

Program planning in transition: Educators making 'spaces of orientation'



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From vertical to horizontal coordination



- Economic-cultural globalisation, digital infrastructures, space-time compression
- Construction of policy problems that cross-national borders – new demands for multilateralism
- Manifesting as a shift from government to governance – requiring professionals to work across and in-between territories and tribes.
- Remaking education – from a bureaucratic-professional space to a market-network space with professional practice coordinated informationally.
- Work regimes bordered and ordered via price, quality, performance mechanisms and indicators based on standards, data, comparative numbers, and profile.
- A new status economy premised on the pitch

Program planning in new horizontalities

- **The challenge:** Making space for educational work
- **The problem:** reconfiguring professional formation that does not assume path dependence but moves through disturbed workspaces, workplaces and working lives towards inter-professional capabilities that step into other territories and build relations with other tribes – professional, market, client, governing.
- **The conceptual lens:** From 'program planning' to educational work – the making of 'spaces of orientation'.
- **The case:** Tracing the trajectory from program planning to capabilities to knowledge-based professional formation – making a transnational space of orientation.
 - What is made?
 - What must be navigated?
 - What resources are necessary?
- **The argument:** Globalising professional education: knowledge-based practice and national knowledge cultures mediated by an emergent adult learning and development epistemic community

Space of orientation

An 'epistemic object': A knowledge object marked by its unfolding (Nerland, 2008) – a matter of concern that demands action (Sobe, 2012)

How can program planning premised on hopes for change that were contextualised by European understandings of civil action at the national scale be reformulated to take up the 'hope of many others in striving towards dignity in life as a human aim' (Haug, 2010: 222).

The practical solution is *the making* of a socio-material formation that steers learning, a process that

is not about defining the "right" goal and then implementing it; the art of politics is about building connections, about creating a space of orientation which can re-contextualise fragmented struggles' (Haug, 2010: 222).

A space that materialises with a particular orientation as educators

- Navigate the 'sum of the stories-so-far' (Massey, 2005: 9)
- Come to know the way the space is perceived, conceived and lived (Lefebvre, 1991)
- Translate their insights into narratives that border and order identities-entities, relationships and cultures (Somers, 1994)
- Institutionalise epistemic infrastructures, networks, methodologies, & mentalities
- Construct places as events in learning and acting: moments of intellectual-practical unfolding that build on antecedent 'spots' and draw on specific 'points of view' to realise 'moments' of transformation.

What is made? A transnational space of orientation

Intercontinental Masters in Adult Learning and Global Change

1. Locating Oneself in Global Learning
2. Adult Learning: Theory and Practice
3. Work and Learning
4. Fostering Learning in Practice
5. Global/Local
6. Understanding research

PLANNING GROUP + AGREEMENT
UBC – LiU – UWC – UTS/Monash/ACU

What must be navigated?

2000: ALGC development by epistemic community

- Advocacy in Faculty & university course approvals

2006: Monash replaced UTS in ALGC partnership:

- Advocacy in Faculty & university course approvals
- Horizontalities with South Africa

2014: ACU replaced Monash in ALGC partnership:

- Advocacy in Faculty & university course approvals
- Vertical regulatory regime: AQF & TEQSA
- Horizontalities:
 - with partners – explaining translation of course design into TEQSA compliant format
 - With students – marketing to individual students able to pay full-fees
 - With 'users' - networking and pitching to employers who may be willing to sponsor their employees

Vertical navigation securing market demand: AQF and TEQSA specifications

AQF	Level 9
Summary	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning
Knowledge	Graduates at this level will have advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice
Skills	Graduates at this level will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently: <ul style="list-style-type: none"> analyse critically, reflect on and synthesise complex information, problems, concepts and theories research and apply established theories to a body of knowledge or practice interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences
Application of knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner

