

Research Informing Practice, Practice Inspiring Research: A Practitioner's Tale

Dianne Conrad

**Surging to the Future: Research-informed
innovation in the recognition of prior
learning**

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Foundational Notions

It is important that students bring a certain ragamuffin, barefoot, irreverence to their studies; they are not here to worship what is known, but to question it.

(Bronowski, *The Ascent of Man*, 1975)

Praxis is the process by which a theory, lesson, or skill is enacted, practiced, embodied, or realised. *Praxis* may also refer to the act of engaging, applying, exercising, realizing, or practicing ideas.

(Wikipedia)



Remove barriers to learning







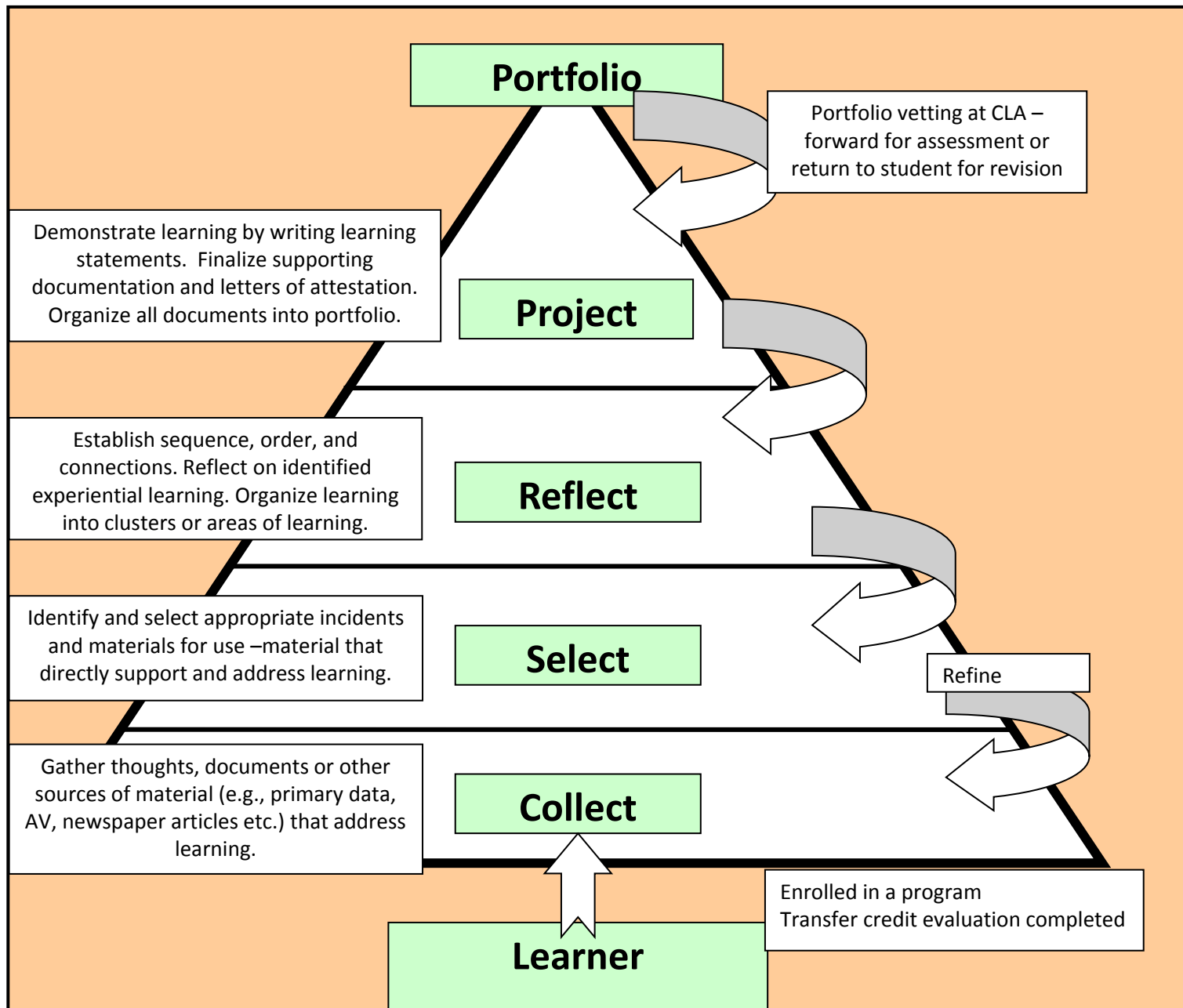
Professional and regulatory
