issue 6. Summer 1988

Barnett, J.	What Counts as Research?
Blackfriars Literacy Scheme	Student Control or Student Responsibility?
Ivanic, R. & Simpson, J.	Clearing Away the Debris: Learning and Researching -Academic Writing
Lesirge, R. & Mace, J.	Travel and Training (leading workshops in Massachusetts and New York
McMahon, M.	Research Report: Managing Adult Education

Conference reports: Literacy Research in the North West, Sarah Padmore and Kath Evans; Adults with Learning Difficulties in the Fields of Literacy and Numeracy, University of Leicester Department of Adult Education and Leicestershire Adult Basic Education Service, Margaret Herrington.
Reviews from Lindsay Harford, Mike Baynham and Julian Hughes.

Issue 5. Spring 1988

Golightly, A., Nicola, N. and Stone, M.	Student Involvement in Research
Moss, W.	Critical Research: part of a conversation between Paulo Freire and Ira Shor
Freeland, J.	Bilingual-Bicultural Education in Nicaragua
Upward, C.	Simplified Spelling: Prospects and Perspectives
Barton, D. & Hamilton, M.	Ideas from Canada

Conference Report: BALID, Reading 1987, Beans Ngatjizeko and Emily Mnisi.
Reviews from Rosy Eggar, Stella Fitzpatrick [with members of the Gatehouse Project], Carol Bellard Thompson and Mike Baynham

Issue 4 Autumn 1987 [OUT OF PRINT]

Moss, W.	The Plain English Campaign: an interview
Gregory, G.	Community Publishing and Writing Development
Fuchs-Bruninghoff, E. & Kreft, W.	West Germany: Training for Work in Adult Literacy
Archer, D. & Murdoch, A.	The Challenge of Literacy in Latin America

Conference reports: Barai Non-Formal Education Associations' Show, Oro Province, Papua New Guinea, Pablo Foster; Literacy Research in the UK, Brighton 1987, Mandy McMahon & Sally Murphy; Research From the Inside Out, Philadelphia, May 1987,Mary Hamilton
Reviews from Angela Anderson, David Barton, Terry Mentor, Jane Mace and Robin Millar.

Issue 3. Spring 1987

Working Group	Literacy Research Hits the Headlines
Lobley, G. & Millar, R.	More on Dyslexia
Ivanic, R.	We Need A Clearer View …

Conference Reports: Friends' Centre Seminar, Juliet McCaffery; The Politics of Literacy, Institute of Education, Jane Mace
Reviews by Olwen Smith, Mary Hamilton, Frances Jackson, Tom Jupp and Carnette Richardson.

Issue 2. Winter 1986

Ivanic, R.	ILEA African-Caribbean Language and Literacy Project
Rosen, H.	Versions of Narrative: A Participatory Research Project
Levine, K.	Literacy and the Information Society

Conference Reports: International League for Social commitment in Adult Education, 'The Process of Adult Education' 1986, Alan Tuckett; Association for Recurrent Education, 'The Challenge of Continuing Education', Mandy McMahon; British association of Applied Linguistics. 'Written Language', Roz Ivanic; British Committee

on Literacy 1986, Brian Street.
Reviews by David Barton and Sally Murphy

Issue 1. Summer 1986

Collective	Why Research and Practice?
Baynham, M.	Doing Research: A Short Course on Research Methods for Adult Literacy Workers and Students
Solity, J.	Women's Literacy
Small. N.	Language - A Way of Keeping Us Apart?

Reviews by Sally Murphy, Eric Appleby, Roz Ivanic and Mike Baynham.

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Other RAPAL Publications:

Fitzpatrick, S. & Mace, J. Lifelong Literacies. Papers from the 1996 RAPAL Conference. Manchester: Gatehouse. Papers include:
Gardener, S. Basic Education in the Post Industrial World
Sunderland, H. What Refugees Bring to Literacy Classes
Barton, D. & Hamilton, M. Putting the New Literacies into Practice
Hodge, R & Jones, K. Photography as Collaborative Research
Clarke, J. Making Sense of Experience: The Role of Narrative in Research and Practice
Moss, W. & O'Mahoney, C. Developing Autonomy in Open Learning
Armour, J. Teach the Mother to Reach the Child
Morton, S. Family Learning in West Glamorgan
Savitsky, F.F. Understanding Nursery Education: A Course for Carers
Ahmad, Q. ESOL and Student Publishing
Woodin, T. The Gatehouse Asian Women's project
Stewart, A. A Pragmatic Approach to Vocational Literacy
Colley, J. Finding a Way In: Back door routes to learning
Frank, F. & Holland, C. The Politics of Workplace Literacy
Noel, A, Listening and Teaching in Basic Education
Mace, J. The Significance of Student writing
Herrington, M. RAPAL: Changes and Developments

Hamilton, M. Early Days: The Effect of Incorporation on ABE Provision in England and Wales. Report of questionnaire survey carried out in Spring 1994.

Barton, D. (ed) [1992] New Views of Literacy, A Bibliography.
 ISBN 0 901800 08 2.
The Bibliography focuses on adults, on learning, and on new definitions of literacy which are changing people's views of the nature and importance of reading and writing…It highlights social aspects of literacy and critical views of literacy. It is organised into 13 sections:
1. Approaches to Literacy
2. Research and Practice
3. Critical approaches to Literacy

4. Adult Education
5. Popular Education, Popular Culture
6. Educational Practice
7. Programmes and Organisation
8. Language Issues
9. Uses and Contexts: Home, School and Work.
10. Literacy in Industrialised Countries
11. Literacy in Developing Countries
12. Historical and Cultural Comparisons
13. Resources

**1990. Doing Research: RaPAL Occasional Paper
Bradford Conference for Learners and Practitioners.**
Learners, tutors and researchers in Adult Basic Education met to develop ideas and
practices for their own research. This report of the conference includes: ideas for ABE
research that were developed by students and practitioners thinking and working together;
things to think about when starting research; and questionnaires that could be used for
local research.
Contributors included: Mary Hamilton, Mandie Ranson, Corinne Shires, Jean Jackson,
Charlotte Farr, Wendy Moss and Mandy McMahon.

**McCaffery, J. & Street, B.V. (1988) Literacy Research in the UK. Adult and School
Perspectives. Lancaster: RaPAL OUT OF PRINT**
A collection of papers based on the 'Literacy Research in the UK 'Conference at Friends'
Centre, Brighton in June 1987:

Street, B.V.	Comparative Perspectives on Literacy Research
McCaffery, J.	Combining Research and Practice
Clanchy, M.	Teaching Reading in the Middle Ages
Brain, S.	Autobiographical Writing: Understated or Overplayed
Baynham M.	Literate, Biliterate, Multiliterate? Some Issues for Literacy Research
Merry, R.	More Than Reading and Writing: Literacy Schemes and Other Activities
Foster, P.	The Management of Essential Adult Learning
Ivanic, R. & Barton, D.	The Role of Language Study in Adult Literacy
Gardener, S.	Language and Second Chance Education
Edwards, J.	Research into Adult Literacy: From Practice to Theory
Maybin, J.	Literacy, Language and Schooling
Dombey, H.	Moving into Literacy in the Early Years of School

**Gardener, S. The Long Word Club. The Development of Written Language Within
Adult Fresh Start and Return to Learning Programmes**
ISBN 0 901 800 05 8.
This report contains comments from students and tutors about language, learning and
writing. It describes in detail the procedure and results of a language mapping activity
devised to stimulate discussion about language histories and identities.