

Learning for a Complex World: a Life-Wide Curriculum

Norman Jackson

*Surrey Centre for Excellence in Professional Training
and Education, University of Surrey*

background paper and slides
<http://lifewidecurriculum.pbwiki.com>

Established as a university mid 1960s
Research intensive and cultural commitment to professional education.

13,500 students - 9000 ugrad, 4500 pgrad
27% international – multicultural campus

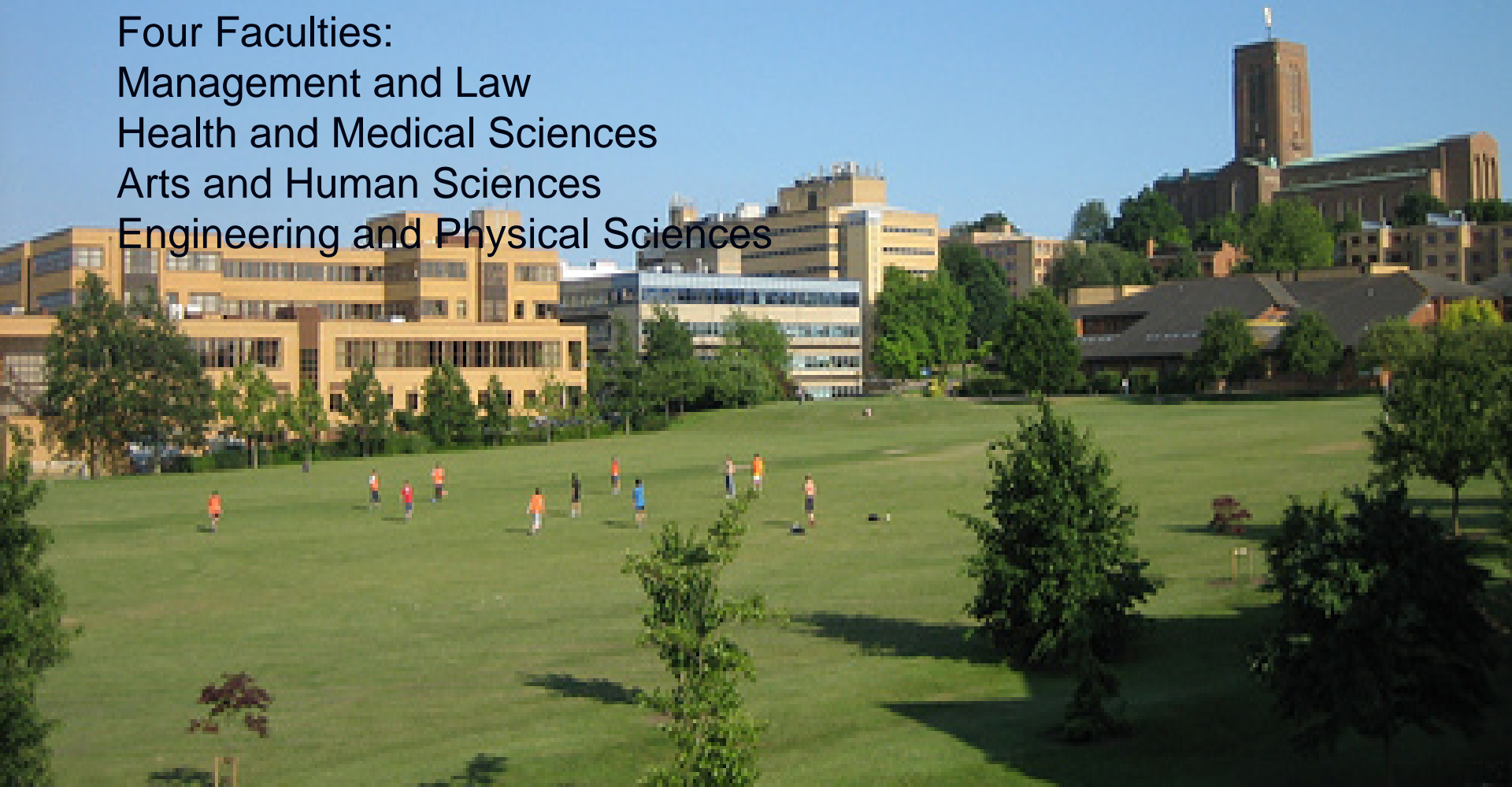
Four Faculties:

Management and Law

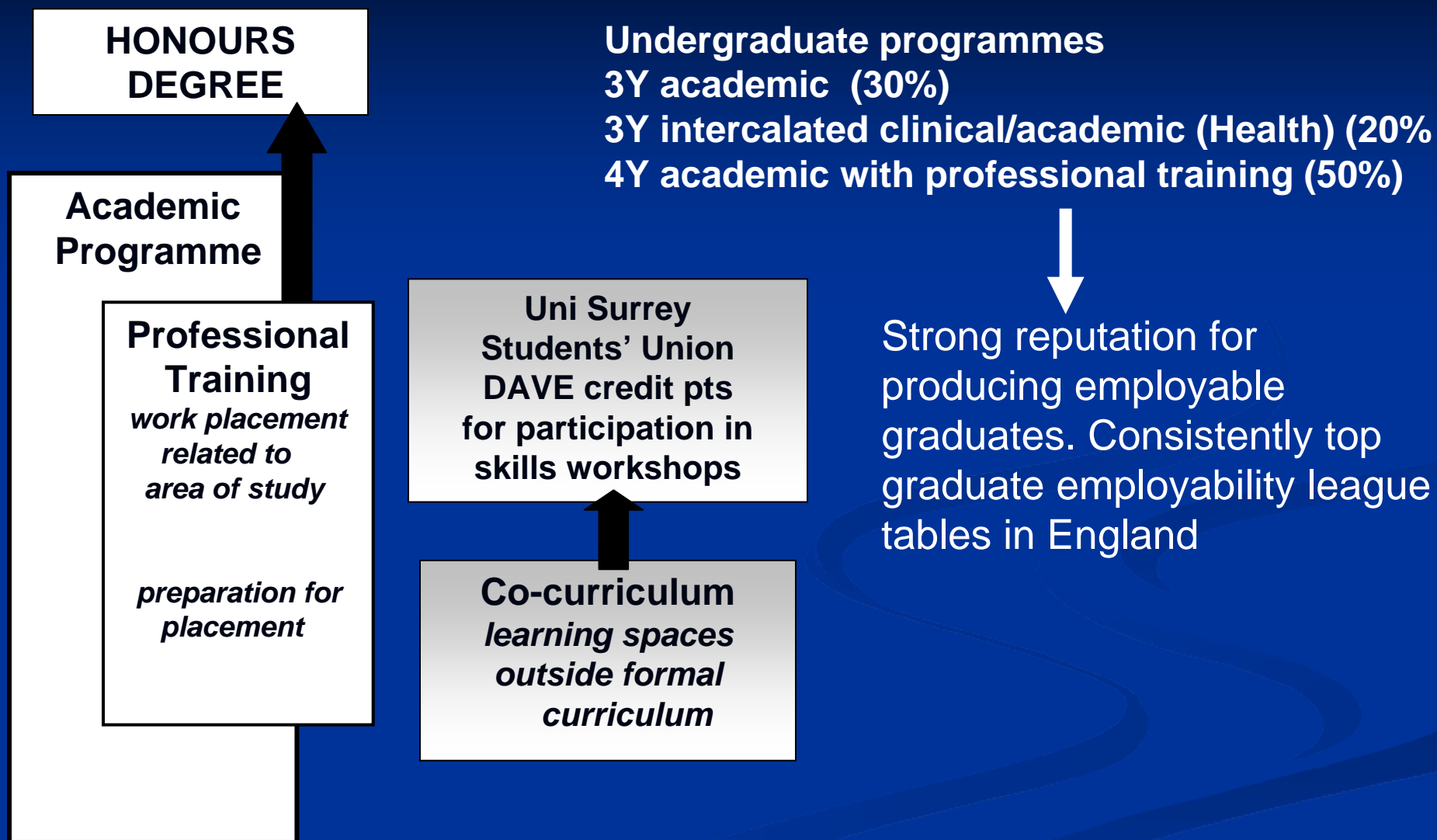
Health and Medical Sciences

Arts and Human Sciences

Engineering and Physical Sciences



University of Surrey undergraduate curriculum framework



Surrey Centre for Excellence in Professional Training and Education (SCEPTre)

Born Jan 2006 funded 5 years

Educational mission: supporting/enhancing adding value to existing curriculum model. **Developing knowledge for better practices and doing better things.** Obligation to the HE system not just Surrey.

