

Survey Report

Use of work-related materials in instruction

Background

An electronic survey, one component of SkillPlan's *Essential Skills in Instruction* initiative, was designed to examine the usage patterns of work-related materials from the practitioner point of view. The draft survey was reviewed by a national Advisory Committee and piloted with assistance from researcher, Theresa Kline, PhD, University of Calgary.

The survey was distributed using *Instant Survey* on May 1st, 2008 to 812 email addresses. A total of 632 email addresses were valid and these individuals were invited to respond. Of these, 125 fully completed the survey (20% response rate) and an additional 13 partially completed the survey by May 31st when the survey access website was closed. All responses are included in the results.

Results

Survey responses were analysed by Theresa Kline and her report is included in Appendix 1. The following is an excerpt.

Bottom Line

The study was limited to volunteers who responded to the on-line survey. While 20% is a reasonable response rate and represents over 100 survey responses, we know that this is not a random sample nor is it representative. However, the responses we did receive will assist in pointing program material designers in a direction that is useful to instructors and encourage the development of a model of program delivery that is proven to be successful.

Respondents wanted work-related materials that were suited to the skill levels of their learners and relevant to the workplace. They wanted to learn more about how to successfully deliver these skills, and would most prefer to do so in professional workshops. The most common Essential Skills (ES) required for learners were Reading Text, Writing and Document Use. The most common type of learner was aged 21-44, unemployed, and immigrant, or aboriginal. Most instructors were in college or school board settings.

The following report expands on the findings with the addition of comments from survey respondents. The researcher's conclusions are shown in text boxes for most survey questions.

The survey questions were grouped in four sections:

- use of work-related materials in instruction
- experience with work-related materials
- instructional settings
- final comments

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Use of work-related materials in instruction

Section 1 Use of work-related materials in instruction

1. Which work-related resources do you use in instruction?

Most respondents used their own or on-site generated materials in their instruction.

The list of resources included SkillPlan’s *at Work* series, PTP’s *Workwrite* series and Bow Valley’s *Building Workplace ES*. Respondents could also select instructor-designed materials and on-site workplace documents.

- 83% of instructors design their own work-related materials, 5% additional respondents intend to
- 76% of instructors use on-site workplace documents, 6% additional respondents intend to
- 50% use *How do your Skills Measure Up?* website, 19% intend to
- 40% (average) use the *at Work* series, another 25% (average) intend to
- 28% use *Building Workplace Essential Skills*; 14% intend to
- 21% use the *Workwrite Series*; 5% intend to

2. Are there other work-related resources you use? If so please describe them.

Please see Appendix 2 for publications, websites, curricula and workplace documents referenced by the survey respondents.

3. What are the most valuable features you look for when selecting and using work-related materials?

*The most important features looked for by respondents in selecting materials were
a) that the learning activities matched the real-world applications, and
b) that they were adaptable to the learners’ skill levels.*

Respondents were invited to choose up to five options from a list of 16 options. The following is a rank order of importance.

Response	Total	%
Learning activities match real world application	99	75%
Adaptability to learner skill levels	91	69%
Authentic documents	89	67%
Content is current	75	57%
Promotes transferable skills (not content driven)	66	50%

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High-interest subject matter	62	47%
Variety of information displays (photos, tables, etc.)	44	33%
Adaptability to teaching styles and/or learning styles	43	33%
Reprint permission is given	39	30%
Sample lesson plans	35	27%
Teaching tips	27	20%
Contextual background information	23	17%
Suggestions for integration with existing curriculum	23	17%
Provision of assessment information	17	13%
Identification of prerequisite skills	16	12%
Complexity levels match IALS and international measures	15	11%
Total Responses: 132		

Note: There is a discrepancy between high importance placed on choosing materials that adapt to learner level and limited importance placed on choosing materials with levels of complexity expressed in IALS terms.

4. Please give examples of other features that you look for when selecting resources.

Repeated themes are noted with representative comments from respondents.

