

**MASTERS IN ADULT LITERACY, NUMERACY AND ESOL  
(MA ALNE)  
POSTGRADUATE STUDIES  
INFORMATION  
2009/10**

 **Department of Educational Research**  
at Lancaster University



**A Blended Learning Postgraduate Programme**

**Course Director:** Dr Sondra Cuban

**Course Coordinator and Administrator:** Kathryn Doherty

**Tutors:** Dr. Anita Wilson Dr. Kathy Pitt, Professor Mary Hamilton, Dr. Sondra Cuban,  
Mr. Paul Davies, Dr. Amy Burgess

**Course Consultants:** Literacy Research Centre staff in the Linguistics Department

**FOR ADDITIONAL QUESTIONS ABOUT THE PROGRAMME:**

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**PLEASE CONSULT OUR WEBSITE FOR ALL UPDATED INFORMATION:**

<http://www.lancs.ac.uk/fass/edres/study/alne/index.htm>

## **STUDYING AT LANCASTER**

This Masters in Adult Literacy, Numeracy and ESOL (MA ALNE) was established to meet the continuing professional development needs of professionals in the field of Adult Literacy, Numeracy and ESOL (ALNE) and in related fields. It builds on initial training qualifications and enables practitioners to specialize in their particular area of interest. Flexibility is a cornerstone of MA ALNE; in developing this programme, we have made it as accommodating as possible to meet the needs of busy professionals.

The programme is modular, which means that each module can be taken as a freestanding unit carrying the value of 20 credits, or, it can be built in to a qualification. Students build up short courses over time to complete a qualification of their choice in our programme. There are different routes students can take in the programme. One route is a Postgraduate Certificate in Adult Literacy, Numeracy and ESOL while another one is a Postgraduate Diploma in Adult Literacy, Numeracy and ESOL. The most popular route we offer is the Masters degree in Adult Literacy, Numeracy and ESOL (ALNE). Students can enter in one route and switch to another, based on their interests and circumstances.

At Lancaster we have a long-standing commitment to Adult Literacy, Numeracy and ESOL and a track record of innovative research and development in the Educational Research department and in the Literacy Research Centre. We will introduce you to a social practice view of literacy, which is rooted in a variety of contexts and cultures, and a participatory approach that emphasizes the links between research, teaching and learning. We also introduce you to other frameworks, which will support your individual development. Furthermore, we offer a strong grounding in reflective research and evaluation. Our modules are placed in a variety of settings and contexts including language studies, workplace learning, community-based learning, and criminal justice.

By choosing to study with us you will join a thriving community. The Literacy Research Centre has received funding from the National Research and Development Centre in Adult Literacy (NRDC) and Numeracy and the Centre for the Study of Education and Training (CSET) and the Centre for Advanced Learning Technology (CSALT) in the Educational Research department bolster the MA ALNE. You will be working in an internationally renowned faculty of social science that places literacy and language studies in the wider social policy arena and will have opportunities to engage in dialogues on these issues on national and international levels. These resources will enable you to link your own interests to the wider picture.

“Blended learning” encompasses a range of activities, materials and opportunities to discuss issues face-to-face and through an online forum. Tutor and peer discussions occur through a specifically designed virtual learning environment (a web-based system), which we teach you how to use, and which you’ll get practice on at the inductions. We take an integrated approach of ensuring that students are fully supported in all aspects of their learning. We do not assume any prior knowledge of online technology and we assist you to develop your knowledge of both the learning environment and other electronic resources. There is on-line support so you can study at a distance and at times that are convenient to you. Face-to-face induction sessions at the start of each module enable you to get to know tutors and other course participants. The course is a good way to build your knowledge of on-line learning. The experience of participating in the course is designed to suggest strategies you can use to work with your own students in the future, using new technologies.

You will be able to acquire many resources available through Lancaster University whenever you choose. Accessing the library, for example can be done through electronic means, postal services, or in person. We encourage you to visit the Lancaster campus whenever you can to use the study

resources in the library and consult tutors face to face, for example, when working on your assignments or dissertation. You can also use the Literacy Research Centre resources, by booking an appointment (contact: Jess Abrahams at: [j.abrahams@lancaster.ac.uk](mailto:j.abrahams@lancaster.ac.uk)). Our weeklong residential summer school, which attracts international doctoral and masters students, is also an opportunity for you to engage with diverse students and new ideas. Individual contact with members of the programme team is usually done through the web-based system, or, by e-mail or phone.

