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Knowledge Transfer through Validation of Non-formal and Informal Learning Between a Generic and a Disciplinary Approach

Validation of non-formal and informal learning

Since 2000 a political priority all over Europe

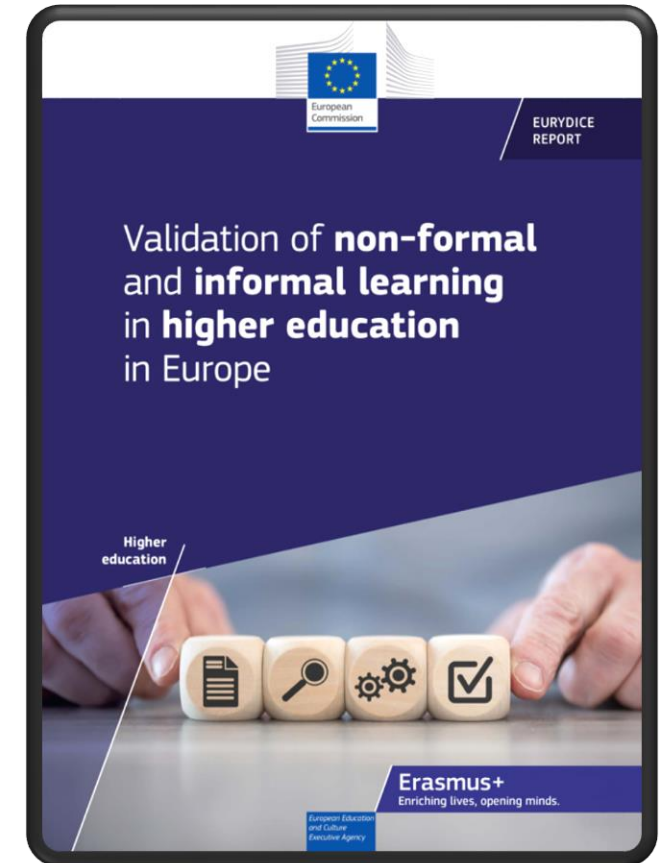
Controversial in educational practice and research

Knowledge is key ...

Can knowledge be transferred accross contexts?

What is legitimate knowledge in higher education?

Who „owns“ legitimate knowledge?



Argumentation

In higher education, a disciplinary specific approach to validation of non-formal and informal learning is most adequate and implies inter-individual, intra-organizational, and inter-organizational knowledge transfer.

Three steps:

1. Validation as knowledge transfer from the individual to the higher education institution.
2. Different approaches to validation and key elements of a disciplinary specific approach.
3. Implications concerning intra-organizational and inter-organizational knowledge transfer.

Why validation in
higher education?

