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Community Development: A shift in thinking towards heautagogy

Dr Michael Snowden & Dr Jamie Halsall

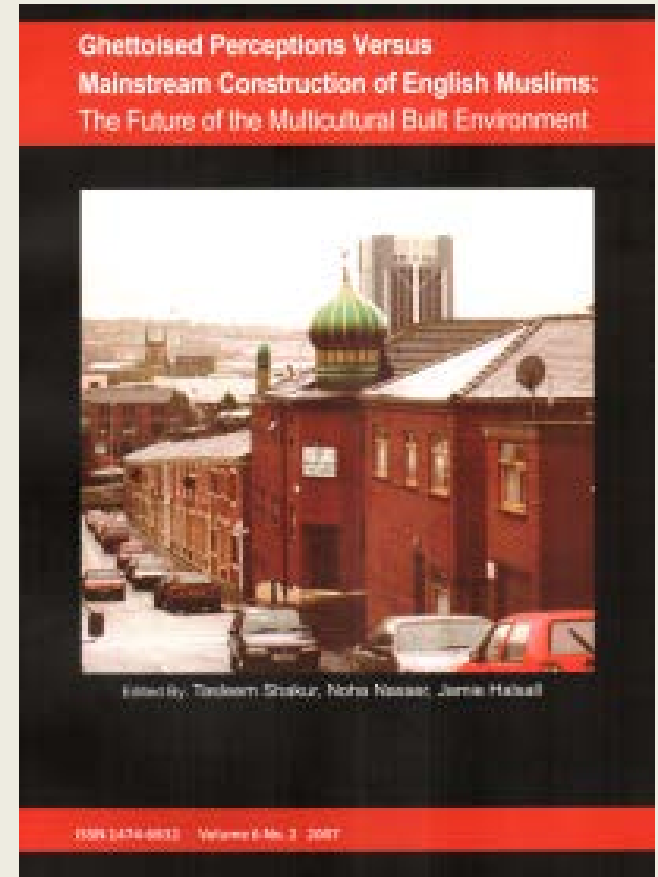University of HUDDERSFIELD

Background:

- Explore key questions
1. Community Development curriculum is complex
2. Multi-Disciplinary
3. Seldom Cross Disciplinary
4. Curriculum "silo's"
5. How do we create a community of "belonging" and learning?

Introduction

- **Community**

  "...is a group that perceives itself as having strong and lasting bonds, particularly when the group shares a geographical location."

Ghettoised Perceptions Versus Mainstream Construction of English Muslims: The Future of the Multicultural Built Environment

Edited by: Tasleem Shakur, Noha Nasser, Jamie Halsall

ISSN 1474-0833 Volume 6 No 3 2007

(Gottdiener and Budd, 2005, p. 11)

What is Community Development?

- ….approaches undertaken by individuals, informal groups and organisations to support people and community groups to identify and articulate their needs, and to take practical, collective action to address them.

- …works with communities of place, interest and identity, helping diverse and competing community voices to be heard.

Community Development Foundation (2014)

community development foundation

Complex:

- **Economic Challenges**
  - GDP Growth; Unemployment
- **Social Policy**
  - Social Cohesion; Community Cohesion; The Big Society
- **Failing Institutions**
  - National Health Service; Local Government; The Police; BBC; The Media
- **Political Changes**
  - Coalition; Scottish Parliament, The European Union; Local Government,

- **Quality Assurance Agency** (2012)
  - Research Training
  - Employability
- **Professional Qualifications** (NYA)
  - JNC Recognition
- **Internationalisation**
  - The criticality of internationalisation in higher education

