



Pedagogies for Work-based Learning

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Perspectives on Evidence

- In progressing the work of the *Centre for Work-based Learning*; a partnership between SDS, RGU, HWU, and the University of Strathclyde, our aim is to identify what works well, for whom, where, and why.
- This includes looking locally and nationally, reflecting on the best theory and practice of the present and past, and considering the potential of the work of other countries. We recognise that we can also learn just as much from what has not worked as what has.

What will the Centre for Work-based Learning do?

Policy

- underpin **policy development** on work based learning, by conducting and disseminating high quality, policy relevant research to influence the learning system.

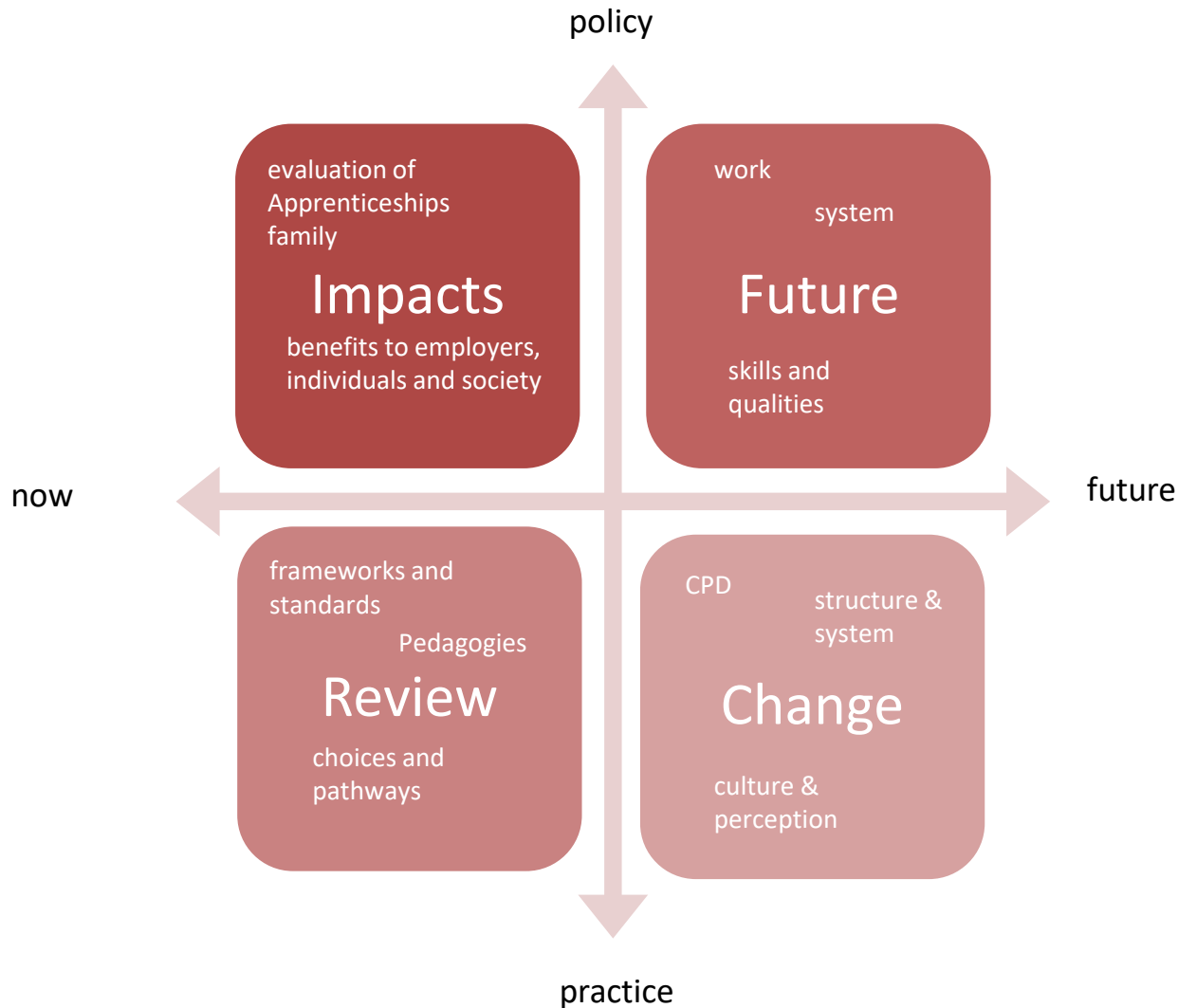
Practice

- **enhance practice** by developing best practice in Scotland and drawing on lessons from the international experience

Perception

- **change perceptions** by promoting the reputation and esteem of work based learning, through advocacy and broad engagement across Scotland.

