Effective work based learning across the professions and the impact on the roles of library and information services

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Outline

- **Some overarching theory (situated learning)**

- LIS roles in situated learning

- **Some peripheral thoughts (beyond situated learning)**

- LIS roles beyond situated learning

- **Three themes (Reflection, Assessment, Learning environments / organizations)**

- LIS roles in reflection, assessment and learning organisations

Situated Learning (overarching theory)

- Learning is contextual
- Easy to connect to long standing theories of androgogy
- However beyond notions of adult motivation to learn to considerations of outcomes of learning
- Achievement v Development

Situated Learning (continued)

Achievement

- Knowledge
- Skills
- Understanding
- Qualifications
- 'passports to success'
- Meritocratic sifting?
- Selection, ordering, policing standards; the legitimacy and power of Higher Education

Development

- Lifelong learning
- Transferable skills
- Location and direction
- Personal values
- Motivation
- Resilience
- Starts where the learner is at
- Draws on and connects to the learner's experience
- Not the exclusive preserve of Higher Education
- Far from it!

LIS roles beyond situated learning

- Potential for developing transferable information literacy skills in the situated learner

- Establishing cross sectoral partnerships to deliver learning resources wherever the situated learner is

- Ensuring the situated learner has access to learning resources at the appropriate level

In parenthesis
(beyond situated learning)

- Problems with the codification of knowledge in formal systems in higher education and vocational education

- Questions about the relationship between formal and informal learning.

- Debate about the importance of different kinds of knowledge (tacit, implicit, ineffable)

- What about values and emotions?

LIS roles in situated learning

- Must not ignore affective domain whilst concentrating on psychomotor/ cognitive areas

- In situated learner, vocational information needs are as great (or greater) than academic information needs

- Access barriers to learning resources across sectors have to be overcome to accommodate situated learner's mobility

Some selected themes in the pedagogy of work related learning

- Reflection

- Assessment

- Learning environments / organizations

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Reflection

- What is reflection? Typologies of reflection
- Beyond introspection (reflection v critical reflection)
- Individual reflection, Interactional reflection, Organizational reflection
- Can you measure it? Can you assess it?

Assessment
(assessing what is valued)

World of Education

World of Work and Commerce

- Academic standards
- Academic excellence
- Able to write about
- Critical reflection

- Professional practice
- Competence
- Able to do
- Description

Assessment (continued)

- Situated learning theory might suggest that it is with a combination of knowledge and experience that we are able to solve problems.
- Do solutions imply a grasp of propositional knowledge?
- Can we assess solutions?
- Uniformly?
- Differences between what is valued in the worlds of work and HE. Who needs to shift?

Learning environments / organizations

- What makes a learning environment?

- Is this related to notions of a learning organization?

- Does this help us think about what work based learners need?

- Learning v Productivity

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LIS roles in reflection, assessment and learning organisations

- Providing the contextual data and critical thinking skills to support reflection in the situated learner

- Access to the knowledge bases is crucial for the assessment of professional practice in the situated learner

- Key management process in learning organisation is information and knowledge management

Conclusion

- In situated learning the broad roles of the librarian will remain the same (i.e. delivering information skills/ giving access to resources/ providing learning resources at different levels)

- Skills needed to deliver these broad roles will widen and develop

- New skills necessary will include partnership working, brokering, evaluation, information packaging

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