The accreditation of prior learning and credit transfer (APL) is an important aim of our enabling you to map, reflect, and build on your strengths and existing experience to up-date your qualifications in line with new standards in the field.

We look forward to working with you and sharing the resources and expertise we have to offer.

Sondra Cuban  
Programme Director

Kathryn Doherty  
Coordinator and Administrator

### **THE DEPARTMENT OF EDUCATIONAL RESEARCH**

The Department of Educational Research is the department in which the MA ALNE programme is housed, while teaching is also shared with the Department of Linguistics and the Literacy Research Centre. Both departments are members of the Faculty of Arts and Social Sciences (FASS), and have been judged to be excellent for both teaching and research by national review panels. Educational Research is one of only four departments in the country to have attained a Grade 5 in the a previous Research Assessment Exercise and 24/24 in the Quality Assurance Agency's subject review. It received top rating of "full confidence" in teaching programmes from the Periodic Quality Review panel in March 2008. In addition to excellent teaching and research we place considerable emphasis on linking professional practice to existing research, sound theorizing and methodology. Post-graduate study in the department provides opportunities for both professional and academic development based on an innovative research culture. See: <http://www.lancs.ac.uk/fass/edres/>

### **THE DEPARTMENT OF LINGUISTICS AND ENGLISH LANGUAGE**

The Department of Linguistics and Modern English Language is one of the largest and internationally recognised departments in Britain for teaching, advanced study and research in Linguistics, the study of language in general, and the English language in particular. The Department is highly rated both for teaching and research. All teaching staff is actively engaged in research, which informs their teaching. See: <http://www.ling.lancs.ac.uk/>

### **LANCASTER LITERACY RESEARCH CENTRE**

Since 1983 the Literacy Research Group at Lancaster, housed within the Department of Linguistics and English Language, has worked to understand the role of literacy in all areas of social life and to improve communication and collaboration between researchers and educational practice. The Literacy Research Centre continues these activities building on its international reputation; linking research and practice; developing training opportunities and working with a range of funders and users. Research projects explore and evaluate ALNE policy such as the Skills for Life strategy, digital literacy, and multimodality. We continue to develop theory and methodology, locating literacy research in the social sciences and building new partnerships across disciplines at Lancaster. See: <http://www.literacy.lancs.ac.uk/>

### **AIMS AND OBJECTIVES OF THE PROGRAMME**

As part of career pathways in the field of ALNE, the MA ALNE programme has established a range of post-graduate qualifications. The MA ALNE qualifications are aimed at practitioners, managers and teacher trainers within the field of Adult Literacy, Numeracy and ESOL and related fields. It offers a flexible opportunity for advanced training in ALNE and the teaching of English to speakers of other languages. As postgraduate modules in ALNE they build on participants' initial training qualifications in the field, enable practitioners to specialize in their particular area of expertise and practice, and explore the relationship between theory, research and practice in the field. Some modules have been written with the LLUK (formally FEto) requirements for practitioners in mind that highlight the importance of domain wide knowledge, reflective practice, critical understanding and scholarship. Some modules include Level 4 subject specifications.

### **STRUCTURE**

The programme provides a flexible entry into post-graduate study, which can be built on in a number of directions in ALNE and related areas. The programme is modular, and an outline of the programme is shown below. Each Module requires approximately 200 hours of study, and involves a mandatory one day of face-to-face induction time, held all day on Saturday at Lancaster University. For new students they are also required to attend one face-to-face induction (orientation) and this is a half day, normally held on a Friday. So new students would attend 1 ½ days at any one term time. For those internationally based students, we use video conferencing technologies to enable you to

access inductions (the requirement is to attend at least one induction in person OR attend the residential summer school). The induction is followed by a 10 week term of distance-learning sessions, conducted through the Internet. If students wish to take a PG Diploma or Masters, on completion of the modules, they then undertake a dissertation. Students decide on a study plan suited to their personal interests and needs, in consultation with the Director and Coordinator.