Just one of it's functions: to deliver high quality policy relevant research...





Contributing to an Evidence-Based Enhancement Culture

- In 2013 Dr Ruth Levitt, The Challenge of Evidence, The Alliance for Useful Evidence, stated:

“Evidence is always contingent on context, sources, perceptions and timing. Good evidence may be ignored, bad evidence may be used misleadingly. Knowing all this helps us use evidence wisely”...

- Our aim in the CWBL is to drive change and enable the adoption of change by others through a partnership that uses it's evidence wisely.



Research in WBL Pedagogies

- ‘ ***Hard Questions on Global Educational Change: Policies, Practices and the Future of Education***’ Solberg, Hassam and Rodriguez, poses that: *education experts and those aiming at improving education should have sufficient knowledge to identify and skills to cope with hard questions on educational change.*

This means that change makers should:

- ☐ *utilize research to identify successful models of change*
- ☐ *be able to formulate new critical questions based on that change knowledge and research*
- ☐ *understand the major arguments from both sides of these critical questions; and*
- ☐ *write convincingly to both professionals and the general public about hard questions on educational reform’*



Pedagogies and CWBL Research

- ❏ The objective of the pedagogies workstream is to progress innovation through the integration of partner research, development activities and shared learning
- ❏
- ❏ to develop pedagogies for future learning, that are evidence-based, validated and inform future work-based learning.



