

Recognition of
prior learning as
an educative
experience

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RPL word association



Tobar evaluation (2021)

- Evaluation of Tobar – a pilot project in RPL
- Defence Forces and 10 ETBs



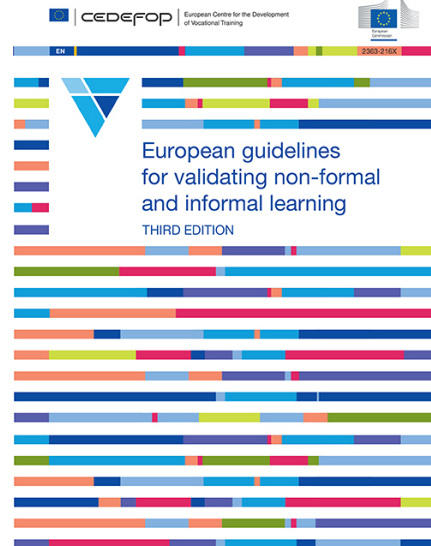
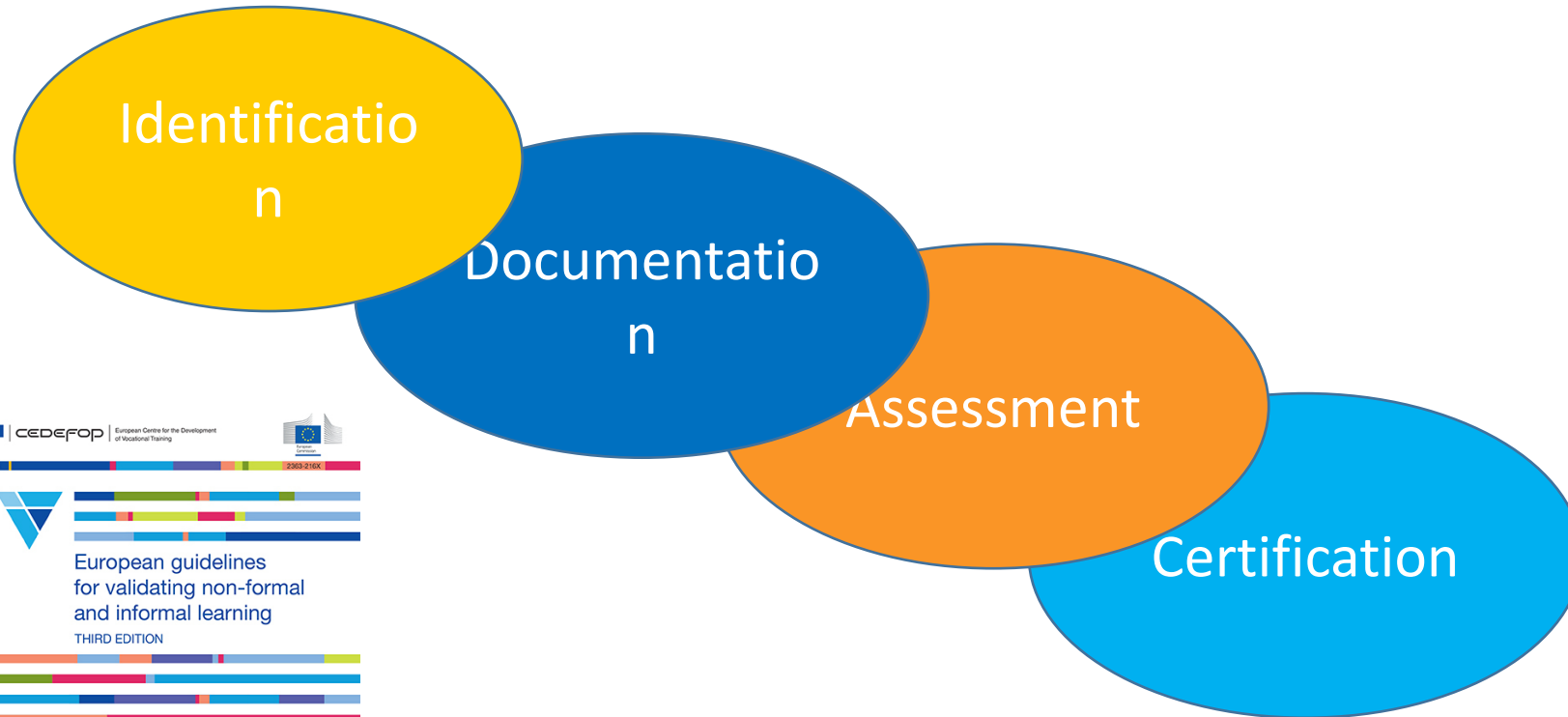


Table 3: The six most common minor awards at each level

Level 3	No.	Level 4	No.
Word Processing	14	Workplace Safety & Health	13
Health & Safety Awareness	13	Information Technology	9
Communications	10	Communications	6
Work Experience	10	Teamworking	6
Internet Skills	9	Career Planning	6
Woodwork	9	Work Practice	6
Level 5*	No.	Level 6	No.
Communications	24	Team Leadership	16
Word Processing	19	Communications	16
Teamworking	15	Word Processing	13
Information and Administration	11	Administration	4
Safety and Health at Work	11	Spreadsheets	4
Work Practice	8	Work Practice	4
Spreadsheet Methods	8		

*Seven awards are shown for level 5 because of a tie.

