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OUR LEARNING FUTURES

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Pedagogical practices to develop future-oriented learning

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Future-oriented – what is this?

When you see and hear this term ‘future-oriented, what first comes to mind?

- Worker-learners using technology for learning
- Worker-learners being creative
- Worker-learners asking critical questions
- Worker-learners collaboratively identifying & solving problems (work with what is emerging)

Problem type

Standard problem
There is often an SOP

Non-standard problem
There is no SOP
Naming the problem, how to solve and solution(s) are known

Highly complex problem
Those involved need to identify and name it, work out how to solve & develop solutions

Who is doing the learning work?

Educator

Educator & learners

Learners

Knowledge

Canonical K

Distributed K
Canonical K

Emerging K
Distributed K
Canonical K

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Reproducing Knowledge

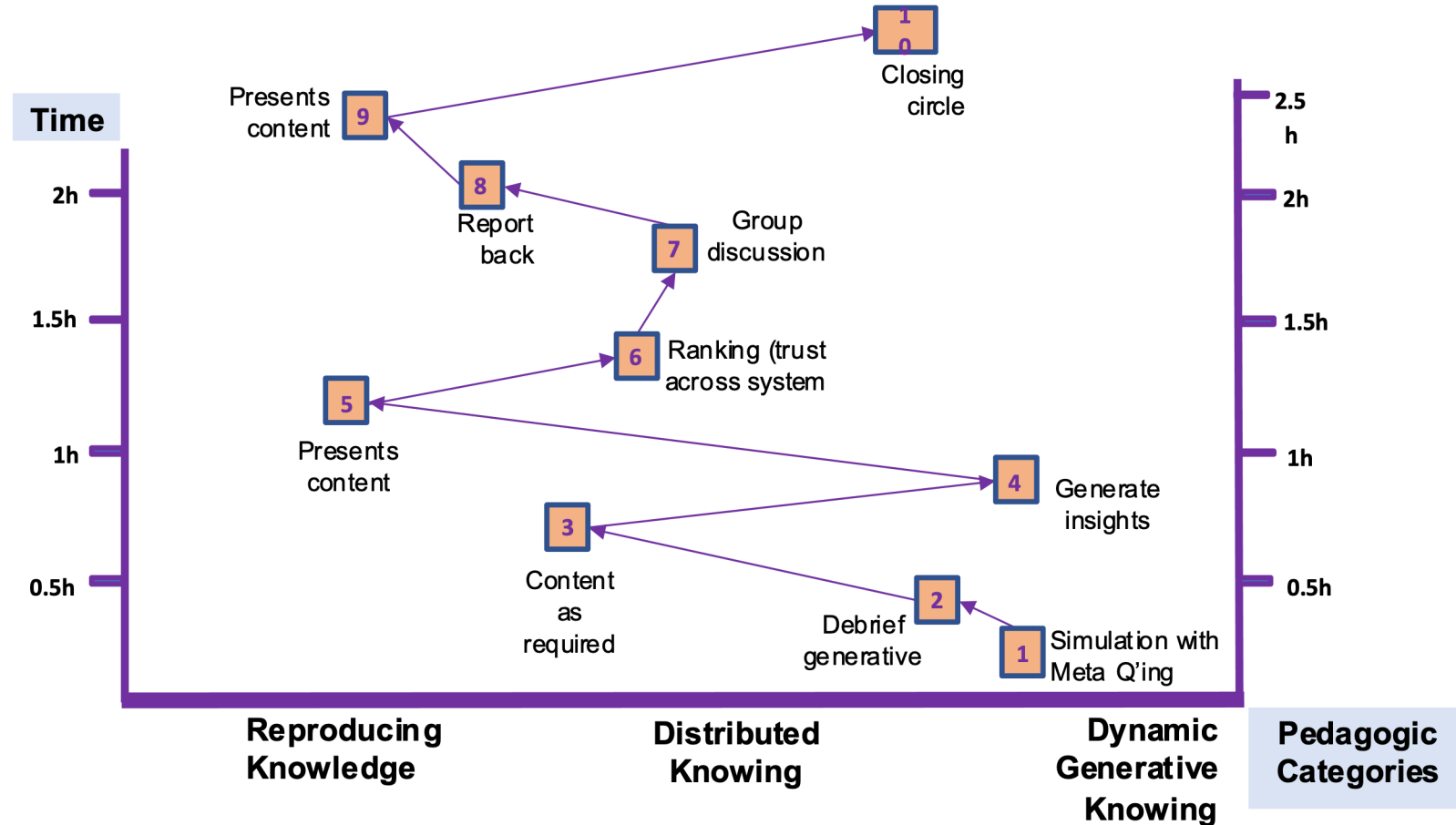
Distributed Knowing



Dynamic Generative Knowing

LEARNING CHANGE

Its all about the dance



What are worker learners doing?

Listening

Answering Qs from educator and asking clarification Qs

Individually making sense of content

Actively engaging with content

Asking Qs of educator & peers & answering Qs

Individually & collectively making sense of content

Listening

Constantly moving between theory & their practice

Asking critical questions of content, each other, the educator

Collectively making insights as they identify and solve issues in their practices/workplace

Using and growing collaborative capabilities

Reproducing Knowledge

Distributed Knowing

Dynamic Generative Knowing

Future-oriented

What are you (the educator) doing?

Lots of talking

Asking closed questions or questions that require short answers

Using IRF (initiation-response-feedback) sequence

Providing content

Facilitating learner's active engagement

Asking probing questions

Listening to learners - providing a supportive learning environment

Creating ongoing, purposeful dialogue

Encouraging worker/learners to inquire, analyse data, and make sense of different, conflicting ideas

Providing input (content) as needed

