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The background of the slide is a spiral-bound notebook with a light brown, textured cover. The spiral binding is on the left side, with the metal wire visible. The text is centered on the page.

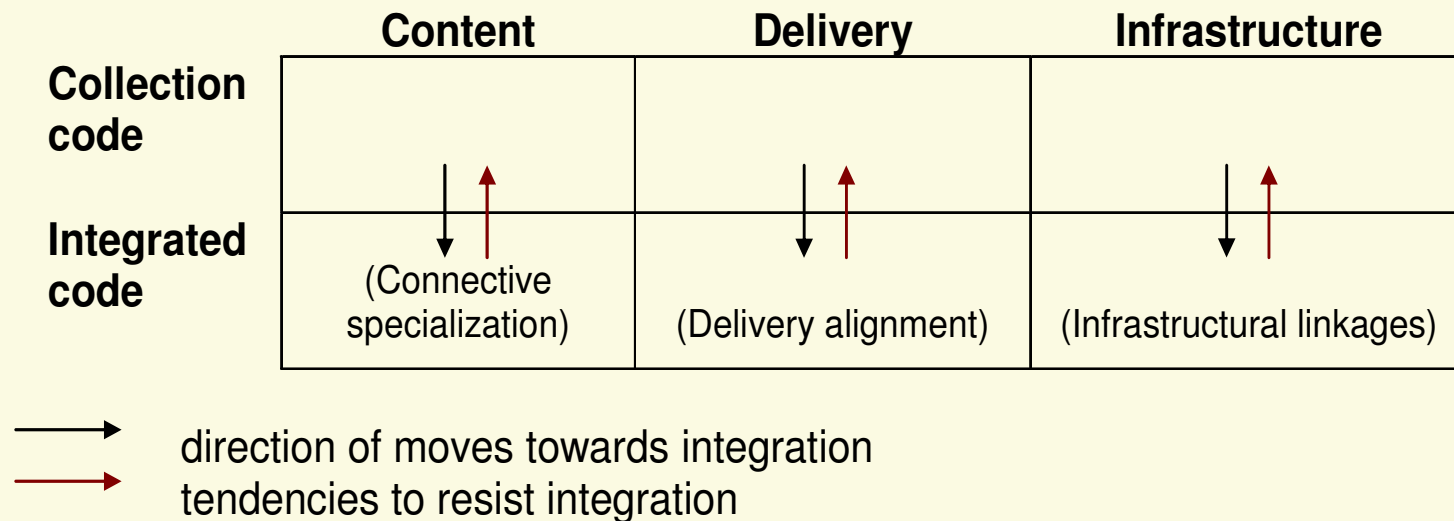
Paradoxes for lifelong learning arising out of a professional formation

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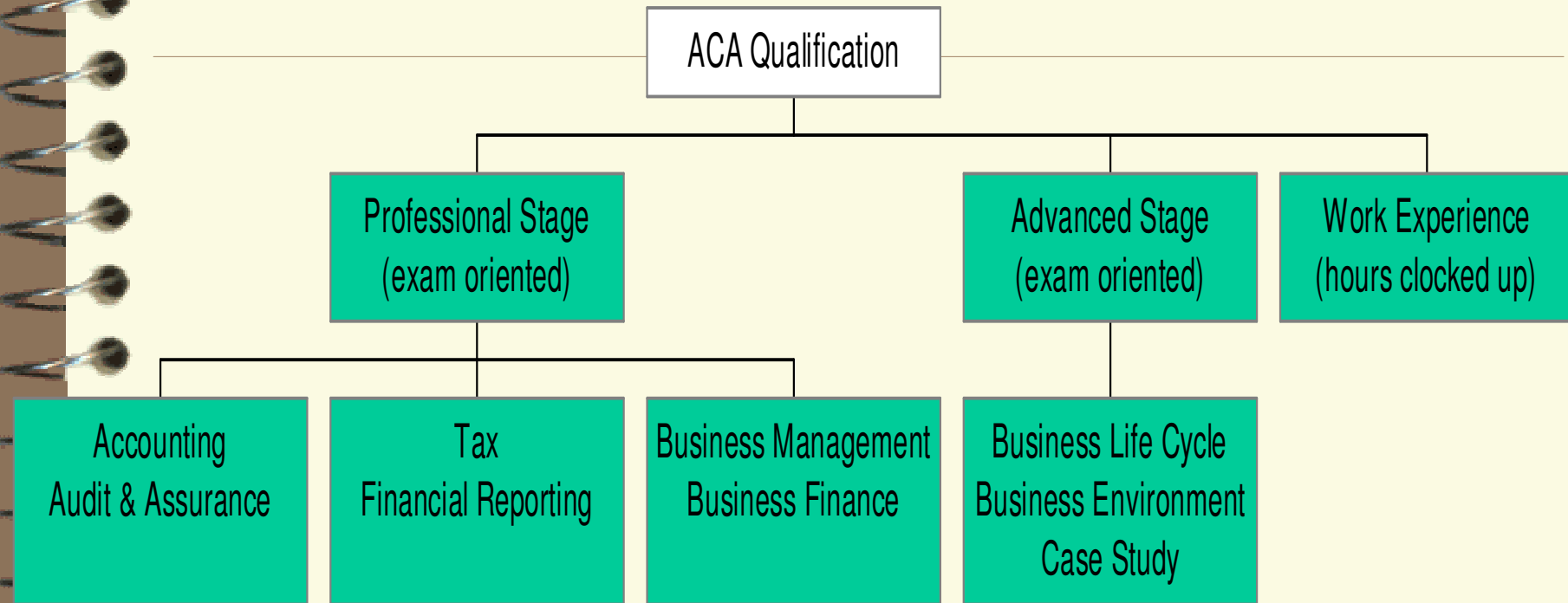
“Between Workplace & Qualification: Engineering Integrative Learning”