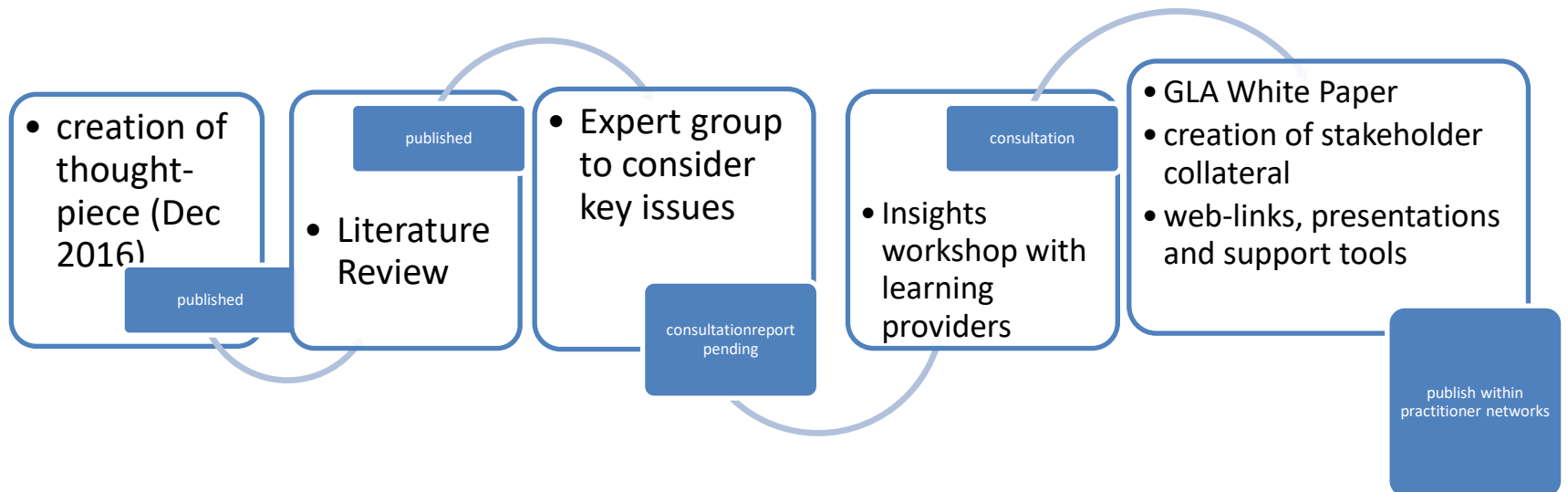


Progress through Partnership and Collaboration

- ❏ The Centre for Work-Based Learning (CWBL) wants everyone to think differently about learning at work.
- ❏ It aims to stimulate debate and discussion among stakeholder groups. It is planned that ideas generated from these discussions will feed into the further development of the CWBL programme of activities and platform of partnership developments.
- ❏ CWBL proposes professionals from both education and industry will benefit from a collaborative approach. The priorities and implementation of purposeful Continuing Professional Development (CPD) will sit within this work-stream, leading to further research and development as a key part of the Centre's work.
- ❏ (Source: Short extracts from Pedagogies Thoughtpiece, March 2017)



The Pedagogies Approach so far:





Actively seeking a PhD Intern!

- So far the Pedagogies for Work-based Learning has not attracted the interest of an intern. Work continues to address this issues.

Skills
Development
Scotland



Scottish
Graduate
School of
Social
Science

SGSSS-SDS Collaborative PhD Programme

Dr Lynne Robson,
Rosie McCready,
Dr Patrick Watt



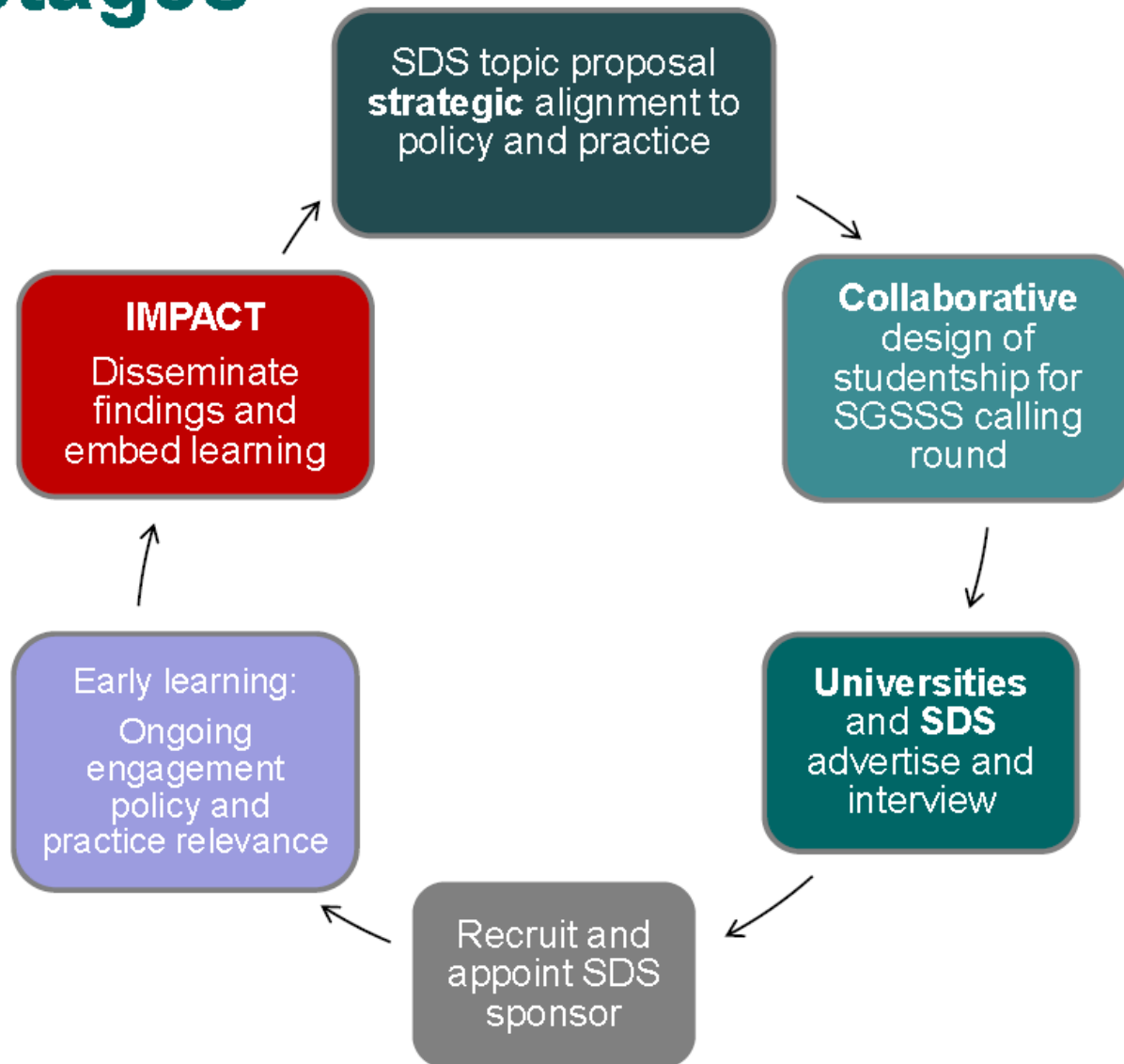
Partnership between SGSS - SDS PhD Programme

