

## Literacy Leader Fellowship Program Reports

This report by Eunice Askov, director of Pennsylvania State University's Institute for the Study of Adult Literacy, describes major national and federal workforce development initiatives, including skill standards, and includes a framework for workplace literacy skill standards needed for work in high performance organizations.

[Literacy Leader Fellowship Program Reports: Framework for developing skill standards for workplace literacy](#)

[Literacy Leader Fellowship Program Reports: no. 2. Teaching and learning with Internet-based resources](#)

[Literacy Leader Fellowship Program Reports: no. 1. State level policy for workplace basic education: what advocates are saying](#)

[State-level Policy for Workplace Basic Education](#)

[Literacy Leader Fellowship Program Reports, Etc., 1996-97](#)

[What the Science of Thinking and Learning Has to Offer Adult Education](#)

[Literacy Leader Fellowship Program Reports: Driver Education for the Information Superhighway](#)

Focuses on a cognitive or constructivist approach to learning. It assumes that teaching is not just about communicating facts or mechanical skills like math rules, but is a process of coming to understand the world. Maintains that all real learning involves active thinking, & teaching should

be based on what we know about how the mind takes in & organizes info. Chapters: lit. is not science; mental models; thinking about thinking; getting info. into memory; memory & learning; how thinking develops; the importance of teaching content; what does good thinking look like?; critical &

active thinking; active learning; problem-based learning; supporting good thinking; & adult learning.

[Literacy Leader Fellowship Program Reports: Framework for Developing Skill Standards for Workplace Literacy](#)

[A Review of Research, Practice, and Policy](#)

[Empowerment Health Education in Adult Literacy](#)

[Literacy Leader Fellowship Program Reports, Adult Education and Welfare to Work Initiatives: A Review of Research, Practice and Policy, August 1997](#)

[Literacy Leader Fellowship Program Reports: \(no.2\) Driver education for the Information Superhighway](#)

[Literacy Leader Fellowship Program Reports: Adult education and welfare to work initiatives: a review of research, practice and policy \(no. 1\)](#)

[Framework for Developing Skill Standards for Workplace Literacy. Literacy Leader Fellowship Program Reports, Part 1 in a Series](#)

*This report discusses the findings from a study conducted by the author in 1996 under a fellowship from the National Institute for Literacy. The study attempts to clarify what might be done at the state level to create policies which help workers, employers, and unions respond to the basic skills needs of incumbent workers. Contents: -Introduction Section 1: The policy-making context: Who makes policy? Through what mechanisms? What motivates them? Where does workplace basic education 'fit'? Section 2: Factors blocking attention to workplace basic education Section 3: Elements of good policy Section 4: What advocates are doing Section 5: Researcher's recommendations.*

[Literacy Leader Fellowship Program Reports, Volume 3, Number 4, Part A, Etc., 1996-1997](#)

[Learn to Earn](#)

[State Level Policy for Workplace Basic Education: what Advocates are Saying. Literacy Leader Fellowship Program Reports, Volume II, Number 1](#)

[Issues Raised by Welfare Reform for Adult Education, Training and Work](#)

[Framework for Developing Skill Standards for Workplace Literacy](#)

[Learning to Think, Learning to Learn](#)

[A Set of Lesson Plans and Activities](#)