



Kent Academic Repository

Gough, A.Martin (2009) *Professional Expertise, Integration and Lifelong Learning*. In: RWL6: The 6th International Conference on Researching Work and Learning, 28 June – 1 July 2009, Roskilde University, Denmark. (Unpublished)

Downloaded from

<https://kar.kent.ac.uk/24476/> The University of Kent's Academic Repository KAR

The version of record is available from

<http://rwl6.ruc.dk/>

This document version
UNSPECIFIED

DOI for this version

Licence for this version
UNSPECIFIED

Additional information

Versions of research works

Versions of Record

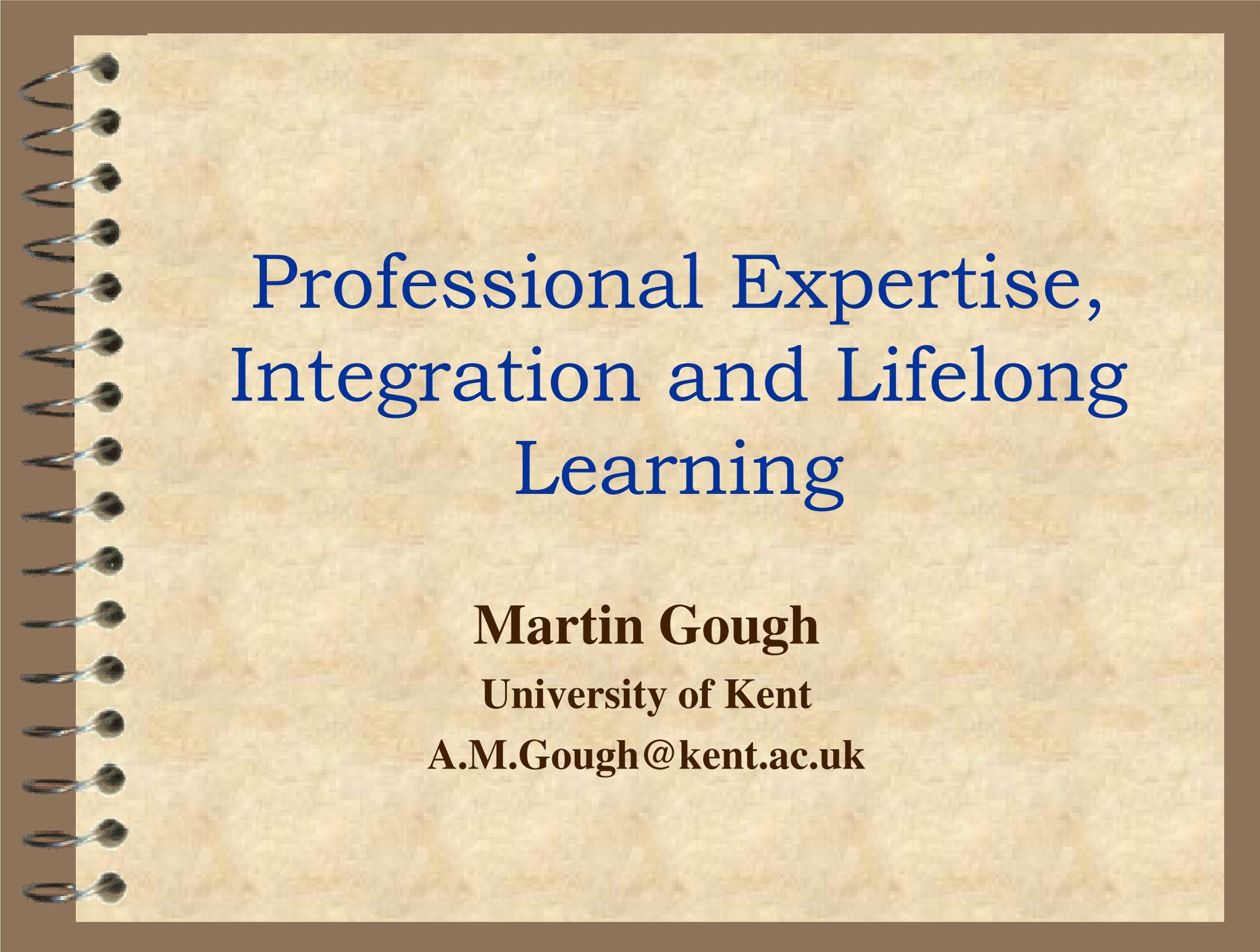
If this version is the version of record, it is the same as the published version available on the publisher's web site.
Cite as the published version.

Author Accepted Manuscripts

If this document is identified as the Author Accepted Manuscript it is the version after peer review but before type setting, copy editing or publisher branding. Cite as Surname, Initial. (Year) 'Title of article'. To be published in *Title of Journal*, Volume and issue numbers [peer-reviewed accepted version]. Available at: DOI or URL (Accessed: date).

Enquiries

If you have questions about this document contact ResearchSupport@kent.ac.uk. Please include the URL of the record in KAR. If you believe that your, or a third party's rights have been compromised through this document please see our [Take Down policy](#) (available from <https://www.kent.ac.uk/guides/kar-the-kent-academic-repository/#policies>).

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.

