

The OLRC News



OLRC Update

What has your State Literacy Resource Center been doing in the past year? As the OLRC begins its fifth full year of operation with many new projects and activities, we thought you might like to know some of the accomplishments over the last 12 months. These activities were funded with grants from the Ohio Department of Education, Division of Adult and Vocational Education; the National Institute for Literacy; the University of Maine; and Ohio Even Start.

Sixteen new OLRC **publications** have been prepared and disseminated statewide, including 3 OLRC newsletters and Tech News. This represents more than 23,000 copies distributed. In addition, all the publications have been put on the OLRC web site and are available full-text to adult literacy practitioners around the world. Many OLRC publications are also on ERIC. The OLRC has also distributed 2 issues of the newsletter of NCSALL to all Ohio programs, has distributed individual OLRC publications and other requested materials to over 500 practitioners, and has sold 37 copies of *Recommended Trade Books*. Over 100 requests for information were individually answered.

In **Staff Development and Training**, the OLRC staff gave 26 day-long workshops regionally (over 500 participants), a 2-day Family Literacy Conference for 350 participants, the 2nd Leadership Development Institute for 6 days for 30 participants, and held open Technology Rooms at the Spring and Fall Directors meetings and OAACE. The workshops included technology topics, Implementing Literature into the Classroom, mathematics topics, economic literacy, sensitive issues, and integrated curriculum. Staff members also made 45 presentations at state and national meetings and conferences on topics relating to technology, reading, math, management issues, family literacy, and writing.

In **Technology**, we continue to expand the resources available on the OLRC web site and are seeing enormous increases in the usage of our site, as reflected in the number of hits. (There was an 84.1% increase in the winter months over the fall months!!). Seven listservs with Ohio connections are maintained by the Center and additional usages such as On-line Chats were piloted. Support is provided to local programs and practitioners through e-mail and phone (over 200 requests documented) and through local training now available with the Technical Assistance Network (24 programs have received a total of 148 hours of training by the technical consultants in 4- or 8-hour sessions). Our tech team has provided training regionally, as well as at many state and national conferences. In June, the OLRC assumed responsibility for the development of the ABLE Information Management System. The Center also continued for the second year as the Midwest Technology Hub for the National Institute for Literacy's LINCIS project, working with the other Midwest states on developing web

(continued on Page 2)

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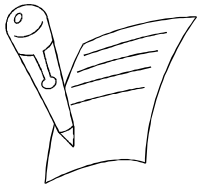
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resources and training practitioners. This grant also provided mini-grants to 8 Ohio local programs to begin using the Internet in the classroom.

In **Joint Planning and Coordination**, the OLRC has participated on an ongoing basis with OAAACE Board, OLN Board, the Common Good State Team, and the Resource Centers network. During the year, the OLRC was in charge of a Family Literacy Partnership Training initiative to bring together family literacy providers from different agencies and collaborated with OLN and OAAACE on such projects as the March Legislative Day and the NIFL's Publicity Campaign. State-wide, the Center has been a part of a special Continuous Employee Learning project sponsored by OBES, the Workforce Excellence Awards committee, and the state Equipped for the Future (EFF) Working Group. Nationally, the Center has collaborated with NIFL and other states as a part of the EFF project, coordinated the Midwest technology collaboration, and represented Ohio at such events as a national policy meeting, NCSALL research agenda meeting, National State Directors meeting, standards setting meeting by the Academy for Educational Development, and the National Coalition for Literacy.

In these activities and others that the OLRC undertakes each year, we are working to meet our goals of providing support services for continuous improvement of adult basic and literacy education programs in Ohio and providing leadership in adult basic and literacy education. Please feel free to offer us your comments and suggestions for better ways to serve you.

Write On!



The Ohio Literacy Resource Center is abuzz about a new writing project designed to meet some of the needs expressed by teachers and administrators in Ohio. The project will support and publish student writing and will be co-

ordinated with the Adult Learners of the Future (ALF) group. Fifty student entries will be selected for publication and these writers and their teachers will be invited to attend a statewide Writing Conference in Columbus on May 1, 1998. The conference will feature a keynote speaker, workshops, and recognition of the student writers.

