Literacy and the Young Single Male - Literature Review 2013

Resource	Project Support
	Concepts that will contribute to the project
Digital Natives, Digital Immigrants **Marc Prensky 2001** http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf	Explores the impact of technology on youth who were raised with it. States that youth don't have to learn technology; it's an inherent part of their culture. Students now absorb and process information differently than those that have gone before them. Teachers need to recognize the factors that are different between themselves (Digital Immigrants) and their students (Digital Natives). "Our students have changed radically. Today's students are no longer the people our educational system was designed to teach." "Digital Natives are used to receiving information really fast. They like to parallel process and multi-task. They prefer their graphics before their text rather than the opposite. ….They thrive on instant gratification and frequent rewards." Promotes the use of games, even for serious subjects.
Digital Natives, Digital Immigrants, Part II: Do They Really Think Differently? **Marc Prensky 2001** www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part2.pdf	Explores research that shows that the brain's processes change and adjust according to the stimulation it receives (relates to the impact of technology on youth brain functions). States that youth today have short attention spans, but only for old ways of thinking. Continues to create a compelling case for the need to make changes to the education system to better fit current learning needs. "As a result of their experiences Digital Natives crave interactivity—an immediate response to their each and every action. Traditional schooling provides very little of this compared to the rest of their world." Points to an "alarming trend," the inability of the Digital Natives to reflect (a necessary part of the process of learning).

Electronic Youth: Creating the Current **Elgin, Middlesex, Oxford Workforce Planning and Development Board 2011** www.workforcedevelopment.ca/electronic-youth-creating-current	Explores "the current" between employer and youth candidates through a study that included over 700 individuals ages 15 to 30. *"The objectives for this research were as follows:* *1. Identify the primary electronic communications tools used by youth to access the labour market* *2. Identify how youth use these tools to share information about jobs* *3. Identify what attracts youth to apply for a job posting* *4. Identify how employers successfully use electronic communication tools to hire employees."* Identifies key findings, from surveys and research, where there was a disconnect between employer and youth communication. The report suggests ideas to reduce this gap. Includes employer interviews and suggestions on best practices to reach this target youth population.
"What if?" Technology in the 21ˢᵗ Century Classroom **Ontario Public School Boards' Association (Discussion Paper) 2009** www.opsba.org/files/WhatIf.pdf	Asks "How can schools continue to be connected and relevant in the world of the 21ˢᵗ century?" Challenges the education system, especially educators, to examine how they use current technologies in the learning environment. Warns that the integration of technology in schools is not matching the pace of multimedia technology use in the world beyond schools. *"Many students feel, however, that when they come into school they have to "power down" to fit into an environment that offers fewer options for learning than are available in the life they live outside of the school. This can erode students' perceptions of the relevance of education as they experience it in many schools today."*
Why Gamification is Serious Business **by Marco Ryan , Andy Sleigh, Kai Wee Soh and Zed Li 2013**	Proclaims the benefits of using gamification techniques to drive consumers and give businesses a competitive advantage. Explores the needs of the Generation Y (born 1980-2000) consumers.

	Lists the elements to consider to implement gamification in business including: *Status, Milestones, Competition, Rankings, Social Connectedness, Immersion Reality, Personalization.*
Gamification 101: **An Introduction to Game Dynamics** **Bunchball Inc. 2012** www.bunchball.com/gamification101	Defines (in plain language) what gamification is and explains the fundamentals including, "mechanics" and "dynamics." Offers several examples of how gamification is applied in companies. Describes how gamification can be used to engage, motivate and build loyalty.
Enterprise Gamification: the Gen Y Factor **Bunchball Inc. 2012** www.bunchball.com/blog/post/16529555001/enterprise-gamification-the-gen-y-factor	Explores how Generation Y (people born from the early eighties to mid-nineties), is a demographic force that is driving a dramatic change in education, technology, media, and at work. *"Gen Yers are digital natives. They live and breathe online: play, school, and now work. They are accustomed to cutting edge technology & innovation at home, and expect the same quality of technology in the workplace."*
Good Video Games and Good Learning **James Paul Gee 2007** http://www.jamespaulgee.com/sites/default/files/pub/GoodVideoGamesLearning.pdf	Proposes that classrooms that incorporate the foundational elements of video games may see increased success in learning. Argues that these elements are also valuable in the workplace. *"Lots of young people pay lots of money to engage in an activity that is hard, long, and complex. As an educator, I realized that this was just the problem our schools face — how do you get someone to learn something long, hard, and complex, and yet still enjoy it? "* Explains how risk taking and failure are the basis for successful problem solving. Explains how games often build teamwork and communication. Suggests that learning for the sake of tests might not be useful, unless that learning can be applied. *"Some people think of learning in school — for example, learning biology — as all about learning "facts" that can be repeated on a written test. Decades of research, however, have shown that students taught under such a*