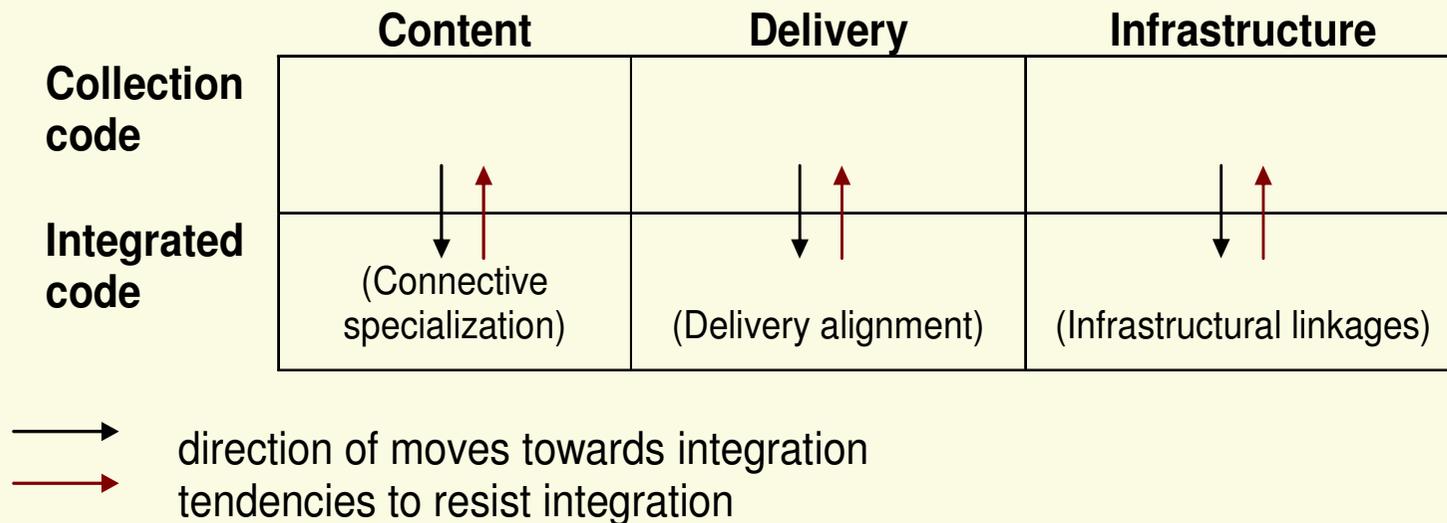
Professional Expertise, Integration and Lifelong Learning

Martin Gough
University of Kent
A.M.Gough@kent.ac.uk

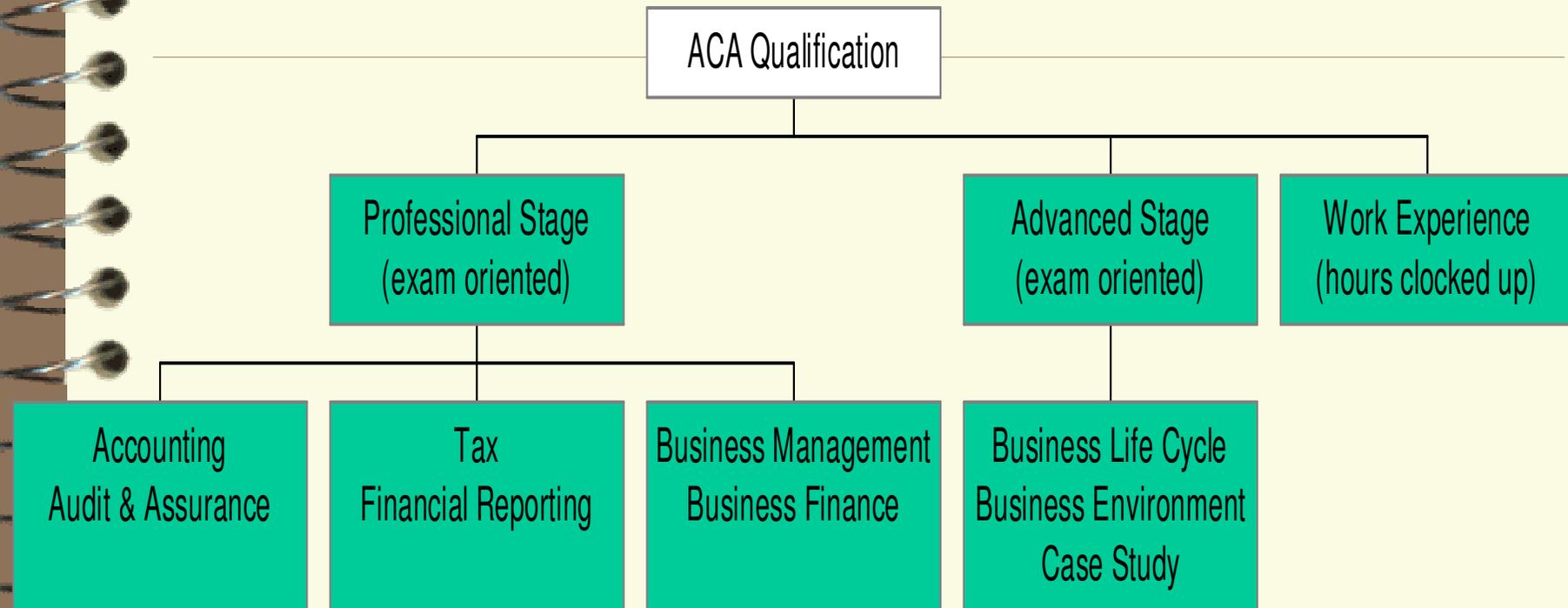
“Between Workplace & Qualification: Engineering Integrative Learning”

Ethnographic research through streams:

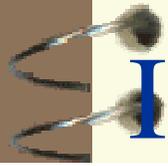
- Work Based Learning & Qualification-Focused Learning



