

University of Surrey, Guildford

Tuesday 31st March & Wednesday 1st April 2009



A life-wide curriculum maximises opportunity for embracing the most inclusive concept of learning (whole life learning) and for encouraging and valuing learning and achievement from the widest range of experiences available to a learner. In this conference we want to encourage exploration of the concept in the context of enabling learners to develop the agency and capability necessary to become an effective and successful professional.

Invited Speakers

Professor Ron Barnett

The will to be a professional: how a life-wide curriculum might encourage important features of will.

Professor Michael Eraut

Learning to be a professional, what does it mean? Emerging research from the University of Surrey Placement Experiences.

Professor Stephen Billett

Learning to be an agentic professional: conceptions, curriculum, pedagogy and personal epistemologies

Professor Ursula Lucas

Reflection: a key personal agency for learning to be professional.

Dr Robert Partridge

Award frameworks to support life-wide learning

Paul Maharg

Social software, professional relationships and democratic professionalism

Phil McCash

Career development learning through a life-wide curriculum

Karen Evans

Seven Principles for Putting Knowledge to Work: exploring their potential for the 'sandwich placement model' of work integrated learning.

The five interconnected conference themes are:

The idea of learning to be professional: We know that this is a long and complex journey but what does this mean? How is this journey encouraged and enabled? How do learners shape their own destiny and develop their identity as a professional through a life-wide curriculum?

The idea that direct experience of real professional work environments is essential to learning to be a professional:

What are the different ways through which learners' gain such experiences? How do different types of experience help learners' develop their sense of what learning to be professional means?

The idea that at the heart of being a good professional there are qualities that can create excellence in any professional practice:

We are trying to stimulate thinking and discussion on the qualities needed to be a good professional these include: being able to work independently and with others to think through and assess a situation in a professional context; plan, implement and improvise appropriate actions; monitor the effects of actions and change them if necessary and learn through reflective processes, both individually and in teams. This is the basic epistemology of any proactive, creative, enterprising self-regulating professional. How do different disciplines seek to combine and integrate learning and experiences from academic, work and other real world contexts within a life-wide curriculum.

The idea that being able to learn through reflection is an essential skill for learning to be professional:

How is PDP (Personal Development Planning) being integrated into the learning to be professional enterprise? How is it connecting to and promoting the qualities needed to be an effective professional?

The idea that an education that seeks to prepare learners for being a professional in this complex world is gained through a curriculum that combines and integrates learning and experiences from academic, work and other real world contexts - a 'life-wide' curriculum:

How do higher education institutions encourage, support, recognize and value learning and achievement gained through a wider range of experiences? How does Career Development Learning contribute to the process of learning to be professional?

Learning for a Complex World

Learning to be Professional through a Life-wide Curriculum

The conference will be of particular interest to:

- Teachers and tutors involved in helping students learn to be professional and in designing curricular and supporting placement experiences that enable them to achieve this goal
- People who have a role in supporting learners and learning outside the formal curriculum and people who are promoting more experience-based education within the academic curriculum
- People who support PDP and are involved in helping students learn through reflective processes
- Career professionals interested in supporting the development of career awareness through a life-wide curriculum
- Leaders who shape their institution's teaching, learning and curriculum policies and practices
- The conference encourages collaboration between staff and students.

Learning to be Professional Wiki

<http://learningtobeprofessional.pbwiki.com>

Life-Wide Curriculum Wiki

<http://lifewidecurriculum.pbwiki.com>

Call for papers

The conference organizers would like to receive papers that either:

- describe and evaluate practice
- are research oriented
- are conceptual
- or are any combination of the above

Paper sessions will be 25 mins long (20mins presentation 5mins discussion). Practitioners and researchers are invited to submit an abstract of up to 400 words using the template provided in the Registration Form. Papers must address one and ideally connect to more than one of the conference themes:

- Learning to be professional: how learners gain insights to and experience of the professional world: their journeys and stories of learning to be a professional.
- Key qualities and personal agency needed to be a good professional and how these are developed through modules and programmes that seek to integrate learning from academic study, work, volunteering and other life experiences.
- Role of Career Development Learning in the process of learning to be professional.
- Role of PDP in helping learners develop the skills and habits of reflection that enable them to learn to be professional.
- Use of technology to facilitate learning to be professional.
- Influence of Professional and Regulatory Bodies in shaping what learning to be professional means.

Abstracts need to be submitted by **February 20th** and authors will be notified whether they have been accepted by March 1st.