Pedagogic foci in bid document – professional training, enquiry learning, development of reflective/metacognitive development, peer mentoring.....

Responsibility to resist being channelled into narrow ways of thinking about education, learning and achievement that characterises the policy world.

LEARNING FOR A COMPLEX WORLD

FUN!

UNKNOWN

DARING TO ASK...
WHAT



INFORMATION...



KNOWLEDGE...



...WISDOM!

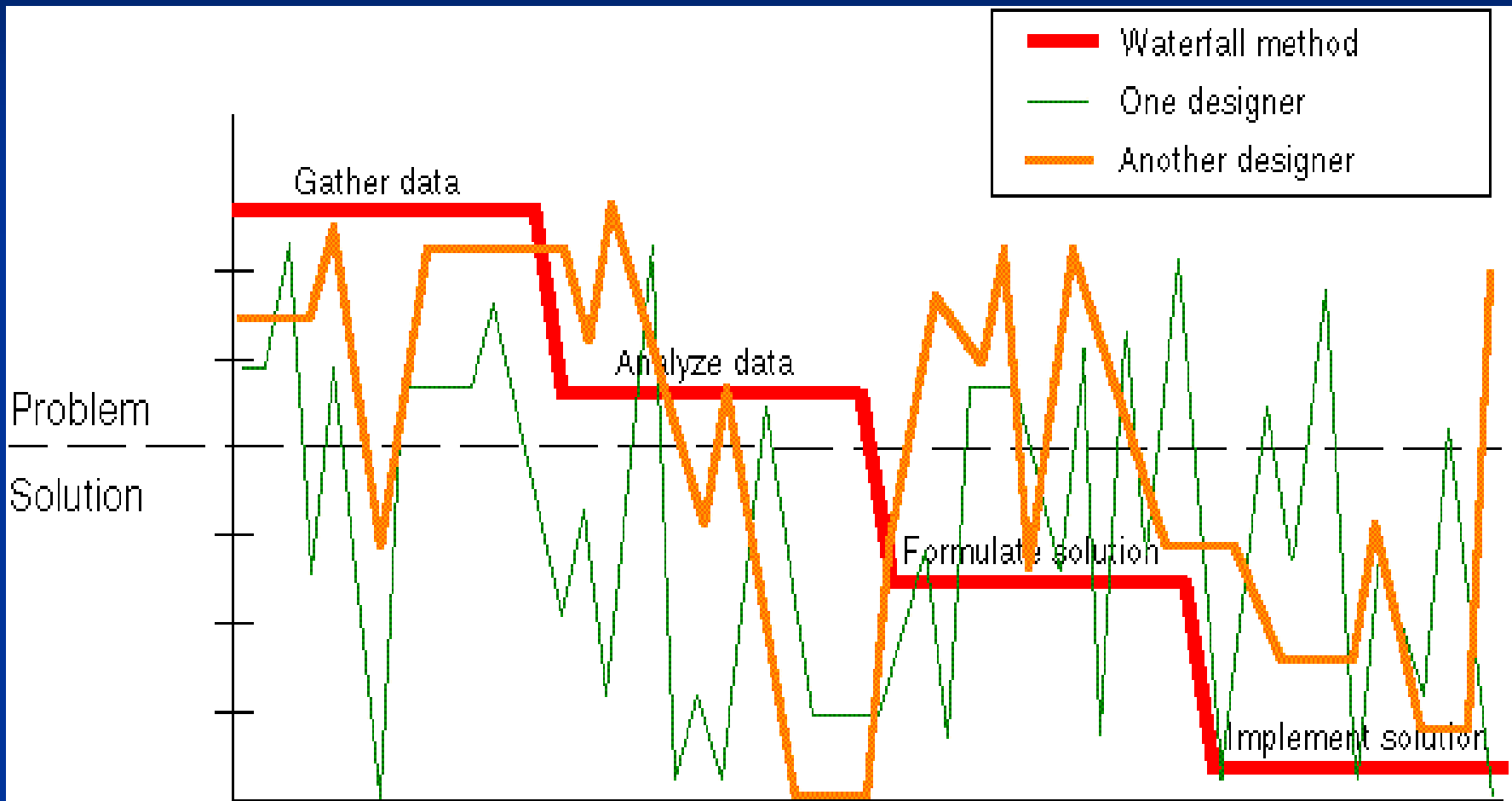
Barbara Holland – 'broader learning goals for life'
Peter Knight – 'complex learning achievements'