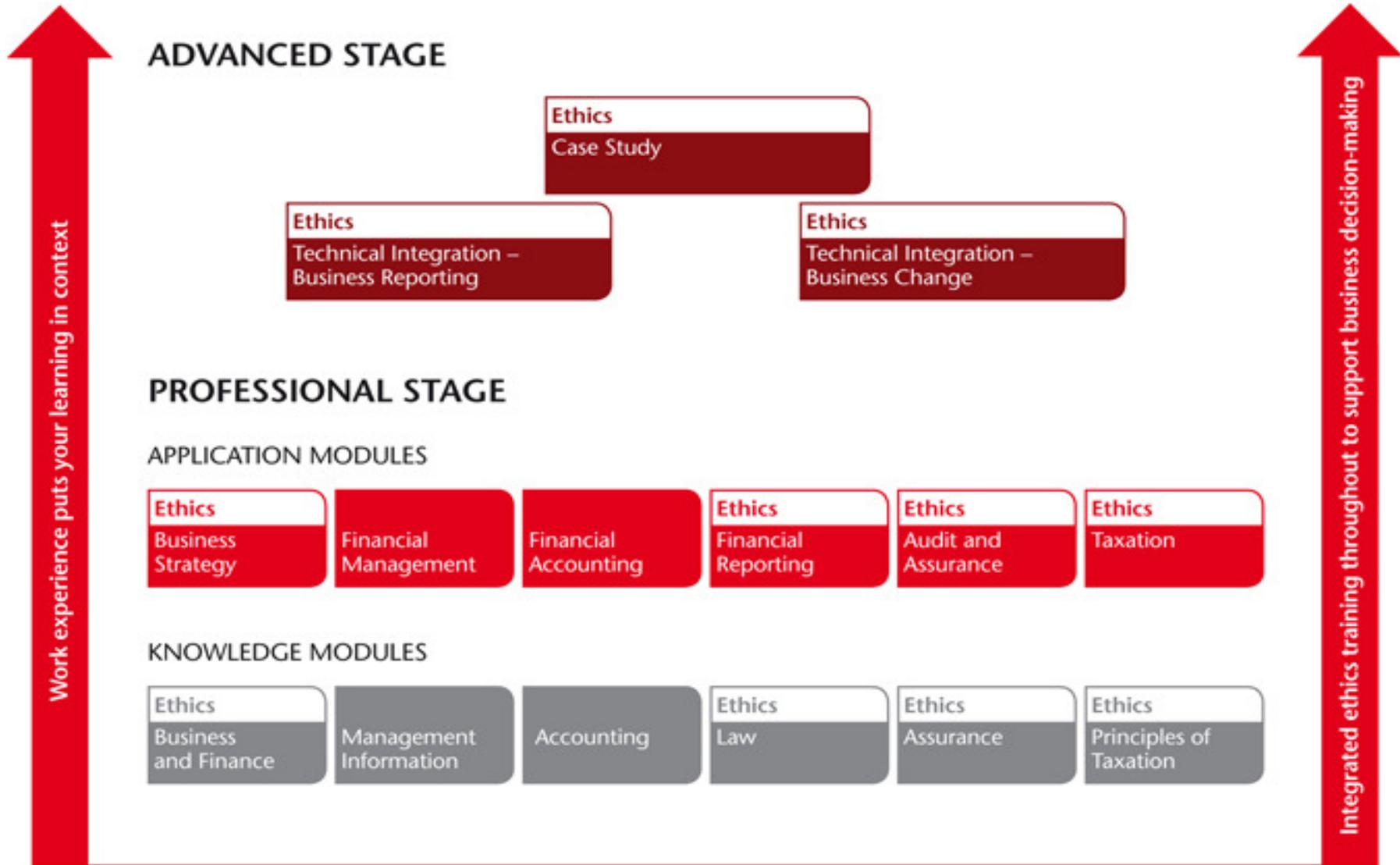
ICAEW (up to 2006)



↓ 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

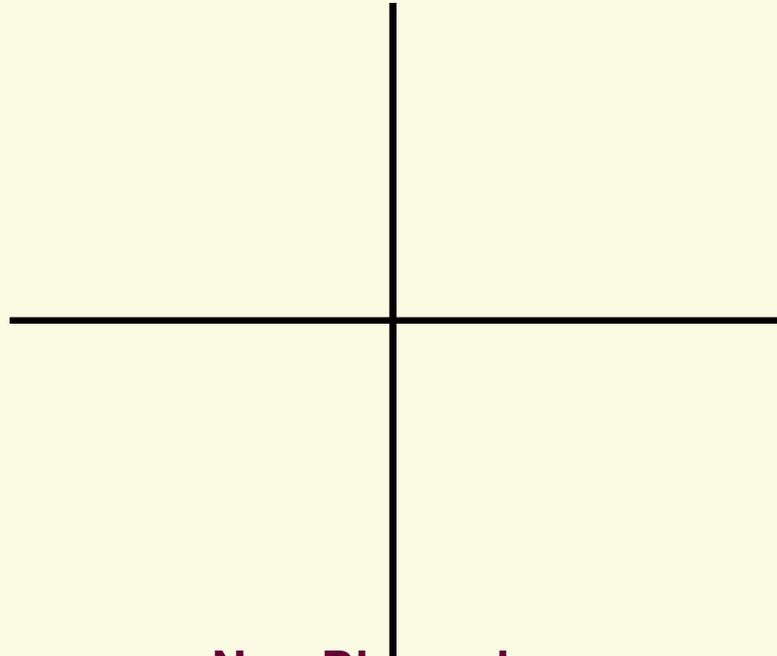
📄 Thick vs Thin (Luntley)

📄 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.

