

A journey
and
a vision

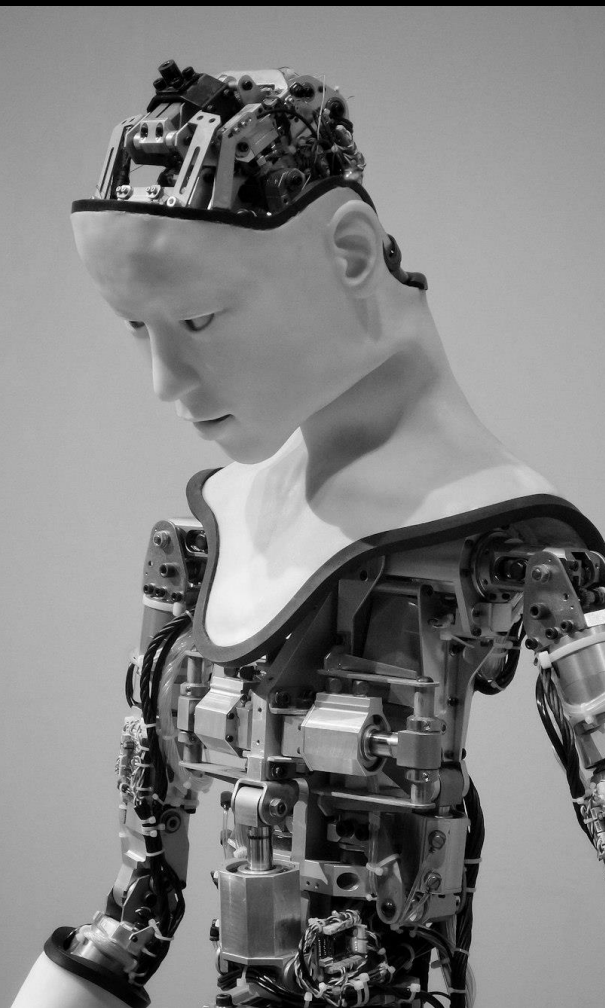
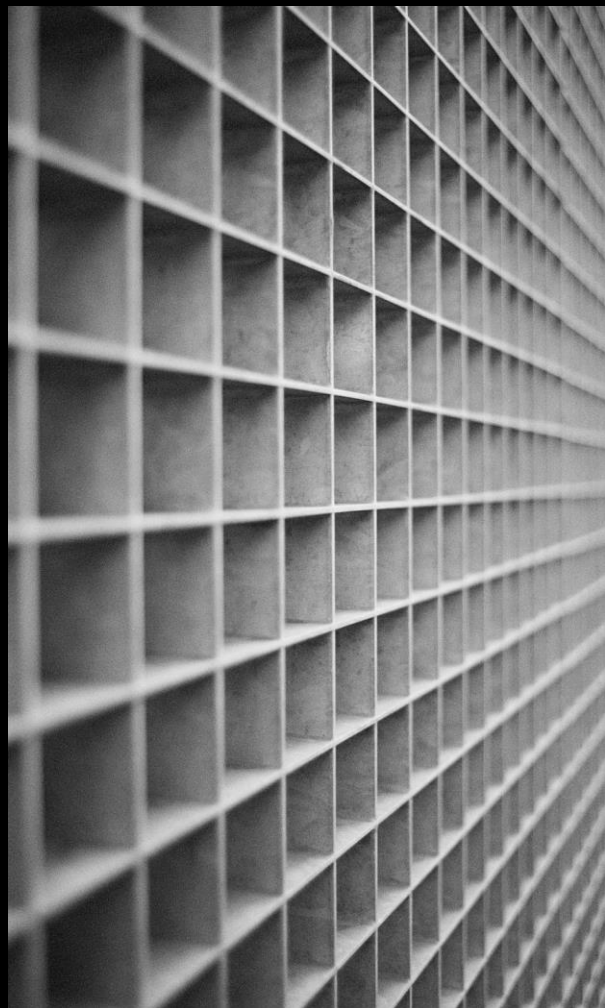
Andy Pitchford,
Head of CETI

Authentic learning

Better than the real thing?