Content

- *Teaching/implementation tips are helpful. Information about the document itself - where it is used, who uses it, links to IALS/ES profiles are useful for more senior students to have.*
- *The specific mix of Essential Skills required to perform a task using an authentic workplace material. Which ES is the driver? What other ES are used?*
- *Career descriptions that accompany the particular activity.*
- *I look for currency and relevancy in resources. I also like to use authentic materials as much as possible with higher level students.*
- *Progressive "package" of materials, ex. workshops or curriculum, for learners to work through, instead of a number of individual one-time activities.*
- *I look for resources with a wide range of levels.*
- *For students who have never or rarely been employed, it is important to have references to life skills.*

Assessment

- *Final demonstration activities that bring all the skills together; answers to the activities; Essential Skills identified in learning activities and demonstrations.*
- *Rubrics for evaluation.*

Format

- *Our classrooms are small group format ranging from 6 - 12 in number. Each student has his own program. These are not "teacher taught" classes, but rather guided individual instruction. We like materials that are ready to go since there is a shortage of prep time.*

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- *I look for materials that will lead readily into other lessons and activities. I like materials that can be used for a variety of lesson plans. (eg for vocabulary, reading comprehension, mind mapping, re-telling, written response, problem-solving.)*

Readability

- *Clear language is a big concern.*
- *I look for resources that will challenge both the students' language skills and their knowledge of the subject.*

Layout and Typography

- *Use of font (style, size) is also important and when possible, we like to use Canadian materials. Good graphics, lots of visual interest, lots of white space.*
- *Easy to use and photocopy.*

Suitability for a specific group of learners (aboriginals, immigrants, Northerners)

- *When we look at resources, we try to make sure that it is oriented toward adults.*
- *High interest content, age-appropriate subject matter.*

Other

- *price, durability, on-line availability*
- *relevance to local labour market demands*

Note: Several respondents found the choice of work-related materials challenging because of competing priorities. For example, the reality of the complexity level of workplace documents conflicts with the level of learners or the specific needs of a cultural group.

5. What features could improve work-related resources to make them more useful?

The feature of the material that most enhances its utility is that Essential Skills are integrated within the activity.

Respondents were invited to choose options that apply. The following is a rank order of importance.

Response	Total	%
Integration of Essential Skills (e.g. Reading Text, Numeracy, and Document Use)	102	80%
Focus on other Essential Skills (e.g. Oral Communication)	89	70%
Links to other resources	72	56%
Suggestions for group activities	55	43%
Other (please specify)	24	19%
Total Responses: 128		

Features cited under Other included:

- Availability in electronic formats
- Correlation of materials to GED preparation, community links, etc.

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- Knowing how to layer the curriculum, so tools could be utilized at Levels 1, 2, 3, 4 proficiency differences with different students.
- More availability of resources
- Oral Communication is of interest
- Providing lesson plans with resources, which match curriculum expectations
- Practice, hands on
- Making resources adaptable to an educator's perspective, rather than only useful to employers

6. What reasons do you have for NOT using a resource that you have ready access to?

The most common reasons given for not using resources were that a) the content did not 'connect' to the learner and b) that the level was not suitable for the learners.

Respondents were invited to select up to three reasons. The following is a rank order of selections.

Response	Total	%
Content does not connect to the learners	69	55%
Level is not suitable for learners	62	50%
Costs too much	45	36%
Considerable instructor preparation time required	43	34%
Content does not connect to the curriculum	43	34%
Other (please specify)	20	16%
Instructor's limited knowledge of Essential Skills	10	8%
Instructor's limited knowledge of workplace applications	10	8%
Total Responses: 125		

Reasons cited under Other included:

Lack of time and training to use the resource was cited by eight respondents.

Photocopying is a barrier - lots of schools have cut back on the use of photocopying as budgets continue to shrink. Copyright permissions are also a barrier; when teachers are not able to reproduce freely, they are often left to either design their own or try to hunt up materials/documents. This is very time consuming. I also think few teachers really understand the complexity of work related materials - they are often seen as less academic and therefore less worthy of our time and attention in the classroom.

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7. Give an example of a resource that you considered but rejected. Please include the reasons why you rejected it.

Several repeated themes are listed in rank order. The first response was given most often.