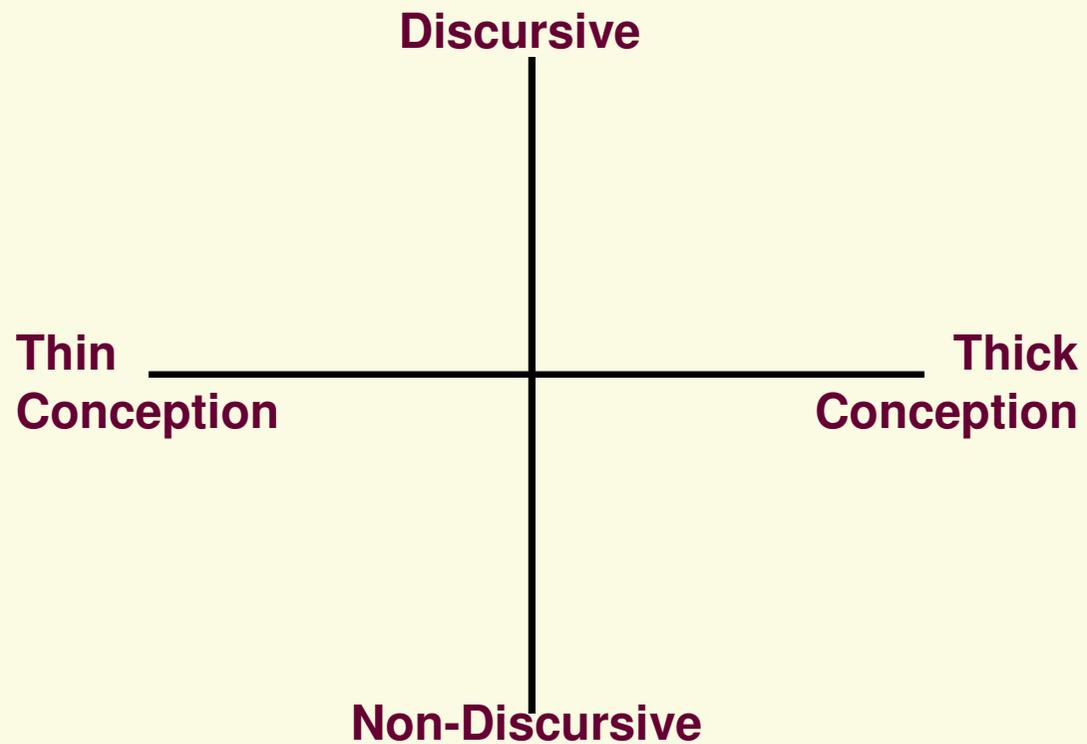
Dimensions of (Knowledge) Practices

Discursive

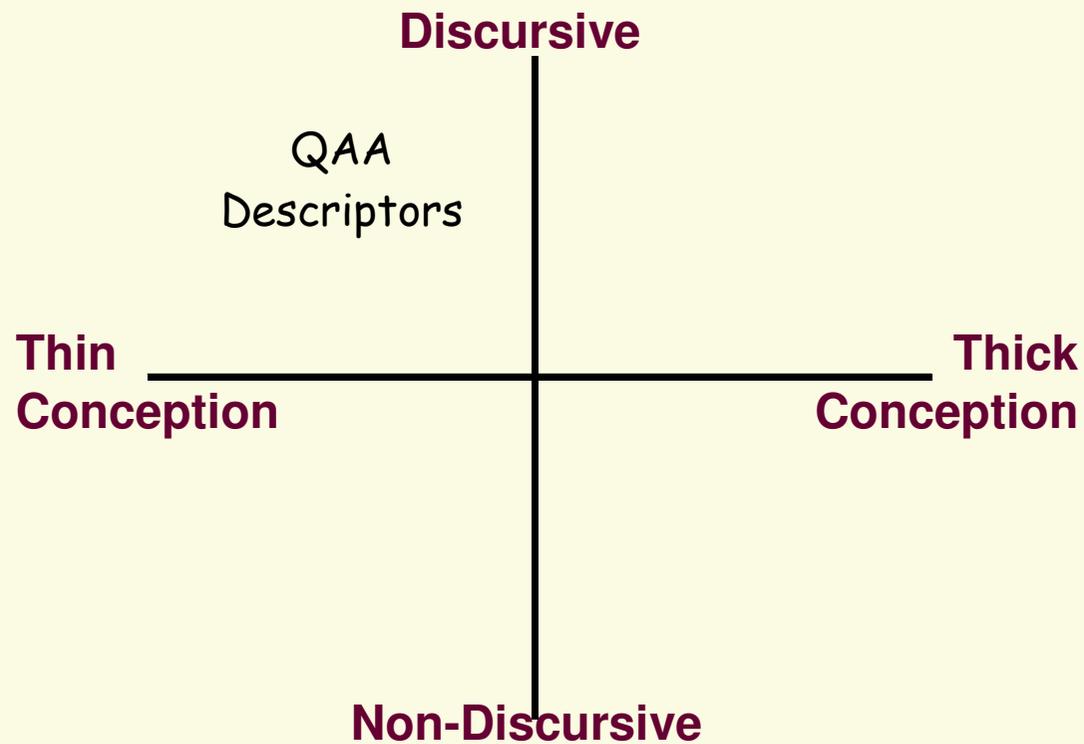


Non-Discursive

Dimensions of (Knowledge) Practices



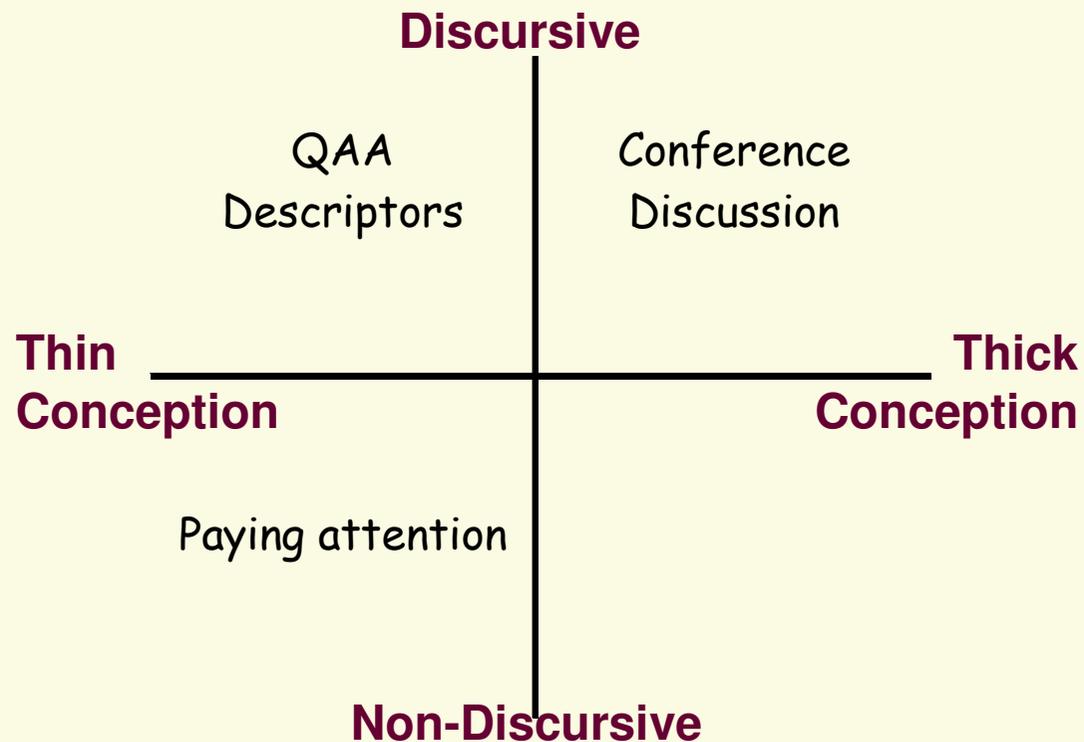