Curricula Framework

Society

Higher Education

Knowledge

Place

Place

Place

Student
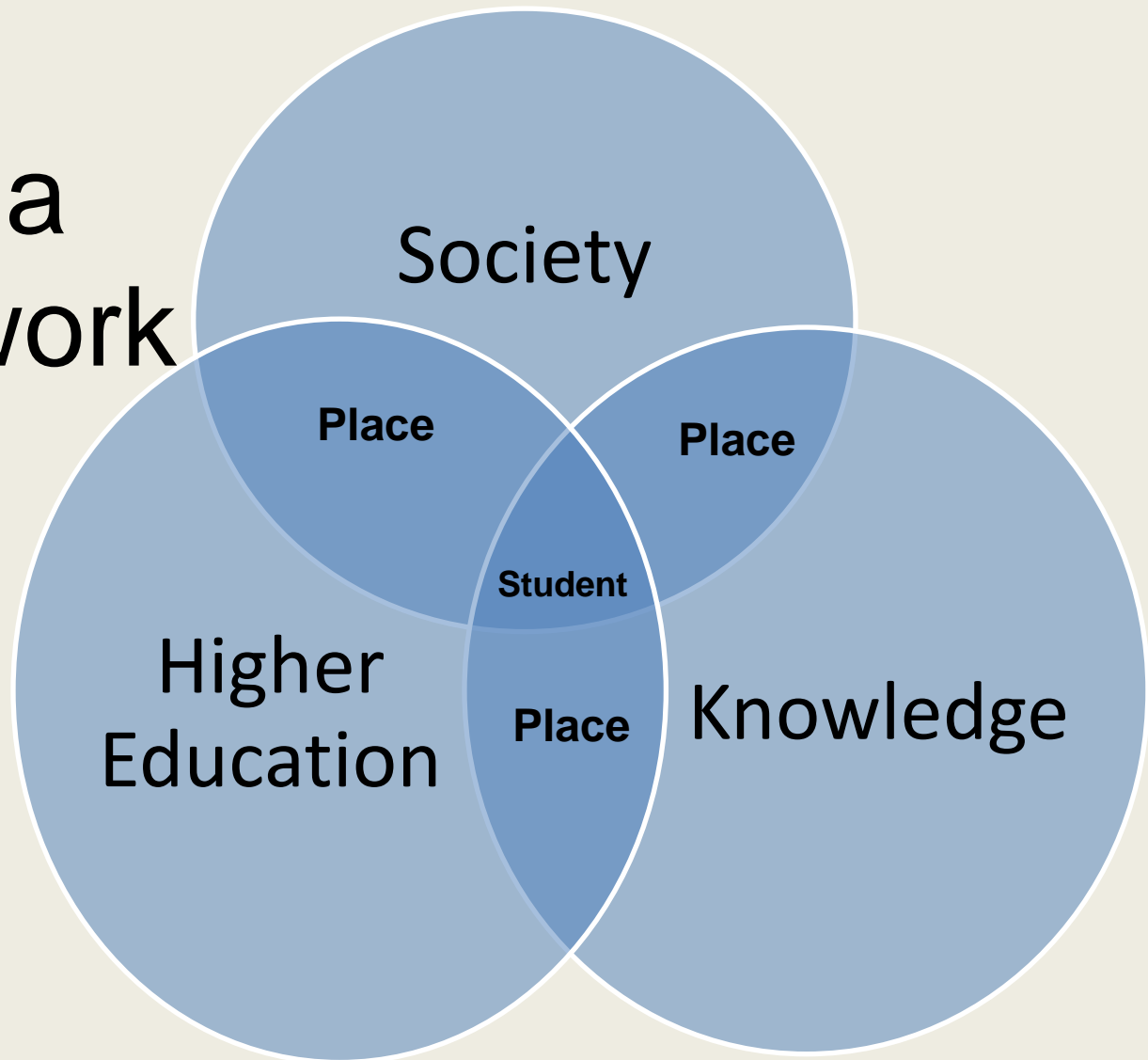
Based upon Barnett, 1994; p12
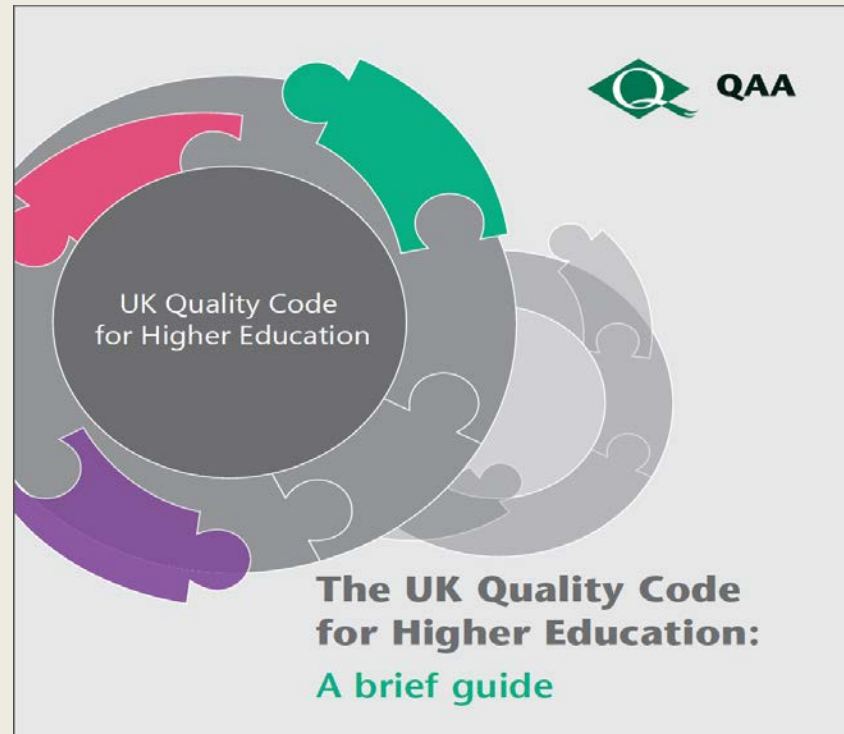
OK...so what goes into this curriculum?

