



Education, Society & Policy: Beyond Compulsory Education

Learning Outcomes

- Adult learners and education
- Learner voice
- Social mobility and adult education
- Facilitating learning within the post 16 sector
- Students as change partners

- Developing the reflective learner
- Key initiatives in adult learning

What's missing?



*1 - What do **you** want to include?*

Welcome to the module





Module Assessment



Assessment Component 1 – 50%

Practical: Presentation (22 minutes per person)

Submission Date: Friday 19th April

Task

Present a critical evaluation of how post compulsory education can seek to promote and enhance social mobility and make recommendations for change. Be prepared to critically defend your decision through wider discussion.

Assessment Component 2 – 50%

Coursework: Blog (4 entries, 3750 words total)

Submission Date: Friday 3rd May

Task

Produce a blog that critically examines the role of the post compulsory educational professional within a variety of post compulsory based contexts i.e. prisons, FE, HE, community learning. You may wish to reflect on professional values, relevant skills as well as any policy developments and relevant government initiatives that may be pertinent.

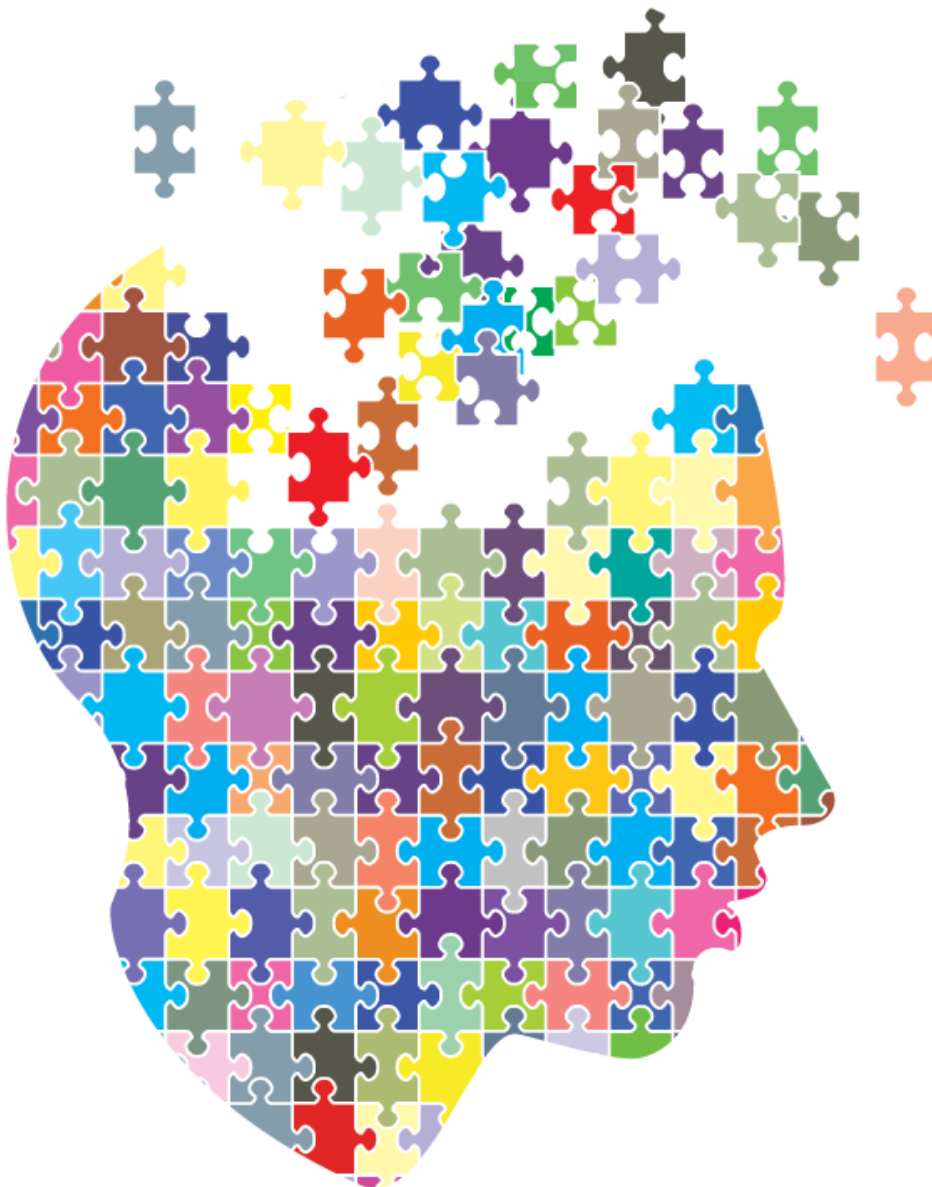
Today's session



Question: How can we best support and facilitate adult learning?
What techniques are we aware of?