**The Masters route - 2 Core modules and 4 optional modules (180 CATS points)**

The structure of the Masters route consists of 2 mandatory modules and 4 optional ones. The requirement for a Masters Degree is:

- Approaches to Adult Literacy, Numeracy and ESOL
- Reflective Research and Evaluation for Professional Practice
- 4 optional modules taken from the programme table below.
- Followed by a dissertation of 15,000 words (equivalent to 4 taught modules)

**Postgraduate Diploma: 2 Core modules and 2 optional modules (120 CATS points)**

The structure of the Diploma consists of 2 mandatory modules and 2 optional ones. The required number for a postgraduate diploma is:

- Approaches to Adult Literacy, Numeracy and ESOL
- Reflective Research and Evaluation for Professional Practice
- 2 optional modules taken from the programme table below.
- Following this, the students undertake a dissertation of 10,000 words (equivalent to 2 modules)

**Postgraduate Certificate: 1 Core module and 2 optional modules (60 CATS points)**

The structure of the Certificate consists of 2 core taught modules, with no required dissertation. The required number for a postgraduate certificate is:

- Approaches to Adult Literacy, Numeracy and ESOL
- An additional 2 optional modules taken from the programme table below.

**AS STUDENTS YOU WILL RECEIVE**

- A face-to-face induction session, introducing the course and tutors and other students--- international students receive up-to-date videoconferencing access to these inductions
- Support in using the on-line environment, including the virtual learning environment, chat space, café and other areas
- A supplemental pack containing a calendar of activities/tasks that are used in conjunction with the Virtual Learning Environment, which contains study skill and writing resources.

- Links to sources of advice on research and evaluation methods
- Access to a website with e-mail discussion group, and chat room/bulletin board
- Access to the Lancaster University Library journals and databases
- Online presentations
- Networking community

## Study Route options

	Title of Module	Credit	Assessment	Type of Assignment
ABEC 01: Core for all qualifications	Approaches to Adult Literacy, Numeracy & ESOL: Theory & Practice in the UK	20 Credits	5,000 words or equivalent	Report: Integrating literature & professional experience
ABEC 02: Core for MA and Diploma only	Reflective Research & Evaluation in Professional Practice	20 Credits	5,000 words or equivalent	
Optional Modules  2 from the available list for a Certificate  2 from the available list for a Diploma  4 from the available list for a Masters	<p>ABE 01: Workplace Basic Skills Policy &amp; Practice</p> <p>ABE 02/ EDS808: Small Scale Research Study</p> <p>ABE 03/ ED811: Understanding Change Management in Education</p> <p>ABE 04/ EDS812: Policy Analysis</p> <p>ABE 05: Debates in ESOL Teaching &amp; Research</p> <p>ABE 06: Language &amp; Linguistics for Teachers</p> <p>ABE 07: Family &amp; Community Literacies</p> <p>ABE 08: Perspectives on Literacy &amp; Learning in Criminal Justice Settings</p> <p>ABE 09: On-line learning &amp; Writing</p> <p>ABE 10: <b>Summer School:</b> Literacies and Learning.</p>	20 Credits per module	5,000 words or equivalent per module	Dependent on module e.g. review, research report
For the Diploma or Masters there is a Dissertation to complete, which is usually preceded by a small-scale research study and the Dissertation Day				
ABEC 03: Core	Dissertation	Diploma: 10,000 words for 40 credits Masters: 15,000 words for 60 credits		

## **PROGRAMME CONTENT:**

### **CORE MODULES**

#### **Approaches to Adult Literacy, Numeracy and ESOL: Theory, Policy and Practice**

With renewed interest in adult literacy, numeracy and ESOL this course provides an overview of contemporary views on the teaching and learning of literacy, language and numeracy and applies them to the British context as well as international ones. In particular the course introduces a social practices model of literacy and numeracy. This core module consists of a face-to-face induction session at Lancaster University followed by distance sessions conducted through the Internet. Sessions cover:

- Concepts, definitions and metaphors: ways of thinking about literacy and numeracy
  - What does it mean to talk about literacy (and numeracy) as a social practice?
  - The literacies of contemporary life: everyday literacies; institutional literacies; academic literacies; e-literacies
  - The current context of adult basic education policy in Britain: the Moser Report and the Skills for Life policy
1. Social models of Literacy, Numeracy and Language and their implications for teaching  
Students will draw upon their own experience and will be guided to carry out a small-scale study of literacy practices, which can be written up for the assignment.