Ethnographic research through streams:

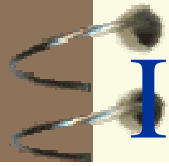
- Work Based Learning & Qualification-Focused Learning



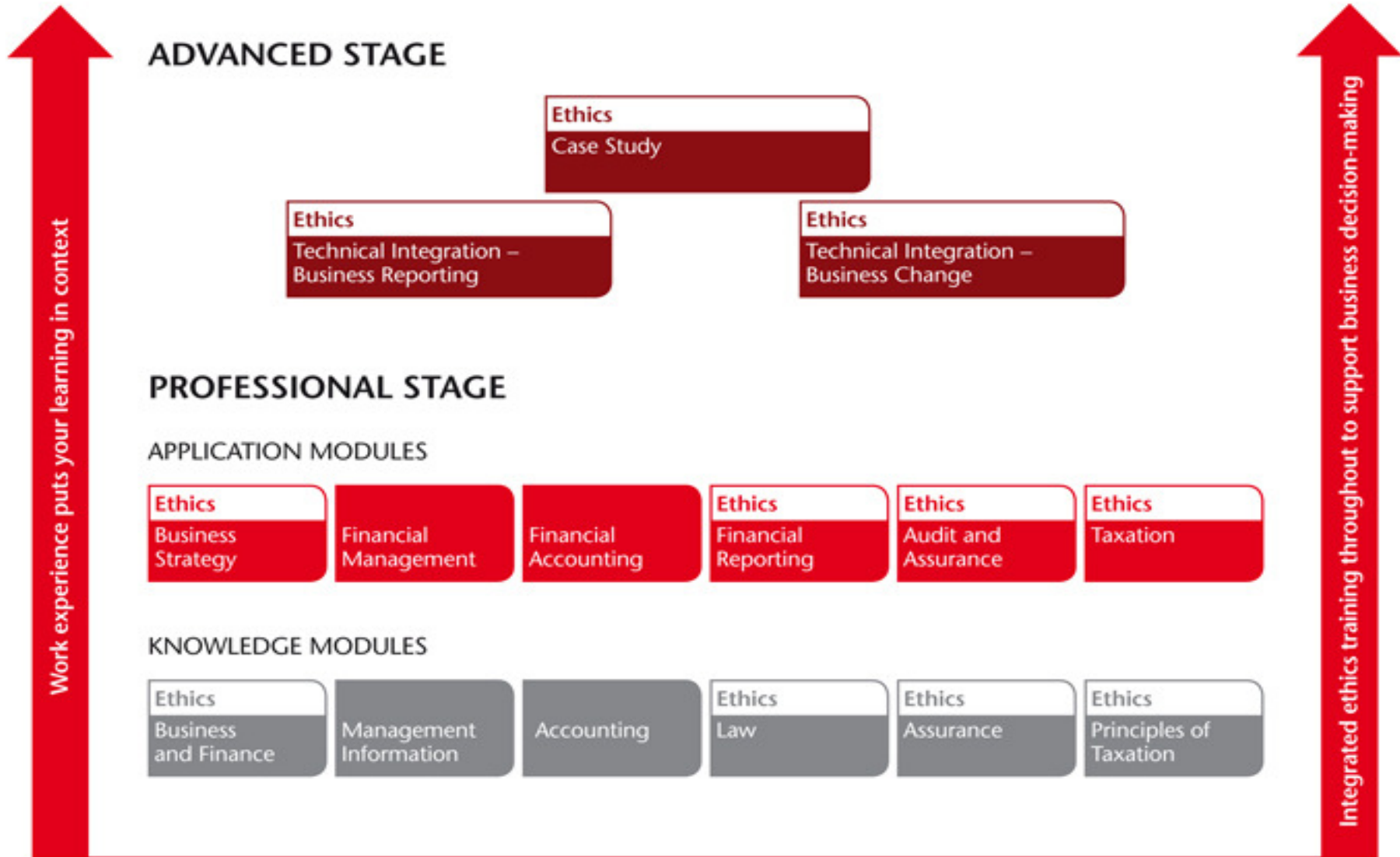
ICAEW (up to 2006)



↓ firm-controlled in-house training is formally separate



ICAEW 2006-07 onwards



Lifelong Learning (1)

Assume life-stage model

- 📄 School/University is continuous period of education
- 📄 meant to prepare you for life/work
- 📄 work oriented learning is **part** of the work and just about the work, not a project of the learner
- ↓ University education does not succeed in requirement of preparation because of inappropriate teaching and learning framework

Lifelong Learning (2)

Assume life-stage model

- 📄 School/University is continuous period of education
- 📄 meant to prepare you for life/work
- 📄 work oriented learning is **separate** from the work even if just about the work, not a project of the learner
- ↓ University education does not succeed in requirement of preparation for life/work because the continuous learning preparation stage is not complete

Lifelong Learning (3a)

Reject life-stage model

- ☞ School/University is period of education in life-course
- ☞ life-course involves other learning episodes which constitute parts of life and work
- ☞ work oriented learning is part of your life's learning and not just about the work, also a project of the learner

