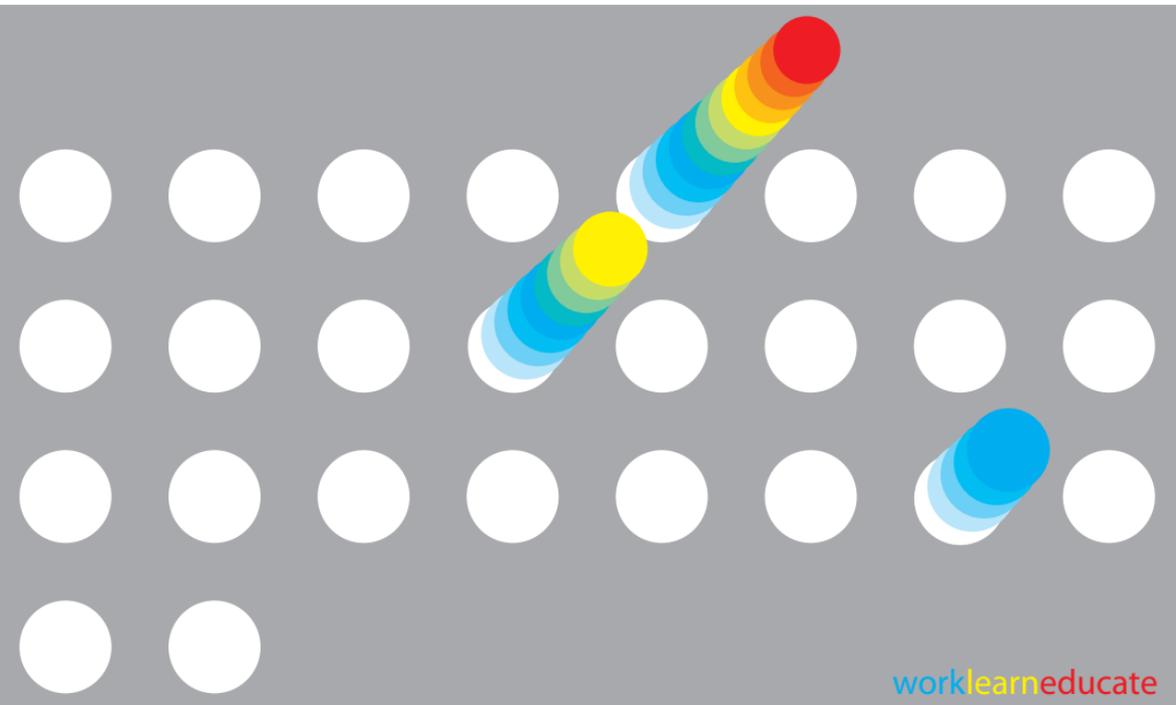




Leading education
and social research
Institute of Education
University of London



worklearneducate

wle

Work-based learning for
education professionals
A Centre for Excellence
at the Institute of Education

Mission



The WLE Centre aims to transform the current models of work-based learning to respond to the diversity of personal learning needs



The Centre undertakes and uses research to enhance professional practice in a variety of workplace settings. It approaches work-based learning through work-related programmes and through initiatives in the workplace.



www.wlecentre.ac.uk

People



Directors:
Dr. Norbert Pachler
n.pachler@ioe.ac.uk



Professor Karen Evans
k.evans@ioe.ac.uk



Assistant Director:
Dr. Caroline Daly
c.daly@ioe.ac.uk

Centre Manager:
Manos Agianniotakis
contact@wlecentre.ac.uk

Webmaster:
Tim Neumann, LTU
t.neumann@ioe.ac.uk

Information Services:
Chris Purday, c.purday@ioe.ac.uk
Dave Vout, d.vout@ioe.ac.uk

Projects



The WLE works with key partners to transform current models of work-based learning. This responds to the diversity of professional learning needs emerging not only in education, but also in fields such as medicine, finance and management.



Members and associates of the WLE Centre engage in a range of different research and development projects. The aim is to innovate approaches to WBL and to develop professional practice in multiple levels. In its fourth year of activities, the Centre supports the following projects:



Teaching, learning and assessing literacy with whole-class technologies *by Diane Mavers*

This study investigates how teachers use a visualiser connected to an interactive whiteboard as a pedagogic resource in the teaching of literacy, and the relationship between this and what children do, with implications for teaching, learning and assessment.

By providing insights into innovations in professional practices, and into learning and assessment, the project will contribute to debates around representation and knowledge in the 'digitized' literacy classroom.

