

Validation as a learning process

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Title/Lecturer

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Prior learning – the 'object' of validation

- Could validation also be seen as a learning process in itself?
- Could a process that mainly is about prior learning also result in new learning?
- Could there even be a dual focus on prior and new learning?



A broad perspective on validation

- Processes that give recognition to the results of learning independent of when, where, and how learning took place are seen as possible expressions of the idea of validation.
- A specific character of validation is that learning and validation/assessment are separate in time and/or place.
- The separation in time/place means that the transfer of knowledge, of the outcomes of learning, from one context to another, or from earlier to present time, is what makes processes of validation meaningful and valuable.

What do we mean by 'prior learning'?

- The learning process *per se*?
- The actual outcomes of learning?
- Formal qualifications?

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Variation in prior learning

- When
- Where
- How
- What (outcomes)

- And awareness of learning

Validation as a learning process

- To learn what you know
 - Awareness of prior learning
- To learn what is required in validation
- To learn how to present your knowledge

- Three intertwined dimensions
 - If your prior learning does not include these aspects, you have to develop them as part of the validation process

Mutual understanding between subjects in validation

- The candidate is not the only subject
- Candidate and assessor are the central subjects
- Mutual understanding between them important for a valid validation

The assessor

- Needs the complementary knowledge and skills
 - of actual requirements
 - of variation in learning processes and outcomes of everyday learning
 - of different ways for candidates to present their knowledge
 - of possible difficulties for candidates to fulfil the formal requirements of a validation process

Conditions for mutual understanding

- When the candidate and the assessor have complementary knowledge, understand requirements, then a basic requirement for a valid validation process is fulfilled – mutual understanding is possible

validation or Validation?

- rpl or RPL?
- Integrated or separated processes of validation and learning?
- Validation and learning intertwined
- Unintended or purposefully organised?
- An ideal in adult education
 - To build upon what the participant already knows
- Validation of current or proved knowledge?

Conclusion

- Participation in validation could become a learning process
- Candidate and assessor need certain knowledge
- Mutual understanding important for a valid validation

- Validation should be understood as a learning process
- And validation of prior learning could be purposefully intertwined with new learning

Did you learn from this
– Or was it part of your prior learning?

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Thank you!

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