Collaboration between Higher Education and Workplace Settings

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Starting a Dialogue

ø Exploration of participants viewing themselves as collaborators intent on resolving an issue.

ø Issue:

"How to create Effective and Innovative learning environments for workers based in a collaborative learning community between higher education and the workplace?"

My Background

- Leadership of faculty and staff in complex credit, noncredit, and distance education curriculum and programs
- Strategic planning and project management
- Curriculum creation and revision, program development and revision
- Innovative instructional and assessment strategies

My Perspective

- Future in "I" Knowledge/Skill Cultures
- Workplace needs workers
  - Learning how to learn – continuous new knowledge and skills
  - Critical reflective skills -
  - Collaborative innovators -
  - Action research skills to improve and innovate practice

Old models of knowledge construction
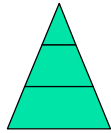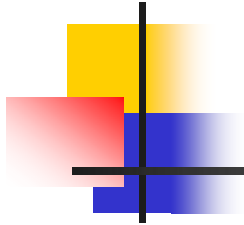
Medieval times
= Individualized
   work standards
  - Master
  - Apprentice
  - One job for
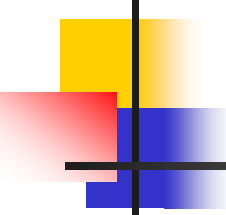   a lifetime
  - Limited knowledge
    change
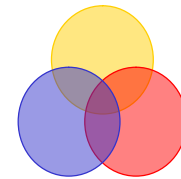
Recent times
  =Professionalization of
     work
  - grounding K & S and
  analytic critique - HE
  - Workplace – global context
  knowledge / understandings –
  viable workplace based in "I"
  - Research infused-
  workplace from both HE
  research and workplace
  research

Knowledge Economy Marketplace

Higher Education   Workplace

New Knowledge & Skills
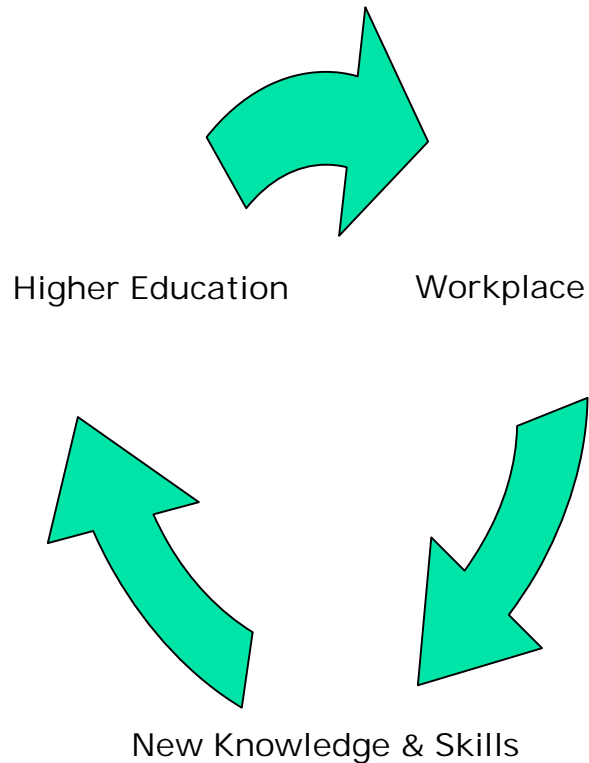
Knowledge is a commodity
- problematic higher education
   as foundation basis —
      problematic adaptation to
      worksite beyond "K&S"
      Global Educational Marketplace
      relevant and competitive
      workers
- problematic worksite owner-
   ship — Being cutting edge
   and efficient.
      --Contingency workers
- accelerated knowledge--
   innovation —impacts all

Knowledge – Re-creating and In-novating – " I culture"

- **Collaboration is necessary for**
  - Key professions and the workplace
  - Higher Education as a learning leader "and" as a collaborative research partner "for" Innovative new objects of work and for new knowledge and skills
  - Workplace as the center of competent, evolving practice in a dynamic society

One Model of partnership

- Example of US community colleges – primary goal is workforce development
  - Curriculum and student standards from workplace – updating and innovating
  - Instructors from workplace – training in instruction, assessment, pedagogy
  - Advisory committees- key contacts
  - Student engagement - work learning experiences - developmental

Student-Faculty Work Engagement

- Apprenticeship – full-time – 6 + mo.
- Cooperative Education – semester
- Internship-Practica – semester – project related, learning contract
- Clinical instruction – joint faculty – at worksite
- Faculty – Worker exchange – curricula-course focused development, case studies, problem-based assignments
- Class-based projects – with worksite

Connections with workplace

- Rapid economic and social changes:
    - Importance of challenging implicit assumptions and taken-for-granted practices
    - Importance of engaging in professional problems of the practice
    - Merging the split worlds of theory (what is learned in the classroom) and practice (what you do at work each day).

Anchors in Communities of Practice and Situated Learning

- Perspective for both entry and professional learning
  - Belief that best learning is learner-centered, interactive, social and practice-based.
  - Belief that the pedagogy of "problem-based learning" is one effective mechanism.

COP and Situated Learning

- n Learning is context-based in sociocultural practices. Based in the work of Jean Lave and Etienne Wenger – "Situated Learning" and Wenger's "Communities of Practice"

- n Professional schools – moved away from transmission of knowledge to "co-construction of knowledge" – focus on practice, interwoven with development of professional attitudes and theory-base of practice. Experiential learning with critical reflective analysis - mode

Communities of Practice

- Beliefs in knowledge= dynamically constructed within the community of practice with social practice experiences.

- Experts and novices - not only knowledge, but ways of identifying, seeking, learning, and evaluating knowledge as it is applied (cognitively, socially, physically).

Partnership between HE and Workplace

n Assume that what is know is "dated" both in knowledge-skill, as well as in pedagogy and curriculum. Challenge – how to innovate (on a continuing basis)

n Partnership – creating valued connections surrounding a "win-win"-

   n What are the issues you face with this partnership?