Master of Teaching (MTeach) virtual learning environment (VLE) *by James Emmott*

The project develops the Master of Teaching (MTeach) virtual learning environment (VLE) involving hosting, e-portfolio and digital video development activities.

It will enable the facilitation of, and provide a platform for, research into these areas.

The challenges facing the development of work-based learning in international contexts (STEP) *by Jon Pickering Hilary Kemeny, Ambrose Hogan*

This two-year project will examine attempts at major institutional change in

Ismaili Religious Education Centres (RECs), through the introduction of a new Secondary Teacher Education Programme (STEP). These centres are in five different countries - Canada, the USA, India, Pakistan and Tajikistan. This project takes the rare opportunity of looking at the challenges of changing work practice in five countries through work-related learning in a sixth, the UK.

Beyond synergies and networks: towards a common language of description for work-based learning *by David Guile*

The project develops work on: (i) establishing cross-centre synergies as regards conceptual and developmental agendas

in Work-based Learning (w-b-l); and (ii) extending links, formal concords and research partnerships with leading institutions in the field of WbL.

“And don’t forget to bring your mobile” - Informing educational target groups about mobile learning opportunities

by Judith Seipold

This project focuses on the dissemination of concepts and projects for mobile learning conducted inside and outside school, with the aim to provide support for educational professionals and stakeholders through website, online-databases and publications, and thus to support ‘at-risk learners’ in successful and sustainable learning.

The enhancement of such a project which covers school and extramural learning is seen as indispensable in terms of participation in learning and education, the integration of ‘at-risk learners’ and strengthening lifelong learning.

Learning, teaching and assessment for plurilingualism and democratic citizenship

by Hugh Starkey with David Block, Norbert Pachler, Amos Paran, Ana Redondo, Karen Turner, Cathie Wallace; LWW-CETL at SOAS/ UCL Cristina Ros i Solé, Itesh Sachdev; PLIDAM centre at INALCO Paris Genevieve Zarate

The project involves organising a bi-lingual conference on plurilingualism

and citizenship involving IOE WLE, SOAS/UCL LWW CETL and PLIDAM at INALCO, Paris. It also develops a major research bid to continue the collaboration beyond the current funding period.

Outcomes include creating a new research focus and body of work associated with WLE and incorporating e-learning, workplace learning and interdisciplinarity.

Leading and Developing Learning Schools

by Jane Reed and Caroline Lodge

A national school improvement project researching and developing work-based approaches in schools to enhance pupils’ engagement and participation in

learning and the role of the LA in supporting them. Schools and advisers in eight Local Authorities (LAs) are involved in ensuring pupils’ active engagement and participation in learning (rather than focusing on test scores).

Teachers’ Voices: African teachers’ assessment of their own learning and its relevance to a UK context.

by Chris Devereux

The project stems from the proposer’s past and current work - and increased understanding - of teacher development and transformation in Southern Africa. Past work has involved distilling the elements of teacher education curricula in sub-Saharan African countries (Devereux,

2005). More recently, contact with schools, the Eastern Cape Education Department, the University of Fort Hare’s teacher education department, UNISA (University of South Africa) and SAIDE (South African Institution for Distance Education) has offered useful personal insights on teacher development in a South African context. The project will involve the use of data from prior work and a small pilot study to prepare a research paper.

Seeing the meaning: the use of Display Technologies to Enhance Teaching and Learning

by John Cuthell, Christina Preston et al

It is proposed that an online resource relating to the policy, theory and

practice of all aspects of Visual Learning is created. This multi-modal resource will be available online and form a growing knowledge base for academics, students, schools and teachers.

Disseminating DAMPAC
by Robert Ferguson

The project will introduce multimodal design and ‘learning as production’ to professional colleagues and then to school students monitoring and appraising the pedagogic process throughout.

The project will provide the participants with relevant production skills and develop, in dialogue, approaches to multimodal pedagogies for specific purposes in specific contexts.

Networks



WLE Networks are groups of people working in a particular sector or on a particular topic. Network members organise events and discussions on issues relevant to work-based learning in their particular field of interest.



Currently, the WLE has four networks:



Researching Medical Learning and Practice

The Researching Medical Learning and Practice network (RMLP) is made up of a group of practitioners interested in researching medical learning and practice consisting of:

- post-graduate and doctoral students,
- alumni,
- medical educators,
- clinicians and
- a wide range of colleagues with an inter-professional interest in health care, education and work based learning.

It is overseen by a planning group which supports and disseminates high quality research in the field of work

based learning in medicine and health.

