# (BC) PLAN SUMMIT 2013
## Surging to the Future: Research Informed Policy, Practice and Innovation in the Recognition of Prior Learning

# Practitioner Training

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# Five Critical Factors Study

Hoffman, Travers, Evans and Treadwell (2009)

Examined PLAR programs across 34 HE Institutions
(2 Canadian, 32 US)

- **Critical Factors**
  - Institutional philosophy, mission and commitment
  - Institutional Support
  - Program Parameters
  - Practitioner Training
  - Program Feedback and Evaluation

# Practitioner Training Delivery

- Face-to-face
  - One-on-one
  - Groups

- On-line

- By phone

- Handbook

- Case Studies

- Website

Research indicates practitioner training that uses experiential and applied formats result in greatest transfer of learning.

(Sheckley, 2008; and many others)

# Practitioner Training Content

## Top Three Areas

**Common Areas**
- Overview of the Process (92%)
- Expectations of Assessor (92%)
- Expectations of Participant (85%)

**Critical Areas**
- Overview of the Process (100%)
- Expectations of Assessor (96%)
- How to Evaluate Learning (92%)
  - University Level Learning
  - Professional Certifications

# Research on Practitioner Training

- Practitioners and Assessors often do not understand how to evaluate learning and/or the standards
  - Work off of own experiences
  - Evaluate participant's experiences

- Practitioners and Assessors can have conflicting views within same institutions

Arnold, 1998; Hoffman & Michel, 2010; Stevens, in process; Travers, et al, 2008, 2010

