

# Literacy/Numeracy Takeaway : How can we encourage Entry Level Learners to learn independently?

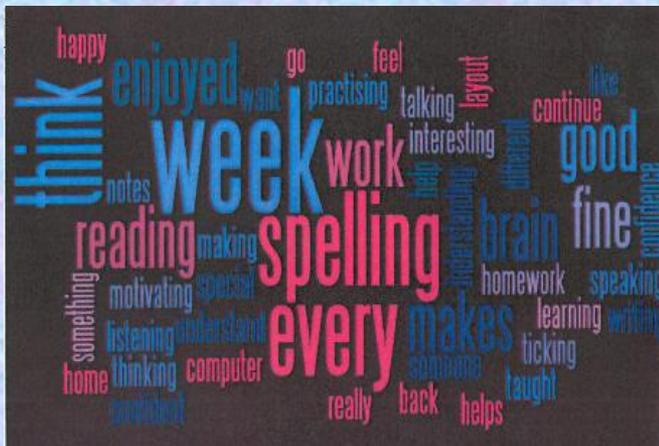
## Why?

1. Identify barriers that prevent learners at Entry level 2 or below from undertaking independent study.
2. Develop and trial support mechanisms to help learners overcome these barriers.
3. Develop and trial literacy and numeracy self-study resources
4. Evaluate the support and resources provided
5. Identify strengths and areas for further development and improvement

## Data collection and analysis

- Initial interview - 20 E1, E2 learners (10 Numeracy, 10 Literacy)
- Observation and analysis of student diaries/literacy tasks
- Post research interview- 20 E1, E2 learners (10 Numeracy, 10 Literacy)
- Interview tutors pre /post - research

## Student reflections on Takeaway



Wordle generated from text of student responses to post research interviews <http://www.wordle.net>

## Implications

- There is a need for relevant resources with appropriate topics of interest to adult learners available online and on paper.
- There is a demand for basic IT tuition from Entry level learners.
- Tutors should consider teaching time management skills and discuss learning and learning strategies with Entry level students.

## Bibliography

- Bempechat, J (2004) The Motivational Benefits of homework: A Social-Cognitive Perspective, Theory Into Practice, 43 , 189–196
- Coffield, F (2000) The Necessity of Informal Learning, Bristol: The Policy Press
- Reder, S, Strawn,C ( 2006) Self-Study: Broadening the Concepts of Participation and Program Support in Focus onBasics Connecting Research and Practice Volume 8

## Findings

- The main reason students gave for not studying at home before taking part was because they were too busy.
- After the research some students commented on the importance of setting time aside . The tutor commented that time management during lessons was improving.
- A number of Literacy learners said that they would like to use the internet to improve their literacy but they did not have the IT skills to do so.
- Students reported that they looked forward to their Takeaway tasks and that it became important to them to complete the tasks they had been given.
- The Literacy tutor liked that the Takeaway materials were provided so she didn't have to spend time preparing them.
- Some Literacy students said that they were now more likely to read a newspaper and were becoming more aware of Literacy activities in everyday tasks.
- The group tutor and most students said they felt more confident about themselves as a learner while participating in the project.
- Many students told the researcher that they enjoyed having the opportunity to talk about their own learning.

## Strengths of the project:

- The design of the project enabled the researchers to work collaboratively to identify strategies to improve learning.
- Working with another tutor's students allowed them to give honest opinions without feeling pressure to 'please' their tutor.
- Literacy and Numeracy tutors working together- able to compare and contrast findings.

## Limitations of the project:

- Small scale: 20 learners, 3 tutors, 2 researchers .
- The researchers found working with another tutors' learners did not offer opportunities to follow up and discuss homework activities during the lesson.



Project Researchers Deborah Holder - Numeracy  
Judy Heath -Literacy Judy.Heath@gloscol.ac.uk