Teachers will receive specific information later this fall on how to submit entries of student writing but should be encouraging their students to write now. Two workshops on the writing process will be held to provide additional assistance to teachers: January 9 at the SW ABLEResource Center and January 24 at the NE ABLEResource Center. Registration for these workshops will be through the regional centers. If you have any questions about this project, call Bryan Bardine or Connie Sapin at the OLRC.

OLRC Sponsors 1997-98 Activities

✂ In October, ABLE teachers and administrators can receive free registration to the Early Childhood Education and School-Age Child Care Conference at the Convention Center in Columbus on October 12-14. A special **Family Literacy** track of sessions and a luncheon on Tuesday will be of interest to ABLE staff. Call Connie Sapin at OLRC for more information.

✂ The Third **Leadership Development Institute** will be held next spring for 40 ABLE directors, coordinators, or teachers with administrative duties. The 3 sessions of the Institute deal with Leadership Principles and Practices, Collaborative Partnerships and Teamwork, and Strategies for Change. Watch for the brochure that will be mailed to all programs in November.

✂ A group of **math** teachers will be sponsored to attend the **Regional Conference of NCTM** in Cleveland in November. See the registration form on page 3 of this newsletter. There will also be a one-day workshop in Columbus in March and August 1998 Math Kick-off Days in each region.

✂ The first **OLRC Technology Conference** will be held Thursday, April 23, 1998, as a pre-conference to the OAAACE Spring Conference in Cleveland. Watch for details with the OAAACE Registration Information.

✂ May 1, 1998 is the scheduled date for the first **OLRC Student & Teacher Writing Conference** for 50 students and their teachers. See the article on this page for more information.

✂ The **Technical Assistance Network** continues with 4- or 8-hour training available to individual programs to assist with their technology needs. Call Marty Ropog to request a session.

✂ **Satellite Reading Groups** will be formed in each region with teachers developing curriculum material from trade book sets. See the article on page 3 for more information.

✂ **Technology mini-grants** will be available to 10 programs to develop on-line material. See the article on page T-3 of Tech News for more information.

1998 ALT CONFERENCE

The 1998 Adult Literacy Technology Conference will be held July 29-31, 1998 on the campus of Michigan State University in East Lansing, Michigan. The event will be co-sponsored by the Michigan SLRC and the Michigan Center for Career and Technical Information. Make plans now to attend!!

OHIO PROGRAMS AND STUDENTS HIGHLIGHTED

Ohio Adult Basic and Literacy Education has been well represented in 1997 as students and local programs have been recognized with national awards, participation at special conferences, and involvement in national initiatives.

Southern State Community College ABLÉ Program in Hillsboro, under the direction of **Karyn Evans**, is one of 16 local programs from around the country that comprise the What Works Literacy Partnership under Literacy Partners, Inc. of New York City. The Lila Wallace-Reader's Digest Fund has funded this \$1 million, 3-year partnership which will document the achievements of adult literacy students in the local programs and share information with the field about best practices, recruitment, and program organization.

Jewish Vocational Services in Cincinnati, under the direction of Director Jefferey Nelson, is one of 12 national winners of the 1997 Barbara Bush Foundation for Family Literacy. This project, which is a joint one with the Hamilton County Department of Human Services, will be adding an educational program for children 3-5 to the existing adult literacy program and will be targeting parents who receive public assistance and whose educational level is a barrier to employment.

Carolyn Byrd of Project: Learn of Cuyahoga County and **Bill Hughes** of Garfield Heights Community Center attended the first National Adult Learner Leadership Conference in Illinois in August. They joined 170 learners from 17 states and Canada in sharing and training activities. Conference attendees resolved to speak publicly about the need for resources for adult basic and literacy education programs, to share their experiences with other learners, and to begin to dialog with national, state, and local leaders.