How and why authentic learning can help us to address future teaching challenges

Envisioning the future of university learning







Empowerment

Creativity

Engage with
end product

Democratisation

Purpose

Engagement

Alienation

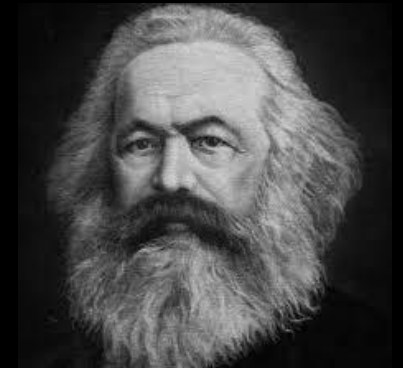
Loss of control

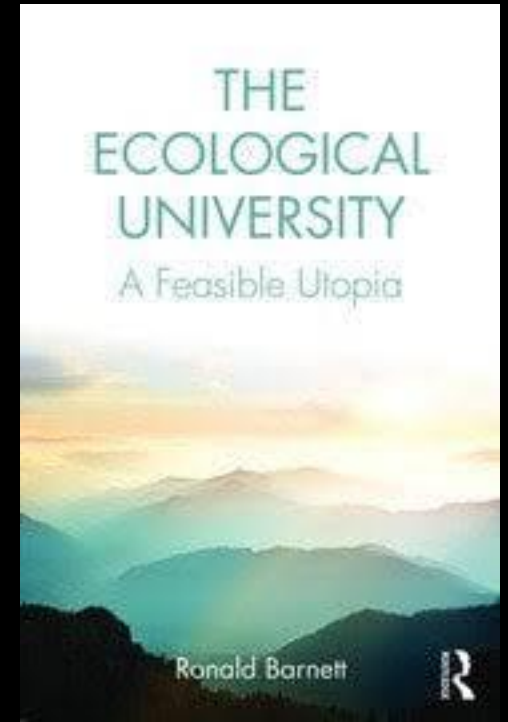
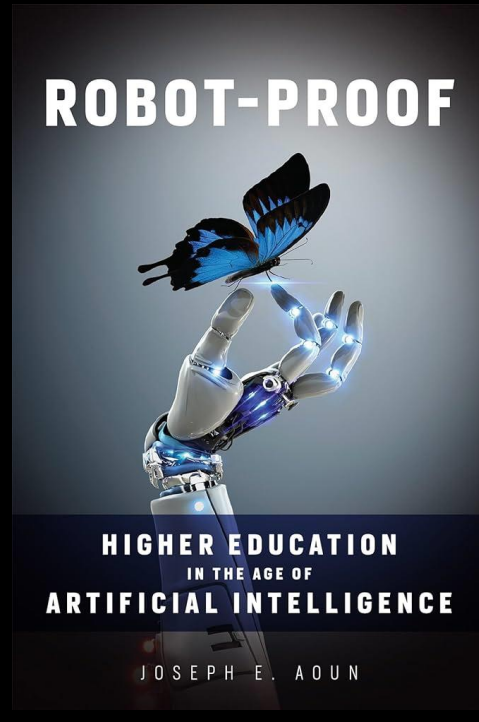
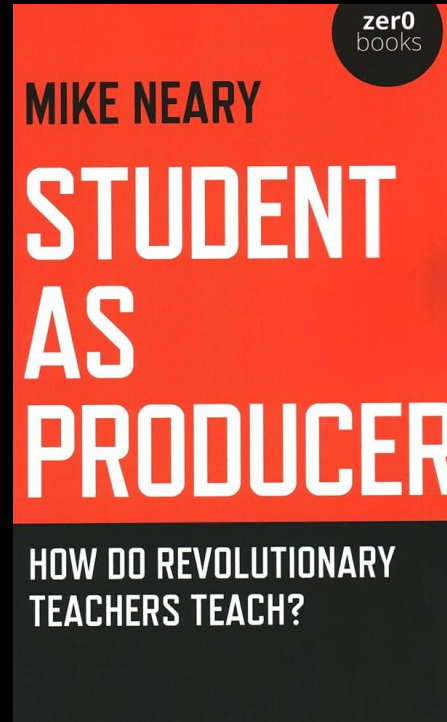
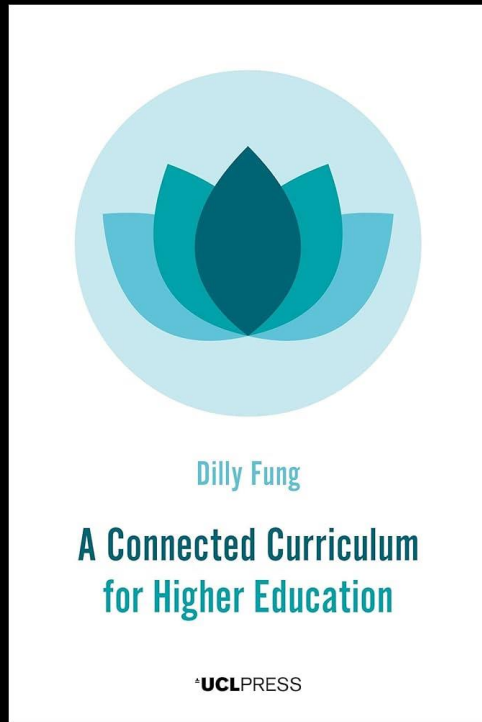
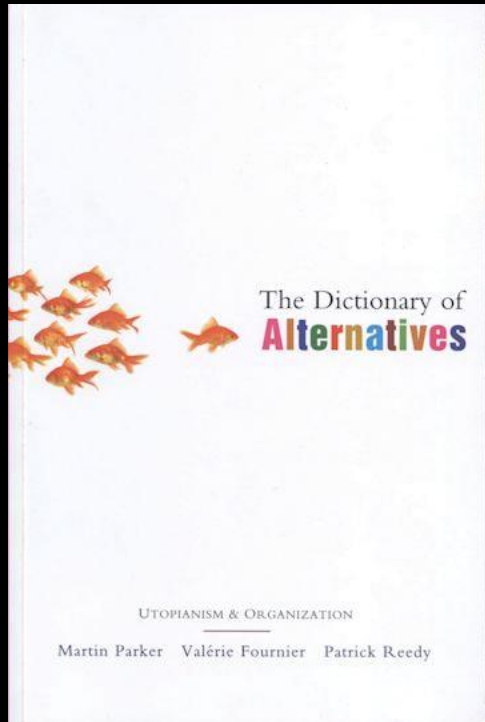
Lack of ownership

