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# EXCEED

Excellence in Green and digital manufacturing

Designing training programmes according to a continuous  
professional development perspective

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# A few points of discussion:

- ▶ Continuous professional development and lifelong learning
- ▶ Key concepts for an adult learning perspective
- ▶ Ideas for teaching adults



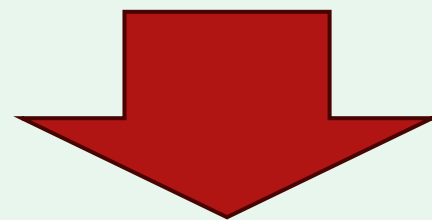
A few points of discussion:

- ▶ Continuous professional development and lifelong learning



# Reflexive modernity context

- Loosening of bonds to **social milieus** and increase of **social inequalities**;
- Patterns of orientation have become **more localised** and related to generational and gender-based experience, perception of ethnicity or even lifestyles (Alheit, 1999);
- Dramatic increase of **options open** to member of society and **fastpaced changes** and ruptures make **life course less predictable** than in the past;
- Compulsion to make decisions and perform choices of orientation (**reflexivity**) is being devolved to individuals (Beck, 1992; Giddens, 1991).



Need of new **flexible structures** of competence developed within **lifelong learning** processes



# Lifelong learning for professionals

- Lifelong learning in the management of change and professional development
- **The profession's** own value base
- The more subjective ways of knowing
- Interplay of social structure and individual agency, **professional socialisation and personal growth**, formal and informal learning

Linden West, 2004





A few points of discussion:

- ▶ Key concepts for an adult learning perspective

# 1. Biographicity

**We** can redesign again and again the contours of our life within the specific contexts in which we (have to) spend it, and we experience these contexts as shapeable and designable.

Need to **decipher the “surplus meanings”** of our knowledge.


**Depend on communication and interaction** with others, learning is embedded in lifeworlds under conditions of “learning environments” or “**learning milieus**”.

(adapted from **Peter Alheit**, Biographical learning – within the new lifelong learning discourse, 2009)



# What knowledge?





““ Learning makes sense with reference to the history of the subject, their expectations, points of reference, conception of life, relationships with other... the image of self””

BERNARD CHARLOT, DU RAPPORT AU SAVOIR, 1997, MY TRANSLATION

## 2. The relationship with knowing

Knowledge will **make sense** to subjects if it is significantly **related to their individual stories** and imbued with **desire** linked to the possibilities or inhibitions it implies for their self-construction.

There are **affective, imaginative and cognitive** dimensions of self-construction at stake.




**Symbolic**



**Materiality**



**Time**



““The place where cultural experience is located is in the potential space between the individual and the environment””

DONALD WINNICOTT, PLAY AND REALITY, 1971

# 3. Transitional space in adult education

Higher education is potentially a space

in which to manage and transcend feelings of marginalization, meaninglessness and inauthenticity

**in interaction with others;**  
in which it is possible, given their support and encouragement,

to **compose** a new life (West, 1996).



