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

Dr. Graham Walton  
(Service Development Manager, Library, Loughborough University, UK)

Jamie Thompson  
(Teaching Fellow, Northumbria University, UK)
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 andrology
• 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!

IFLA CPDWL; Satellite Meeting, Oslo, Norway, 2005
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
Reflection

• What is reflection? Typologies of reflection
• Beyond introspection (reflection vs critical reflection)
• Individual reflection, Interactional reflection, Organizational reflection
• Can you measure it? Can you assess it?
Assessment
(assessing what is valued)

World of Education

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

World of Work and Commerce

- 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
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