How do we decide??? Or...who decides???

The QAA tells us....

Provides:
- **Subject benchmarks**
- **Provide key reference points to maintain academic standards in the UK**
- **Assures the quality of learning opportunities**

QAA Code B3:

Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an **independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking**

"It gathers opinions from mostly final year undergraduates on the quality of their courses. Aimed at current students, the survey asks undergraduates to provide honest feedback on **what it has been like to study** their course at their institution"

"The NSS is widely recognised as a key measure of **student satisfaction** and as such the results are highly visible and often reported in the media."

A 'Sat Nav' - a metaphor for a curriculum

Once again, Andy's sat-nav was surprisingly accurate.

"Bear left"   GRRRRRR!!!

"Turn right. Wrong.
I didn't say "Sat
Nav Says…

Curricula Framework

Knowing
Epistemological

Place   Place

Student

Acting
Practical

Place

Being
Ontological
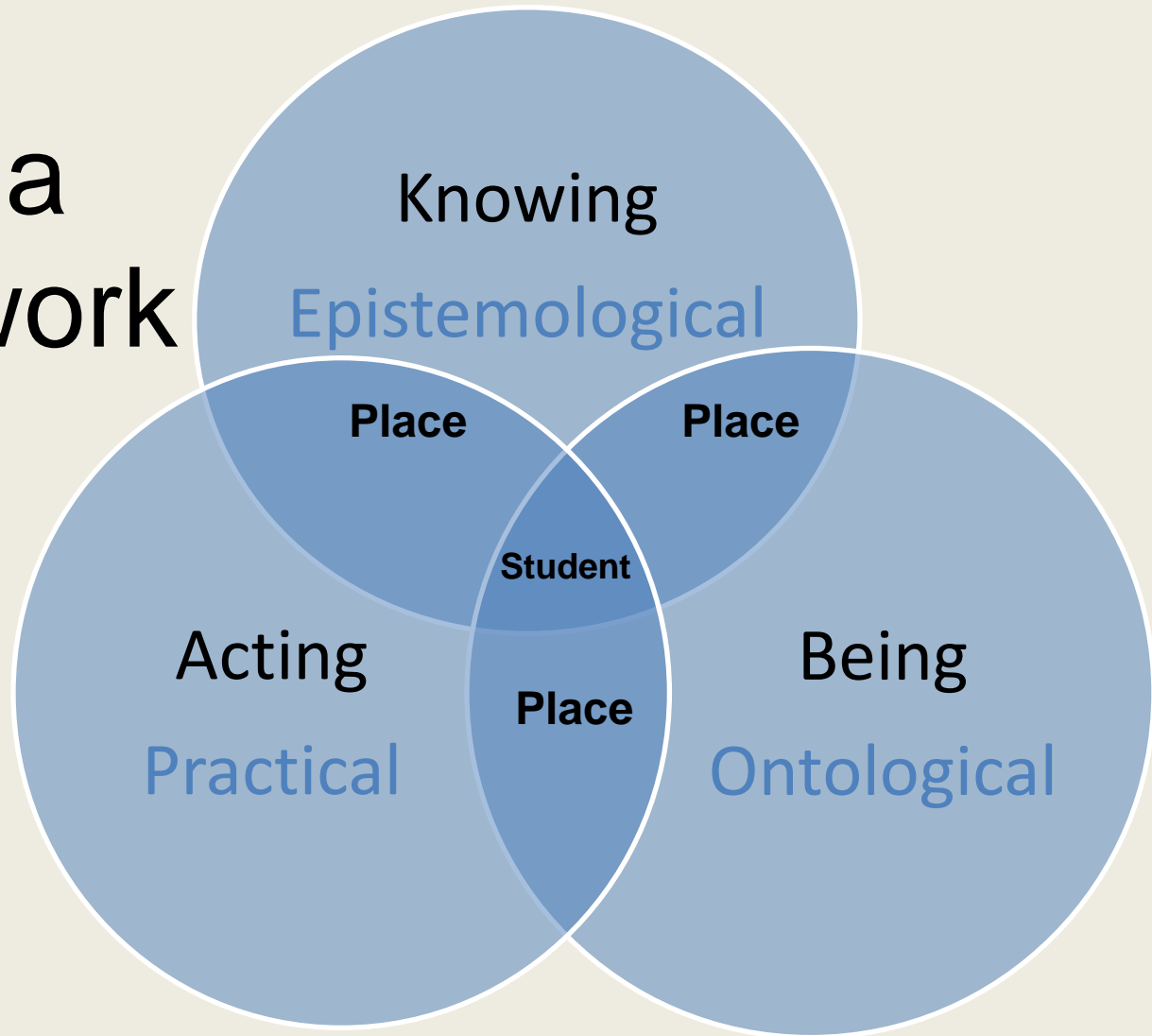
Based upon Barnett, and Coate
2005