Data on student life in Europe

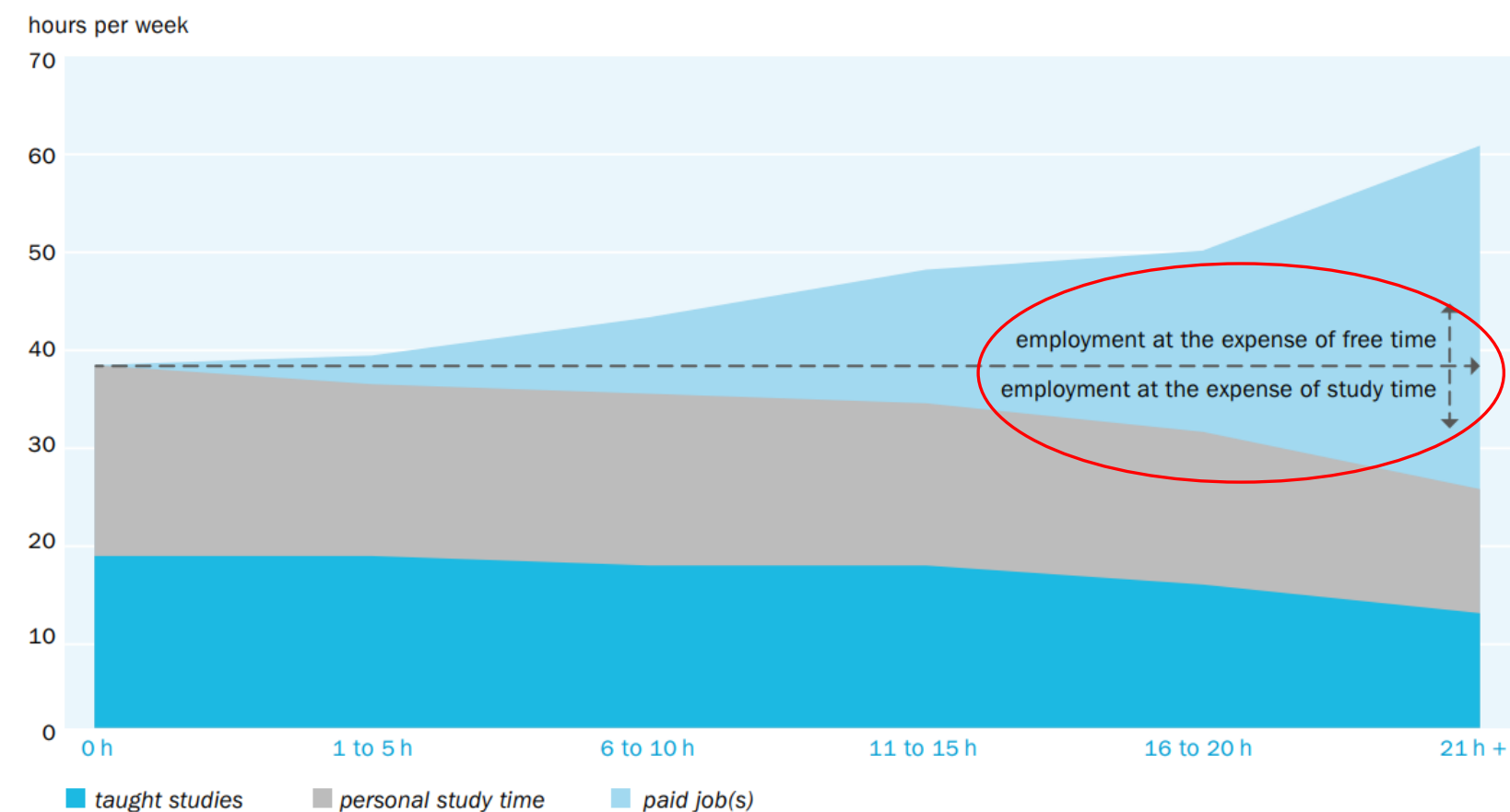
2018 to 2021 ...

60% of all students across 27 European countries have had some kind work experience prior to entering higher education.

On average, almost 80% of students were in some kind of paid work during their studies.

Students spend 47 hours per week on work and study-related activities.

Those who work more than 20 hours per week spend up to 62 hours per week for work and study-related activities.

Time spent on taught studies, personal study time, and paid jobs by time spent on paid jobs during term time*In hours per week (mean), unweighted cross-country average*

- 17% of all working students and 42% of those who work more than 20 hours per week report significant difficulties regarding their study success.
- 15% of all students report some kind of health impairment most often mental health issues

Data source: EUROSTUDENT VII, H.26, H.32, H.38.**EUROSTUDENT question(s):** 3.4. How many hours do you spend in taught courses and on personal study time in a typical week during the current #lecture period? 4.6. How many hours do you spend on your paid job(s) in a typical week in the current #lecture period?**Data collection:** Spring 2019 except CH, FR (spring 2020 – reference period before COVID-19 pandemic), DE, IT, PT, RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021). See Appendix C3 for details.**Deviations from EUROSTUDENT survey conventions:** CH, FR.**Deviations from EUROSTUDENT standard target group:** DE, IE, IT, PL.

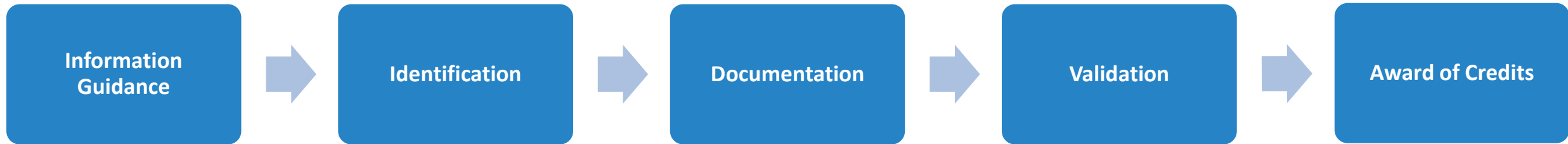
Validation as knowledge transfer

Validation in higher education

Validation of non-formal and informal learning is a practice through which knowledge, skills and competences developed through non-formal and informal learning are given value within higher education.

