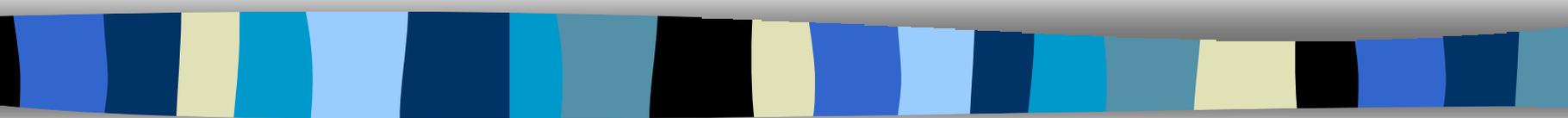
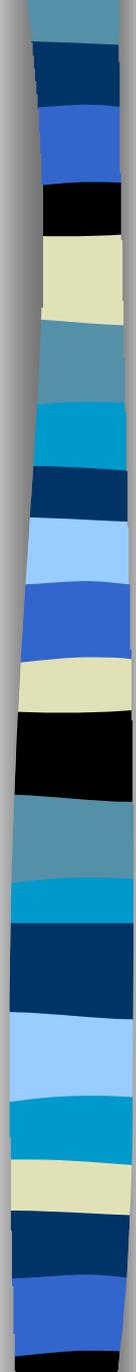


Lifelong learning in the workplace



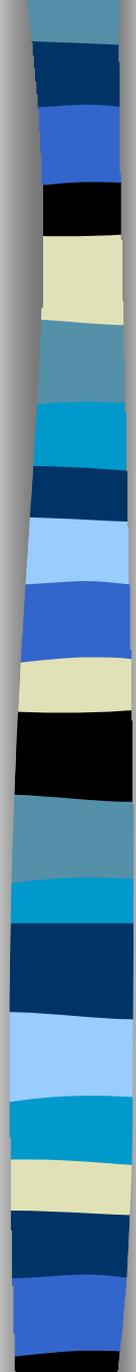
Christopher Knapper

Queen's University, Canada



Lifelong learning

- Context
 - change
 - complexity
 - democracy
 - autonomy
 - diversity
- Faure's blueprint for education
- Intentional, lifelong, life-wide



New and Old Ways of Thinking (MacBeath)

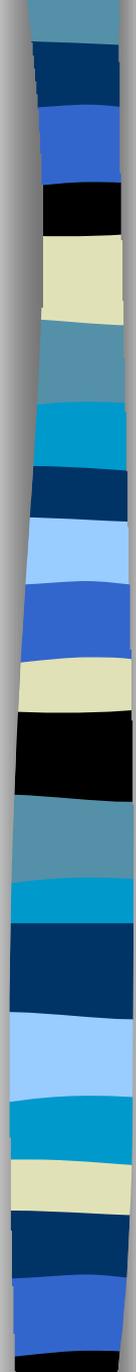
OLD

- We know all there is about learning
- Intelligence is a unitary concept
- Intelligence is fixed at birth
- Intelligence is individual

- Learning takes place in schools and classrooms
- Learning is logical and sequential

NEW

- We still have much to learn about learning
- Intelligence takes multiple forms
- Intelligence is created and recreated throughout life
- Intelligence resides both within and between people
- Little of what we learn takes place in school
- Learning is episodic



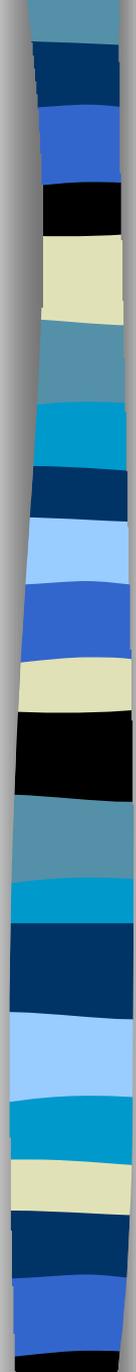
Dimensions of lifelong learning

■ Lifelong learning

- People *plan and monitor* their own learning
- People engage in *self-evaluation and reflection*
- Assessment focuses on *change and improvement*