Translating discourses: From ALGC to AQF

ALGC Capability	AQF Translation
Learn how to learn in a complex international environment.	Demonstrate adaptability, responsibility and judgment in complex international environments
Learn and work globally.	Interpret and transmit knowledge, skills and ideas to peers, tutors and other professionals across national borders and occupational boundaries.
Adopt a social justice perspective on all issues of learning.	Integrate theoretical and experiential knowledge to explore the nature and effects of global transitions on learning and leading in societies, workplaces and people's everyday lives
Create networks of relationships across countries and.	Demonstrate responsibility in relationships with peers and tutors to help establish a global community of learning and leading practitioners
Challenge orthodoxies in adult learning theory and practice.	Interpret theories, practices and discourses in ways that reveal and communicate critical insights to specialist and non-specialist audiences

Course approval and unit details

UNIT INFORMATION Code, title, credit points, discipline, prerequisites, description

LEARNING OUTCOMES: On successful completion of this unit, students should be able to:

- synthesise and integrate theoretical and experiential knowledge to demonstrate an integrated analysis of a workplace incident in a professional setting (GA4, GA5, GA8)

ACU GRADUATE ATTRIBUTES: On successful completion of this unit, students should have developed their ability to:

- GA1 demonstrate respect for the dignity of each individual and for human diversity
- GA4 think critically and reflectively

KNOWLEDGE, SKILLS AND APPLICATION OF SKILLS - AQF LEVEL 9

CONTENT

TEACHING AND LEARNING STRATEGIES

ASSESSMENT PROCEDURES

REPRESENTATIVE TEXTS AND REFERENCES

Assessment procedures

Brief Description of Assessment Tasks	Weighting (%)	Learning Outcome/s Assessed	Graduate Attributes
<p>Assessment Task 1: Individual report Prepare a reflective commentary on an incident in your workplace.</p> <p>Synthesise research relating to identities and workplace contexts to analyse your own incident and peer commentaries on their incidents.</p>	40%	1, 2, 3	GA4, GA5, GA7, GA8
<p>Assessment Task 2: Case study report Using the case developed in assessment task 1, critically review theories and research on adult learning and leadership.</p> <p>Integrate theoretical and cross-national experiential knowledge on workplace contexts, cultures and identities.</p>	60%	1, 3, 4	GA1, GA4, GA6, GA7, GA8, GA10

What resources are necessary?

- Relationship building through networks that secure trust
- Networking orientations that identify boundary objects and sustain actions to enable and secure collaboration
- Methodological capacities that grasp perspectives, positionalities and different units of reference to smooth communication & translation
- Epistemic practices to source evidence, analyse and interpret data, and argue the case
- Self-reflexive capabilities to understand, navigate and steer a path through epistemic infrastructures
- Epistemic identities that care enough to form a 'we' that holds open a space for *educational* reasoning
- Epistemic-professional citizenship – the dispositions and skills for participation necessary for working in-between vertical regulatory regimes and horizontal knowledge-authority orders

Rethinking program planning for professional re-formation

- Program planning is in transition globally due to horizontaling relations between governing and learning
- Countries, education sectors & professionals are unevenly professionalised and positioned between bureaucratic-professional and epistemic-professional knowledge cultures
- Professional mobility means national knowledge cultures are no longer homogeneous but demand multilateral capacities
- Professionals cannot call on old normative reasoning to justify their work but must care enough to remake spaces of orientation as they:
 - actively learn,
 - translate learning into working, and
 - participate in governance
- Professionalisation now demands the art of political action premised on epistemic-professional citizenship

Teaching the ALGC

- Recognising interdependencies in the transnational space
- An aesthetics of pedagogy
- A light touch in curriculum design and interactions
- Creating a safe space for learning
- Strategies for managing communication dialogue
- Back-up strategies to keep it all together

I have thoroughly enjoyed this course, both content and your pedagogy.... thanks to your willingness to be present with us. I have felt secure about you knowing what you want with this course, and you have communicated the tasks and assignments, your commentaries etc in more professional manners than before. Ironic since it's your first 'try' – this is the first time in ALGC that I have felt the tutors mastered the IT-media as pedagogical instrument.

Doing research