CULTURE
DIVERSITY
COMI

WELL BEING

ADAPTING

Using wisdom to solve problems: Can't expect students to behave like expert practitioners but we can help them understand how experts solve difficult problems and simulate expert thinking through collaborative creative thinking.



Rittel and Webber (1973) Dilemmas in a General Theory of Planning

LIFE-WIDE CURRICULUM

Opportunities for learning in a students' life
WACE life-wide learning workshop Oct 1

Work (PT/FT, paid/unpaid)

Friends

Social clubs

Travelling

Sport

Cultural activities

Spiritual activities – e.g. church

Hobbies and interests

Living – running a home

Virtual experiences

Social networks

Own family relationships

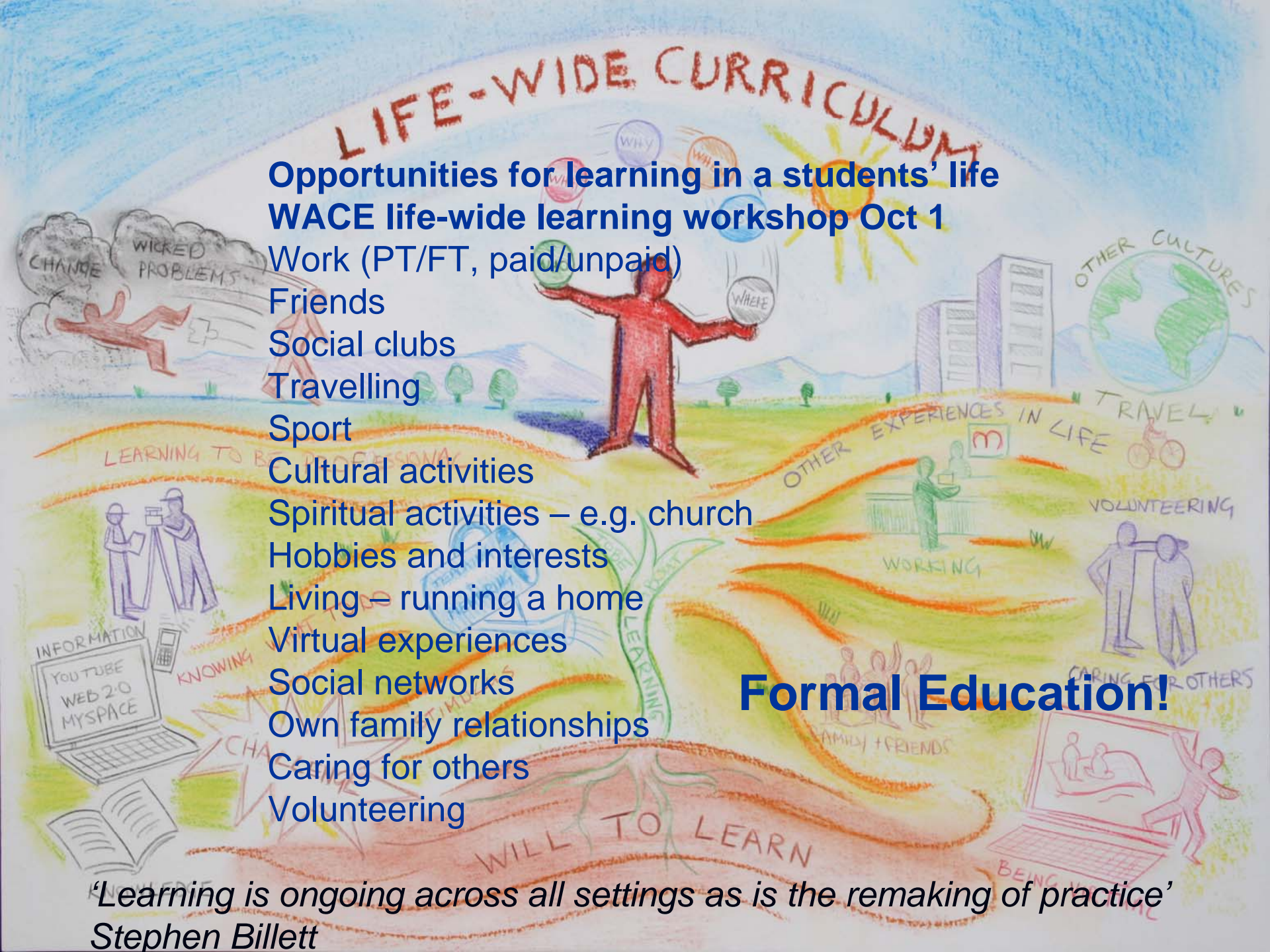
Caring for others

Volunteering

Formal Education!

'Learning is ongoing across all settings as is the remaking of practice'