- Suitability to the program, learner interest or level
- Time and training to use the resource.
The choice not to use a resource has often had more to do with lack of familiarity with the resource than anything else.
- Expense
- Other reasons included media format (tape, computer based)

8. How frequently do you use work-related materials in program instruction?

Work-related materials were used by 40% of the respondents at least 60% of the time in their instruction.

9. How do you use work-related material?

Most instructors used the work-related materials as a) a segment of the course or b) as supplementary material.

Respondents were invited to choose options that apply. The responses are listed in rank order.

Response	Total	%
As a unit or segment of course delivery	79	61%
As supplementary material for course delivery	79	61%
As an assessment tool	61	47%
As the main material for course delivery	58	45%
As optional self-study for learners	36	28%
As self-study for the instructor to learn about the workplace	21	16%
Other (please specify)	17	13%
To fulfill credentials	13	10%
Total Responses: 130		

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10. Please comment on any other ways you use work-related materials.

Repeated themes are listed starting with the most frequently cited.

- Career exploration, resume writing, employment readiness
- To demonstrate real world applications
- To train teacher staff

Section 2 *Experience with work-related materials*

11. Rate the importance of the reasons why you use work-related materials in your instruction.

Respondents selected from very important, important, somewhat important, not important, and not applicable for each of seven reasons.

The reasons that were rated as 'very important' by most of the respondents in terms of why they used work-related materials in their instruction were that they:

- a) enhanced program relevance*
- b) improved workplace performance*
- c) matched content with career goals of learners*
- d) taught Essential Skills*

Reasons rated as "important or somewhat important" included:

- Establish a baseline of skill competency
- Identify learning gaps and plan lessons
- Refer to other programs and courses

12. Describe any other reasons why you use work-related materials.

The comments in this section reiterate the ranking in question 11. The quotations that follow are representative.

- *Relevancy is the top priority.*
- *The materials are more attractive to our student demographic. Some of the pure academic materials leave them cold and they fail to see the relevance to their career goals. "Real" materials reinforce an attitude that Adult education is different from the system they dropped out of years ago and a new approach encourages confidence in a second chance with a better outcome, rather than trying to remember what they learned before.*
- *Our organization works with a large number of internationally trained, second language speakers. The exposure to English work-related materials is an important part of their exposure to the Canadian workplace.*

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- *To help decrease the stress that students encounter in the workplace - if they are familiar with the written material they encounter at work, it helps them do their job.*

13. What do you see as the benefits of using work-related materials for the learners enrolled in your program?

The most common benefit of using work-related materials was that they better prepared learners for the workplace.

Respondents were invited to choose up to three options of seven. The responses are listed in rank order.

Response	Total	%
Better prepares learners for the workplace	98	77%
Increases learner interest and motivation	76	60%
Offers learners practical applications for their studies	68	54%
Supports learners to transfer skills	64	50%
Anchors and expands the concept of literacy	52	41%
Provides immediate application for learners already in the workforce	42	33%
Other (please specify)	3	2%
Total Responses: 127		

14. Please give examples of benefits you have experienced through using work-related materials for learners.

Representative comments support previous themes of relevancy, engagement and preparation for employment.

- *Clients find sustainable employment in an area that they really want to work at and the wages are decent. While training on the job they have income and are learning.*
- *In one program we taught document use and all our participants (14 of 15) passed the TOWES and gained employment in aerospace requiring a specific TOWES test level.*
- *Candidates with improved Essential Skills struggle less with acquiring their technical skills in truck driver training.*
- *We have a high rate of plant closures in Southern Ontario. The employees of these plants are often middle aged with less than a complete high school education. They are fearful of their future and feel inadequate. Exposing them to some of these work related materials reinforces how much they know and how skilled they are. A great confidence and morale booster.*