Lifelong Learning (3b)

Reject life-stage model

- ↓ The ACA is an aberration, tending to hinder individual development in life, work and learning
- ↓ University education succeeds better in complementing a framework of learning for life and work because of more appropriate teaching and learning framework... although it could do more to foster transdisciplinarity

Lifelong Learning (4a)

Reject life-stage model

📄 School/University is period of education in life-course

📄 life-course involves other learning episodes which constitute parts of life and work

📄 *[nuanced emphasis]* **work oriented learning is part of the work but not just about the work, also a project in the learner's life, at least instrumentally**

Lifelong Learning (4b)

Reject life-stage model

↓ University education does not succeed in complementing a framework of learning for life and work because it does not prepare graduates adequately for ACA training as new episode in lifelong learning

Lifelong Learning (5)

Reject life-stage model (as for 4a, but...) - last resort!....

- ↓ University education does succeed in complementing a framework of learning for life and work:
 - i. it channels graduates neither away from nor towards ACA training (or equivalent) as a new episode and challenge in an individual's lifelong learning
 - ii. University education complements a framework of learning for life/work because of a more appropriate teaching and learning framework (although it could do more to foster transdisciplinarity), which can complement the ACA in particular

Dimensions of (Knowledge) Practices

📄 Individual vs Group vs Social(=societal) vs Institutional

📄 Discursive vs Non-Discursive

📄 Thick vs Thin (Luntley)

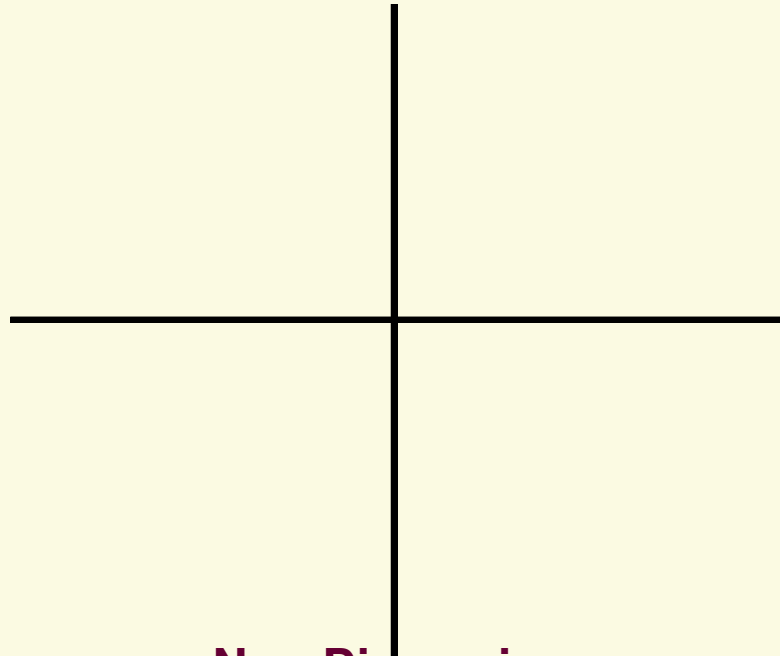
📄 Primary vs Secondary (Keith Hoskin)

‘Education and the Genesis of Disciplinarity: The Unexpected Reversal’
in Messer-Davidow, E., Shumway, D.R. & Sylvan, D.J. (eds.),
Knowledges: Historical and Critical Studies in Disciplinarity,
Charlottesville: University of Virginia Press (1993) ; pp. 271-304.