Playfulness

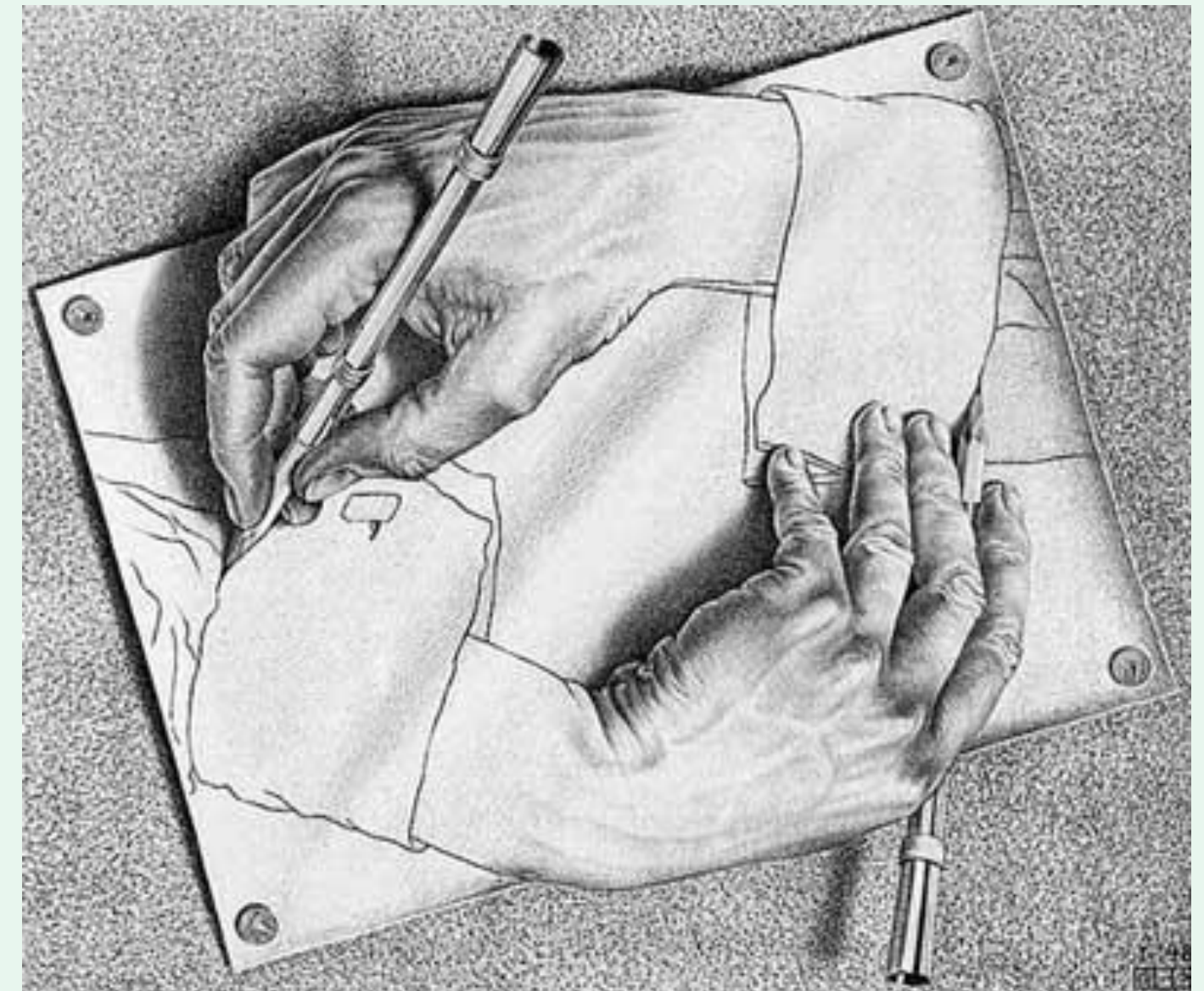
# 4. Imagination

The ethical imperative: «Act always so as to increase the number of **choices**».

The aesthetic imperative: «If you desire to see, learn how to **act**».

Heinz Von Foerster, 1973

Self



World

# 5. Connected knowing

**A contextual, relational way of knowing** that celebrates the inter-actions within which knowledge is produced. Issues of power and authority, voice and mind.

Vs.

A separate epistemology based upon **impersonal procedures for establishing truth** (Belenky et al., 1986).

Integrated knowers?



A few points of discussion:

▶ Ideas for teaching adults



# What context of reflection?

*An invitation...*



# World Café: 4 Questions

- **STRENGTHS** – What works in the current teaching practices and approaches in your organization?
- **WEAKNESSES** – What is improvable in the current teaching practices and approaches in your organization?
- **STORIES** – Which beliefs and stereotypes may hinder learning (gender, age, class...)? Share a story
- **CREATIVITY** – How could we better compose technical skills and PSL (Personal, Social, Learning to Learn) competences for sustaining professional growth? Offer an idea





# Notes





# Déplacement

An **unpsetting** of learners' **systems of beliefs** and rules leads them to reflect and eventually change their courses of action and theories.