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- *Much higher levels of engagement - as soon as my students understand that they are working with real life authentic documents NOT WRITTEN by educators, they have a very different response to the task at hand.*
- *A learner realizes that the reading and writing skills she will need to be a Food Counter Attendant do not involve interpreting poetry and writing book reports (which she intensely disliked when she was in high school).*
- *Increased satisfaction and attendance; students are more likely to take control of their program because it is centred on their innermost wants; students relate more easily to the content of curriculum; students view themselves as more active in their classroom community and later in their community at large, students are more success oriented.*
- *Has removed much of the stigma of our program seen as dealing with "literacy" to now preparing people for work or further training (we also took the word literacy out of our name).*
- *Increased competence, supervisors have noticed a positive difference in quality of work, students comment they feel more comfortable and capable in their setting*
- *Makes students feel like adults.*

15. Based on your experience what type(s) of learners are most likely to benefit from using work-related materials?

The following is a list generated from the responses.

About Situations

- *first time experience in a Canadian workplace*
- *out of the workforce for some time*
- *contemplating career change (through choice or labor adjustment)*
- *motivated to find employment or better employment*
- *adult learners who are beginning to relate school to work*
- *those who have had negative school experiences*
- *a poor attendance record in previous educational environments*
- *currently looking for employment*
- *heading directly to the workforce after upgrading*
- *to find links between past and future careers*
- *have difficulty on the job; underperforming*

About Learners

- *goal focused*
- *kinesthetic learners, visual learners*
- *practice-oriented learners*
- *employed but attending upgrading - person can bring in an actual document; it really helps*
- *motivated learners with some degree of self-awareness*
- *experiential learners*
- *all learners at all levels*

16. Rate the importance of the contributing factors to effective instruction using work-related materials.

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The reasons that were rated as ‘very important’ by most of the respondents in terms of the contributing factors to effective instruction using work-related materials were:

- a) awareness of and access to work-related materials*
- b) connecting instruction to learner objectives*
- c) connecting instruction to the workplace*
- d) connecting learners to the workplace*
- e) knowledgeable instructors*

Respondents rated all reasons as equally important with a) *awareness of and access to work-related materials* receiving the most responses

17. Describe any other contributing factors to effective instruction.

Factors cited by respondents include the following:

- Understanding workplace goals/needs and workplace context
- Understanding learners' expectations/needs
- A belief in the importance of all the Essential Skills not just the academic ones
- Confidence with using work-related materials because often teachers are not the ones who access work-related documents on a regular basis
- Using work-related documents to teach transferable skills
- Financial restrictions, for example photocopying and for teacher training

18. What would you like to learn more about in the area of work-related instruction?

Respondents wanted to learn about successful delivery models in the area of work-related instruction.

Respondents were invited to choose options that apply. The responses are listed in rank order.

Response	Total	%
Successful delivery models	86	72%
Integrating ES into existing programs	70	59%
Teaching information display structure (e.g. lists.)	38	32%
Understanding ES complexity scales	36	30%
Using ES profiles	33	28%
ES/ IALS basics	28	24%

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Using a particular resource	24	20%
Other (please specify)	12	10%
Total Responses: 119		

Comments under Other included:

- developing tasks and materials for teaching (5 responses)

19. How do you prefer to participate in professional development?

Most respondents preferred to participate in professional development using workshops.

Respondents were invited to choose options that apply. The responses are listed in rank order.

Response	Total	%
Workshop	106	84%
Self-study online	55	44%
Facilitator guide book	49	39%
Self-study using print resources	49	39%
Mentoring/coaching	46	37%
Online training	47	37%
E- conference (webinar)	28	22%
Educational credit	23	18%
Total Responses: 126		

Only 1% of the respondents thought that professional development activities are not needed. Comments under Other included:

- networking with peers
- job shadowing experts who are delivering existing successful practices in the country and around the world

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Section 3 *Instructional Settings*

20. Would you be interested in participating in future research?

Most respondents indicated they would be willing to participate in future research. (71%)

21. Question 21 was a choice to include contact information.

22. How would you best describe your primary role?

Most respondents were adult educators (21%) or classroom instructors (12%). 70% of all respondents had direct contact with learners.

Respondents were invited to choose one option. The responses are listed in rank order.