bodies

IENs

Settlement agencies

Re-training and literacy initiatives

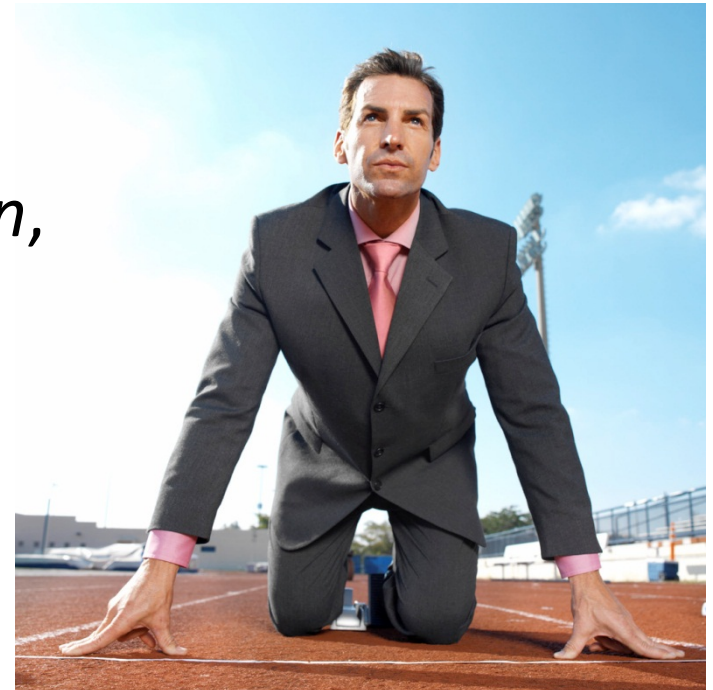
**University and college application for “high-stakes”
assessment (primarily undergraduate)**





“The beginning of instruction shall be made with the experience learners already have...this experience and the capacities that have been developed during its course provide the starting point for all further learning.”

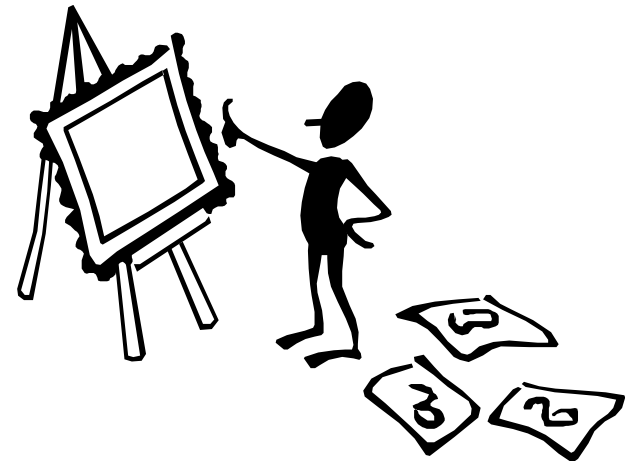
(Dewey, Experience and Education, 1938, p. 74)





“Knowledge is what you have after you’ve forgotten all the facts.”

(Howard Gardner, *Multiple Intelligences*)





Authentic learning: “learning that occurs when materials and activities are framed around ‘real life’ contexts” (Herod, 2002)