Elizabeth Saunders, a student at the Ohio State University's Reach One program, was Ohio's Ambassador to the National Forum on Adult Literacy: Views from Adult Learners sponsored by the US Department of Education, Division of Adult Education and Literacy, in Washington in September. **Renee Rudd**, who received her GED in 1995 from the Marietta City Schools ABLÉ program, also attended as an Observer. They joined students from every state in discussing accessibility of programs, support services needed, factors that contribute to success and retention, and strengths and weaknesses of the current system.

SATELLITE READING GROUPS

Satellite Reading Groups will be added this Fall in the four regions of the state to participate in the activities of the OLRC Reading Group. The Reading Group has met the last three years to review books published as children's or juvenile literature that are appropriate for use in the adult literacy classroom. The Recommended Trade Books for Adult Literacy Programs: Annotated Bibliography with Teaching Suggestions contains the information from the group and is available in all adult literacy programs in the state and in all libraries and can be found on the OLRC web site at <literacy/Oasis/Resc/Trade/index.html>.

The Satellite Reading Groups will develop and field test curriculum materials and strategies for GED preparation using thematic text sets. The text sets include such areas as Ohio History, Science, War, African-American Experience, Work, and Biographies. The project gets underway with a state-wide workshop in November for the teachers involved in the groups. Teachers who are interested in participating in this project or who would like more information should call Perrine Robinson-Geller at 800-765-2897, Ext. 32.

CLEVELAND ROCKS ... WITH MATHEMATICS NCTM REGIONAL MATH CONFERENCE OLRC SPONSORS MATH TEACHERS TO ATTEND

The National Council of Teachers of Mathematics Eastern Regional Conference will be held on November 6, 7, 8 1997 in Cleveland, Ohio. Nearly 350 sessions, extended sessions, and minicourses will be offered. The OLRC will help sponsor a group of teachers to attend this conference. Registration fees will be paid by the OLRC; travel and other expenses will be the responsibility of the teacher.

As a group, we will meet for dinner and a sharing session on Friday, November 7. At this time, plans for future math activities in Ohio will be discussed.

If you are interested in participating in this conference, please fill out the enclosed form and return to the OLRC by October 10, 1997. You will be notified by October 17 of your selection, and information on the conference schedule and lodging will be mailed to you at that time.

Personal Information

Name: _____ NCTM Member No. _____

Mailing Address: Home Institution (check one): _____
Nickname: _____

City: _____ State/Province: _____ Zip+4/PC: _____

Work Phone: (____) _____ Home Phone: (____) _____ Fax: (____) _____

Program Responsibilities: _____

Return to the Ohio Literacy Resource Center, Kent State University, P.O. Box 5190, 414 White Hall, Kent, OH 44242-0002.

Fax #330-672-4841. Questions: Call the OLRC at 1-800-765-2897, Ext. 29, or e-mail Nancy Markus at markus@juno.com

RESOURCES

Civic Involvement Related to Education

The Department of Education's National Center for Education Statistics, in a recently released report, found higher education levels were associated with reading, community participation, and voting. The analysis also found that younger adults, who are more likely to be parents, are more likely not to watch news shows or read about national news daily. For free single copies of the study, call the National Library of Education at 1-800-424-1616, visit the website at <www.ed.gov/NCES/pubs97/97906.html>, or request a copy from the OLRC.

Delivering Education to Small and Mid-Sized Companies.

The National Workforce Assistance Collaborative, which is operated by the National Alliance of Business, has a new 4-page publication on *Delivering Cost Effective Services to Small and Mid-Sized Companies*. Providers are encouraged to strike a balance between cost and program effectiveness and suggestions are offered on distance learning applications, computer-based training, walk-in centers serving several companies, and learning consortia. The publication is free from NAB Distribution, P.O. Box 501, Annapolis Junction, MD 20702 (800-787-7788) or can be found on the World Wide Web at <www.ed.psu.edu/nwac/index.htm>.