Response	Total	%
Adult Educator	27	21%
Coordinator/Director	18	14%
Classroom Instructor (K-12)	15	12%
Consultant	13	10%
Classroom Instructor (Adult)	11	9%
College Instructor	8	6%
Workplace Educator	6	5%
Contract Trainer	4	3%
Counsellor	4	3%
Tutor	3	2%
Small Group Facilitator	2	2%
Community Program Staff	1	1%
Instructional Assistant	1	1%
Other (please specify)	13	10%
Total Responses: 126		

Roles identified under Others include:

- Management Roles in various settings.

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23. Which type of agency delivers your course/program?

Most respondents were from colleges (31%) or school boards (24%).

24. How many instructional hours is your TYPICAL course? For continuous intake and individual programs estimate typical participant hours.

Most respondents indicated that they had more than 40 hours in a typical course.

47% of respondents indicated that programs range from 100 to 900 or more hours.

25. Question 25 was an opportunity for respondents to add further comments about the number of instructional hours.

Programs describe a wide variety of formats from continuous intakes to diploma programs. Some are delivered in traditional classroom settings, others are delivered individually on-line. Interventions are offered at worksites in blocks of 15 minutes or longer to small groups or individuals.

26. What skill areas does your course focus on?

The primary skills focused on by most courses were Reading Text (81%), Document Use (69%), and Writing (69%).

Respondents were invited to choose options that apply. The responses are listed in rank order.

Response	Total	%
Reading Text	100	81%
Document Use	86	69%
Writing	85	69%
Thinking Skills	79	64%
Working with Others	77	62%

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Oral Communication	76	61%
Numeracy	75	60%
Computer Use	63	51%
Continuous Learning	55	44%
Other (please specify)	18	15%
Total Responses: 124		

Skills cited under Other included:

- Life skills, thinking skills, career education

27. For each skill area you selected that your course focuses on, please indicate the number of HOURS PER WEEK of student contact time for each area.

Most respondents spent more than 5 hours a week on Reading Text, 1 hour a week on Document Use, and 2 hours a week on Writing.

28. What is the primary course objective?

Most of the learners in the respondents' courses were there for employment preparation, improving work performance, or apprenticeship/vocational preparation.

Respondents were invited to choose one option. The responses are listed in rank order.

Response	Total	%
Employment preparation	25	21%
Improved work performance and productivity	23	19%
Apprenticeship or vocational preparation	21	17%
High school completion and equivalency	15	12%
Post-secondary program preparation	8	7%
General Educational Development (GED)	4	3%
Cultural integration	4	3%
Other (please specify)	21	17%
Total Responses: 121		

Objectives cited under Other included:

- High school completion, literacy tutoring, TOWES training, settlement and ESL

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29. What is the typical gender ratio in your course?

Most respondents reported a 50/50 gender split in their courses.

30. What is the age group of the majority of learners in your program?

The most common age group for their learners was 21-44 years.

31. What other descriptions apply to your students?

Other demographic characteristics of their learners were that they were unemployed, immigrant, or aboriginal.

Section 4 Final Comments

32. What else would you like to say about work-related materials in instruction?

Repeated themes are noted with representative quotations from respondents.

Support for using work-related materials

- *No other way to go!!!!*
- *They need to be more mainstream. I was just learning how to use them and did it on my own with no encouragement or direction or support from my employer.*
- *The materials need to be a fundamental part of our adult literacy programs.*
- *This is an area that needs much greater support and development in our school system!*
- *A great development in the Literacy and Basic Skills program in Ontario. It helps promote a better relationship with other service providers in the community. Essential Skills is everyone's topic when it comes to helping people to become more effective in their communities and families.*
- *It's important that teachers/instructors begin to use these items as readily as they use their textbooks or novels. They are an integral part of the world we are*

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preparing our students for and we are doing them a disservice if we ignore these valuable teaching resources.