Dimensions of (Knowledge) Practices



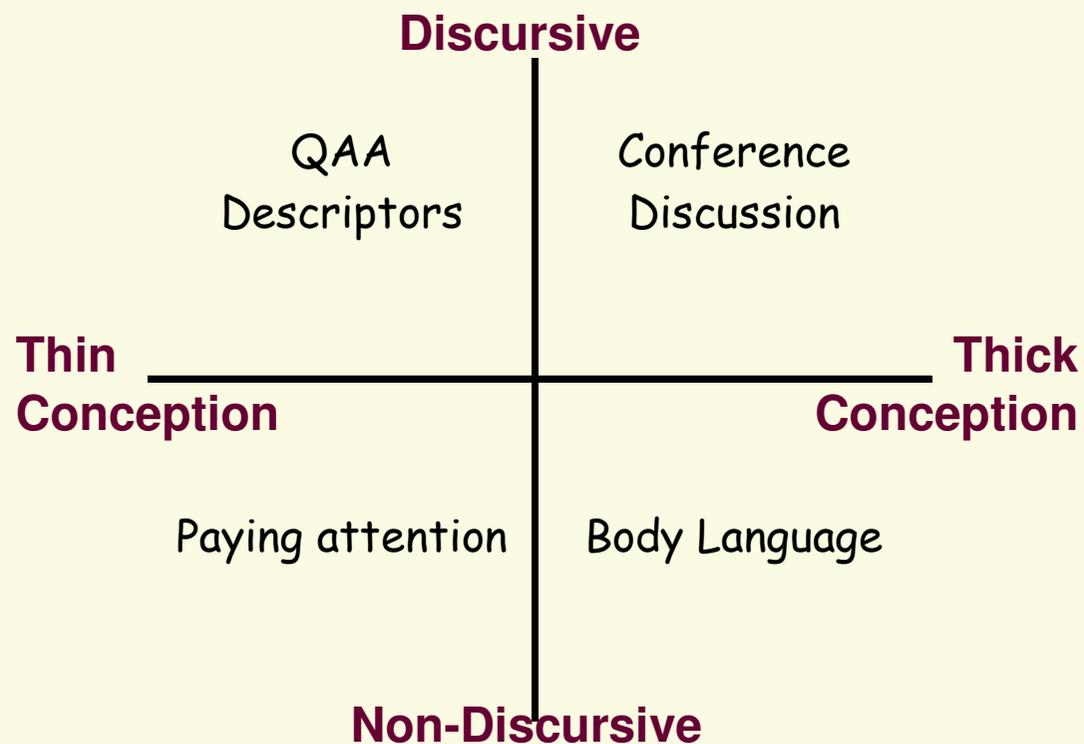
Dimensions of (Knowledge) Practices



Dimensions of (Knowledge) Practices



Dimensions of (Knowledge) Practices