Latest NIFL Policy Update

The National Institute for Literacy's most recent Policy Update is on *Congress Considers Literacy and Lifelong Learning Bills*. This 7-page update published in August, 1997 gives the latest status of appropriations, the America Reads Challenge, Adult Education and Training Legislation, and Welfare Reform Changes. Request a copy of this update from the OLRC, using the form on page 5. NIFL's policy updates can also be found on its web site at <www.nifl.gov>.

Teaching About Aging

Teaching About Aging: Enriching Lives Across the Life Span is a publication developed by Donna Couper and Francis Pratt of the National Retired Teachers Association. The document addresses the importance of educators supporting preparation of younger students for the challenges of living longer and suggests ways to remedy negative views of the elderly. A lesson plan is included. A free copy can be received by writing AARP Fulfillment (EE01158), 601 E Street, NW, Washington, DC 20049 and including the name of the publication and stock #D16481. The OLRC has two copies for Loan (use form on page 5).

Videos of Recent Teleconference Available

Copies of two recent national teleconferences are available at the OLRC on loan. Use the form on page 5 to request a copy for your program's use. *Planning and Funding Technology for Adult Literacy* was presented by Literacy Link in June. This 2-hour professional development activity provided viewers with the opportunity to hear how other adult literacy professionals have implemented a planning process to strengthen their technology resources. *Learn to Earn: Examining Issues in the Integration of Adult Education, Vocational Education/Job Training and Work For Welfare Recipients* was presented by the Illinois Literacy Resource Development Center in September. This 90-minute program featured case studies and video of program providers, welfare clients, and the business community working together to educate, train, and find jobs for welfare recipients.

Adult Basic and Literacy Education in Ohio

Just the Facts: The Whys and Hows of Adult Basic and Literacy Education in Ohio was produced last spring by the Ohio Literacy Network in collaboration with OAAE and OLRC. Prepared for Meet the Legislators Day, the publication contains relevant facts about literacy and an overview of adult basic and literacy education in Ohio. Request a copy on the form on page 5.

Change Agent

The New England Literacy Resource Center's new issue of the *Change Agent: Focus on Crime and Violence* is now available. This publication features articles by students and staff with such titles as Domestic Violence: Shedding Light on a Dark Subject, How One Town Said No to Hate Crimes, Corporations Commit Crime-Will They Do the Time? and Conflict Resolution Skills for Everyday Life.

Single and small numbers of copies can be obtained (free) from Art Ellison, <aellison@ed.state.nh.us> or by writing to the Bureau of Adult Education, New Hampshire Department of Education, 101 Pleasant St. Concord, NH 03301, Attn: Art Ellison. Subscriptions to the *Change Agent* can be obtained by writing to Marie Horchler, NELRC/World Education, 44 Farnsworth St., Boston, MA 02210 or by emailing <mhorchler@worlded.org>.

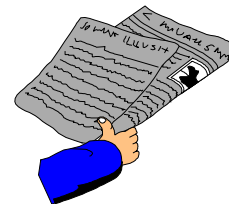
Focus on Basics: Reading

The second issue of *Focus on Basics*, the National Center for the Study of Adult Learning and Literacy's newsletter, was mailed to Ohio programs in May. This issue addressed the topic of **Reading**. If you did not receive a copy and would like one, return the form on page 5 to OLRC.

RESOURCES continued...

**English as A Second Language
(ESL)**

The National Clearinghouse of ESL Literacy Education (NCLE) each year publishes several ERIC Digests and articles. Recent publications include *Teaching Citizenship for Adult ESL*, *Teaching Writing in the Adult ESL Classroom*, *Integrating Employment Training into Adult ESL Instruction*, *Needs Assessment for Adult ESL Learners*, and *Improving ESL Learners' Listening Skills: At the Workplace and Beyond*. Publications can be ordered from NCLE, 1118 22nd Street, NW, Washington, DC 20037 (202-429-9292, ext. 200). Forty-seven ERIC Digests about ESL are also available from NCLE's web site at <www.cal.org/ncle>.