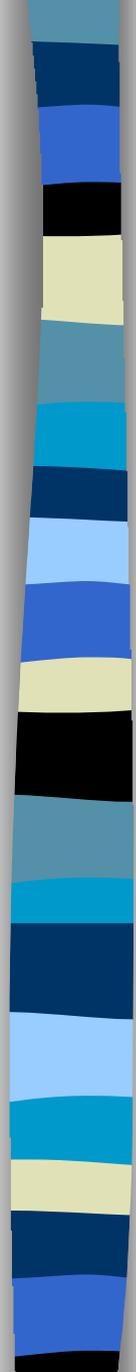
■ Life-wide learning

- Learning is *active*, not passive
- Learning occurs in *formal and informal* settings
- People learn with and from *peers*
- Learners can *locate and evaluate information* from a wide range of sources
- Learners *integrate* ideas from different fields
- People use *different learning strategies* as needed
- Learning tackles *real-world problems*
- Learning stresses *process as well as content*



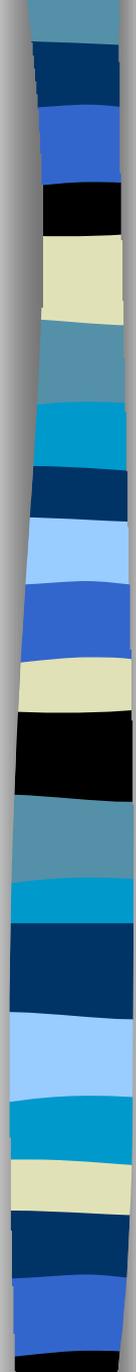
Candy and Crebert on lifelong learning

- Inquiring mind, love of learning, curiosity, critical spirit
- “Helicopter” vision, sense of the interconnectedness of different fields
- Information literacy: skill in locating, retrieving, decoding, evaluating, managing and using different sources
- “Deep” learning that can be transferred to different contexts
- “Personal urgency” deriving from a favourable self-concept, self-organising skills, and a positive attitude to learning



Lifelong learning skills

- Goal setting
- Locating information
- Self direction and self evaluation
- Adaptable learning strategies
- Integration
- “Helicopter vision”
- Application of knowledge and skills
 - critical thinking, analysis, synthesis
 - deep learning



Approaches to Learning

APPROACH

MOTIVATION

PROCESSES

DEEP (“Meaning Orientation”)

Intrinsic: interest in learning for its own sake

Incorporates new ideas with existing knowledge, own experience

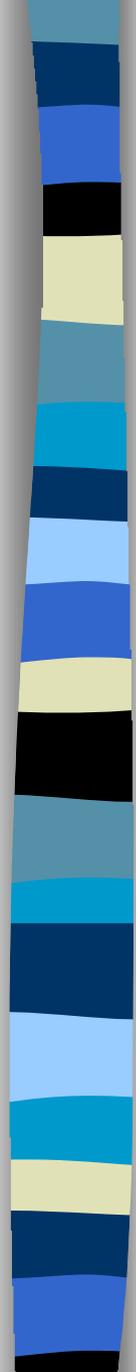
SURFACE (“Reproducing orientation”)