The notion of learning

- We learn though the various systems and structures...these systems promote or inhibit choice

And

- We learn in ourselves... When something new is learned, "something" is changed... a new space, a new mode of being, a space of learning ....is entered

Barnett (2012)

Heidegger being as "being possible" in this learning new possibilities open.

The "inner place/space"

- So…on the inside of???
- External structures…QAA /Professions
- Internal Structures…Insitutional/Professional/discipline
- Oneself - understanding "self"
- There are different kinds of learning spaces…different pedagogical and educational principles and values

Key concept

- Student as an **architect** of learning:

Where learning is arranged around activities rather than content – allows content to be context specific

An arranger, of exploiter of external spaces. An individual pattern of spaces is created… technology/place/pace/modules/disciplines

Creates their own pattern of ideas and experiences relevant to their own mind and being.

The Community Development Curriculum

The notion of inhabiting…

- How does the student inhabit and find their way through the various systems and structures of HE?

- How does the student inhabit their own internalised patterns of reasoning environment

Spatial Habitat's include

- Module

- Course

- Peer support

- Institution

- Community

Also

- Virtual/actual environments

Heautagogical Approach...

 self determined learning approach that involves an expansion and re-interpretation of androgogical principles...it places emphasis on learning how to learn; a non linear process to learning and uniquely, learner autonomy; all learning spaces and contexts are utilised

A shift in thinking towards a heautagogy will enable the learner to develop space and promoting the learner as an architect of learning.

The "architect"

Promotes the student to become an **architect** of learning:

Where learning is arranged around activities rather than content – allows content to be context specific…

An arranger, of exploiter of external spaces. An individual pattern of spaces is created…

Creates their own pattern of ideas and experiences relevant to their own mind and being…promoting "knowing" and "acting"
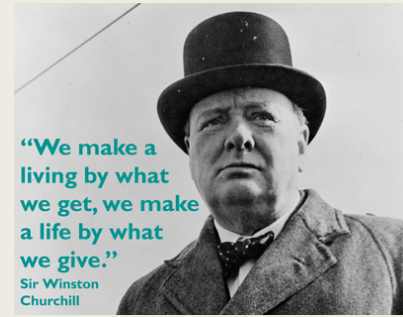
Who Translates this?

Successful Mentor Assisted Learning:

- Helps the student inhabit and navigate the various systems and structures of HEI and the community

