# Online Text Activity 1 – Annotated bibliography

by

Melisa J. Hippolyte

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Email: melisa.hippolyte@open.uwi.edu

University: University of the West Indies Open Campus

Course Coordinator: Dr. Madgerie Jameson-Charles

Abstract

This paper is a write up of an Annotated Bibliography of Relevant Resources for the research question ‘An investigation into instructional and assessment strategies used to facilitate the development of reading silks among women ages 20 - 40 in a rural community in a developing country.’ The literature was sourced from the web ‘specifically Google Scholar, UWI LinC, and Google.

An Annotated Bibliography of Relevant Resources

Gulati, S. (2008). *Technology-enhanced Learning in Developing Nations: a Review.*

International Review of Research in Open and Distance Learning, 9(1), 1-17. Retrieved October 9, 2015, from http://www.irrodl.org/index.php/irrodl/article/view/477/1011

The writer of this paper is a Postdoctoral fellow at the University of Oxford, he sought to answer the question; Can technology enhanced learning help address the poverty, literacy, social, and political problems in developing countries? Learning ‘using’ technologies has become a global phenomenon. It is widely suggested that online technologies can help address issues of educational equity and social exclusion, and open up democratic and accessible educational opportunities. The paper recommends the need for holistic policies that acknowledge these challenges and focus on basic and primary educational infrastructure to support low-cost, higher quality access in rural and deprived areas.

This paper will be beneficial to the review, because it investigated the use of one of the most common present day instructional strategies ‘technology’ in the rural communities in developing countries. Many other sources only state the positive effects of this strategy, but this article went one step further to highlight the things that hinder its successful implementation in such areas.

Nancy, H and Mary, S. (‎1997). *Strategies for Inclusive Teaching in Rural Schools.* Retrieved

October 9, 2015, from <http://files.eric.ed.gov/fulltext/ED406105.pdf>

This report was retrieved from ERIC, which is an online library of education research and information, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education. It was written based on a 1997 conference entitled; *Promoting Progress in Times of Change: Rural Communities Leading the Way*. This report looked at specific strategies related to instruction, assessment and collaboration that must be implemented to facilitate and enhance the implementation of inclusion in the rural classroom. The report outlines different cooperative learning strategies that can be used for teaching reading inclusively at the elementary level. The report also noted that in rural schools, collaborative problem-solving and study groups are critical to the effective implementation of inclusive teaching strategies in reading which may be enhanced through Distance learning options.

This report, ‘although its target population is children’ provides information relevant to the research question. It highlights specific strategies related to instruction and assessment that can be used to facilitate the development of reading silks and implemented to facilitate and enhance the implementation of inclusion in the rural classroom, that I believe can work for both children and adults.

Spaar, D. [PPP]. (2014). Facilitating *Courses for Today’s Adult Learners, CAEL 2014*

*Conference: Mobilize Learners Revolutionize Assessment.* Retrieved October 9, 2015

The presenter of this Power Point Presentation (PPP) Dawn Spaar, is the Associate Dean of Elizabethtown College-School of Continuing and Professional Studies. He used information from the CAEL 2014 Conference: Mobilize Learners Revolutionize Assessment, to discuss various elements necessary to develop and facilitate courses for adult learners. The PPP looked at a method of teaching called Accelerated Program Design? It also looked at a number of teaching strategies that can be used with adults, e.g. flipped classrooms, online and blended learning. The write up of each strategy also has links to additional resources that can help with the understanding of and teaching of the different strategies.

This source will aid in the completion of the literature review. It was written by someone who has firsthand, up to date knowledge of the instructional and assessment strategies used in an adult class, which is the target population of my research question.

# The Eastern and Southern Africa Division. (2000). *Uganda - Empowerment of Rural Women*

# *Through Functional Adult Literacy.* Retrieved October 9, 2015, from http://www.ifad.org/gender/learning/sector/extension/52.htm

This piece of literature was adapted from; FAO. 2000. [IFAD’s Gender Strengthening Programme for East and Southern Africa](http://www.ifad.org/pub/gender/genpfe.pdf) – Uganda Field Diagnostic Study (Draft). Rome. It looks at Functional literacy and its ability to empower poor rural women. It states that the illiteracy gap between men and woman in rural areas is very high, ‘in favor of the women’. It goes on to state that Functional literacy may indeed be a powerful tool for empowering poor rural women, particularly if they can apply their new learning and skills.

The study concluded that functional literacy had given women both useful learning and self-confidence and that basic numeracy is particularly useful for women in managing their agricultural and off-farm enterprises, more so when credit and savings are involved.

This study will provide information for the research in terms of the tested and proven instructional strategy ‘functional literacy’ used to facilitate the development of women in rural communities in a developing countries.

TEAL Center staff. (nd). *Teaching Excellence in Adult Literacy.* Retrieved October 9, 2015,

from https://teal.ed.gov/

The Teaching Excellence in Adult Literacy (TEAL) Center is a project of the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), it was designed to improve the quality of teaching in adult education in the content areas. The web site covers a variety of information, including Adult Learning Theories and ways to enhance teaching practices.

This website provides an excellent overview of Adult Learning. It will help to provide information for the investigation into instructional and assessment strategies that can be used to facilitate the development of adult learners. It looks at a variety of relevant information on Adult learning theories which provide insight into how adults learn, and can help instructors be more effective in their practice and more responsive to the needs of the learners they serve. It also looks at how to enhance teaching practices; including UDL, which provides a blueprint for designing goals, methods, materials, and assessments to reach all students, which is grounded in research on learner differences and effective instructional settings; Formative Assessment; Gradual Release, Differentiated Instruction and how to use them.