# Key Interrelationships
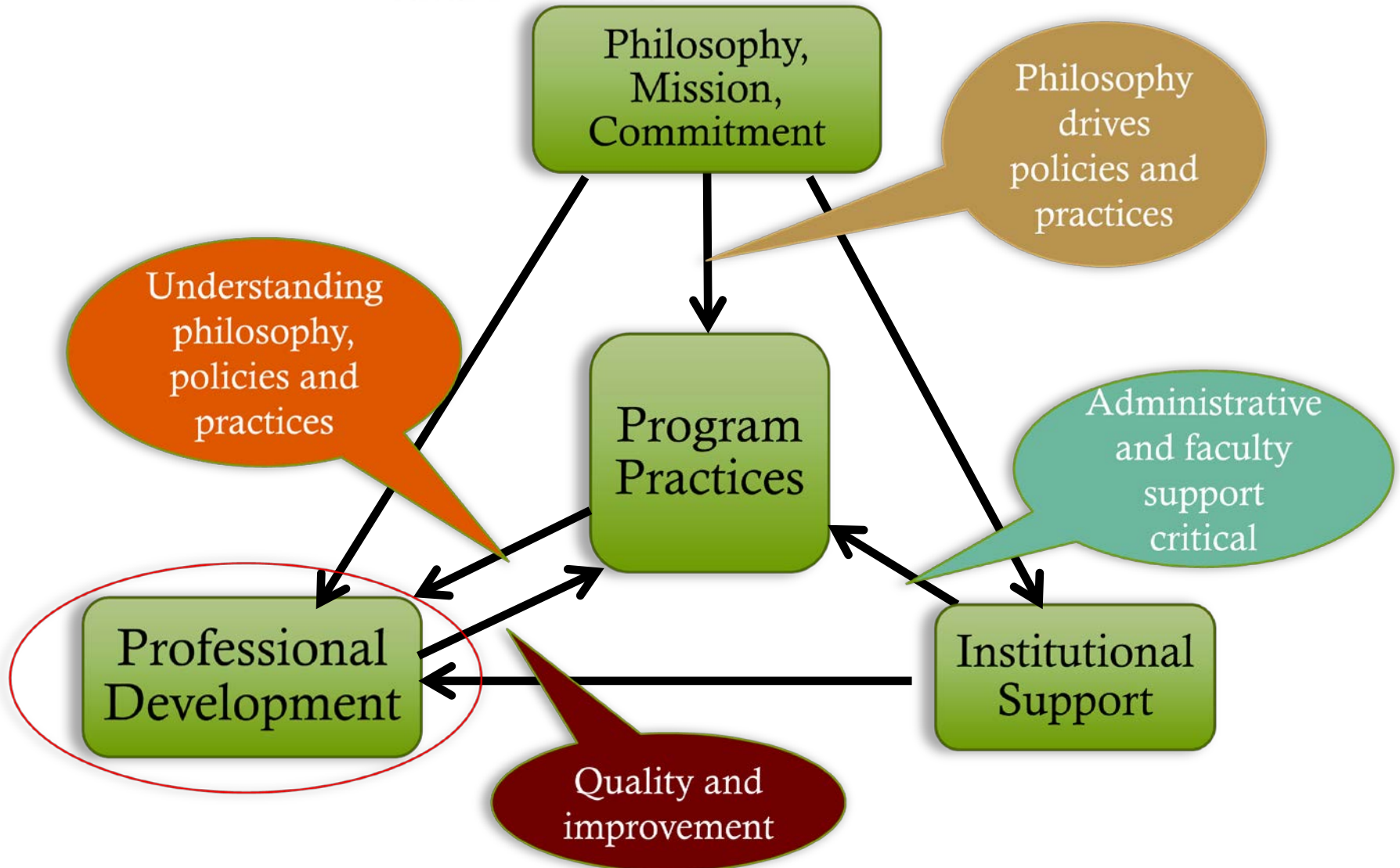
# Philosophy Impacts Practice

- PLA Practice Types
  - Individualized Learning Portfolios
  - Course Challenge
  - Standardized exams
  - ACE & NCCRS Evaluated Credits (including US Military)
  - Professional Learning evaluations

- Evaluation Methods
  - Matching
  - Non-Matching

- Utilization of PLA Evaluation
  - Credits toward HE Degrees
  - Professional Certifications

(Coulter, 1994; Hoffman & Michel, 2010; Travers et al 2008, 2010)

# BIG QUESTION

How do we evaluate prior learning?

# Global Learning Qualifications Framework
## Lumina Grant as part of Open SUNY/ SUNY REAL

- To recognize and assess university level learning
  - Prior and Emergent Learning
  - Self-authored learning paths

- Level Focus:
  1. Bachelor's level
  2. Professional Certifications and Graduate Level

- Recognize university level learning as primary assessment - Topic specific assessment is secondary

- Focus on learning as it develops

# Premises & Tenants

## Premises

♦ Learning >, <, =, or ≠ Matching Concepts

♦ Adaptable Assessment – knowledge recognition within a context/schema

♦ Learning Story is important

♦ ULL can be assessed before topic

## Tenants

♦ Different proportions of knowledge within and across each area

♦ Needs to have usability without explanation

♦ Needs to be accessible to students, faculty and evaluators

♦ Uses ePortfolios/Concepts Maps

# International Frameworks

- **Regional, National, International, Transnational**
  - Mostly in EU countries
  - Australia
  - South African Nations
  - Canada
  - South Asian Nations
  - Small States of the Commonwealth

- **Organizational**
  - US
  - Labor Agencies

Examining over 40 frameworks from around the world

# Types of Frameworks

- Rubrics
- Tables
- Graphical
- Narratives
- Probes/Questions
- Concepts Maps

- Levels
- Tiered Layers
- Comparative

# First Slice of the Frameworks

Examined initial frameworks in depth:

- Lumina's Degree Qualifications Profile

- AAC&U LEAP Rubrics

- Framework for Higher Education Qualifications in England, Wales, and Northern Ireland.