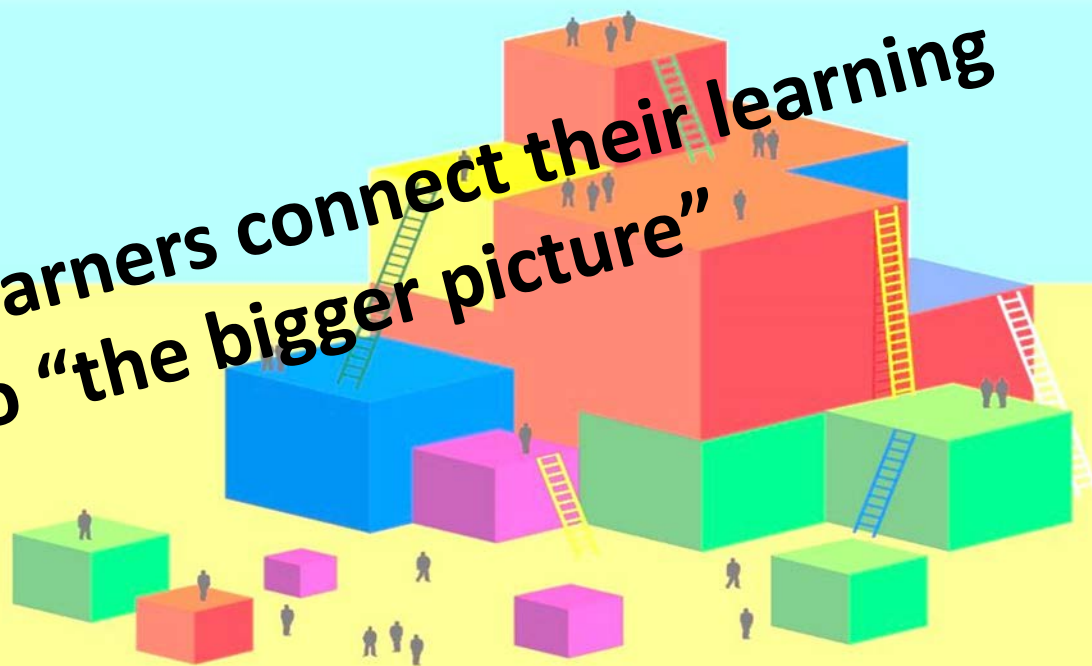


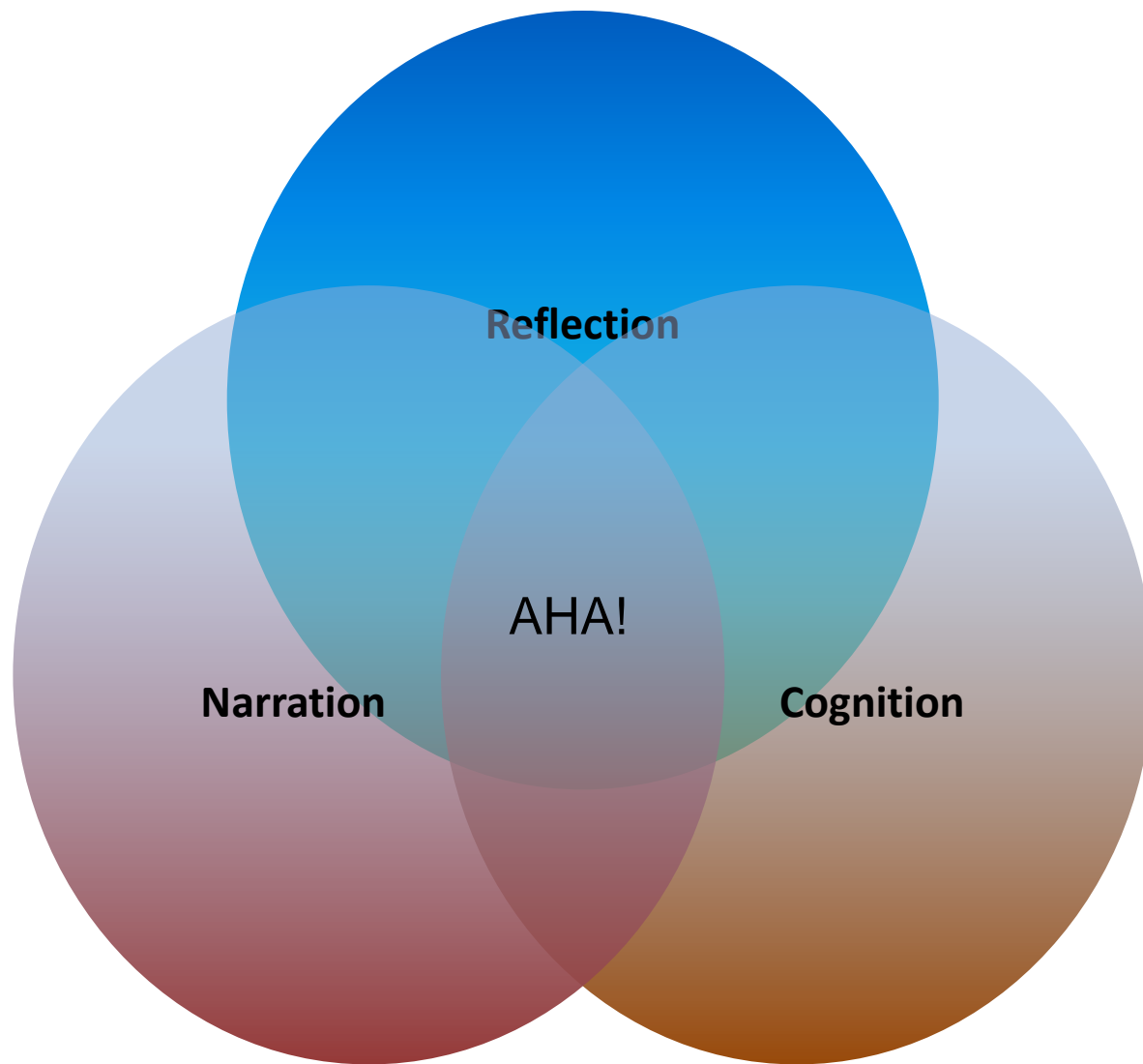
The educator's role involves three interrelated activities:

- helping self and others engage in reflection
- helping self and others redefine premises
- helping self and others decide how to act on new insights and understandings

**Learners connect their learning
to “the bigger picture”**

Transformation theory of adult learning. In M. Welton (Ed.), *In defense of the lifeworld: Critical perspectives on adult learning*







The “aha” moments

...making sense of

- contribution of learner’s knowledge to work
- contribution of learner’s work to field
- contribution of learner’s learning to self development
- contribution of learner’s past to present, personal and professional
- relationship of learner’s present to future, personal and professional



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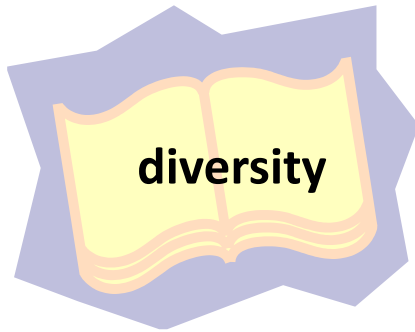
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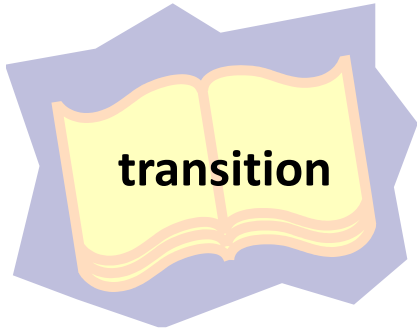
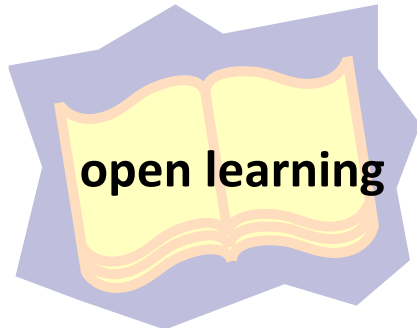




Institutional politics



who owns knowledge?