Creating a community of inquiry

Reproducing Knowledge

Distributed Knowing

Dynamic Generative Knowing

Future-oriented

Its about how & why you design & facilitate learning & assessment activities

Activity Examples	Reproducing knowledge/ DK	Distributed knowing	Dynamic Generative knowing
Role play	<p>Scripted role play</p> <p>Purpose: learners to reproduce required script</p>	<p>Scenario given Learners moved into role and try out the skills</p> <p>Purpose: learners to put their learning to work, build confidence in their abilities</p>	<p>Learners create to (e.g.)</p> <ul style="list-style-type: none"> - test out possible solution - refine needed skills, etc. <p>Purpose: part of problem solving, evaluate critically, refine, try something different, etc.</p>
Case study	<p>Simple case study</p> <p>Purpose: help learners repeat content in their own words</p>	<p>Complex case study</p> <p>Purpose: develop analytical skills, learn to ask Qs, seek to improve current practices</p>	<p>Highly complex case</p> <p>Purpose: introduce new concepts; develop inquiry skills</p>

Future-oriented pedagogies framework

Aspects of PPs	Reproducing knowledge	Distributed Knowing	Dynamic Generative Knowing
Beliefs about learning, teaching, learners			
Who is doing the work? (division of labour)			
Assessment			
Learning Design			

Multiple uses for FOPs Framework

As a reflective tool for:

- **educators** to **make visible their current practices and beliefs** (about learning, teaching, learners) and have the language to think, plan and implement a wider dance across the PP and aim towards increasing their DGK PP
- **educators** and or **curriculum designers** working informally or formally **together to give and receive feedback** on their PP and beliefs
- **curriculum designers** to **analyse their curriculum design** and its alignment to their beliefs
- **training providers** to **map** their curriculum and pedagogic practices to **align with their strategic intent and directions**
- training providers to **support** their educators (full-time and adjunct) **professional development** and gain **alignment** between desired **pedagogical practices and values and beliefs of the organisation**

Adult Learning Collaboratory

To be part of using future-oriented pedagogies, contact:

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