Extrinsic: fear of failure

Rote learning from syllabus

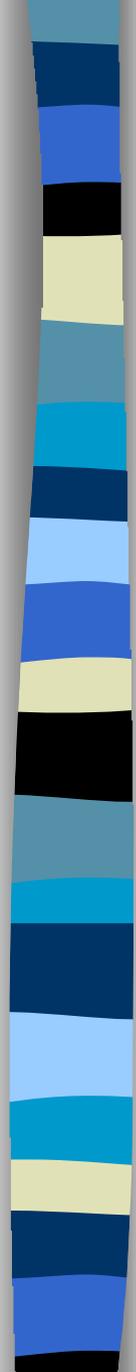
Factors that promote deep learning

- 📄 **Good instruction:** staff are well prepared, confident
- 📄 **Openness:** staff friendly, flexible, helpful
- 📄 **Freedom in learning:** students have a choice in what they study
- 📄 **Clear goals and standards:** assessment standards, expectations are clearly defined
- 📄 **Vocational relevance:** courses are seen as relevant to the job
- 📄 **Social Climate:** good relations between learners, staff (social and work-related)
- ⌚ **Workload:** heavy demands, constant accountability
- ⌚ **Formal teaching:** perception that formal classes (vs. self-directed study) are main source of learning



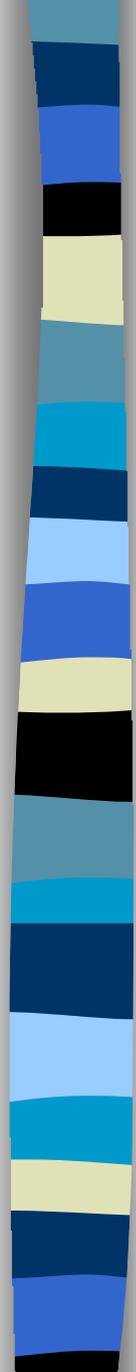
Measuring workplace learning

- Approaches to Work Questionnaire
 - Deep approach
 - Surface-rational approach
 - Surface-disorganised
- Workplace Climate Questionnaire
 - Good supervision
 - Choice/Independence
 - Workload



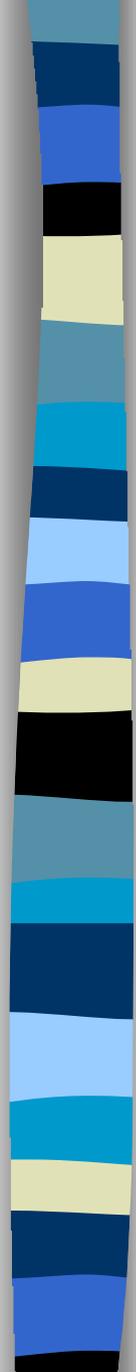
Links between work climate and learning approach

- DEEP APPROACH associated with high Choice-Independence and Good Supervision
- SURFACE-RATIONAL APPROACH associated with low Choice-Independence
- SURFACE-DISORGANISED APPROACH associated with low Choice-Independence, Poor Supervision, and high Workload



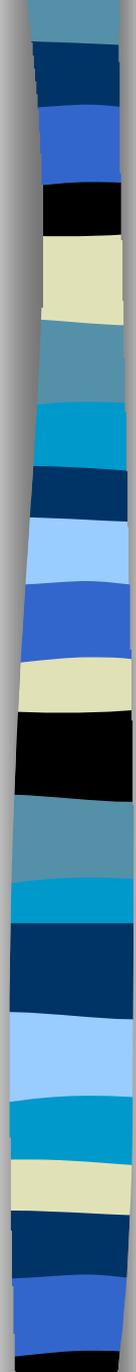
Lifelong, life-wide learning: Teaching Criteria

- Planning for learning
- Formative assessment
- Active learning
- Informal and formal settings
- Peer learning
- Integration
- Variety of learning strategies
- Real-world problems
- Process and content
- Self assessment against real-world criteria



Lifelong learning: Organisational criteria

- Broad participation in education
- Integration between vocational and general education
- Flexibility in curriculum content and organisation
- Credit for life experiences
- Links between school and work
- Broad range, definition of teachers
- Provision for self instruction
- Advice on study methods



Planning for lifelong learning

- **Consultation and consensus on underlying goals and principles**
- **Conditions for change include**
 - Involvement of key stakeholders, including workers
 - Leadership
 - Alignment of goals, strategies, rewards
 - Resources
 - Monitoring and communication
- **Strategies for change**
 - Institutional transformation
 - Demonstration projects
 - Department-based change
 - Working through individual employees