SY 005 - RWL4 Symposium Proposal

1.	**Convenor(s) name(s) and affiliation**	
	Name:	Alan Brown
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2.	**Symposium title** Interactions between work, learning, performance and context: findings from the UK TLRP projects Symposium 1 and Symposium 2	
3.	**Symposium abstract** (max 300 words):	

Contribution 1
Early career learning: Learning During the First Three Years Of Postgraduate Employment
Professor M Eraut, Mr S Steadman, Prof C Miller, Professor F Maillardet *et al.*

This project investigated three groups of graduates (accountants, engineers and nurses) through their first three years of full-time employment, examining the factors affecting their learning and approaches to improving the management and support of learners. The accountants were developing job competence and working for professional qualifications, the engineers were working towards Chartered Engineer status and the nurses were engaged in post-qualification learning to develop their expertise. The project will be completed in June 2005 and the findings will include an analysis of the interaction between learning and context in different settings.

Contribution 2
Techno-mathematical Literacies (TmL) in the Workplace
Professor C Hoyles, Prof R Noss *et al.*

A crucial change in many workplaces has been the advent of an overwhelming ICT presence. This has led to the need to understand something of what lies behind the technology. This typically involves making sense of the production process in ways that require “techno-mathematical literacies” – fusions of mathematical, ICT and workplace-specific competencies that demand an ability to deal with models and to take decisions based on the interpretation of abstract information. The project is involved in the identification and characterisation of “techno-mathematical literacies” required by managers in the packaging, pharmaceutical and financial sectors.

Contribution 3
Inter-agency Learning
Professor H Daniels, Prof A Edwards *et al.*

Current government policies aimed at the social inclusion of at risk children, young people and their families call for joined up responses from professionals. These responses need to be

	flexible and demand that practitioners work together to help clients to take control of their own lives. This requires new forms of collaboration between professionals and new organisational practices to enable these collaborations. The research is developing a model of the work-based professional learning needed to ensure responsive collaboration, exemplified in the education and care plans of young people at risk of social exclusion or with special educational needs. The project draws on activity theory to examine both professional and organisational learning. **Contribution 4** **Enhancing 'skills for life': adult basic skills and workplace learning** **Professor A Wolf, Prof K Evans *et al.*** This research investigates both the immediate and longer-term outcomes of workplace-linked interventions designed to improve adults' basic skills. The analysis includes an assessment of the substantive impact on the skills and life-chances of participating adults, as indicated by improved and measured basic skills but also other life-course variables; and the potential effects on the productivity of workplaces. The research is developing an interdisciplinary understanding of the interrelationships between learning, workplace experience, and lifecourse trajectories. **Contribution 5** **Learning as work: teaching and learning processes in the contemporary work organisation** **Professor A Felstead, Dr A Fuller, Prof L Unwin, Prof D Ashton *et al.*** This project is examining the interplay of the organisational context with processes of individual/group teaching and learning at work. It assesses the implications for workplace learning opportunities for employees at all levels in both the public and private sectors. In particular, it investigates the hypothesis that workplaces which exhibit high involvement characteristics and 'expansive' learning environments provide employees with greater opportunities to engage in and attain new skills and knowledge through learning at work than would be the case for employees in low involvement ('restrictive') workplaces. **Contribution 6** **Overview of TLRP work-related learning research and plans for a web-based platform for sharing expertise on research in work-related learning** **Dr A Brown and Dr D Guile** The TLRP work-related learning researchers developing a custom-built web-based environment for sharing expertise on work-related learning research with the collaboration of five other national educational research programmes and the support of two European educational research organisations.
4.	**Goal or purpose of the symposium** The intention is to demonstrate the contribution that the UK TLRP work-related learning projects can make to an understanding of the interactions between work, learning, performance and context.
5.	**A preliminary list of speakers indicating whether they have already committed to give a talk, or just expressed interest in participating of the symposium.** **Early career learning: Learning During the First Three Years Of Postgraduate Employment** **Professor M Eraut, Mr S Steadman, Prof C Miller, Professor F Maillardet *et al.*** **Techno-mathematical Literacies (TmL) in the Workplace** **Professor C Hoyles, Prof R Noss *et al.***

Inter-agency Learning
Professor H Daniels, Prof A Edwards *et al.*

Enhancing 'skills for life': adult basic skills and workplace learning
Professor A Wolf, Prof K Evans *et al.*

Learning as work: teaching and learning processes in the contemporary work organisation
Professor A Felstead, Dr A Fuller, Prof L Unwin, Prof D Ashton *et al.*

Overview of TLRP work-related learning research and plans for a web-based platform for sharing expertise on research in work-related learning
Dr A Brown and Dr D Guile

Note: **Phil Hodkinson** is participating in several projects within TLRP, but will not be directly involved in the symposium as he is already appearing as a keynote speaker. Some of the findings from Phil's projects, however, will be used within the supporting material produced for the symposium.