Dimensions of (Knowledge) Practices

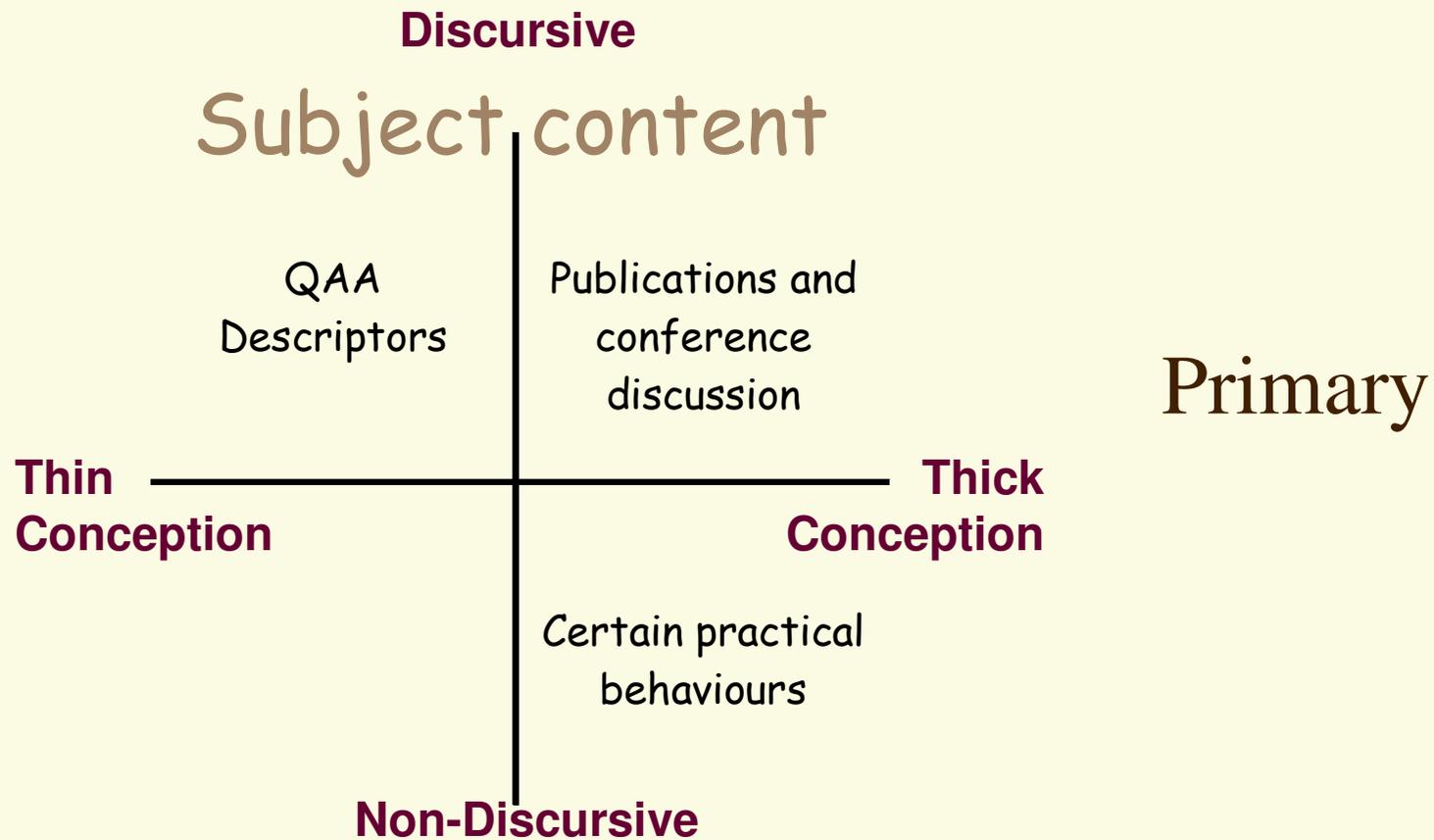
Primary level of practice:

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

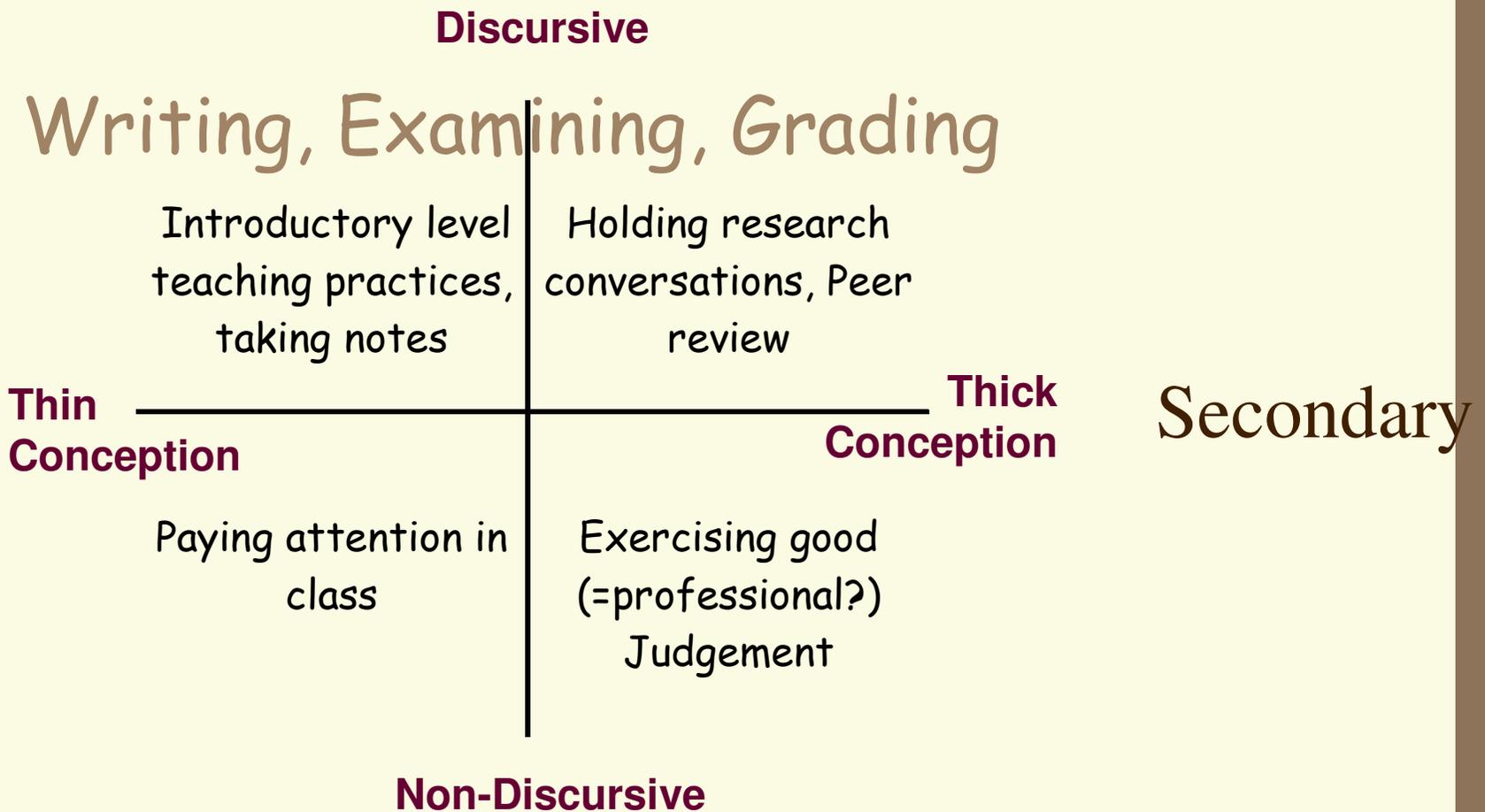
Secondary level of practice:

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

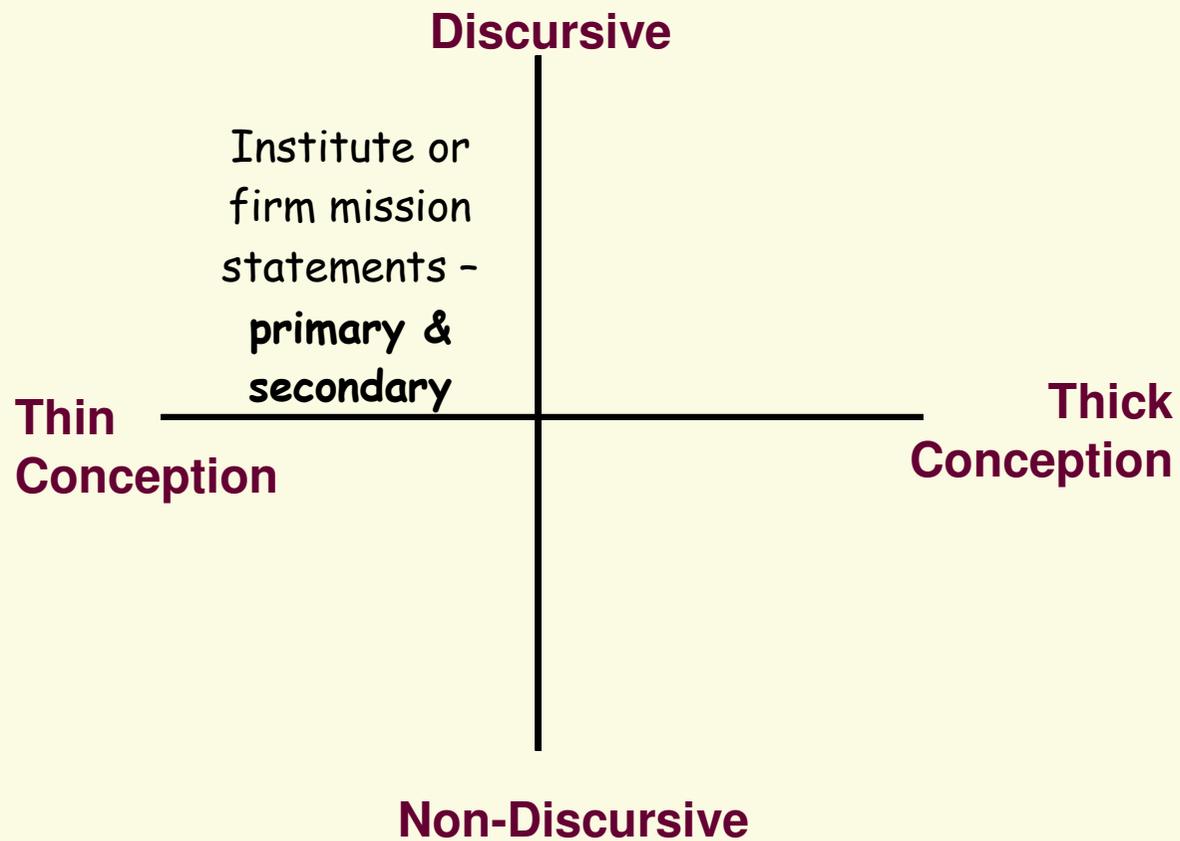
Dimensions of (Knowledge) Practices



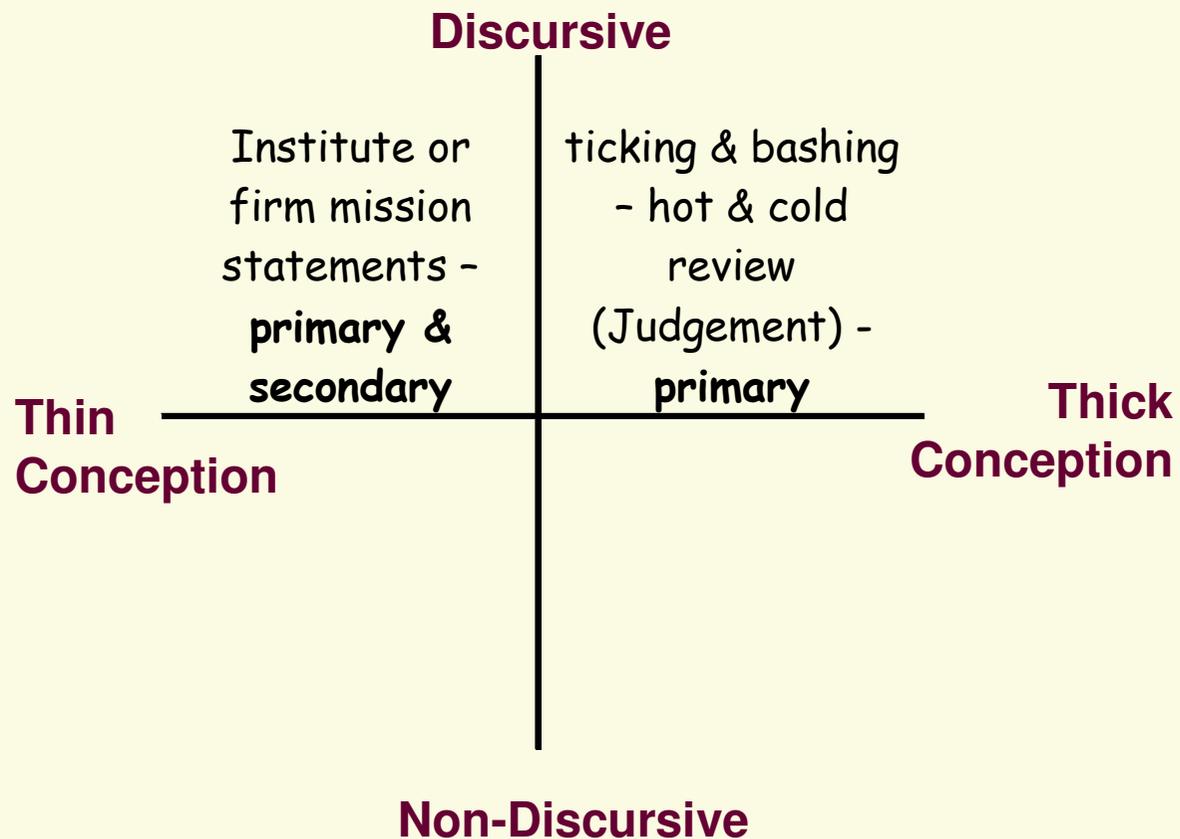
Dimensions of (Knowledge) Practices