Types	Examples
Covert and implicit	Recruitment of prior experiences through didactics and methods
Covert but embedded	Compulsory internships in programme related fields of practice
Overt functional	Alternative route for access to a higher education programme
Overt institutional	Credits for a programme given after the validation of prior learning

Overt institutional type of validation



Convergent orientation → concurrent validity

Divergent orientation → predictive validity

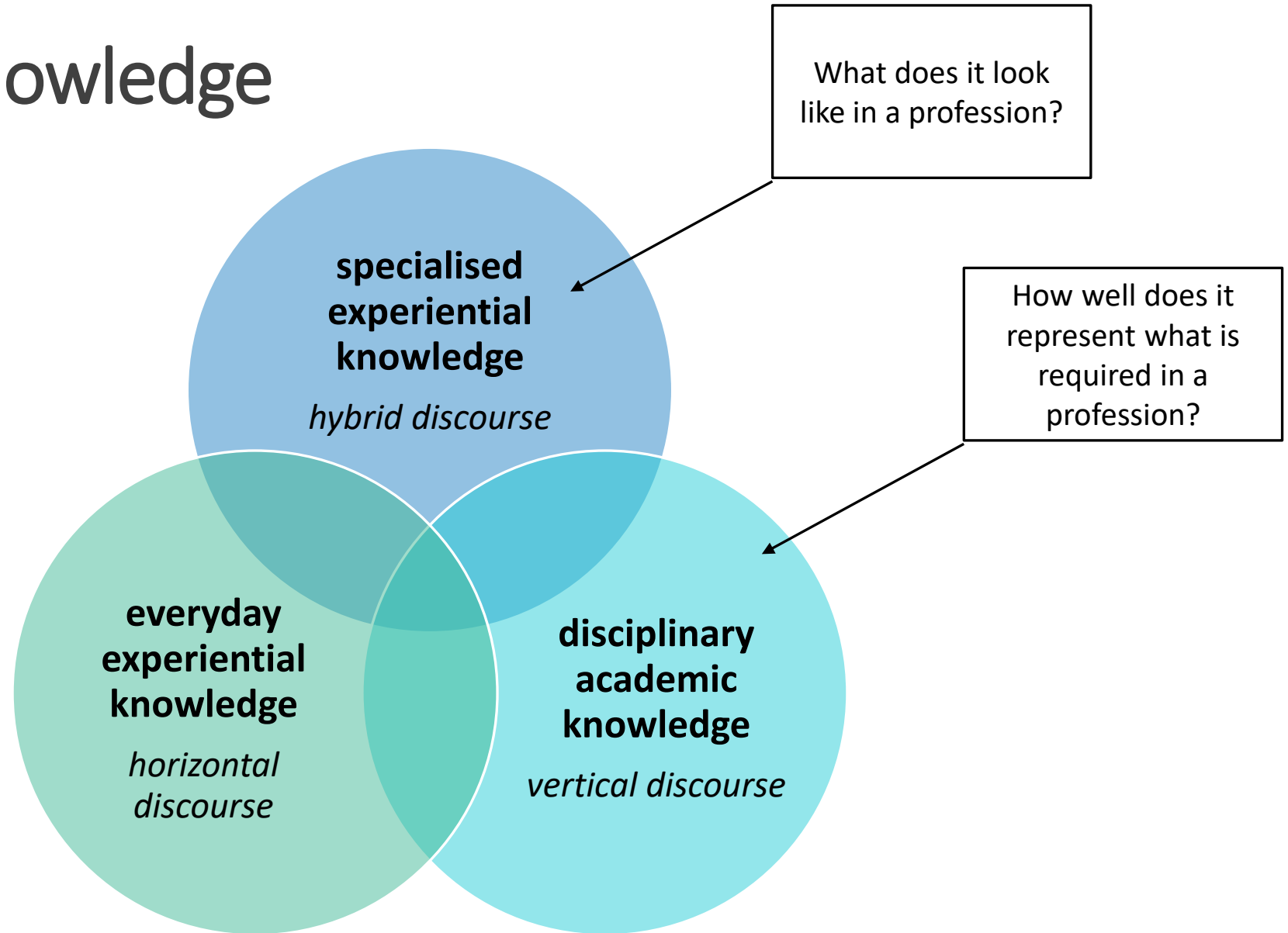
consequential
validity?