Stephen Billett

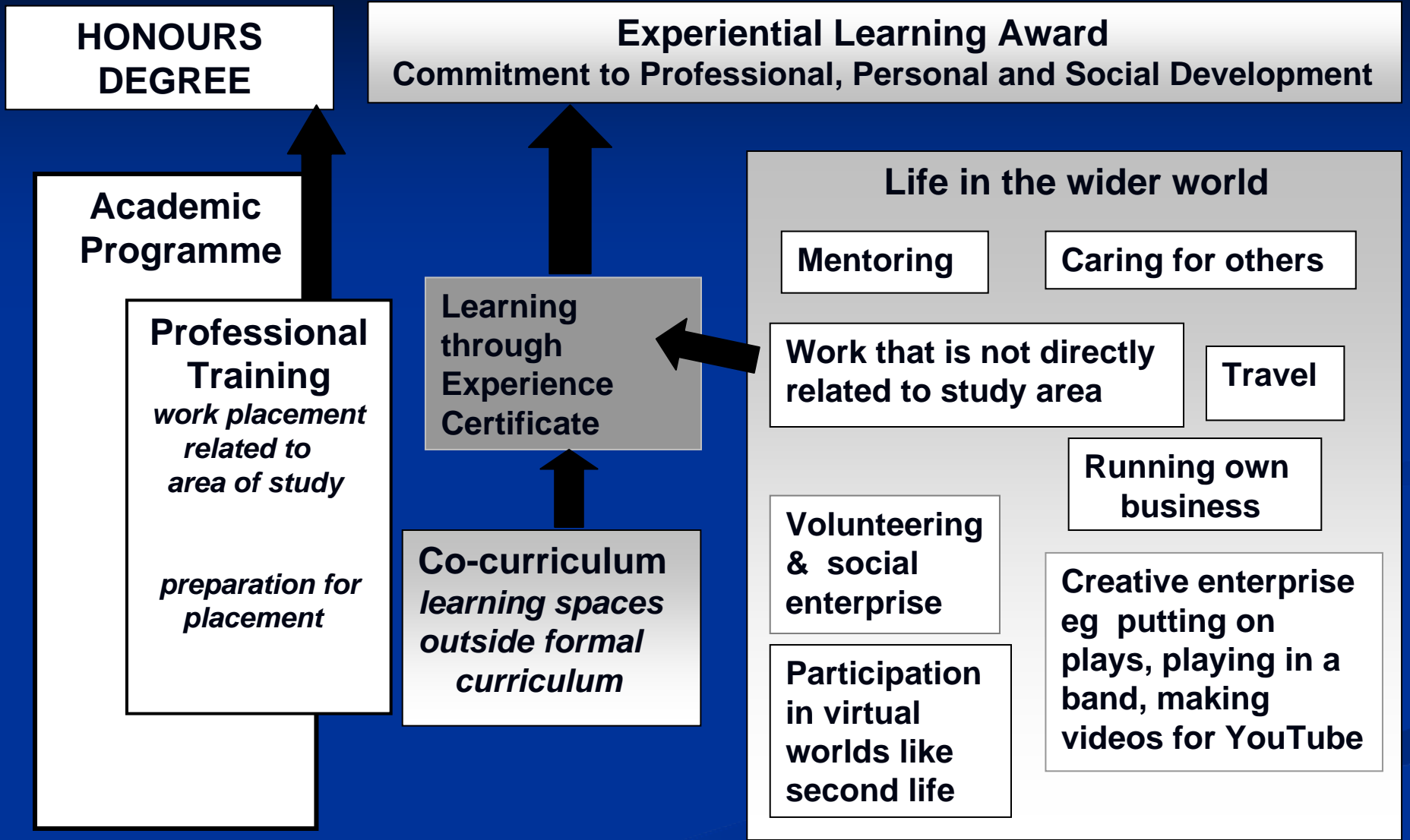


Models of Experiential Learning Barbara Holland

Traineeships
Internships
Practicum
Clinical practice
Work Integrated Learning
Cooperative education
Project-based learning
Academic service learning

Friends
Social clubs
Travelling
Sport
Cultural activities
Spiritual activities
Hobbies and interests
Living – running a home
Virtual experiences
Social networks
Own family relationships
Caring for others
Volunteering

Life-wide Curriculum Concept University of Surrey





Representing the higher education curriculum

Ron Barnett and Kelly Coate (2005)

'Engaging the curriculum in HE'

Knowing

Acting

Being (self)

What sort of curriculum / what set of experiences will help learners' develop and integrate the knowledge, skills and dispositions that will enable them to be successful and productive in their chosen pathways through life?