role of language in learning



knowledge-building

nature of knowledge



reflective learning

academic tradition

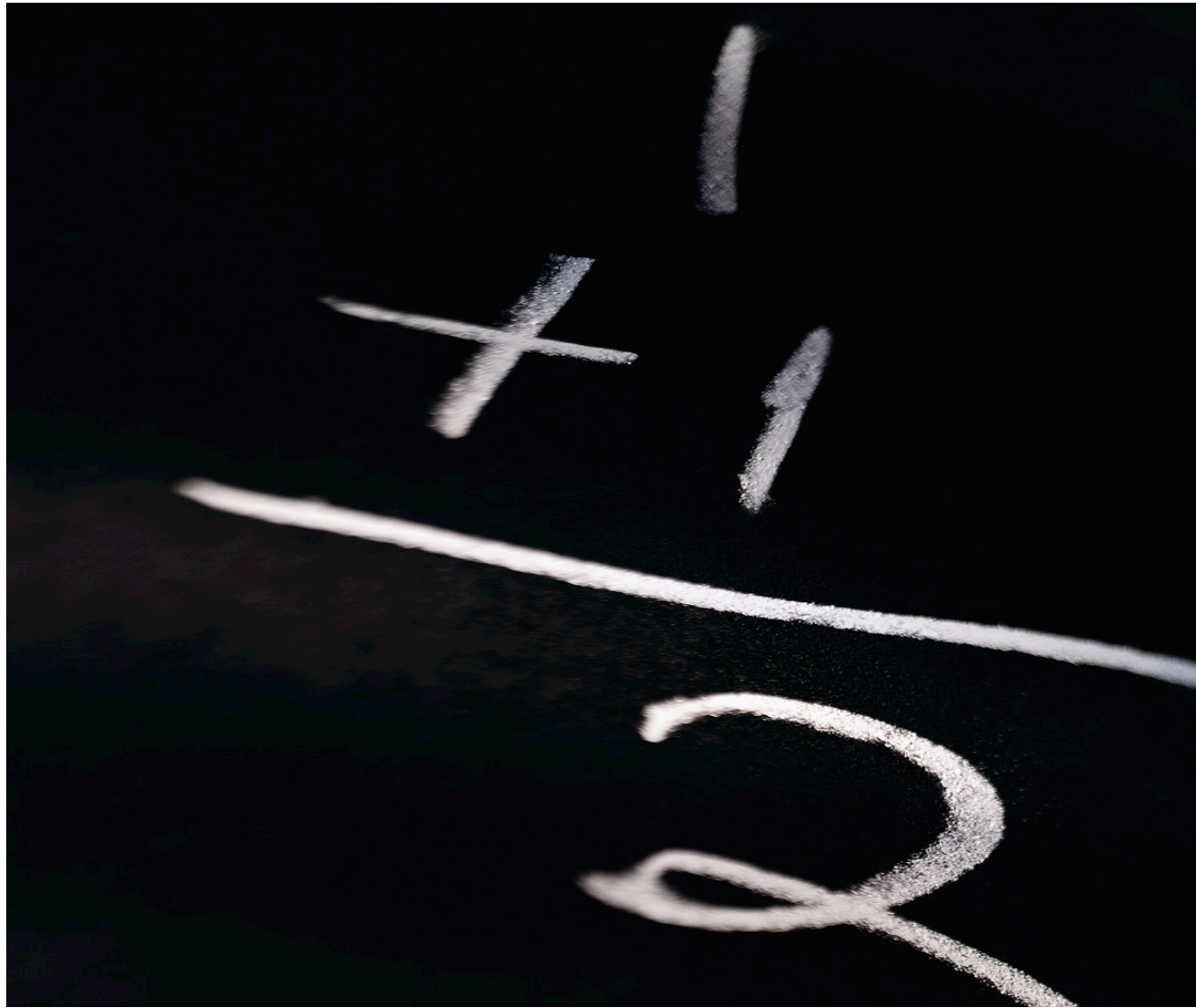


politics of learning



flexible learning







thinking is really hard

adults don't know how to reflect

insecurities abound

"yanking and pulling"

listening is a skill and a virtue

life gets in the way

feet to the fire

language is power

motivation motivation motivation

professional arrogance

path of least resistance

critical reflection is hard work

PLAR, huh?