	regime, though they may be able to pass tests, cannot actually apply their knowledge to solve problems or understand the conceptual lay of the land in the area that they are learning."
Generation Jobless (online video) **CBC Doc Zone: January 2013** www.cbc.ca/doczone/episode/generation-jobless.html	Explores the disconnect between education and Canada's labour market needs; the result is that youth are not able to enter and be a part of a successful workforce**.** Introduces the concept of "Education Inflation," the notion that everyone has degrees so they are worth less in the labour market. States that employment is now temporary contracts, seasonal work, casual work-not full time work or career focused work. *"This is not a blip. It's a new business model."* Introduces models for success at integrating employment and education: • The University of Regina's model- a program that guarantees graduates a job related to their degree within 6 months or they can come back and hone their skills for free the following year. They are assigned a career counselor and required to take programs such as interview skills, networking and resumes. • The Switzerland model shows how students can both work and learn in tandem**.** Tells us to beware of the concept of internships as they could be perceived as "a form of cheap disposable labour" and this unpaid labour could deepen the unemployment problem. Identifies that Canada's challenge is that youth employment and the labour market are a shared responsibility between the provincial gov't and the federal government. The result is, "a disjointed system with lots of cracks for young people to fall through."
High School Dropouts Returning to School **Mélanie Raymond for Statistics Canada 2008** www.statcan.gc.ca/pub/81-595-m/81-595-	Explores the role of gender as it relates to leaving and reengaging in the school system. Reveals evidence based ideas as to why males (vs. female) drop out of the school system. *"Young men cited wanting to work as a reason to leave school more often than young women."* Explores the impact of having a child on returning to school. This research shows that young men with children will more likely work instead of return to their education, so they can earn a living.

m2008055-eng.htm	Explains that the labour market conditions don't seem to influence the drop-out rate. When the labour market is strong, people might drop out to work. *"The younger youth don't seem to be aware of labour market and therefore it is reasonable to believe that it does not influence their reason for dropping out of school."* Shows that a major motivator for males to leave school is because they want to work /make money. They return to school for the same reasons. This reinforces the need for programs to maintain a strong connection between school and work.
Involve Youth: A Guide to Meaningful Engagement **The City of Toronto 2006** www.toronto.ca/involveyouth/youth2.htm	Offers programming tips based on the experience of a recent project. Includes dynamic youth recruitment strategies, best practices for successful youth engagement in a program, and troubleshooting tips for dealing with challenges such as dealing with absenteeism or "dominant personalities." Contains good tips on the do's and don'ts of offering stipends and honoraria.
Building Partnerships Between Adult Literacy & Ontario Works: A Best Practices Guide **Literacy Link Niagara 2012** www.literacylinkniagara.ca/about-us/projects/project-ontario-works-pow/	Reveals the results of a survey that explored the motivation of OW clients that attend LBS programs. Recommends ways to increase connections with Ontario Works, based on the successes of literacy networks across the province Includes: • A sensitive language sheet to promote positive conversations with clients about their literacy needs • An "Indicators Checklist for Literacy Needs" • A link to a POW (Project Ontario Works) quick screen tool.
Engaging Youth: A How-To Guide for	Contains a comprehensive report and corresponding guide with a focus on engaging youth and implementing a

Creating Opportunities for Young People to Participate, Lead and Succeed **Andy Paul and Bina Lefkovitz of the Youth Services Provider Network Sierra Health Foundation 2006** http://www.sierrahealth.org/assets/files/reach/Engaging_Youth_Report.pdf	successful program. The focus is not only on involving youth in programming but also how to help them take leadership roles. Contains: - Numerous suggestions for best practices around youth recruitment, creating meaningful youth participation, and a guide for instruction. - Tools for adult to self-assess their attitudes and behaviours towards youth. - Tools for youth to self-assess their interactions in groups and contribution to a program - A checklist for organizations to assess their youth readiness to commit to youth programming
Engaging Youth Within Our Communities **Josee Latendresse MSc with Natasha Blanchet Cohen PhD 2010** http://www.mcconnellfoundation.ca/assets/Media%20Library/Reports/guide_jeune_ang_WEB.pdf	Focuses on getting youth to reach their full potential to contribute to a successful community. Explores the "5 Levels of Responsibility" as a model for youth integration. Further states how this could look in varying circumstances - a youth centre, on a project, or in a political environment. Lists "The Seven Driving Forces Behind the Engagement of Young People" as requirements for commitment and maximum participation. Based on each of these elements, this report is a guide to promote organizational discussions, areas to consider when attracting and retaining youth in programs.
Off to a Good Start?: Jobs for Youth **Organisation for Economic Co-operation and Development (OECD) 2010** www.oecd.org/els/emp/46717876.pdf	Urges opportunities to have students learn and work at the same time. Argues the need for government to introduce wage subsidies for employers to promote hiring youth. Cautions against making simple solution to complex challenges. As an example, shows that offering early retirement packages in the past reduced the number of people working in the labour market but did not engage more youth, as was hoped.
Learner Self-Assessment: Employment (Section 6) **CESBA (Continuing Education School Board Administrators) website**	Provides a self-assessment tool for learners who have employment as their goal path. The self-assessment is articulated to the Ontario Adult Literacy Curriculum (OALCF) and covers all six competency areas.