#### **Reflective Research and Evaluation for Professional Practice**

This module (core for the Diploma and Masters) introduces ALNE professionals to basic concepts of action research and evaluation. It offers practical strategies for formulating research problems, designing empirical investigations in their working context and hands-on experience of designing and carrying out one such investigation. The course has an induction day at the beginning, followed by on-line sessions covering:

- **Part 1: Reflection**

Session 1: Overview Session 2: Framing the question Session 3: What counts as evidence?

- **Part 2: Action**

Session 4: Introduction to methods of data collection Session 5: Making sense of your findings

Assignment: Projects identified during session 2 become the focus of the next two sessions and culminate in the assignment of a 5,000-word report, which will:

- Report on the findings from the project
- Reflect on the experience of doing the project
- Situate that experience within the published literature on research methodology
- Discuss the relevance of the project to professional practice and the original concern that prompted it.

Staff support these projects, feeding in appropriate methodological advice and techniques as needed.

### **OPTIONAL MODULES INCLUDE**

#### **Debates in ESOL Teaching and Research**

With the introduction of the subject specifications for ESOL teaching, this module addresses the specialist knowledge required for continuing professional development in the field. The module will cover:

- Learning an additional language: looking for universal characteristics
- The good language learner: changing definitions?
- From mono- to multi-lingualism: language use across settings and identities
- Learning the written language: cultures, communities and classrooms
- Learning the spoken language: from ideal to asymmetrical interaction

#### **Family and Community Literacies**

This module considers some political dimensions to the idea of 'family literacy'. Themes explored include: the role of scribes, changing patterns of family life, concepts of community and policy discourse around family literacy programmes. In considering the strategies adopted for evaluating such programmes, we will also look more broadly at those which seem most effective at generating insights and new learning. Unit titles for this module are:

- Scribes, domains and networks
- Literacy and the dynamic of family
- Literacy and community life
- Family literacy: policies and curriculum
- Approaches to evaluation

#### **Language and Linguistics for Teachers**

The course aims to extend understandings of language systems and contemporary debates and research into language use. This is a specialist module for Literacy and ESOL teachers, which builds on the subject specifications for Literacy and ESOL teaching. It addresses current debates, specialist knowledge required for continuing professional development and the linking of research with practice in the field. Topics Include

- Diversity in Language Use: language varieties and the standardization debate
- The multiple voices of language: the relations between language and social function.
- Genre and Multimodality: exploring language change and regulation.
- Sentences or utterances: A closer look at talk and writing and how they interact.

- Reading and Writing the word: from sound system to writing system.

### **On-line Learning & Academic Writing**

This on-line course provides an opportunity for participants to reflect on and critically analyze their own experience of on-line learning and writing in the light of relevant research literature, especially drawing on social practice perspectives on language and learning.

#### **Part A: REFLECTING ON LEARNING ONLINE**

- What is online learning?
- Pedagogies of online learning
- The process of learning in an online networked learning programme
- The experience of online learning
- Literacy, language and numeracy and online learning

#### **Part B: ACADEMIC LITERACIES**

- What are 'academic literacies'?
- Academic literacies in relation to whole-life literacies
- What makes writing 'academic'?
- Key issues in research on academic writing

### **Small-Scale Research Study (SSRS)**

This self-directed study is a chance to investigate in depth a topic of your choice with guidance from a tutor, and in preparation for your dissertation. Any topic relevant to the field of Adult Literacy, Numeracy and ESOL may be chosen. In preparation for the dissertation, students are encouraged to do a literature review (as the SSRS) that leads to the dissertation or research on a theoretical framework that can be drawn on for the dissertation.

### **Perspectives on Literacy and Learning in Criminal Justice Settings**

This is a module is for everyone - not just for those working in the criminal justice sector. Although it will be situated within the field of criminology, prison and correctional education, we will be looking at how our perceptions of people and literacies change over time and across different spaces and explore how these changes might impact on the views and attitudes of a range of professions and disciplines. Topics will include

- Contemporary perspectives
- Historical perspectives
- International perspectives
- Social perspectives
- Your own perspectives

Our on-line discussions may also include input from professionals in other parts of the world and across a range of sectors.