About work-related materials

- *Sometimes it is hard to find really good, relevant work-related materials.*
- *Work related materials will continually require adjustments, editing, and general cleaning as technology continues to affect work.*
- *Useful if they're good. I like the SkillPlan format though, with good pictures etc.*
- *Wish it was easier to get more... how to find out where the most useful material is.*
- *Need more resources for teaching reading in the trades, also document use.*

Needs and Challenges

- *It would be good to integrate ES more into the course.*
- *One of the challenges for our program has been to strike a balance between the workforce content of the classes and the communication skills participants need.*
- *I would like to see more support resources that integrate the ES for certificate courses/apprenticeship trades.*
- *I would like to use them more. If there was a website like TOWES that I could connect with to train myself, or to reinforce previous training, it would be helpful.*
- *Obviously, some Essential Skills, like problem solving need to be addressed in all modules, so it is hard to isolate them. They are all really very intertwined. If there was a short workshop, seminar on getting the curriculum together, I would like to be notified when that is.*
- *That more resources need to be made available and that information about these resources needs to be communicated clearly.*

33. If you would like to receive a copy of the results of this research, please provide contact information.

- A two page summary report from researcher, Theresa Kline, was sent as requested to 17 respondents by regular mail and 54 by email on June 20, 2008. See Appendix 1.
- This Survey Report will be posted at the www.skillplan.ca website by mid July 2008 or sooner.
- Participants will be notified by e-mail in September with the link to this Survey Report.

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Appendix 1

Essential Skills in Instruction Survey: Participant Feedback on Overall Results

Presented by Theresa Kline, PhD, University of Calgary

Thank you for participating in the Essential Skills in Instruction Survey in May this year. You have indicated your interest in the findings, and thus, they are provided to you here.

A total of 125 individuals fully completed the survey (representing a 20% response rate of those who were invited) and an additional 13 partially completed the survey. All responses were included in the results. The general findings are listed below.

Use of work-related materials in instruction

1. Most respondents used their own or on-site generated materials in their instruction.
2. The most important features looked for by respondents in selecting materials were a) that the learning activities matched the real-world applications and b) that they were adaptable to the learners' skill levels.
3. The feature of the material that most enhances its utility is that Essential Skills are integrated within the activity.
4. The most common reasons given for not using resources were that a) the content did not 'connect' to the learner and b) that the level was not suitable for the learners.
5. Work-related materials were used by 40% of the respondents at least 60% of the time in their instruction.
6. Most instructors used the work-related materials as a) a segment of the course or b) as supplementary material.

Experience with work-related materials

7. The reasons that were rated as 'very important' by most of the respondents in terms of why they used work-related materials in their instruction were that they:
 - a) enhanced program relevance
 - b) improved workplace performance
 - c) matched content with career goals of learners
 - d) taught Essential Skills
8. The most common benefit of using work-related materials was that they better prepared learners for the workplace.

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9. The reasons that were rated as 'very important' by most of the respondents in terms of the contributing factors to effective instruction using work-related materials were:
 - a) awareness of and access to work-related materials
 - b) connecting instruction to learner objectives
 - c) connecting instruction to the workplace
 - d) connecting learners to the workplace
 - e) knowledgeable instructors
10. Respondents wanted to learn about successful delivery models in the area of work-related instruction.
11. Most respondents preferred to participate in professional development using workshops.

Instructional Settings

12. Most respondents indicated they would be willing to participate in future research.
13. Most respondents were adult educators (21%) or classroom instructors (12%). 70% of all respondents had direct contact with learners.
14. Most respondents were from colleges (31%) or school boards (24%).
15. Most respondents indicated that they had more than 40 hours in a typical course.
16. The primary skill focused on by most respondents were Reading Text (81%), Document Use (69%), and Writing (69%).
17. Most respondents spent more than 5 hours a week on Reading Text, 1 hour a week on Document Use, and 2 hours a week on Writing.
18. Most of the learners in the respondents' courses were there for employment preparation, improving work performance, or apprenticeship/vocational preparation.
19. Most respondents reported a 50/50 gender split in their courses.
20. The most common age group for their learners was 21-44 years.
21. Other demographic characteristics of their learners were that they were unemployed, immigrant, or aboriginal.

A more detailed report will be available at www.skillplan.ca in the fall which will include comments from survey participants.

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Appendix 2 Work-related resources

Note these titles are listed as they appeared in the survey. Details of references may not be complete or accurate.