- Helps the student inhabit their own internalised patterns of reasoning

The MAL Curricula Framework

Knowing
Epistemological

MAL

MAL

Student

MAL

Acting
Practical

Being
Ontological
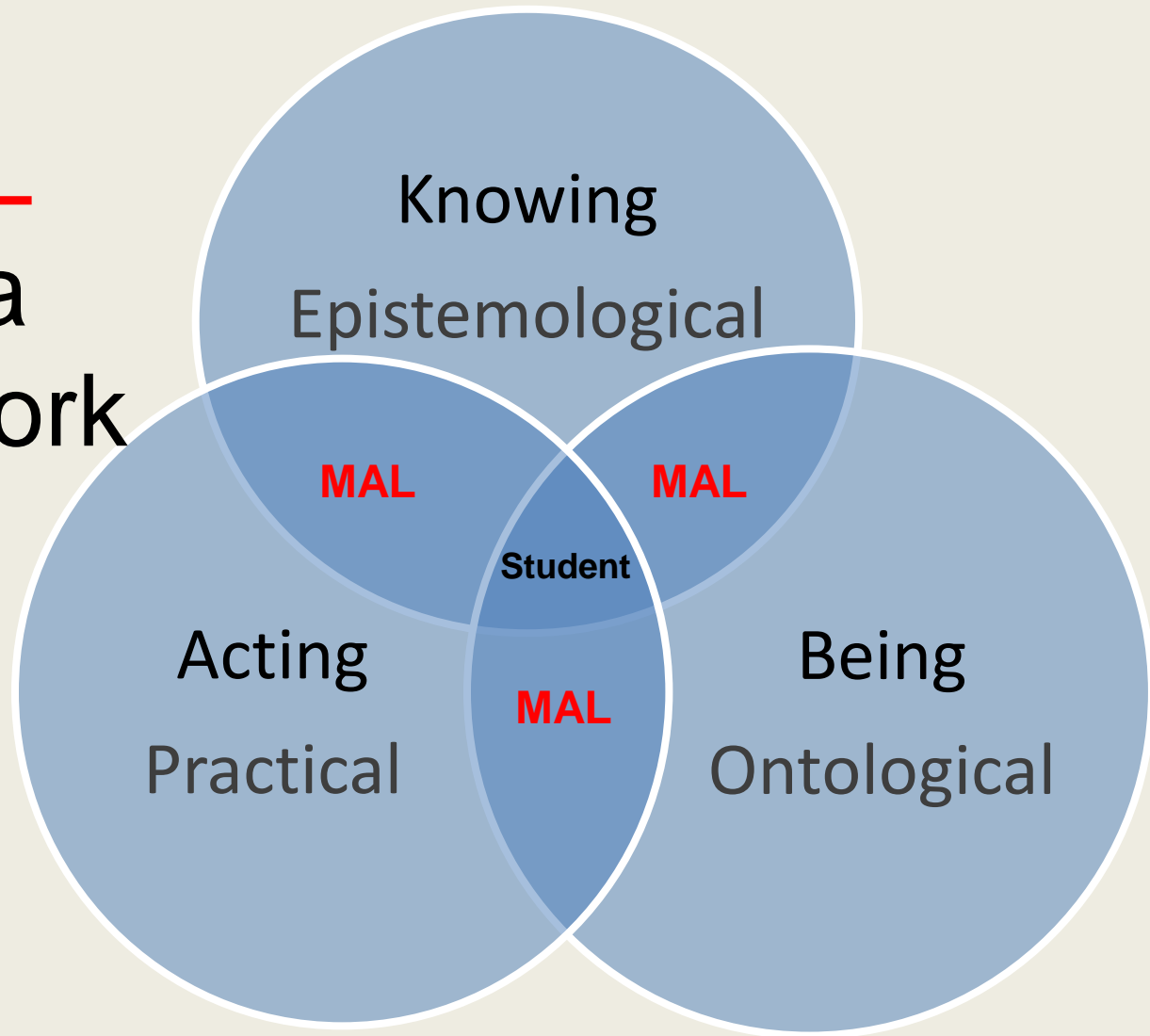
Based upon Barnett and Coate 2005

Achieved by…

- Constructing solutions rather than dwelling on problems.

- **Solution Focussed** approach - solution-focused rather than problem-focused. So the term indicates where we look: forwards, towards solutions, rather than backwards, by studying problems.

What is **S**olution **F**ocussed **T**eaching?

- Transformative Learning experience (Mezirow)
- Cognitive, affective skills competence
- Conscious competence
- Situated reflection in/on action
- Real World Approach…focussing upon strengths, ability, hopes and thinking in possibilities

How?

- Modelling and meta cognition in action – real world; authentic work based learning; simulation

- Scaffolding – complex solution focussed exercises

- "Unfreezing" affective management

Solution Focused Teaching

- involves three phases:
- joining (*assessing*)
- building *(planning and collaboration)*
- extending *(adaptation and engagement)*

To conclude:

A shift in thinking towards a heautagogy will enable the learner (with the support of **MAL** and **SFT**) to develop space - promoting the learner as an **architect** of learning and a cultural act that enables students to learn about the nature of understanding and their role in making knowledge, that inspires them to work for professional and social change

Finally….

- "Through the everyday, mundane process of mentorship, what is good can be determined and that good practice can then become routine and this then leads on to excellence" Fulton, 2013, p.145