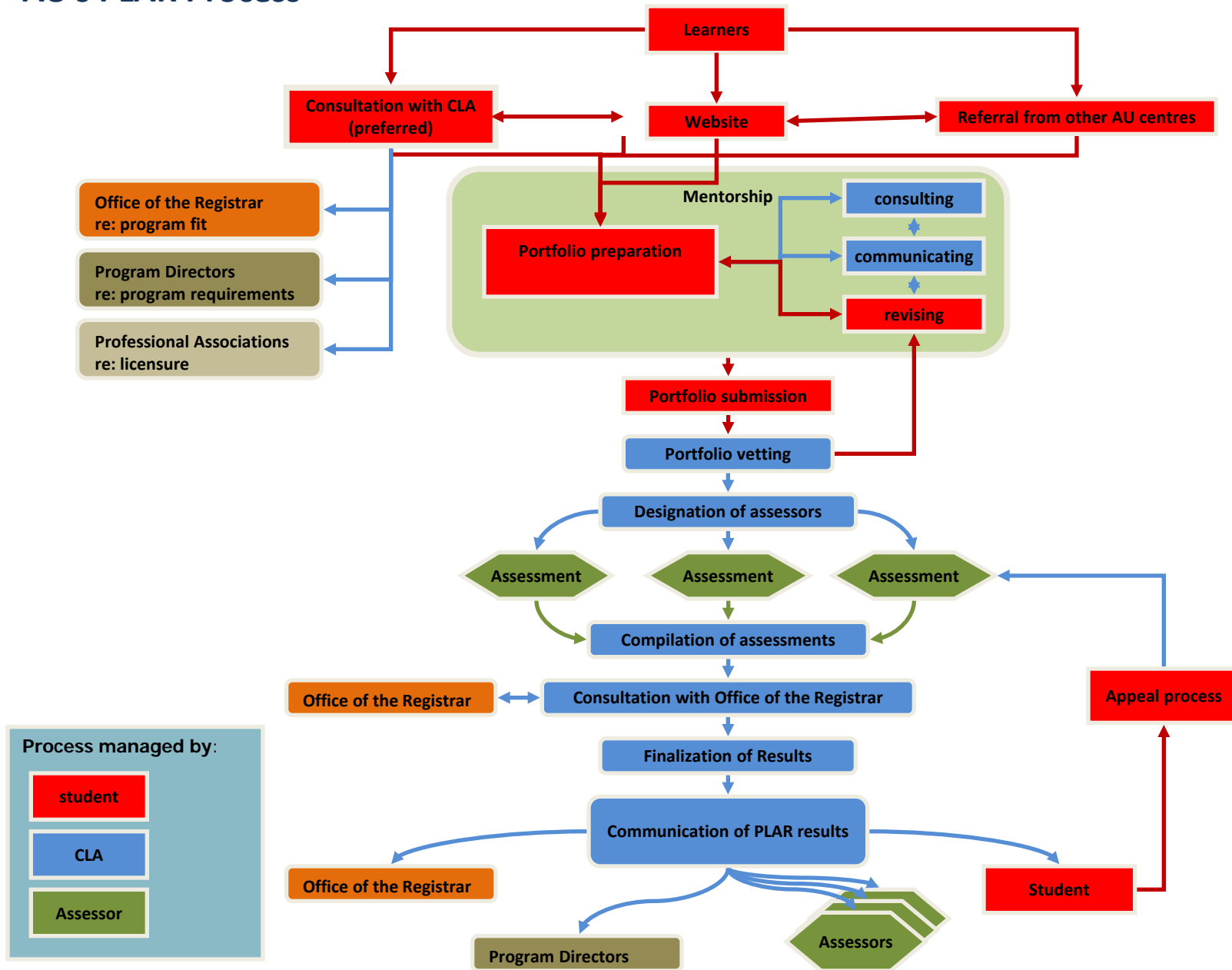
one man's treasure (e-portfolio)



Creating order from chaos



AU's PLAR Process



Process managed by:

- student
- CLA
- Assessor



Mentoring
Tools
Process
Penalty
Flexibility
Collaboration/integration
Marketing/visibility/advocacy
Technology





From the Floor to the Boardroom



Boardroom

Senior level of depth and breadth of learning in all knowledge areas within all levels in the pyramid. Speak to all perspectives represented by the pyramid.

Middle Management

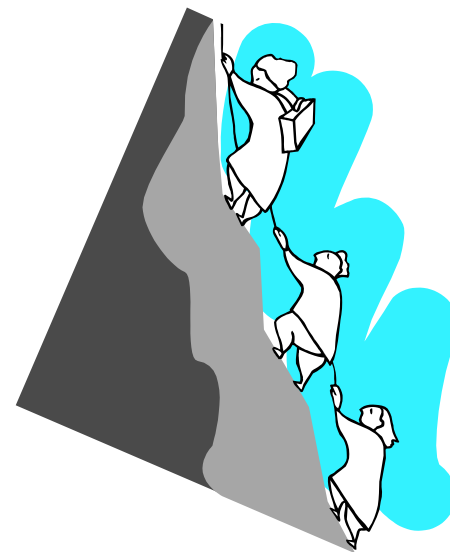
Increased depth and breadth of learning overarching that of the Supervisory level in the organization. Speaks to the perspectives that report to this level.

Supervisory

Greater depth and breadth of learning than that of the Floor level. Speaks to the perspectives that report to this level.

Floor

Task-based, front line roles with specialized focus. Basic depth and breadth of learning, as required. Speaks from that perspective .



Thank you

Dr. Dianne Conrad

dianneconrad@athabascau.ca

<http://priorlearning.athabascau.ca/index.php>