Clearer Sightlines to Employment: What Works for Job-Seekers with Low Educational Attainment **Essential Skills Ontario 2012** www.essentialskillsontario.ca/sites/www.essentialskillsontario.ca/files/Clearer%20Sightlines%20to%20Employment_Final_1.pdf	Draws a connection between a lack of highschool diploma, a lack of employment and government sponsored income (such as Ontario Works). States the change in labour market demands no longer fit for low skilled workers. Makes a compelling case for the need to have a blended approach to employment and education. *"These employment and training systems have learned that, in order to increase client persistence in literacy and basic skills delivery, there needs to be a clearer sightline to an immediate job and a chance at a career… An 'education-first' approach is often far too removed from employment for the vast majority of adults for whom high school was not the 'right fit' in the first place."* Includes best practices for building a Career Ladder approach.
Our Voice: Literacy + OW: Best Practices for Serving Ontario Works Clients **Community Literacy Ontario (Oct.) 2013** http://www.communityliteracyofontario.ca/resources/newsletters/	Provides a series of tips, based on suggested practices by literacy providers, on how to engage, motivate and maintain OW and ODSP clients. Suggests several practices for programming to engage OW clients (note: these practices that can be implemented in a program that's designed using gamification.) Examples include: • Find ways to provide positive reinforcement EVERY day • Make this positive reinforcement INTENTIONAL and PLANNED • Structure learning activities so that OW clients feel an ongoing sense of accomplishment and moving forward.

Media	
"Schools Go High Tech: Getting with the programs" **London Free Press, No.3, 2013** http://www.lfpress.com/2013/11/03/getting-with-the-programs	Gives examples on how local teachers are using technology to stimulate the learning environment and enhance communication with students. Lists several useful applications used to facilitate learning and motivation.
"Employers that 'shoot for the moon' make it tough on applicants" **London Free Press, July 22, 2013** www.lfpress.com/2013/07/21/jobs-that-shoot-for-the-moon-make-it-tough-on-applicants	Explores how employers seem to be asking for inflated qualifications, education and experience because they can get it, not necessarily because it's needed.
"Growing number of young Londoners on the street" **London Free Press, July 8, 2013** www.lfpress.com/2013/07/08/growing-number-of-young-londoners-on-the-street	Claims, through an annual report from a London Ontario youth service agency (Youth Opportunities Unlimited), that the number of visits by youth looking for food and other daily basic needs at its drop-in centre increased 62% from 2011 to 2012. States London's youth unemployment rate is one of the highest in the country at 20%. States that the lower skilled jobs these youth used to get are now being taken by higher educated youth who can't find work in their chosen areas.
"Global youth unemployment set to rise, UN warns" **cbc.ca/news, May 8, 2013** www.cbc.ca/news/business/global-youth-	(Based on a report released by the International Labour Organization (ILO)) Warns that "a job does not necessarily equal a livelihood." Warns that unemployment experienced early in the career of a young person is "likely to result in wage scars that continue to depress employment and earnings' prospects even decades later."

unemployment-set-to-rise-un-warns-1.1325203	States that long term unemployment can erode an existing skill base and impact the economic potential of the country overall. Urges key stakeholders including government, employers, and trade unions to be part of the solution by developing policies, and support for education, training and youth entrepreneurship.
"Canadian youth facing unprecedented challenges finding quality employment" **CIBC, June 20, 2013** http://www.newswire.ca/en/story/1187523/canadian-youth-facing-unprecedented-challenges-finding-quality-employment-cibc	CIBC Deputy Chief Economist calls for the education system to be innovative and provide programming that combines education and work-related training. Reports that one in 10 young Canadians are economically at risk. Claims that even if youth have an education but have no job experience, they will be at risk of being unemployed. *"In fact, one in five youth aged 15-24 not working today has never held a job …Statistics show that youth who gain work experience and receive on the job training while studying are much more likely to find suitable and sustainable employment."* For the sake of the future of the Canadian economy, this report calls for research on how to incorporate the concepts of team-work, creative thinking, problem-solving and leadership into curriculum.
<mark>**Local Youth Literature Reviews**</mark>	
Youth Literacy Programs: A Review of Literature **Nicole Kovacs for London's Child and Youth Network (CYN) 2013** (available through LLSC)	Contains programming suggestions to engage youth with a focus to help them pass their grade 10 literacy test. Outlines the elements of a positive youth learning environment, based on reports.
Targeted Literacy Programming and Outreach for Young Single Males on Ontario Works **Robyn Cook-Ritchie for Literacy Link South**	Explores best practices for programming related to the target population, Includes resources that profile best practices on incorporating digital technology in curriculum and engaging male youth.

Central (LLSC) 2012 (available through LLSC)	Reveals gender differences in learning with resulting suggestions for male focused programming. (This review formed the basis of a series of 4 innovative workbooks released through LLSC in 2013)