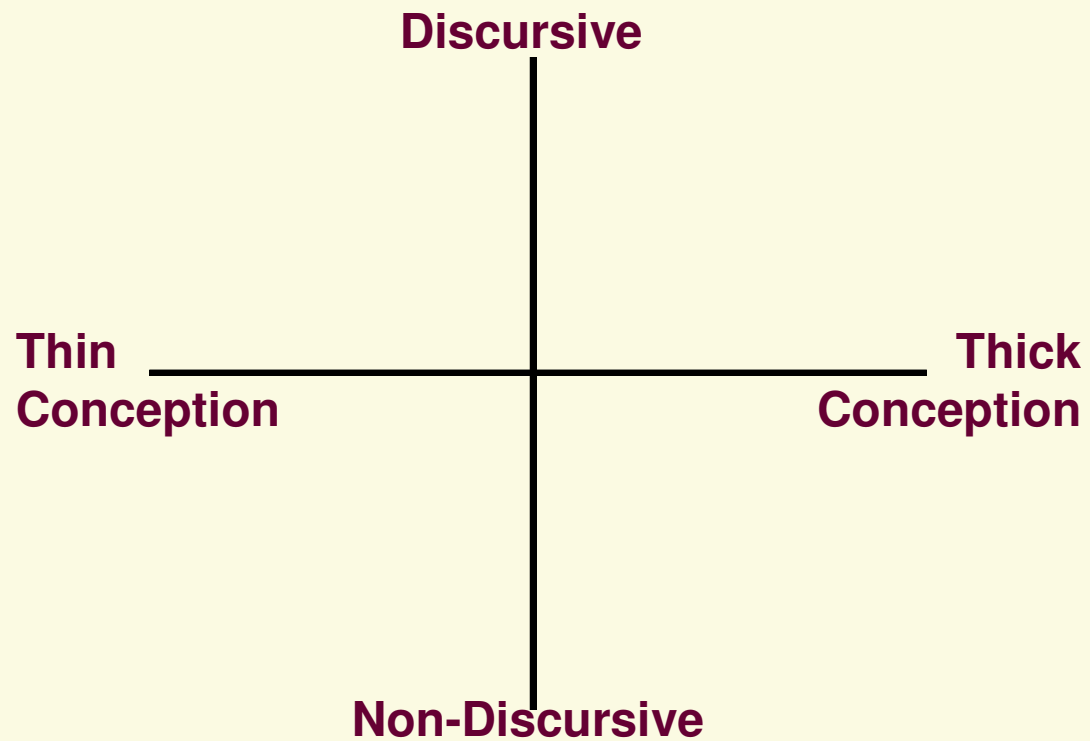
Dimensions of (Knowledge) Practices

Discursive

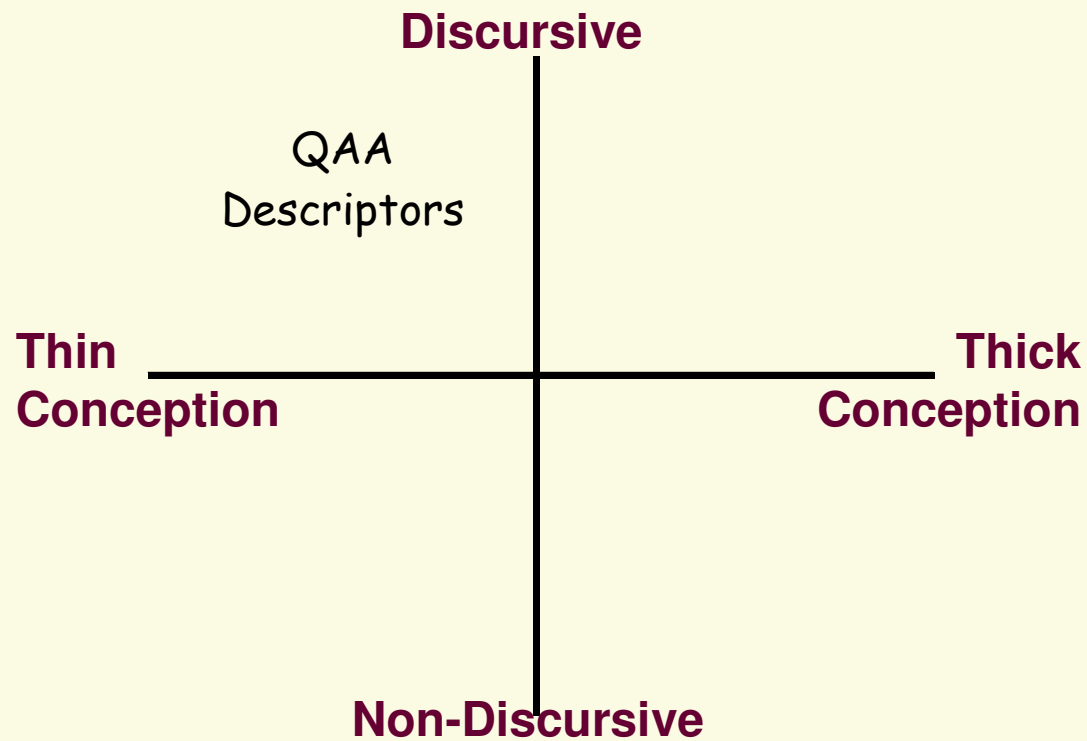
Non-Discursive



Dimensions of (Knowledge) Practices



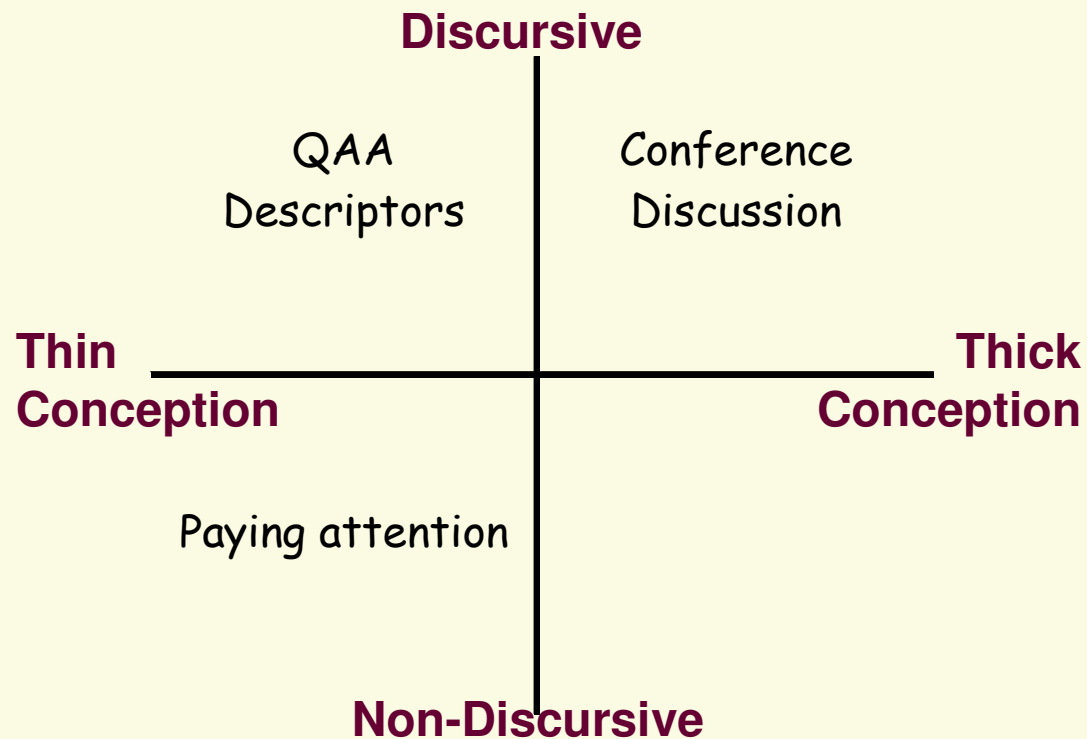