'Learning to be' John Seely Brown (2003)

Learning to be involves: enculturation into the practices and ways of being, seeing and knowing in the field. It involves sensing what constitutes an interesting problem; knowing what constitutes a good or novel solution, and being able to engage in productive enquiry.

Learning about

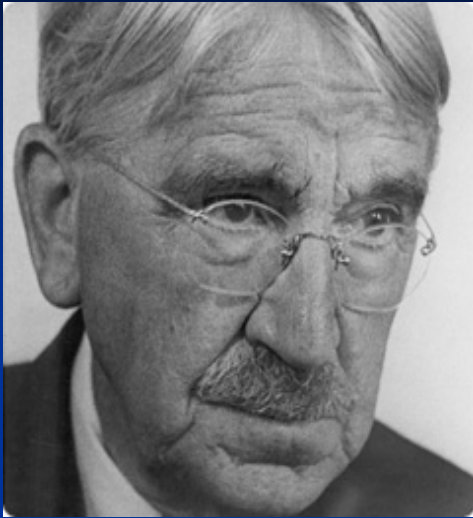
**dimensions of
knowledge (Polanyi)**

Explicit

Learning to be

*situational understanding
'knowing in action'*

Tacit



Productive Inquiry – One of the most important things that knowing can do is using knowledge as a tool in ‘productive inquiry’ **‘deliberately seeking what we need in order to do what we need to do’**
John Dewey