Four phases in VNIL (CEDEFOP, 2015, 2023)

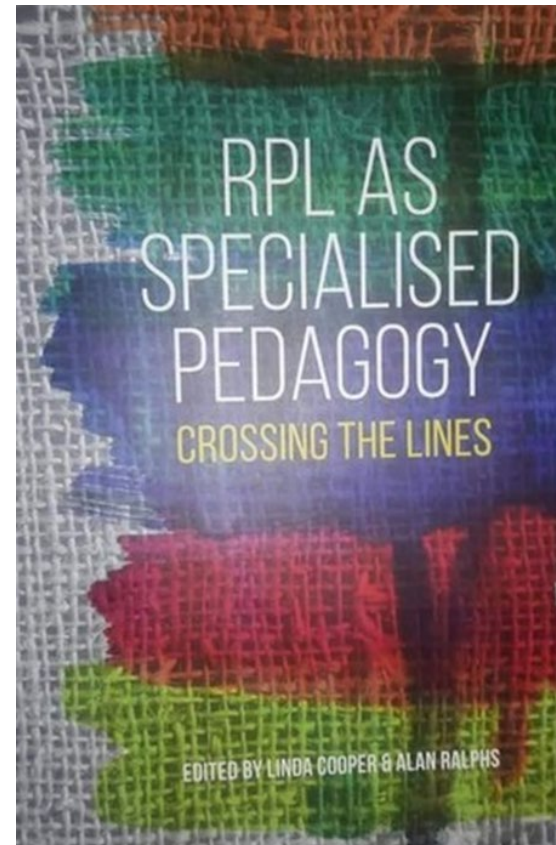




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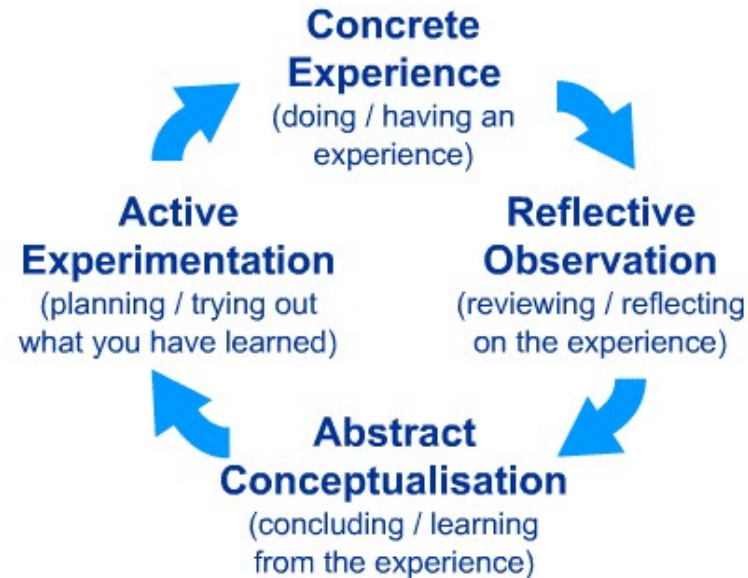
At the boundary

- ‘boundary crossing’ (Cooper, 2006)
- ‘boundary object’ (Pokorny, 2013)
- ‘Specialised pedagogical practice: crossing the lines’ (Cooper and Ralphs, 2016) (eds)



Experiential learning (Kolb, 1984)

- Through RPL's process of intensive reflection, learners come to understand the nature of their past learning. In so doing, new knowledge - knowledge about their own learning histories and learning styles - is created.' (Conrad and Wardrop, 2010, p.1)



Educative experience (Dewey, 1938)

- ‘arouses curiosity, strengthens initiative, and sets up desires and purposes that are sufficiently intense to carry a person over dead places in the future’ (Dewey, 1938, p. 20).’



Participant reactions

- *‘getting out what I knew’*
- *‘it taught me that I knew more and do more than I thought’*
- *‘The initial drawing out of the experience I had and saying I did this and I did that’*
- *‘a very rewarding and transformative process for the learners and it was very rewarding for me to witness it’*

Prior learning +

- New learning – revisiting, recalling, relearning
 - Learning to learn, personal effectiveness, self-awareness, confidence,
 - Abstract knowledge of subject
- Assessment ‘of’, ‘for’ and ‘as’ learning
- RCC – ‘contemporarise the learning’ (Solomon, 2005, p.101)
- Educative - construction of new learning, not just recall of prior learning
- Crucial role of mentor

RPL as mis-educative

- Liberating for many learners, but can also be ‘confusing, alienating and disempowering for others’ (Pokorny, 2013, p. 531).
- ‘sophisticated, tailored assessment approaches and a greater openness to alternative knowledges’ (Hamer, 2013, p. 494)
- Guidance, mentoring and assessment
- Specialised pedagogy (*paidagōgos*)

Conclusion

- ‘a real attribute and selling point for FET’ (2020, p. 48)
- cross-FET provision



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Thank you

ETBI library - Tobar evaluation report