Dimensions of (Knowledge) Practices



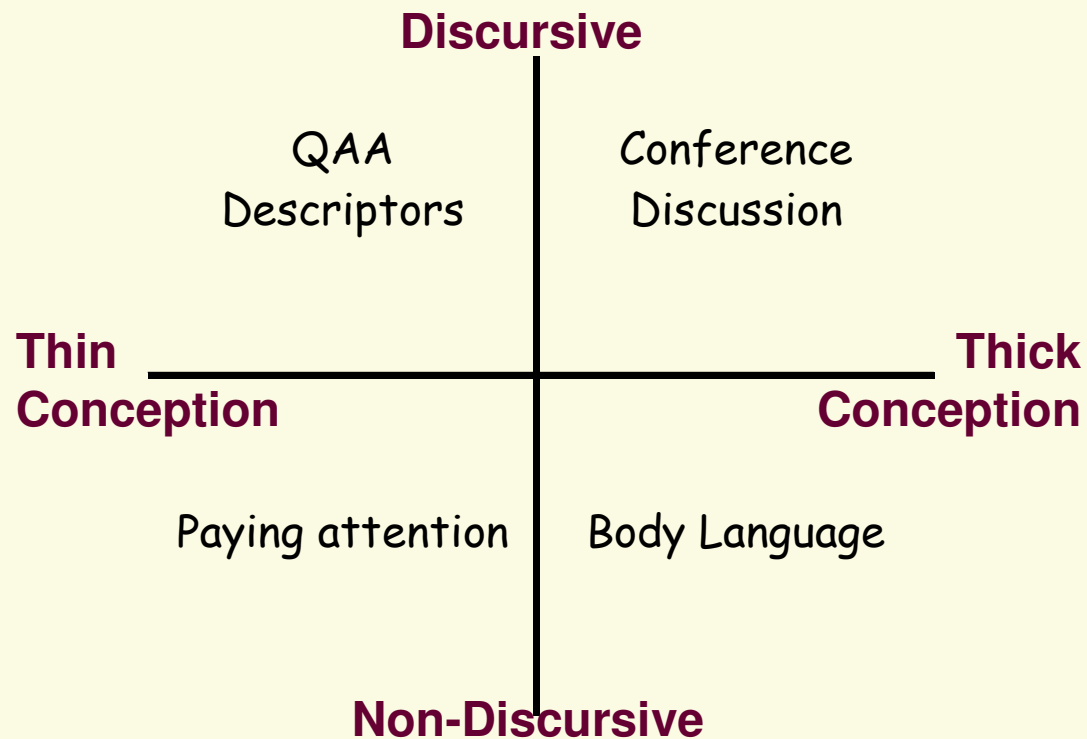
Dimensions of (Knowledge) Practices



Dimensions of (Knowledge) Practices



Dimensions of (Knowledge) Practices



Dimensions of (Knowledge) Practices