Network convener:
Vivian Cook
viv.cook@qmul.ac.uk

London M-Learning Group

Mobile learning is an emerging, and rapidly expanding field of educational research and practice across schools, colleges and universities as well as in the work place.

The London M-learning Group brings together an international, interdisciplinary group of researchers from the fields of cultural studies, sociology, semiotics, pedagogy and educational technology from the Institute of Education, the University of Kassel, the

London Metropolitan University and the University of Verona.

The group is working on a theoretical and conceptual framework for mobile learning around the notion of cultural ecology. The analytical engagement with mobile learning of the group takes the shape of a conceptual model in which educational uses of mobile technologies are viewed in ecological terms as part of a cultural and pedagogical context in transformation.

Members of the group work on various projects and publications with each other, and organise joint events.

Group convener:
Norbert Pachler
n.pachler@ioe.ac.uk

Scoping a vision for formative e-assessment

The Centre for Work-Based Learning for Education Professionals, at the Institute of Education, has been commissioned by JISC to conduct a study on Formative e-Assessment process modelling. This study is based on a combination of desk-based research, case study building based on empirical data gathered from practice and pattern-based modelling.

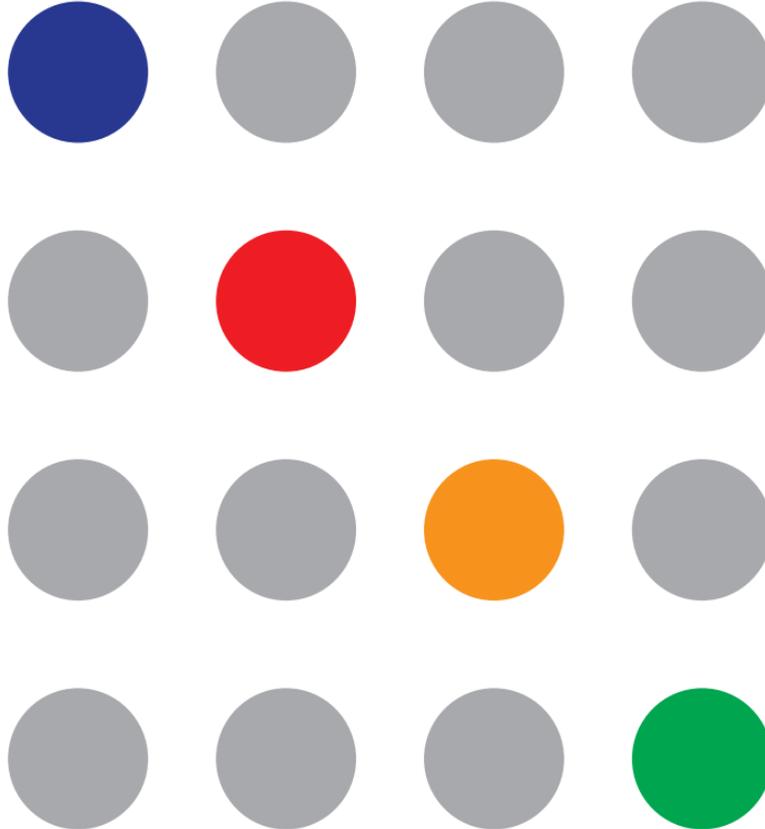
Formative e-assessment is understood as the use of ICT to support the iterative process of gathering and analysing information about student learning by teachers as well as learners and of evaluating it in relation to prior achievement and attainment of intended, as

well as unintended learning outcomes. E-portfolios are outside the scope of this project.

The formative e-assessment project team has chosen the Planet platform and methodology as a central part in its framework. The team is using a group space on the Planet platform to collaboratively author the literature review, and the tool provided to record their case studies and patterns, building on Planet's methodology of Pattern elicitation workshops.

Lead investigator:
Norbert Pachler
n.pachler@ioe.ac.uk

<http://patternlanguagenetwork.myxwiki.org/xwiki/bin/view/Groups.FormativeE-Assessment/>



“Working with partners to develop work-based practice”



The information in this flyer is available in alternative formats. Please contact the WLE Centre:
Telephone 020 7612 5531
E-mail contact@wlecentre.ac.uk

WLE Centre for Excellence
Institute of Education
20 Bedford Way
London
WC1H 0AL
United Kingdom
Tel: 020 7911 5531
Voicemail/email fax
07092 288 882

wle

Work-based learning for
education professionals

**A Centre for Excellence
at the Institute of Education**

www.wlecentre.ac.uk