Different approaches in the literature

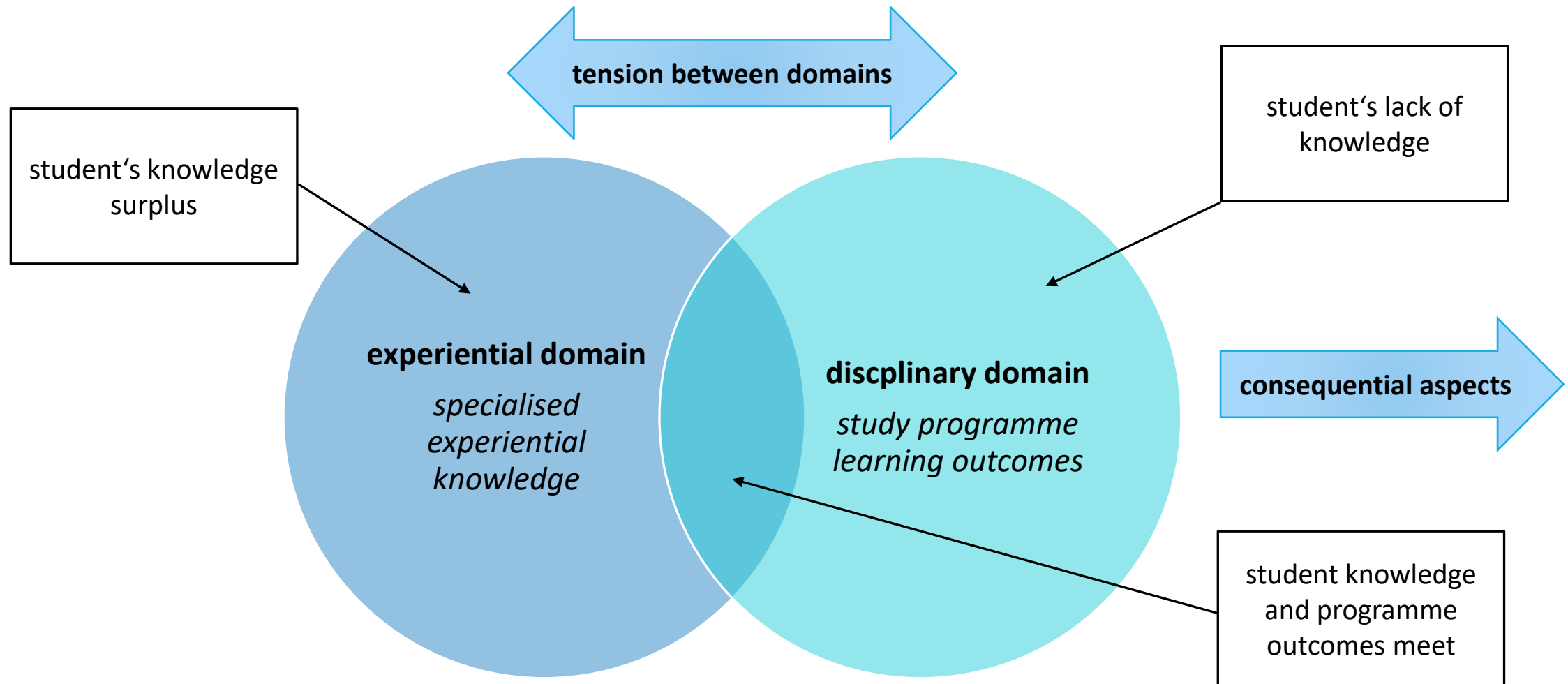
Approach	Knowledge	Purpose	Theory
Technical-market	Individual resource to be made visible through technical processes	Credit exchange and employability	Human Capital Theory
Humanist-pedagogical	Activated and developed individually through supported reflection	Credit exchange and personal development	Constructivism Transformative Learning
Critical-radical	Created in complex processes and shaped by hegemonic discourses	Valuation of marginalised knowledge and people	Actor Network Theory Gouvernementality
Disciplinary-specific	Depends on the disciplinary specific legitimation and knowledge structure	Facilitate graduateness of students	Educational Sociology Social Realism

A disciplinary
specific approach

Forms of knowledge



Disciplinary specific validation



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Implications for knowledge transfer

Knowledge transfer

Individual to organization: What do students bring, what does the profession demand and what is required in study programmes?

Precise learning outcomes → inter-subjectivity, reliability, validity

Inter-organizational: Cooperation between study programme staff and community of professional practice to formulate adequate learning outcomes

Intra-organizational: Learning process among study programme and validation relevant staff to develop validation arrangements that balance standardization and flexibility

Open for discussion: What is the role of the micro-politics in higher education?

Contact data

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