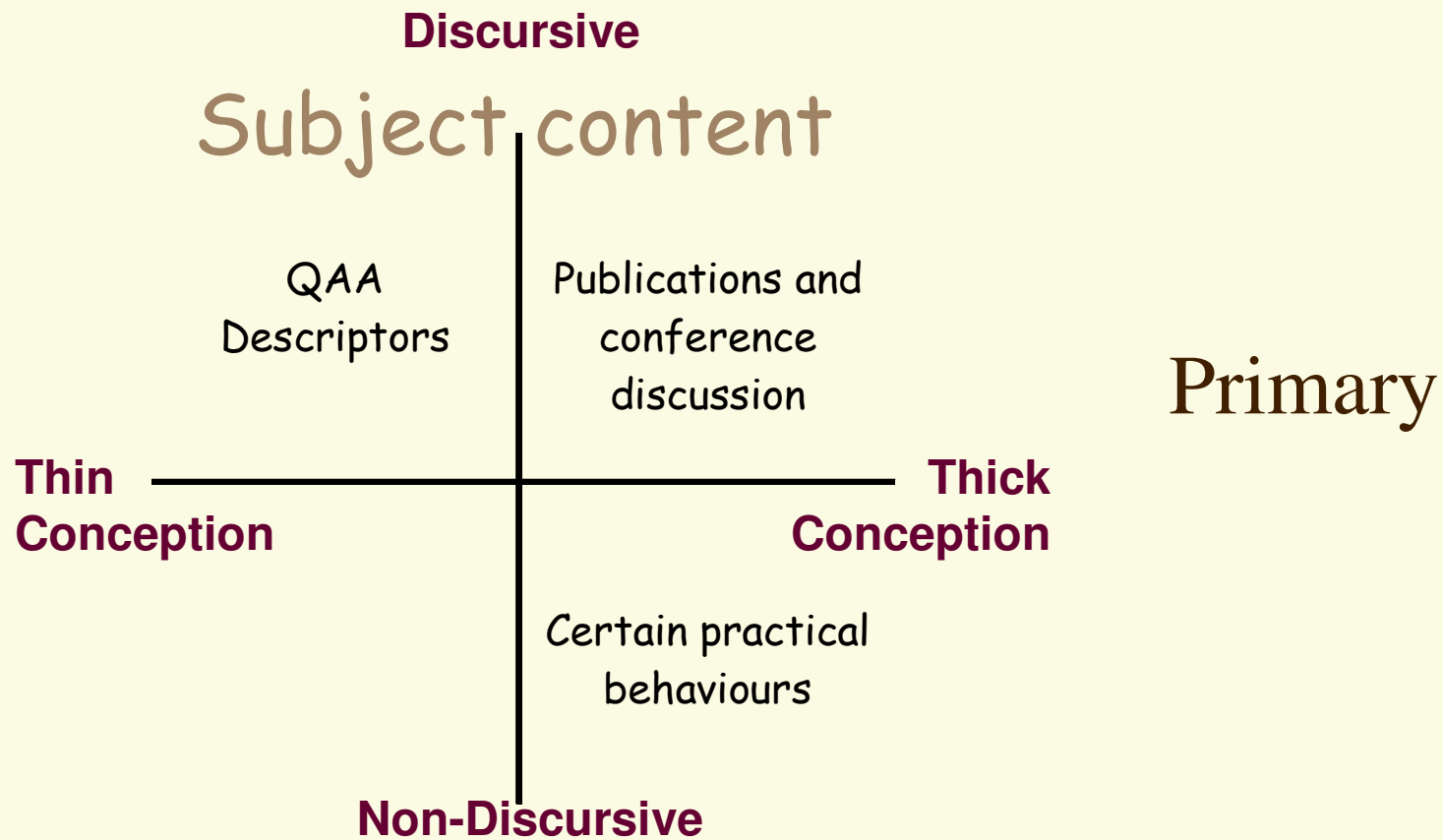
Primary level of practice:

- What defines what your discipline is about uniquely, e.g. explicit subject content

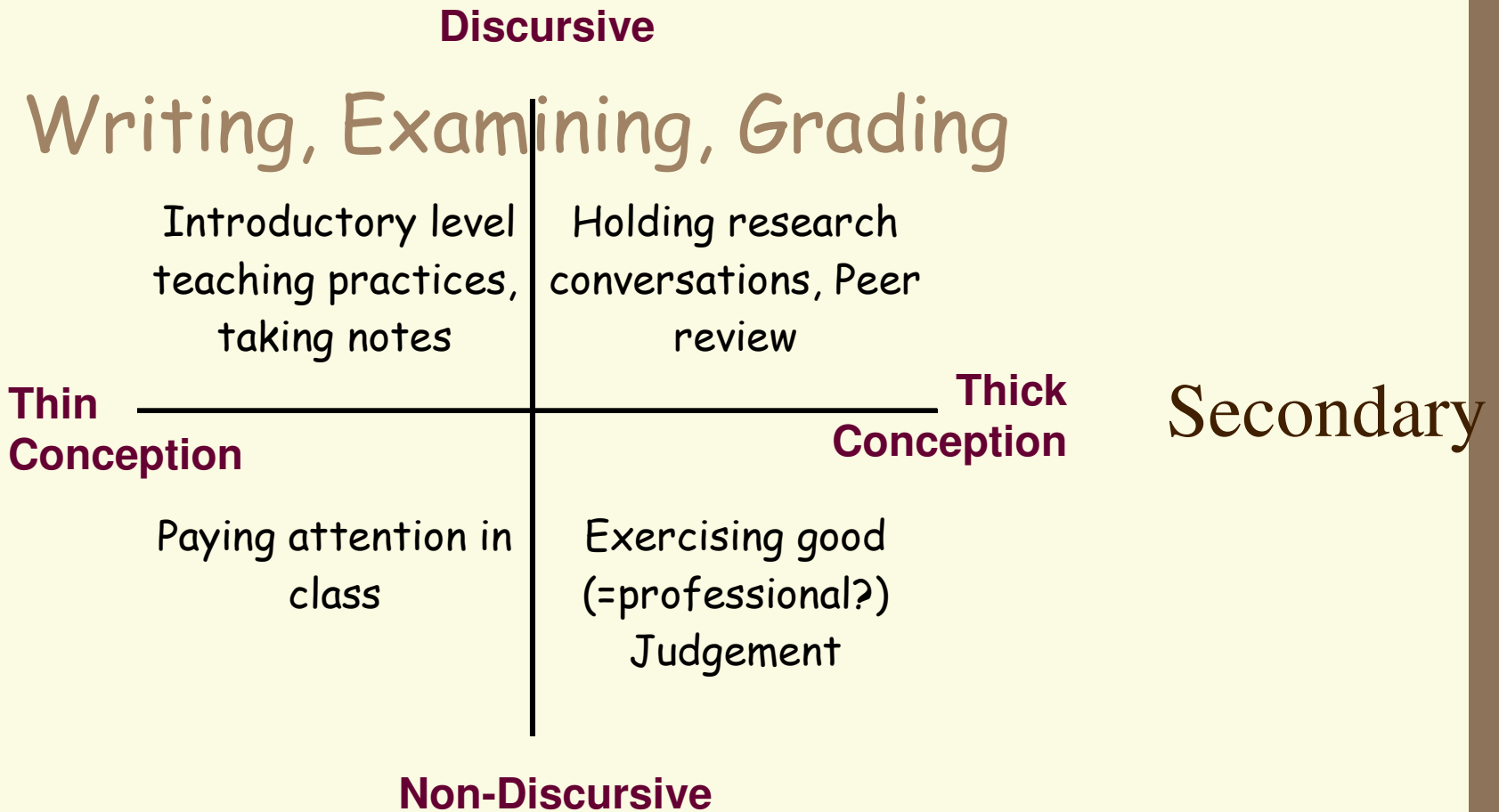
Secondary level of practice:

- What you do which underpins the primary level, relatively generic and more disciplining aspects
 - Hoskin: writing, examining and grading

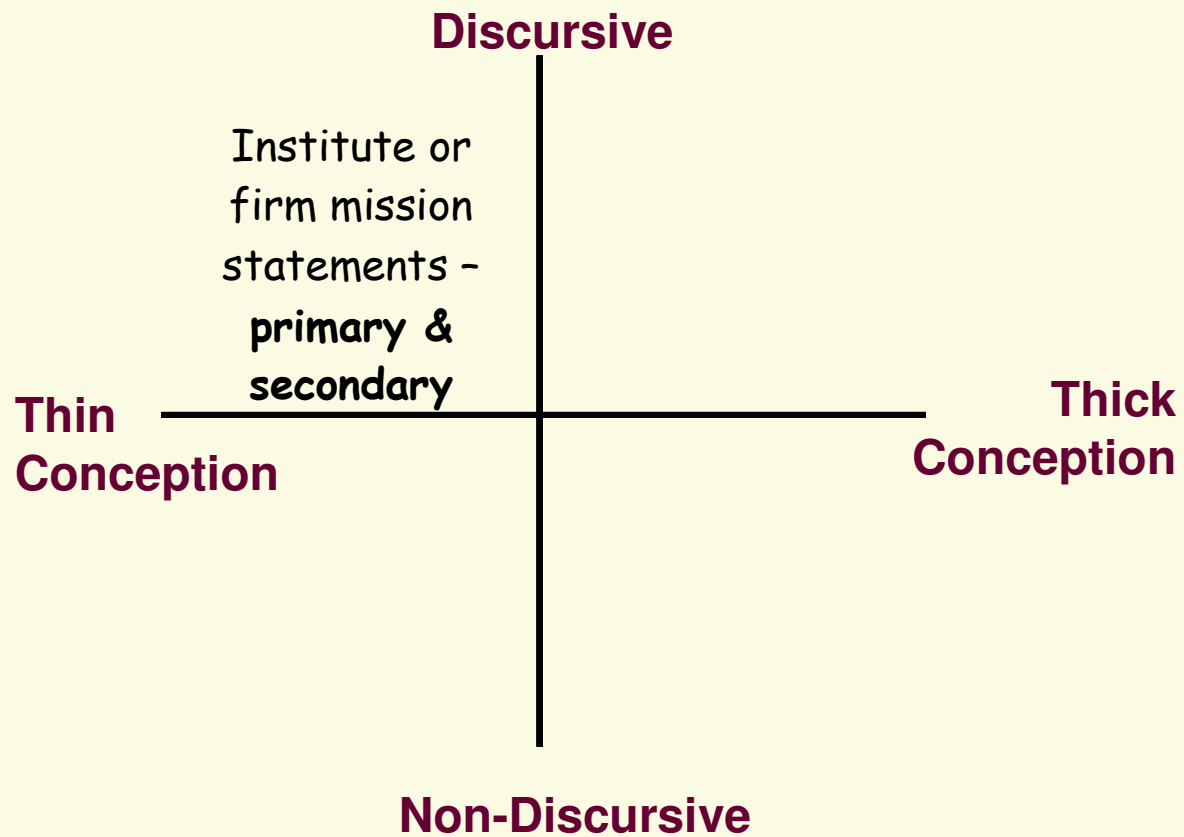
Dimensions of (Knowledge) Practices



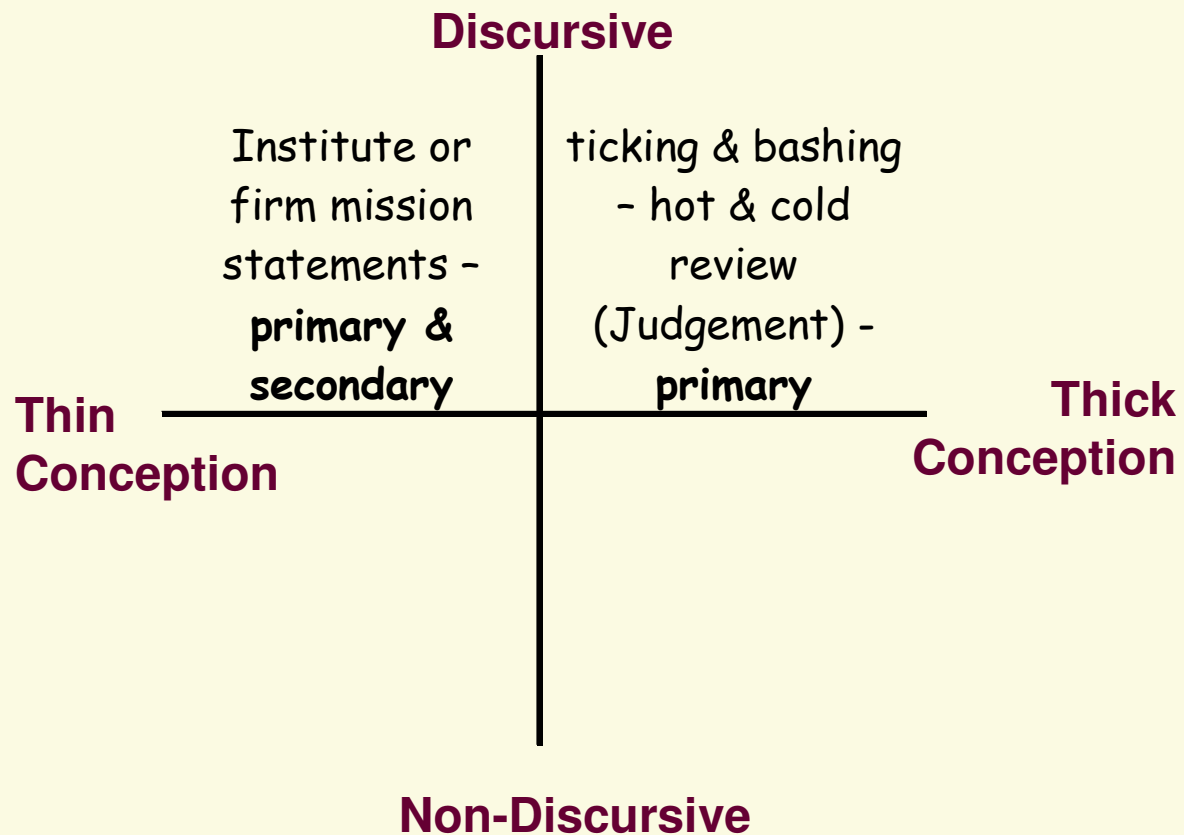