### **Understanding Educational Change Management**

This module aims to introduce participants to the cultural and organizational features of the planning, development and management of learning environments. During the process of studying the module students will come to gain knowledge of the theoretical principles of change; understand key models of change and discussions of the management of people during change processes. Students will also evaluate contemporary research into the impact and effectiveness of the implementation of change in educational fields. The focus of this module is on the governance of educational institutions and the role of adult educational context.

Participants will be encouraged to draw on their own personal and professional experiences and existing skills and knowledge where possible.

- Governance and management: powers and responsibilities
- Managing change; different models of change
- Tutor professionalism, teacher cultures and educational change
- Responses to imposed change and the role of the emotions
- Cultural and organisational contexts of learning
- Research into the impact and evaluation of change in educational institutions

### **Summer School - July (of every other year, next one in 2011)**

Each summer we offer an optional residential Summer School Module entitled *Linking Literacies and Learning*. This fully validated 20 credit module focuses on the links between theories of adult learning and literacies. It will be offered as a standalone module or part of the ALNE qualification route, and gives an opportunity to engage with colleagues who maybe on the programme but also those who and not and also join us from overseas for the week. This course will be a unique insight into the different views on learning, combining two theoretical areas (learning and literacy). It will give an overview of understanding and building theories about adult literacy, numeracy, and ESOL practice, policy, and research. Throughout the week students will identify, examine, analyze, and evaluate the usefulness of learning and literacy theories.

### **Workplace Basic Skills Policy and Practice**

The Workplace Basic Skills Module explores current government, industry and education responses to workers' basic skills development and identifies their strengths and limitations. It draws on research on workplace basic skills in other industrialized countries. It critically evaluates a range of theories in the practice of workplace basic skills and develops participants' abilities to use reflective practice to contribute to these. The programme will cover:

- Interpretations of basic skills and their applications to the workplace
- Globalisation and the new work order
- Vocational training and literacy education
- Government policy in workplace basic skills

- A critical approach to designing programmes for workplace basic skills
- The teacher and the learner
- Reflective practice and research in the workplace

### **CREDIT TRANSFER**

Individual modules can be taken as freestanding units (20 credits each). The University takes part in the national Credit Accumulation and Transfer Scheme (CATS). A maximum of 20% of the programme credit can be brought in from elsewhere (this applies to the PG Diploma and MA only). This means that other universities will recognize the credits you gain from our modules.

### **ASSESSMENT**

A variety of types of written assignment allow participants to demonstrate their areas of strength. Each module requires completion of a report of approximately 5,000 words and these could include;

- Case studies
- Research reports
- Reflective journals
- Essays and reviews of published literature
- Dissertation

During each module all participants must contribute at least 1,000 words to the posted discussions during module sessions and participate in the live discussion. These contributions are qualificatory only and will not be assessed, but participants will be encouraged to build on them in their end of course assignment.

### **STUDY SUPPORT**

We take an integrated approach, ensuring that students are fully supported in all aspects of their learning. We do not assume any prior knowledge of the online technology and we assist you to develop your knowledge of both the learning environment and other electronic resources. “Blended learning” encompasses a range of activities, materials and opportunities to discuss issues face-to-face and through the online forum. Tutor and peer discussion happens through a specifically designed virtual learning environment. Individual contact with members of the programme team is by e-mail or phone. We encourage you to visit the Lancaster campus whenever you can to use the study resources in the library and consult tutors face to face, for example, when working on your dissertation.

Programme staff are always happy to advise you on study and career pathways and to discuss your long-term goals. The university welcomes post-graduate applications from students with additional needs and requirements. Potential applicants are advised to make early contact with the Disability Advisor, Tel: +44 (0) 1524 592109; minicom: +44 (0) 1524 592111 and e-mail: [c.quinn@lancaster.ac.uk](mailto:c.quinn@lancaster.ac.uk). Christine Quinn will discuss any special requirements and needs in detail. All post-graduate candidates who have indicated they have support requirements will automatically be sent information from the Disability Advisor once their application has been received.

## START TIMES

There are four start dates each year (January, April, July - for the summer school & October) allowing flexibility in starting points and progression between modules. Modules are timetabled to allow completion of the Diploma in 2 -3 years and the MA in 3- 5 Years. You may also attend full-time. Please look on the website for current start dates and the programme schedule in this booklet.