- Travers (2012) Faculty Perspectives on College-level learning – study

- Travers (2010) Knowledge Domains
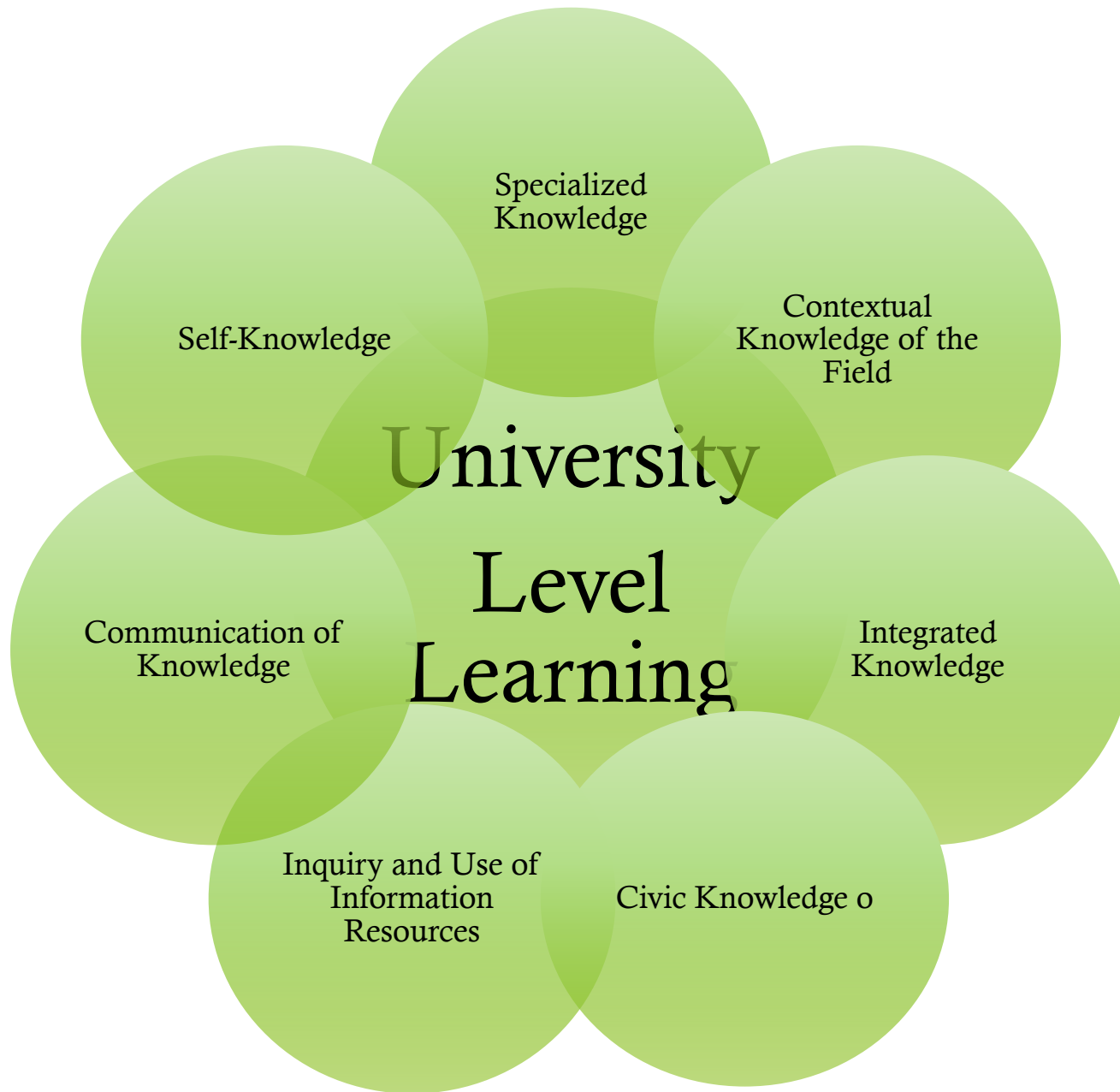
# **Specialized Knowledge**

- Learners need to have specific and applied knowledge within a particular context or experiential setting

# Contextual Knowledge of the Field

Learners need to understand how their knowledge fits within the broader scope of the field.

# Integrated Knowledge within a Broader Context

⬦ Learners need to be able to extend their knowledge beyond specific contexts and understand ways in which this knowledge can be applied in other contexts or situation. In other words, the knowledge is broader than what is needed to apply it in specific situations.

# Civic Knowledge

⬥ **The ability to bring to the learning, contextual awareness from an expanded viewpoint with the awareness of and appreciation for the perspectives of others and to engage one's own responses to social, environmental and economic challenges at the local, national and global levels.**

# Inquiry and Use of Information Resources

- Learners need to know how to ask pertinent question regarding the topic, know how to find out answers to these questions in order to learn more about it, and use the information to solve problems or apply the information.

# Communication of Knowledge

- Learners need to be able to communicate their knowledge and ideas around the topic.

# Self-Knowledge

- Learners need to understand themselves as a learner and how they best learn the topic. This includes how they have grown over time, how they continue to grow in their understanding of the topic, and how they have used feedback to learn more.

# Conclusion

## Practitioner Training Programs

- Delivery should be experiential and applied

- Content needs to address:
  - Philosophies & Policies
  - Expectations of practitioners
  - How to recognize & assess expected learning

# Comments? Thoughts?

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