Researching adult community learning: The case of GraniteNet

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Adapted from Marton (1998)

Category 1: Frontier learning conception

Concepts of Learning

Community technology capacity-building concept

Learning frontiers are digital literacies, organizational knowledge and know-facilitation of adult learning of digital literacies, personal development

Key learning questions: What is happening here? How can I contribute? How do I do this? How can I help this person?

Dominant learning metaphors: place, choice, community

Categories 2: (Community) Service Learning Conception

Category 5: Community technology capacity-building concept

Learning frontiers are organizational development

Key learning questions: What do we do? How can we do this?

Dominant learning metaphors: freedom, expanding, empowering, growing, construction

Outcome Space: The “collective learning consciousness” of GraniteNet as a learning ecology

Research design

Single site instrumental case study

- Practice problem: (How does GraniteNet support the development of Stanthorpe as a ‘learning community’?)
- Research question: How do the members of GraniteNet’s various communities of interest and practice experience learning in the context of their involvement in GraniteNet’s activities and/or use of the community web portal?
- Sub-questions: What are people learning? What makes learning possible? How is learning experienced by respondents? What difference does ‘IT’ make to people’s learning?

Qualitative, Interpretive, Phenomenographic

- 20 (adult) respondents: Pilot study (4) Phase 2 (16)
- Structured face-to-face interviews + two-page questionnaire
- ‘Discovering’ respondent’s conceptions and experiences of GraniteNet and learning in the context of GraniteNet
- ‘Devising’ categories of description to illustrate variation
- ‘Mapping’ conceptions and experiences of learning in GraniteNet into an ‘outcome space’

Mapping conceptions back to individuals


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