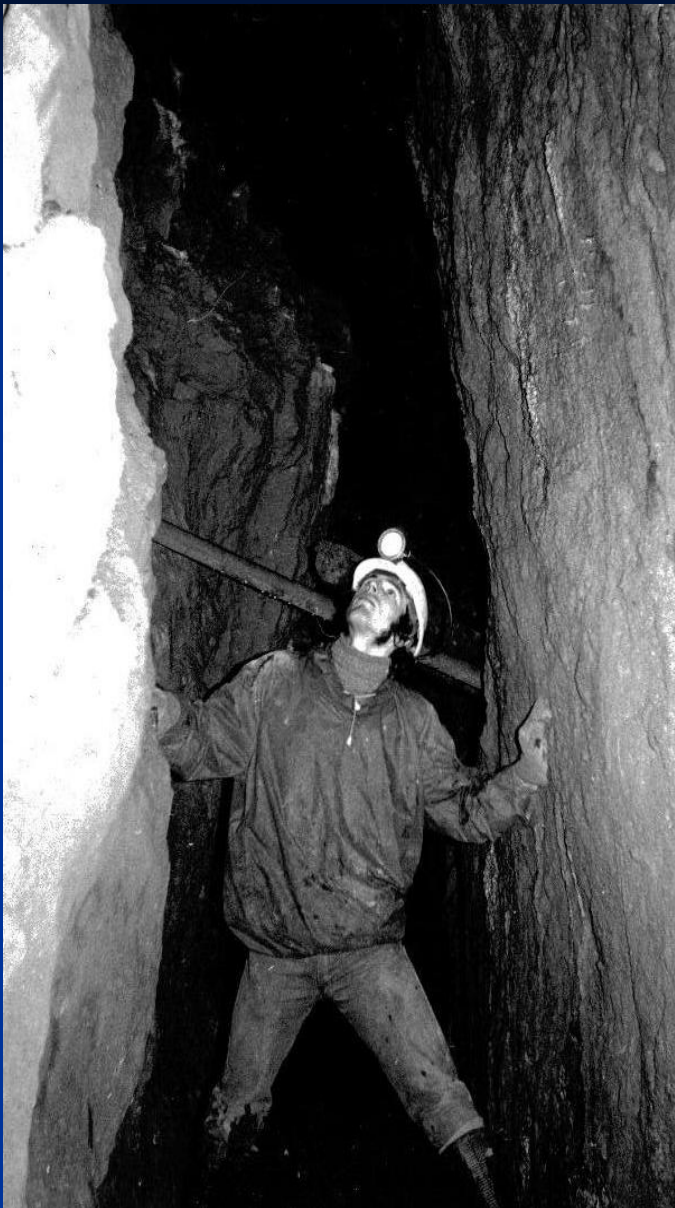
Productive inquiry is not a haphazard, random search; it is informed or disciplined by the use of theories, rules of thumb, concepts and the like. These tools of productive inquiry are what Dewey understood the term knowledge to mean and using knowledge in this way is an example of that form of knowing which Dewey called productive inquiry
(Cook and Brown 1999 p62)



Learning the epistemology of practice Michael Eraut

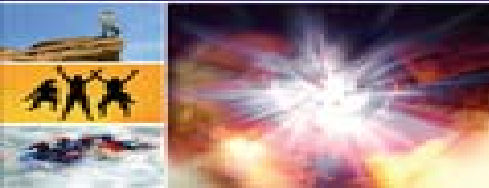
- **Assessing situations** (sometimes briefly, sometimes involving a long process of investigation) and continuing to monitor their condition
- **Deciding what, if any, action to take**, both immediately and over a longer period (either on one's own or as a member of a team)
- **Pursuing an agreed course of action**, performing professional actions - modifying, consulting and reassessing as and when necessary
- **Metacognitive monitoring** of oneself, people needing attention and the general progress of the case, problem, project or situation; and sometimes learning through reflection on the experience.

using personal epistemologies of practice in unique set of work/social/learning contexts



