

Work can form the basis for learning, which can then be accredited by Higher Education

1. Questions

What **local organisational arrangements and work practices** are required to deliver online supported, inquiry-based learning

What **strategic mechanism** can enable institution wide take-up of online supported, inquiry-based learning

How can the institution be **more responsive to new and innovative curriculum developments** such as the model of Work Focussed Learning

Why has the institution **struggled to successfully mainstream** the model of Work Focussed Learning

2. Theory

Pivotal idea of planning **cyclical interventions** for improvement (Lewin, 1946)

Double Loop Learning reflection on constraints (Argyris and Schön, 1978)

Modelling desired student behaviour (Brockbank & McGill, 1998)

Theory of adult learning, **Andragogy** (Knowles, 1980)

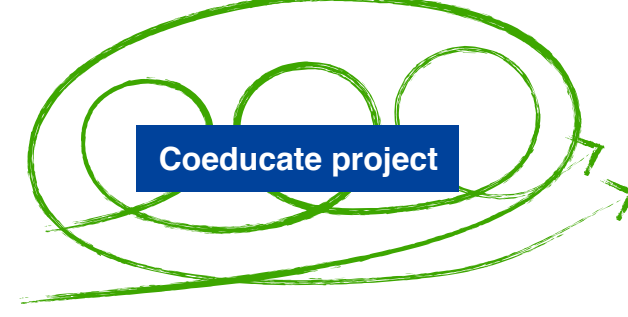
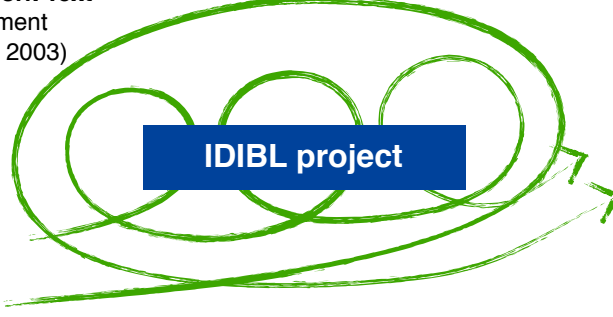
Communities of Practice (Wenger, 1999)

Cybernetics and the concept of Organisational Variety (Beer, 1985)

Soft Systems Methodology, a form of action research (Checkland, 2006)

Theory of Disruptive Innovation (Christensen, 1995)

Enterprise Architecture (The Open Group)



Patchwork Text Assessment (Winter, 2003)

3. Methods & Action

Iterative development of learning activity design

Developing team teaching approaches in the online community of inquiry

Validate the **IDIBL Framework**

Reflective journals

Staff training to **socialise** new pedagogical approaches

Work in committee structures to embed framework in **quality mechanisms**

Course validation and **re-validation** in second year

Data collected and used in **peer reviewed journals**

Work with colleagues to **use the Framework**

Staff interviewed and data used in **peer reviewed publications**

Use of organisational **modelling techniques**

4. Learning

New working practices to support online, inquiry-based learning

Interview process to identify applicant characteristics are the **'right-fit'**

Approach of **Patchwork Media Assessment**

Codification of the model of **Work Focussed Learning**

Analysis of online community of inquiry using concept of **variety management**

Exemplification of Theory of Disruptive Innovation; **structural & organisational arrangements**

Identification of **strategic choices** for curriculum innovation

5. Impact

Model of **Work Focussed Learning** re-used in different institutions

First cohort of **150 students** graduate in 2006

Suite of courses on Regeneration and Sustainable Environments validated and run

Masters programme, **Learning with Technology** run

Framework acted as **wider inspiration** for new curricula

Institutional wide, improvement of validation processes

6. Challenges and Future Questions....

Undergraduate HE is offers a face-to-face experience built around disciplines and subject specialisms & **existing staff and students value and prefer this**

How can **teaching practices in existing HEI be modernised** to capitalise on the opportunities of new technologies

What new forms of institutions are required to effectively operate radically new approaches to HE