REVIEWS

Getting There: A Curriculum for People Moving Into Employment

Getting There: A Curriculum for People Moving Into Employment is a detailed curriculum for helping students identify their life and employment history, skills, strengths, aspirations, and career plans. It was developed as a collaborative effort consisting of focus groups among students, adult educators, and business professionals in the Whitley County, Tennessee community. The results of the focus groups were coupled with information from a review of the literature to create a curriculum that would meet the needs of all stakeholders. Dedicated to a "participatory" learning orientation, this curriculum comes complete with activity sheets and tips for instructors. It provides a thorough plan to move students through increasing levels of awareness about themselves as workers.

Learner-centered and teacher-facilitated, this curriculum strongly recommends embedding the classwork and activities into community life through the use of mentors. Because one aspect of getting a job is knowing who to talk to about work, matching students with mentors at local companies is an ideal way for students to network, practice interviewing, and get valuable tips from those in the workforce. These same mentors may also be in a position to hire employees or act as future references.

This curriculum is replete with detailed practical activities about time management, resume writing, dealing with transportation and child care issues and more. One of its primary goals is to help students make the transition from welfare to work as active agents of their own future. It is a very sensitively written and functional curriculum which serves an important purpose as our state continues to mandate limited lifetime welfare support.

Colette, Marian; Woliver, Beverly; Bingman, Mary Beth; and Merrifield, Juliet. (1996). Getting There: A Curriculum for People Moving Into Employment, Center for Literacy Studies, The University of Tennessee, Knoxville (68 pages).

To purchase a copy contact: Center for Literacy Studies, 600 Henley Street, Suite 312, Knoxville, TN 37996-4125, phone 423-974-4109 (price: \$11.00)

This book can be borrowed from the Ohio Literacy Resource Center using the request form on this page.

**INTERESTED IN OBTAINING OR
BORROWING COPIES OF ITEMS
IN THE OLRC NEWS?**

Please fill out the order form below (put an **X** by the items you would like to receive) and fax to the OLRC at 330-672-4841:

Title	Page #
<input type="checkbox"/> Civic Involvement	4
<input type="checkbox"/> NIFL Policy Update	4
<input type="checkbox"/> Just the Facts	4
<input type="checkbox"/> Focus on Basics	4
<input type="checkbox"/> Moving from Welfare to Work	6

For 2-week loan (copies limited; there may be a wait):

<input type="checkbox"/> Teaching About Aging	4
<input type="checkbox"/> Video: Planning & Funding Technology	4
<input type="checkbox"/> Video: Learn to Earn	4
<input type="checkbox"/> <u>Getting there: A Curriculum for People Moving Into Employ.</u>	5
<input type="checkbox"/> <u>Administering Successful Programs for Adults: ...</u>	6
<input type="checkbox"/> <u>Learning in Groups</u>	7
<input type="checkbox"/> <u>Assessing Adult Learning: A Guide for Practitioners</u>	7

 Your Name: _____
 Complete Address: _____

 Phone No.: _____

Advice for Administrators

What does it take to work as an administrator of an adult education facility? What different roles and functions do administrators play? What skills are necessary for someone to be an effective adult education administrator? How do administrators choose their staff? Train their staff? Evaluate the programs they administer? Each of these questions and many more are answered in Galbraith, Sisco, and Guglielmino's book Administering Successful Programs for Adults: Promoting Excellence in Adult, Community, and Continuing Education.

Chapter one discusses what makes an effective administrator for adult education facilities. Administrators "must be activists, oriented toward action and results"(p. 4). Further, they play many roles such as figurehead, monitor, disseminator, spokesperson, strategist, disturbance handler, resource allocator, negotiator, supervisor, and liaison. Being effective in these roles is not possible, the authors believe, unless they possess certain characteristics such as :

- resourcefulness and adaptability
- courage and commitment
- poise and self-confidence
- imagination and initiative
- motivation and enthusiasm
- sense of direction
- assertiveness
- interpersonal relations
- organizational ability
- sense of cultural diversity

Chapter two discusses using this variety of skills and being able to select and train staff members. Before deciding on people to hire, administrators need to define the roles and responsibilities necessary for the position being sought. A job description "reflects what the job's function is and why the position exists" and gives "the knowledge, skills, experiences, qualifications, and characteristics deemed necessary for the individual to successfully carry out the responsibilities of the position"(p. 76). Once the jobs have been clearly defined and explained, administrators need to select the right people for the jobs. There are three phases in staff selection: before the interview, the interview, and the post interview. Each phase is equally important to selecting the right applicant for the job.