Experiential Learning

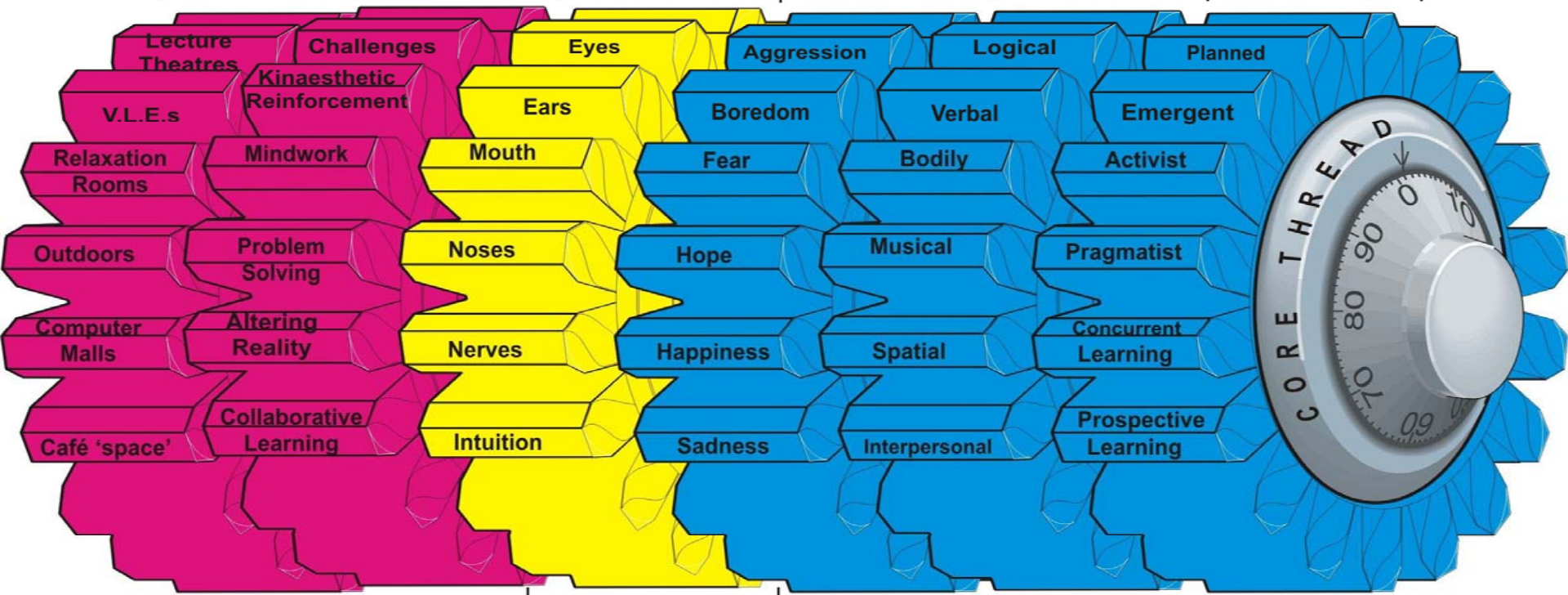
A Best Practice Handbook for Educators and Trainers



A Simple Diagnostic Tool - The Learning Combination Lock

Dr Colin Beard

The Learning Environment	Learning Activities	Communicating through the Senses	Emotions in Learning	Stimulating Intelligence	Learning and Change
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EXTERNAL ENVIRONMENT

SENSORS

INTERNAL ENVIRONMENT





For a useful insight into what it takes to be successful in a domain take a look at Richard St. John's 'Secrets of success in eight words and 3mins' video clip.

<http://www.ted.com/index.php/talks/view/id/70>

*passion/hard work/mastery /focus/push /
serve/ideas/persistence*

THE STORY OF ENGAGEMENT COMMUNICATING VISION AND STRATEGY

The 'wicked problem'
of all development teams



Changing the way we think about and do things – A slow uncertain, emergent, messy, unpredictable process

- 1) **March/April 08 : Ideas paper and selective conversations within the university – testing ideas, trying to show the educational worth of the concept and show people that this is adaptive innovation not transformation!**
- 2) **May: Gaining the Vice Chancellor's support**

'Surrey enjoys an unrivalled position with its professional training year and employment record for our graduates which many years ago grew out of a clear understanding of how to relate higher education to the needs of employers and employees. SCEPTR's ideas for introducing the concept of a 'life-wide' curriculum to address learning in a complex world, could prove equally valuable in helping our graduates succeed in the future and I encourage you to support this initiative'.

3) Presenting/testing the idea in other universities

Robert Gordon University Aberdeen Scotland very interested in exploring idea with us!

4) Experimenting: creating new practices and infrastructures to enhance opportunity and support experience-based learning

- Learning through Experience Award
- Co-curricular Cultural Academy
- Co-curricular Enterprise Academy
- Student organization 'CoLab'
- 'Story telling' and 'images of life' competitions to encourage and value students' life experiences in which important learning occurred.
- Social networking site to encourage students to share experiences and insights gained through such experiences.
- Building capacity for mentoring

5) Gaining recognition in policy

University of Surrey Student Experience Strategy July 2008

Vision: A complete education: enabling professional preparation

Our distinctiveness is in the completeness of the education we offer, and its relevance to today's complex world. We provide a combination of personal development, academic learning and real-world application which results in a powerful blend of skills, knowledge and experience. We recognise that students combine this education with experiences they gain in the rest of their lives.

We will develop the idea of a “life-wide curriculum” as an important part of our understanding of a complete education

THE STORY OF ENGAGEMENT COMMUNICATING VISION AND STRATEGY