It needs a **context of reflection** for making sense of confusion.



# Blazon/Family Coat of Arms

5 Motto!

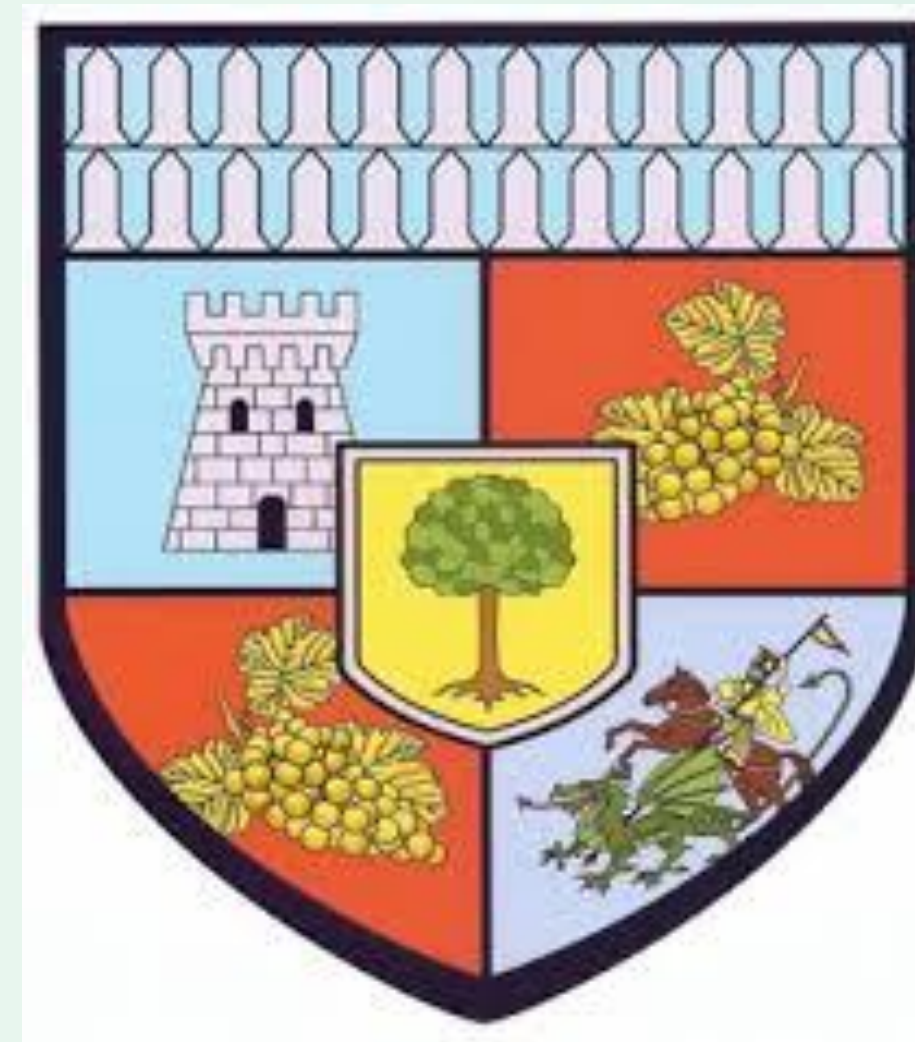
A **symbolic identity card** that analogically answers the questions: Who are you? Who are you?

A kind of prism for self-exploration.

It works on the **culture of the individual and the group**, between inside and outside, between past and future.

2 Past: A character/event characterising the professional/organisational history

3 Present: Current alliances and resources (material, spiritual, human)



1 Emblematic object (drawing)

4 Future: Professional project and mission as organisation member

# Project Work

- **Groups of minimum 4 members from the same country**
- **Online PW in small groups designing a new course of study specifying: the target audience, the principles, the objectives, the teaching and organisational methods and other supporting services**
- **Deadline 31 March**
- **Review 3rd April (during Phase II)**





[www.exceed-cove.eu](http://www.exceed-cove.eu)

# Thank you



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