## ENTRY REQUIREMENTS

All participants should have experience in teaching, or are managers or teacher trainers. In addition, the modules are normally open to students with at least an upper second-class degree. We will, however, also consider applications from non-graduates who can show us evidence of intellectual achievement in their work as teachers or managers. Overseas students should also have demonstrated a proficiency in English: those whose first language is not English will need to have a TOEFL score of 580 (written) or 237 (computer-based) or an IELTS score of 6.5.

All students will need to have regular access to a computer with a reliable connection to the Internet to allow for active participation in the modules. It is recommended that your computer should have as a minimum, an operating system of Windows 95, and an Internet browser such as Internet Explorer version 5.5 or Firefox 1.0.6. Most participants that register on modules do have some knowledge of e-mail and the internet, however, no other knowledge is assumed, and support and training will be given at all stages.

## COST AND FUNDING

Each 20-credit standalone module currently costs £650 for home/EU students. The overall cost of the Certificate is £1950, the Diploma is £3,250 and the Masters Programme is £4,550 for Home/EU students. International students should contact us for current costs.

Applicants may be sponsored through staff development budgets, accessed through your employer. You may also be eligible for a Career Development Loan. Information is available via the government website at: <http://www.lifelonglearning.co.uk/cdl/index.htm>. More information regarding funding for Postgraduate study can be found on the Lancaster University website at: <http://www.lancs.ac.uk/pgfunding/>. Please note that all fees are subject to an annual increase in-line with Lancaster University policy and UK inflation, unless paid in advance.

Module Name	Induction date	Rooms booked
<b>2009</b>		
Understanding Change Management in Education	17/18 April	Friday IAS – MR 1 09.00 – 14.00 & County Main MR2 – all day
Small Scale Research Study		ISS training room 1 &2 13.30 – 17.30

		Saturday County Main MR2 – all day ISS training room 1 &2 13.30 – 17.30
Dissertation Day	May	County Main
<b>Summer school Residential July 13-17</b>		
Rooms booked for whole week IAS Rooms 2/3		
Approaches to Adult Literacy, Numeracy & ESOL ( <b>core</b> )	16/17 October	Friday MR1 Institute for Advanced Studies ISS Saturday MR1 IAS ISS
Language and Linguistics for Teachers		
Small Scale Research Study		
<b>2010</b>		
Reflective Research & Evaluation in Professional Practice ( <b>core</b> )	15/16 January	Friday MR1 Institute for Advanced Studies ISS Saturday MR1 IAS ISS
Criminal Justice (rescheduled for April 2010)		
Small Scale Research Study		

Criminal Justice (replaces Workplace which will be taught in April 2011)	16/17 April	Friday
Debates in ESOL Teaching and Research		MR1 Institute for Advanced Studies
Small Scale Research Study		Saturday MR1 IAS ISS
<b>No Summer school in 2010</b>		
<b>October 2010</b>		
Approaches ( <b>core</b> )	October	Friday
Language		IAS
Online Learning & Academic Writing		ISS
Small Scale Research Study		Saturday IAS ISS
<b>2011</b>		
<b>January 2011</b>		
Reflective Research & Evaluation in Professional Practice ( <b>core</b> )	January	Friday
Criminal Justice		IAS
Small Scale Research Study		ISS Saturday IAS ISS

<b>April 2011</b>		
Understanding Change Management in Education	April	Friday IAS ISS
Workplace		Saturday IAS ISS
Small Scale Research Study		
<b>October 2011</b>		
Approaches to Adult Literacy, Numeracy & ESOL ( <b>core</b> )	October	Friday IAS ISS
Language and Linguistics for Teachers		Saturday IAS ISS
Small Scale Research Study		

#### **STAFF MEMBERS ON THE PROGRAMME**

**Dr. Amy Burgess** is a researcher with the Literacy Research Centre. Her PhD is an ethnographic study of the writing development of adult literacy students, focusing particularly on issues of writing and identity. She previously taught adult literacy for 10 years in a range of settings, including community education, family literacy projects and an FE college. She obtained her Master's degree in Literacy as a distance learner. She worked as a researcher on the NRDC project 'Effective Approaches to the Teaching and Learning of Writing'. Amy is also an active member of the Research and Practice in Adult Literacy (RaPAL) network.