Lack of meaning, purpose

Diminution of agency

Divorced from 'end product'





How authentic learning can be understood



Through a 'constructivist lens', learners construct knowledge for the benefit of themselves or others

Learners engage with knowledge because they need to or want to

The focus of learning is the act of construction rather than consumption or reproduction

It provides a clear purpose, learners are able to see the benefits and outcomes of their work

A spirit of partnership pervades – colleagues work with learners to address challenges or provide for needs

Learners have the capacity to affect or impact upon the world around them

Immersive, meaningful, sensible and collaborative activity

Scaffolded endeavours where colleagues become facilitators or coaches

Some things that it isn't



'Bolted on' to more traditional learning

Only applied to questions or challenges beyond the walls of the university

A 'case study'

Concerned primarily with the promulgation of the discipline

Focused primarily on assessment

Instrumentalist

A quest for some 'craft' interpretation of higher education

All about employability

Only in the extra curricula space





Design studio



Science shop



Live project



Science communication



Vertically Integrated Project



Business clinic



Community building



Living lab



Community research

Commonalities with these approaches...







Curation

Applied theatre

Field work

Live projects

Participatory arts

Placements

Living lab

Trading entities

Service learning

Design studio

Consultancy

Students as partners

STEAM

Business clinic

VIPs

Legal clinic

Public engagement

Legacy

Product development

Science shop

Event management

Inside the institution

Market place or ecosystem of student led endeavours or enterprises

Research engaged teaching and learning

Deliberate planning and scaffolding of experiential learning

Alignment between different mission areas

Efficiency and engagement



Outside the institution

Co-ordinated civic endeavour

Anchor institution as social enterprise

Colleagues and learners contributing to community impact

Enhanced value for locality

Breaking down of 'town and gown' barriers

How?



- Institutional strategy
- Partnership building – 29MR
- Models of good practice
- Legitimizing tactics
- Curriculum design
- Back up functions to support
- Co-ordination of university systems
- Parity of esteem for research and teaching
e.g. teaching sabbaticals

Questions questions

Start with my own ... about the EfS competences and what pedagogies are likely to deliver?

Come back to this

Also notion of ecological university ... what kind of student experience are we trying to

General Election ... Civic Agenda

Beautiful library

Vehicles for learning ... bridges ... ways of gathering ... forms of enterprise of activity or endeavour

School for Organising ... Martin Parker

Insanity of filmed lectures ... but begs question what do we replace it with?

Faustian Pact

Robot HE -0 all day long

Questions to answer

How do we imagine futures of education

How do we foster engagement

What is the future post covid

generate, what will the nature of the university be, how can we make some forward steps?