What are the benefits?

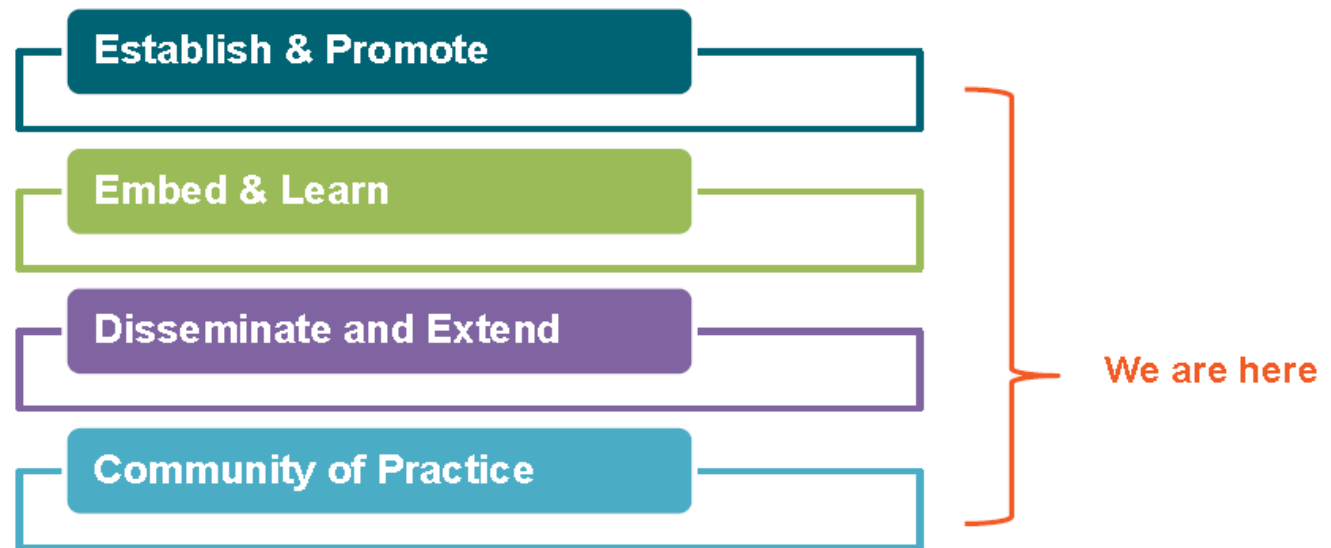
- High-quality, **policy-relevant research** on the Scottish Skills System
- **New research talent** with an expertise on the Scottish skills landscape and unique Scottish skills system
- New networks & **new opportunities for collaboration** between academics, policy-makers and practitioners
- Help to answer some of the **big questions** in skills policy and Careers Information, Advice & Guidance work

SDS Sponsor: 'The programme not only provides us with a strong evidence base to draw upon for future work, it offers students the unique opportunity to develop their research expertise in a policy and practice context through the relationships with their SDS sponsors.'

Key stages



Programme Progress



- We have now reached a level of maturity – one student has completed and three more are due to complete later this year / early next year.
- The focus now is on extending the programme and developing a community of practice around skills to help build a robust, collaborative evidence base on skills to help achieve policy impact
- Alignment with the new Centre for Work Based Learning