Publications

- *Bridging the Gap* Kelland/Wasielewski: 1) *Ready for Work* and 2) Sector manuals
- *CAMERA* and *Signposts* from PTP
- *Computers in the Classroom - A Collaborative Approach* - Ann Haney
- *Construction Zone* (WRDSB)
- *Communicating at Work English at Work*
- *Document Use for Apprentices* (Nova Scotia)
- *Essential Skills Toolkit* Canadian Trucking Human Resources Council CTHRC
- Essential Skills tools published by the Construction Sector Council
- *Get to the Point: A strategy for writing clearly at work*. Rose Grotsky, Praxis (1998)
- *Life Skills* - series of books
- *Making Choices: Teaching Writing in the Workplace*- Dianne Millar
- *Making Essential Skills Work for You* - Laubach
- *Measurement and Calculation for the Trades*, SkillPlan
- *Navigating Documents*, (Manitoba)
- *Numeracy Rules Kit*, SkillPlan
- *On the Way to Work* (WRDSB)
- *Opening Doors to Essential Skills*
- *Plato Web Learning* (Eskilon)
- *Ready for Work* (discusses workers' rights and safety) Saskatchewan Federation of Labour
- *Secrets to Success*, Pathways resources binder, *Build you own Information Literate School* - Carol Koechlin
- *Step into the World of Workplace Learning: A Collection of Authentic Workplace Materials* (2001), Lewe Glenda & MacLeod, Carol, Nelson Thomson Learning.
- *The Newcomer's Guide to the Canadian Workplace* - Kristie Calisto-Tavares
- *Tools for the trade*, SkillPlan
- *Through the Worker's Eyes*
- *Workability Handbook*

Websites

- Websites: CareerCruising.com, LMI, NOC, jobbank.gc.ca, HRSDC Essential Skills at srv108.services.gc.ca
- www.ceca.org/netco - industry-specific materials owned by the NETCO (National Electrical Trade Council) partners (IBEW & CECA)
- HRSDC Essential Skills website, *Indicator* and *Making Choices*
- Ontario Skills Passport, ONET, www.mygates.ca, AWAL, TOWES website

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- Steps to Employment in Ontario
<http://www.settlement.org/steps/main.html>
- On the Job: ESL and Essential Skills for Work
- www.itsessential.ca
- specific work-related Websites, e.g., Ontario Day Nursery Act
- JobSkills Ontario Website
- Job Connect Website
- Health and Safety Website (prevent-it.ca)
- CESBA website in Ontario
- *Making My Way* website hosted by Peel District School Board

Curricula

- Literacy Link Eastern Ontario - 12 Essential Skills modules for specific employment.
- Literacy North East
- Alberta Individual Learning Modules
- Plumbers and Pipefitters curricula
- LLEO - CD with sample documents and situations, includes childminder, skilled trades, food counter attendant, WHMIS, forklift training materials

Workplace Documents

- Active Green+Ross
- BC Ferries Employee Orientation Kit including Ship Safety, Occupation Safety and Health, Terminal and Catering Attendant Workbooks, Acronyms and other glossaries, on board symbols, safety signals, Marine Emergency Duties records, various labels and other relevant workplace documents such as forms, logs, etc.
- BC Housing workplace documents such as policy manuals, forms, memos, acronyms and other glossaries, etc.
- Safeway cashier guides, policy manuals, and other workplace related documents
- classified ads for resume writing
- job application forms from organizations, e.g. Wal-Mart, McDonald's, Tim Hortons
- rental applications from local apartment buildings
- accident reports from Peel Regional Police
- credit card application forms (modified)
- real-life job application forms (from learners' places of employment), real-life situations for letters of application (i.e. school program applications)
- local tradespersons that provide us with documents that are specific to their environment
- MSDS (Material Safety Data Sheets), invoices, company newsletters, blueprints manufacturer and wholesaler supplied documents, CHMC documents, building codes, NOA's
- Employer manuals, forms, brought in by students, with permission
- popular media materials pertaining to work and workplaces. Union publications such as magazines and collective agreements