After the staff has been chosen, it's important to know how to train them properly to do their assigned jobs. Several professional development approaches are outlined throughout the book. The importance of a good orientation program for employees is emphasized, as is the need for continual development for staff during their tenure with the program. The authors list and explain several ways administrators can help their employees initiate and continue a professional development plan, such as reading and keeping up with pertinent professional literature; keeping a writing journal for work; becoming involved in professional associations and attending conferences; completing in-service activities; utilizing electronic networking, and taking credit and noncredit courses at colleges, community colleges, public schools, and community-based organizations.

The rest of the book discusses the many other facets of administrators' jobs that are critical for their success. Chapters two through four discuss the various approaches to administration, ways to determine program content, and bud-

geting and financing for programs. Chapter six discusses marketing and public relations strategies for administrators, chapter seven focuses on methods of evaluating programs, chapter eight looks at the legal and ethical considerations for an administrator, and chapter nine concludes the book by detailing how administrators can maintain their effectiveness.

For anyone interested in becoming an administrator of an adult education program or understanding the many roles that administrators play in adult programs today, this book is a great resource. The authors provide interesting examples of the many strategies and points they present, and they write in a style that will not overwhelm the reader.

This book can be ordered from the Krieger Publishing Company for \$24.50. Krieger also accepts Master Card, Visa, and Discover. You may also borrow a copy of the book from the OLRC, but because of high demand there may be a wait. Please use the form on page 5.

Krieger Publishing Company, Krieger Drive, Malabar, FL 32950 (407) 724-9542

Galbraith, M.W., Sisco, B.R., & Guglielmino, L. M. (1997). *Administering successful programs for adults: Promoting excellence in adult, community, and continuing education*. Malabar, FL: Krieger.

Moving from Welfare to Work: Some Factors for Success

Are you instrumental in helping adult students find jobs? The following research may assist in helping your students to acquire employment that will lead to ongoing work success.

Factors correlated with higher probability of later employment

- 1) Jobs in hospitals, educational services, finance/real estate/insurance and durable good manufacturing
- 2) Jobs with higher initial hourly rate

Factors correlated with lower probability of later employment

- 3) Jobs in the temporary help industry
- 4) Occupations as cashiers or laborers

Other factors that may influence continued job success

- 5) Employees with higher level of "soft skills" such as being punctual, good job attendance, and getting along with co-workers and supervisors
- 6) Getting training specific to the job.
- 7) Staying employed the first three months

From Timothy J. Bartik's *Jobs for Welfare Recipients in Upjohn Institute: Employment Research* vol. 4, no. 1, Spring 1997. Pg 5-6.

The above publication can be requested from the Ohio Literacy Resource Center. Please use the request form on page 5 of this newsletter.

REVIEWS (continued)

Learning in Groups

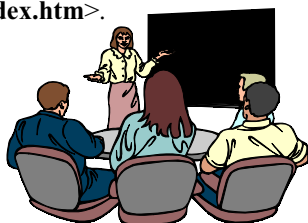
If you are already using learning groups or thinking of including them in your adult basic education class, this book has much to offer. This publication contains a concise background on group learning. Chapters cover topics such as: inquiry groups; the role of environment; collaboration, cooperation, and transformative learning; group learning and technology; and strategies to optimize learning. The final chapter focuses on the special issues involved in group learning, such as the changing role of the instructor, power and conflict, and the unique processes of group learning. These themes are interwoven throughout the text. If these issues are ignored while engaging students in group learning, they can undermine the positive potential of the experience.