Dimensions of (Knowledge) Practices



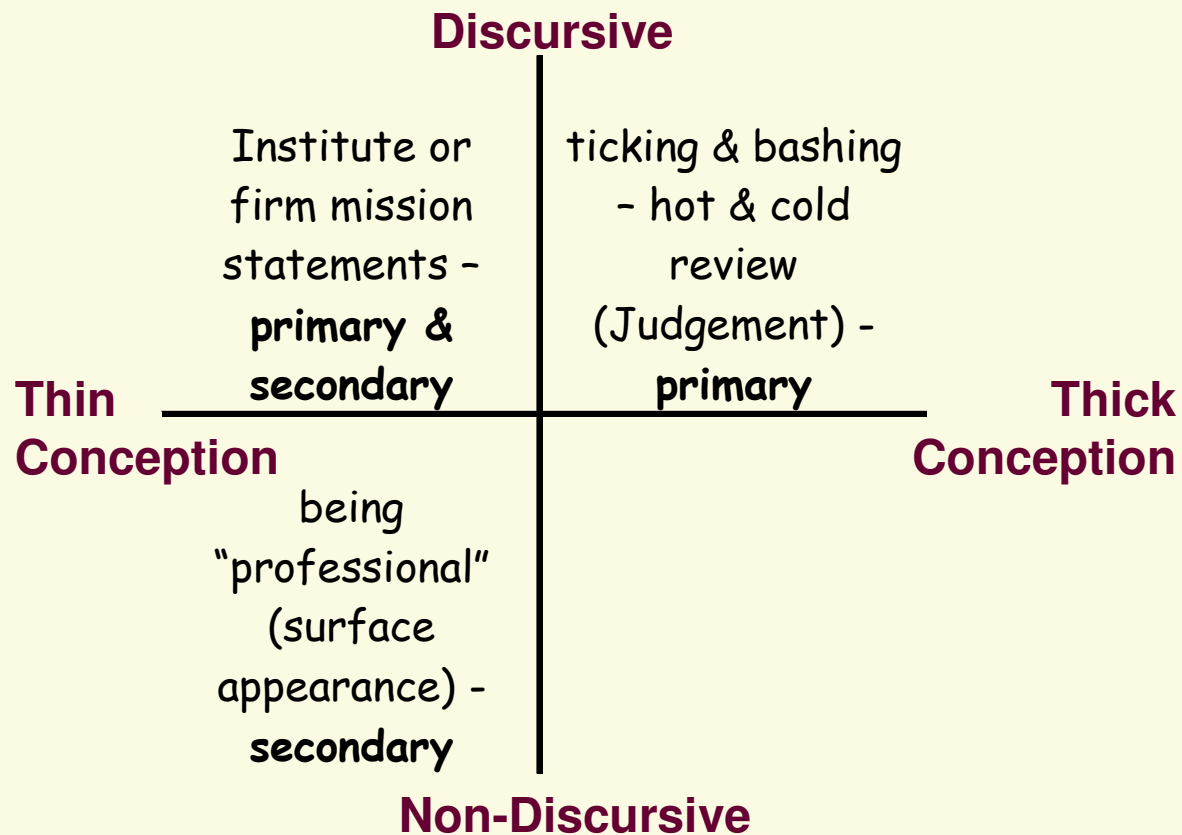
Dimensions of (Knowledge) Practices - Accountancy



Dimensions of (Knowledge) Practices - Accountancy



Dimensions of (Knowledge) Practices - Accountancy



Dimensions of (Knowledge) Practices - Accountancy