Facilitating adult learning through Action Learning



What is Action Learning?



TASK Evaluating your own learning style

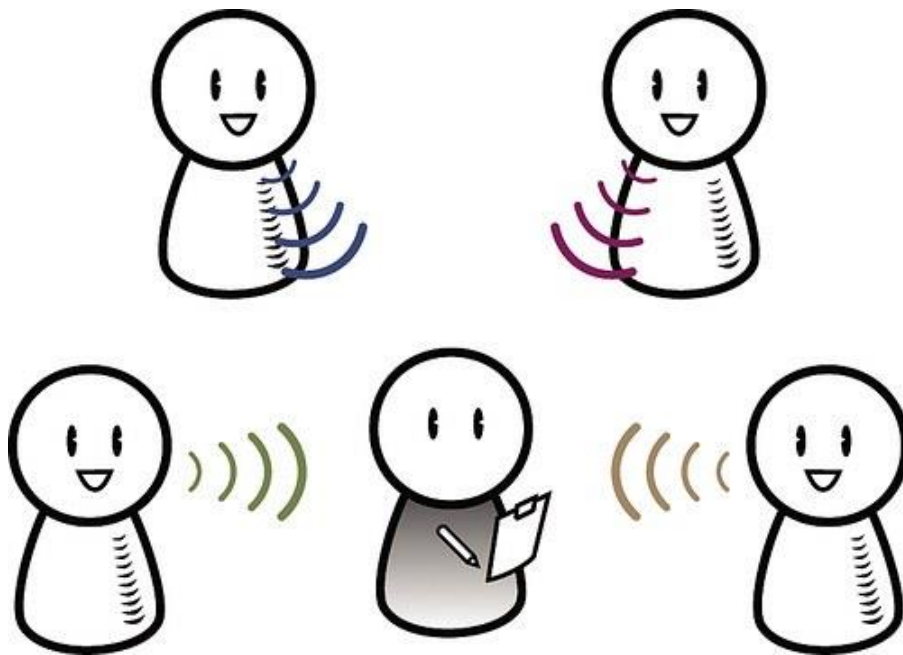
Origins of Action Learning



Reginald 'Reg' Revans (1907-2003) - academic professor, administrator and management consultant
1920s was a doctoral student in University of Cambridge Became assistant education officer for Essex 1935-1945 Director of Education for National Coal Board 1945-1950

- Key to improving performance lay not with the 'experts' but with the practitioners themselves
- Began to develop his philosophy on action learning

Active listening



TASK Dialogue in pairs for 2 minutes, one person to be the 'presenter' the other to be the listener

Paraphrase

Now repeat the exercise in reverse

How did we do?

