Learning for a complex world

A working space about how SCEPTrE explores and understands its role - learning for a complex world

Partners and links

Richard Seel's Articles

Articles and ideas from Richard Seel's website

Practice-based Professional Learning Centre (PBPL) : Home

A useful site about learning from working practices

New Approaches to Work Experience

Summary and access to full reports from Toni Griffiths' research with the UCL team

Learning Through Enquiry Alliance

A link to all members of the Learning Through Enquiry alliance and their websites

Etienne Wenger research

Interesting ideas building on the Communities of Practice work - individual and social learning

Centre for Excellence in Enquiry-Based Learning (CEEBL) | The University of Manchester

One of our CETL partners in enquiry-based learning alliance

CILASS: Centre for Inquiry-based Learning in the Arts and Social Sciences

Another of our partners in the enquiry-based learning alliance

Applied Undergraduate Research Skills

A partner in the Learning Through Enquiry alliance

A partner in looking at how people learn from placement working

About

projects and organisations

Surrey Centre for Excellence in Professional Training and Education

The Open University

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David Boud - Assessment and Work-Based Learning keynote

David Boud has identified some key challenges that are fundamental to our thinking about the professional training year and enquiry-based learning. Perhaps the real question is how can we help learners deal with problems we have not yet met ourselves? This question takes us beyond the empty rhetoric of lifelong learning and, if we dare, moves us towards considering assessment. For example, if we were daring to think about assessment 'for a complex world', what sort of assessment tasks could be used to:

a) assess knowledge for summative purposes, as warranty for employers and QA, etc.? *Arguably, tradition provides the answer to that, though exams and assignments could be more relevant and engaging.*

b) provide formative feedback for learning? *We are coming to grips with the idea of feedback for learning, but need to note the research about the need for speed and relevance to the next task – the workplace is ideal for this just-in-time feedback and learning.*

c) encourage learning for the future – what Boud calls sustainable learning? *Enquiry-based learning fits this niche, but do we have the tools to assess EBL in timely and reliable ways?*

In a briefing paper on 'changing pedagogy', Boud and Hawke say

> If we want to pursue the goal of equipping lifelong learners … we must focus on assessment practices, not just those that involve formal assessment activities, but all those elements of a program that require learners to form judgements about their own learning. This takes us far beyond the normal assessment agenda.

Boud and Hawke CHANGING PEDAGOGY: VOCATIONAL LEARNING AND ASSESSMENT *OVAL Research Working Paper 03-17* 4

Report from Health Sciences Subject Centre event for CETLs focusing on assessment in work-based learning. Leeds University, July 6th, 2005.

Posted on July 10, 2006 | Permalink

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