Imel, Susan, Ed. (1996) Learning in Groups: Exploring Fundamental Principles, New Uses, and Emerging Opportunities. In New Directions for Adult and Continuing Education (71: Fall) Jossey-Bass Publishers. (102 pages)

This book can be ordered for \$19.00 + shipping from Jossey-Bass (1-800-956-7739) or can be borrowed from the Ohio Literacy Resource Center. Please use the request form on page 5 of this newsletter. Or you can order the related briefs:

- **Adult Learning in Groups**
- **Developing Collaborative Partnerships**

from the Eric Clearinghouse on Adult, Career, and Vocational Education. Contact Judy Wagner (wagner.6@osu.edu) and include your full name and address to have these e-mailed to you or mailed by post. Or send your request for the briefs to: Adult, Career, and Vocational Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210-1090. Copies are also available on the web site at coe.ohio-state.edu/cete/ericacve/index.htm.



Assessing Adult Learning: A Guide for Practitioners

Assessment of learning has come a long way from the obvious solution of pencil and paper testing. Educators are far more aware of different learner needs, educational settings, and learning goals, which call for alternative com-

prehensive assessment techniques. Joseph Moran provides a thoughtful overview of assessing adult learning.

Moran begins with the various types of informal assessment and emphasizes the need for formative assessment in order to fine tune the course and learning objectives. The learning goals and objectives should be aligned and need to be considered at the outset of planning a course or lesson. Moran also emphasizes the difference between norm-, criterion- and self-referenced aspects of testing. He explains when each is appropriate to use and why. Other assessment and testing vocabulary is listed and explained, giving the reader a solid understanding of how Moran is using the terminology throughout the text. The book continues with a focus on assessing the learning process which he feels is crucial to determining what "aspects of a learning program are promoting and which are inhibiting." (p. 21). Next he gives an indepth appraisal of conventional testing and tips on creating relevant and meaningful tests.

The chapter on making the most of test results helps the reader understand criterion- and norm-referenced grading, an important issue for many instructors. The author emphasizes that there are many good reasons to use conventional tests but alternative methods should not be overlooked. His next two chapters focus on the use of performance assessments and portfolio assessments. Again he cites the pros and cons of each, recognizing that there are multiple facets, both positive and negative, to consider for one or the other. Chapter 7 focuses on specific adult education settings and gives examples that indicate use of a particular assessment procedure. In the final chapter he delves into current and continuing issues such as achieving grading standards among instructors or system-wide standards, multicultural/diversity issues, academic misconduct, and professional development.

Moran's *Assessing Adult Learning* is obviously written by someone with much experience in teaching and using alternative forms of assessment. The learner is emphasized throughout the text. Moran's sensitivity to various learner needs and a special concern for the individual learner's growth and development give this book an unexpected richness on a topic that could be very dry and technical.

Moran, Joseph J. (1997). Assessing Adult Learning: A Guide for Practitioners, Malabar, FL: Krieger. (170 pages)

ISBN 0-89464-938-8 (price: \$22.50)

To order: Krieger Publishing, Phone (407) 724-9542
E-Mail info@krieger-pub.com

This book can be borrowed from the Ohio Literacy Resource Center. Please use the request form on page 5 of this newsletter.

Ohio Literacy Resource Center has installed a new Voice Mail Telephone System

You can now reach the person you need to speak with directly. As soon as you hear the OLRC message, dial the 2-digit extension as listed below:

	Ext.	E-mail
Jean Stephens	18	jstephen@kentvm.kent.edu
Nancy Padak	31	npadak@kentvm.kent.edu
Marty Ropog	21	mropog@literacy.kent.edu
Tim Ponder	23	tponder@literacy.kent.edu
Connie Sapin	17	csapin@apk.net
Nancy Markus	29	nmarkus@juno.com
Maureen Plum	16	mplum@kentvm.kent.edu
Georgia Gallagher	15	ggallagh@kentvm.kent.edu
Bryan Bardine	19	bbardine@literacy.kent.edu
Margarete Epstein	20	mepstein@literacy.kent.edu
Perrine Robinson-Geller	32	probinso@ix.netcom.com
General Information	0	olrc@literacy.kent.edu