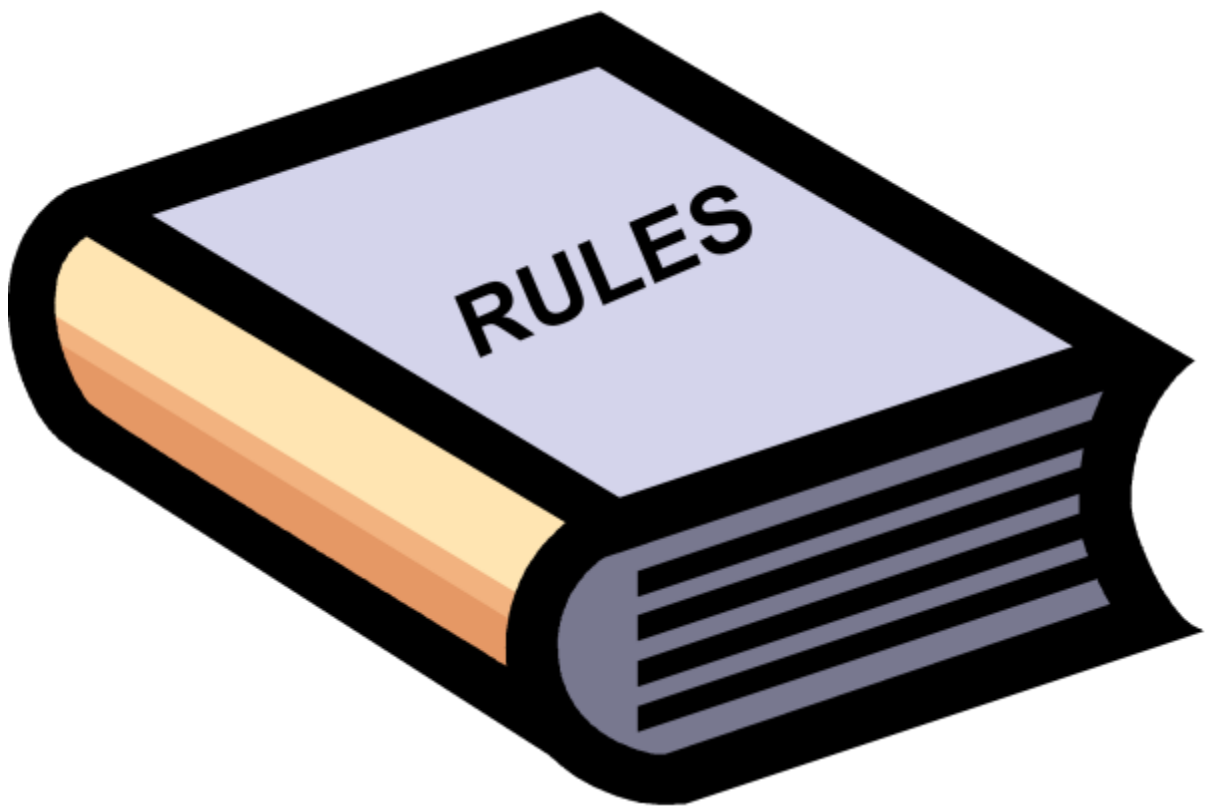


Think about the internal conversations you may have been having during the process What were you saying/thinking to yourself during that? What could we do to improve it?

6 action learning conventions

1. The issue
2. A set or group
3. Questions
4. Action
5. Learning
6. An action learning facilitator

Action learning ground rules

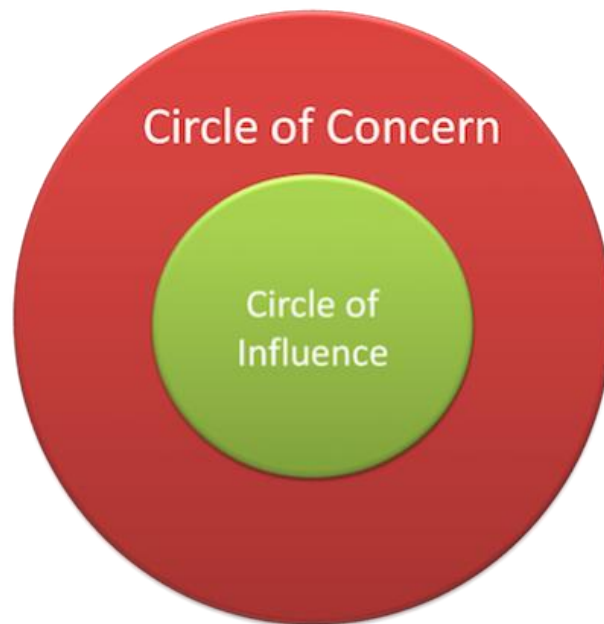


- Keep an eye on the clock
- Confidentiality
- One person presents at a time for a specified time
- Speak from the 'I'
- Everyone is equal
- Continual learning
- A commitment to action
- Maximum attendance

Two models of action learning

1. Shared issue
2. Individual issue

S. Covey '*7 habits of highly effective people*'



Action learning questioning techniques



1. Questions on flip chart
2. Questions on post-its
3. Ping-pong questions around the room
4. Questions around the room
5. Goldfish bowl

Format for an ALS

- Check in (what's new, feedback)
- Refresh ground rules
- Presenter identified
- Present issue (content, background, issue. Must be an issue that isn't already being worked on)
- Paraphrase
- In a nutshell (I...) needs to be in the present and needs to be in the negative. Avoid guilt and words such as want, should, need, have to. If it's presented as a feeling generally there is a lack of evidence
- Questioning technique - including the presenter
- Response to questions
- Paraphrase
- Scaling (identifying move to resolution)
- Actions
- Process review

Non-directive questioning



What do we mean by non-directive questions? Let's practice!