

Rachel Higdon and Pam Thompson

rhigdon@dmu.ac.uk pthompson@dmu.ac.uk



De Montfort University

08459 45 46 47

dmu.ac.uk/enquiry

dmu.ac.uk



Contexts

Innovative

- Professional degree programmes which combine academic and work-based problems.
- Reconciling Theory and Practice.
- Developing conceptual models for academics, workbased educators and learners.
- Influenced by existing models and frameworks of experiential learning.

De Montfort University

Professional



Professional

Introductions

Speak to another person

- Briefly note each of your subject area.
- 5 minutes to each speak on the relationship between theory and practice in your area.
- Note down any words on post-its that stand out in what your partner says.

Creative

• 5 minutes – Feedback to your partner.

De Montfort University



What we wanted to find out

- How far are existing theories/models of experiential learning useful for educators and students in helping reconcile theory and practice on professional degree programmes?
- What good practice is in evidence in doing this?
- How is the development of own conceptual models useful for learners?

De Montfort University

Innovative

Professional



• Subjects

• Academic staff who were participants in Post-Graduate Certificate of Education (i.e have three years or fewer teaching in higher education).

Methods

- Formal discussions as part of the programme.
- Informal discussions arising from it.
- Semi-structured interviews.
- Use of evidence from assignments.
- Use of theories and models of experiential learning from literature.

Lewin:" There's nothing so practical as a good theory" (1951:169).

De Montfort University

Professional

Creative



Our PGCertHE

- Mandatory for all academics with fewer than 3 years' experience in HE.
- Not linked with probation.
- 34 participants: 2 groups.
- Taught sessions over 2 semesters.
- Observed practice by tutors/mentors; observing peers .
- Reflective Practice.
- Learning Sets.
- Cross-disciplinary.
- Includes nurse educators from NHS Trust institutions.

De Montfort University

Professional

Creative



DMU PGCertHE Pedagogic Model



De Montfort University

Professional

Creative



Experiential Learning

Some definitions:

"Learning is " a **continual interaction** of **theory** and **practice** in which each informs the other".

Beard and Wilson (2006:18)

"Experience-based learning is based on a set of assumptions about such a type of learning:

- •Experience is the **foundation** of, and the **stimulus** for, learning.
- •Learners actively construct their own experience.
- •Learning is a **holistic** process.
- •Learning is **socially** and culturally constructed.
- •Learning is influenced by the socio-emotional context in which it occurs.".

•Boud, Cohen and Walker(1993) cited in Foley, G. (1999:225).

De Montfort University

Professional

Creative



Experiential Pedagogies Model

Key thinkers & concepts The Learning Combination Lock

• (Beard:2002)





The Learning Cycle (Kolb:1984)

De Montfort University

Professional

Creative



- QAA Code of Practice in Work-Based and Placement Learning
- Learning outcomes.
- Assessment.
- Responsibilities for quality and standards rest in awarding institution.
- Responsibilities of partners.
- Responsibility and entitlements of students.
- Information, Advice and Guidance for students.
- Information for partners from institution about learning and students, roles, responsibilities etc.
- Staff development.
- Monitoring and evaluation.

De Montfort University

Innovative

Professional



Theory : espoused/in use Reflection: on action/in action (Argyris and Schon (1974)) Situated Learning (after Lave and Wenger (1991))



De Montfort University

Professional

Creative



Findings

"Learning is " a **continual interaction** of **theory** and **practice** in which each informs the other".

Beard and Wilson (2006:18)

"Experience-based learning is based on a set of assumptions about such a type of learning:

•Experience is the **foundation** of, and the **stimulus** for, learning.

•Learners **actively construct** their own experience. •Learning is a **holistic** process.

•Learning is **socially** and culturally constructed. •Learning is influenced by the **socio-emotional** context in which it occurs.".

•Boud, Cohen and Walker(1993) cited in Foley, G. (1999:225).

"whatever form they take, the main focus (of **new models**) should be on **collaborative practice** between the **service providers**".

Lecturer A, Speech and Language Therapy.

" **Creativity** can be a **motivating factor** for students." Lecturer B, Social Work).

De Montfort University

Professional

Creative

Innovative

•Interviews.

•Literature.

•Personal Assignments.

•Informal discussions.

•Collaboration.

•Formal discussion.



Conceptual Model:Speech and Language Therapy

• Clinician in Practice



De Montfort University

Professional

Creative





Key Findings

- Existing models/frameworks of experiential learning were incomplete as useful conceptual tools for students on professional programmes.
- Reflective/ethical/socio/cultural dimensions mostly absent.
- Models drawn up from practitioners at DMU drew in these domains.
- Much can be gained from cross-disciplinary collaboration (e.g. when a degree programme includes modules/input) from several disciplines.

De Montfort University

Innovative

Professional



Higher Education of the Future





De Montfort University

Professional

Creative





Innovative

- Designing Higher Education of the Future
- 1. In groups of 4, discuss the following in relation to the model here?
- What do your students need to achieve on your programmes?
- What different identities do students have on your programmes?
- What resources are needed to facilitate achievement?

De Montfort University

Professional



2. Individually.

- Design a conceptual model (based on this one or very different) that would be useful for students a) to gain an overview of learning on their programmes and b) to reflect on their (various?) roles as learners.
- How, practically, could you use such a model with students?

De Montfort University

Innovative

Professional



Discussion

Innovative

- How can staff and students work together to create the HE of the Future?
- How can we help students to understand their learning in academic and professional capacities?
- What kind of model, if any, would best help your learners to make sense of what they are doing in all spheres of their learning?

De Montfort University

Professional



References

Innovative

- 1. Argyris, M. and Schön, D. (1974) Theory in Practice. Increasing professional effectiveness. Jossey Bass: San Francisco.
- Andreson, L., Boud D.,and Cohen, R. (1999) 'Experienced Based Learning', in Foley, G.(Ed.) (1999), 2nd Edition, Understanding Adult Education and Training, Allen Unwin.
- 3. Beard, C. and Wilson, J (2006), Beard, C. & Wilson, J. (2006) Experiential Learning (2nd edition), Kogan Page: London .
- 4. Boud, D. Cohen, R. & Walker, D. (1993) Using Experience for Learning. Open University Press: Buckingham.
- 5. Colyer, H, Helme, M. and Jones, (eds.) (2005) The Theory-Practice Relationship in Interprofessional Education, Occasional Paper No. 7, November 2005, London: Higher Education Academy.

De Montfort University

Professional



References

- D'Amour, D. and Oandasan, (2005) .I. Interprofessional Practice and Interprofessional 6. Education Care 19 (Supplement 1 May 2005 Special Issue: Interprofessional Education for Collaboration Patient-Centred Care Canada as a Case Study, pp. 8-20).
- 7. Edkins, S. (2008) unpublished paper.
- Foley, G.(Ed) (1999), 2nd Edition, Understanding Adult Education and Training, Allen Unwin. 8.
- 9. Kolb, D. (1984) Experiential Learning: Experience as a Source of Learning and Development, Prentice Hall: New Jersey.
- 10. Lave, J. and Wenger, E. (1991) Situated Learning. Legitimate peripheral participation, Cambridge: University of Cambridge Press.
- 11. Lewin, K. (1951) Field theory in social science: Selected theoretical papers. Harper Torchbooks: New York.

De Montfort University Innovative

Professional



- QAA (2007) Code of Practice: Work-based and placement learning (section 9)
- Plummer, D. (2008), unpublished paper.

De Montfort University

Professional

Creative