

Curriculum in Workplace and Community Learning Places: It is over there!

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In the context of an on-going Faculty-wide curriculum renewal exercise, the place of student learning in work and community places is being considered. This reflects appreciation that different physical places offer different opportunities for learning and teaching. These opportunities relate to what student can learn (curriculum), how they learn (approaches to learning), by whom and how they are taught, how they can provide evidence of their learning and by whom they are assessed. In this presentation, I will discuss some implications for curriculum and 'approaches to learning' of learning in these places. With student perspectives in mind, I will propose that elements of the curriculum will be uncertain and need to be located, uncovered and accessed by students themselves. This curriculum represents “a socially organized stock of knowledge in use in the particular environment as it is experienced by the participants” (Moore, 2004, p.329): it is resident in the minds of those who are engaged in work and everyday life in these places. I will also review knowledge, know-how and attitudes that students may need to acquire so that they can successfully 'ferret out' this curriculum and proactively plan for and engage in learning. Their planning needs to take into account the affordances and constraints on learning that are distinctive to particular work and community places (Billet 2004; Fuller and Urwin, 2004). The benefits of preparing students for learning in beyond the campus places will be emphasized, a previously implemented preparation strategy described and an evaluation strategy proposed.