**Dr. Sondra Cuban** is a Lecturer in the Department of Educational Research and a member of the Literacy Research Centre. She is the Director for MA ALNE, as well as a tutor in the programme. Her main interests are in workplace learning, persistence and participation, health literacy, women and literacy, computer-mediated learning, and community-based education with new immigrant communities. Current research focuses on persistence and learning amongst immigrant women. She is a former adult basic education and English to Speakers of Other Languages (ESOL) tutor, and has volunteered as well as conducted research in many types of different programmes and with groups including inmates, homeless women, family literacy learners, employees and volunteers.

**Professor Mary Hamilton** is in the Department of Educational Research and she is Associate Director

of the Literacy Research Centre. She researches literacy, numeracy and basic skills issues across all levels of the education system. Her main areas of interest are in adult and continuing education; policy issues and public representations of literacy; comparative perspectives, especially across industrialized societies; processes of informal adult learning; and issues of access and transition for mature students. She is interested in different research methodologies in literacy and adult basic education, particularly qualitative and participatory models of research and the analysis of visual data, with a special interest in computer-assisted qualitative analysis. See her ESRC funded project *Changing Faces of Adult Literacy, Numeracy and ESOL: A Critical History of Policy and Practice 1970 – 2000*.

**Dr. Kathy Pitt** is a research fellow of the Literacy Research Centre and tutor of two modules on the distance MA in ALNE. She also freelances as a researcher and teacher. Her main interest is in the relations between language use and social relations, especially through the frame of critical discourse analysis. Her focus is on language and consciousness, creativity, identity and critical realism. Her PhD thesis used critical discourse analysis to explore the pedagogic discourse of family literacy.

**Dr. Anita Wilson** is a research associate with the Lancaster Literacy Research Centre and a tutor of a module on criminal justice. Over the past 14 years, she has undertaken ethnographic research alongside prisoners and staff in a wide range of settings and has a sustained interest in how aspects of literacy - the activity and the practice, the material and the visual, the educational and the social - impact on everyday prison life. She has worked on an AHRC project on visual texts and how they are created and managed by young offenders. She contributed to the government Green Paper on offenders and employment and published a report commissioned by the NRDC on the literacy needs of disaffected young people in custody and in the community. She has held a Spencer Post-Doctoral Fellowship conferred by the National Academy of Education, New York and in addition to academic research the Home Office, the Youth Justice Board and the Prison Service, and ESRC have commissioned her work.

## **WHAT STUDENTS SAY ABOUT STUDYING WITH US**

**Linda Pearce** *I had been trying to find a CPD programme that took my current working practice into consideration but was also interesting and stimulating. Like many people working in this field I didn't want to have to jump through any more hoops just for the sake of a piece of paper. If I was going to do yet another course it had to be one that I could engage with in a meaningful way. As I read through the details of the modules offered at Lancaster I became more and more excited. Here was a programme of study covering topics that were relevant to my work but from a critical perspective – YES!*

**Linda Etheridge** *I have thoroughly enjoyed studying at Lancaster and the variety of topics - some of which were new to me. Although a distance learning degree, the online aspect enabled me to feel part of a learning community. The technology and support from the programme team were invaluable. All the tutors and programme team were enthusiastic about their specialist subjects and that these could be studied successfully online. This encouraged me in my studies and I was given full training in how to post up discussions on to the programme website and how to take part in the live discussions (in a chat room) every two weeks. These were very lively, entertaining and were a rich source of information and learning. They gave me the opportunity to discuss topics with my peers as I would have in a classroom.*

**Martin Buck** *At first I was worried about the online aspect of the course, I needn't have been. The course is well organized, flexible and surprisingly enjoyable. Try a stand-alone module and see how*

*you get on. You may suddenly find yourself on module five pondering your final module and dissertation!*

**We are in contact with many areas of the ALNE field and may be able to help you with your CPD questions. Please do contact us, your questions are welcome.**

Kathryn Doherty  
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Lancaster  
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Tel: (0)1524 593572  
Email: [kathryn.doherty@lancaster.ac.uk](mailto:kathryn.doherty@lancaster.ac.uk)  
Website: <http://www.literacy.lancs.ac.uk>

**Please note:**

Whilst every attempt has been made to provide accurate information, some of this will alter from time to time due to staff research leave and university procedures, and which includes fees information. Please contact the department for up to date information.