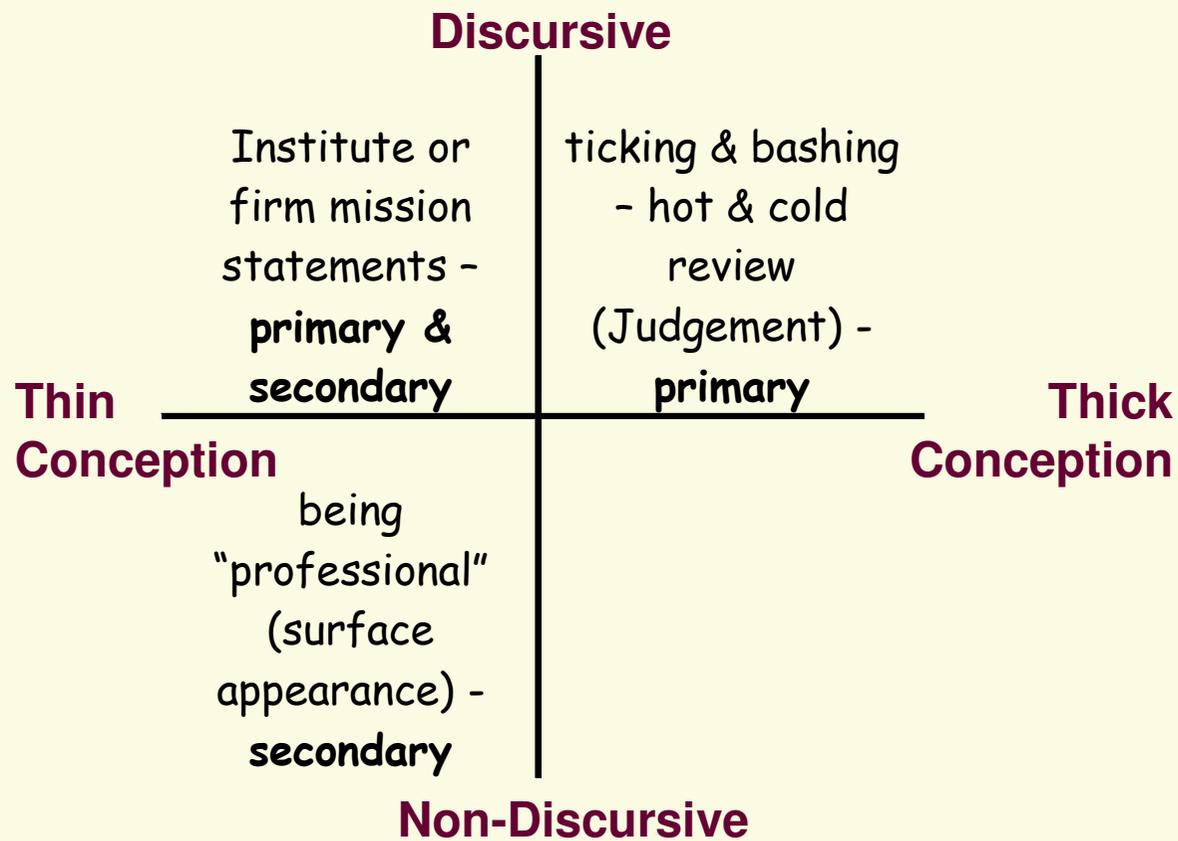
Dimensions of (Knowledge) Practices - Accountancy



Dimensions of (Knowledge) Practices - Accountancy



Dimensions of (Knowledge) Practices - Accountancy



Dimensions of (Knowledge) Practices - Accountancy

