

The image features a blue background with a white geometric logo consisting of two intersecting lines forming a cross-like shape. The logo is partially obscured by the text. The text is in a white serif font. The top line reads "Roskilde Universitet" and the second line reads "Roskilde University". Below these, there are three lines of text, each enclosed in quotation marks. The first line is the Latin motto "In tranquillo mors, in fluctu vita". The second line is the Danish translation "I stilheden døden, i strømmen livet". The third line is the English translation "In stillness death, in movement life".

Roskilde Universitet

Roskilde University

”In tranquillo mors, in fluctu vita”
”I stilheden døden, i strømmen livet”
”In stillness death, in movement life”

RECOGNITION OF PRIOR LEARNING FROM A STUDENT'S PERSPECTIVES

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Inequality and Disadvantaged People

Today's presentation

- Topic of the PhD and topic of today
- Theoretical foundation
- Psycho-societal approach
- Method
- Case

Topic of the PhD

Focus of the micro level is on the individual's education participation and learning and identity process

Focus of the macro level is on how changes of the societal structures has effect on the educational system and on the education participation and learning and identity process as well as everyday life for the individual's

Theoretical foundation

- Critical theory
(Marx, Adorno & Negt)
- Lorenzer's theory of socialization
(Salling Olesen, 2012, Leithäuser, 2012)

Psycho-societal approach

Social interaction between child and primary caretaker

First unconscious by body language and letter on conscious by language.

Societal influence

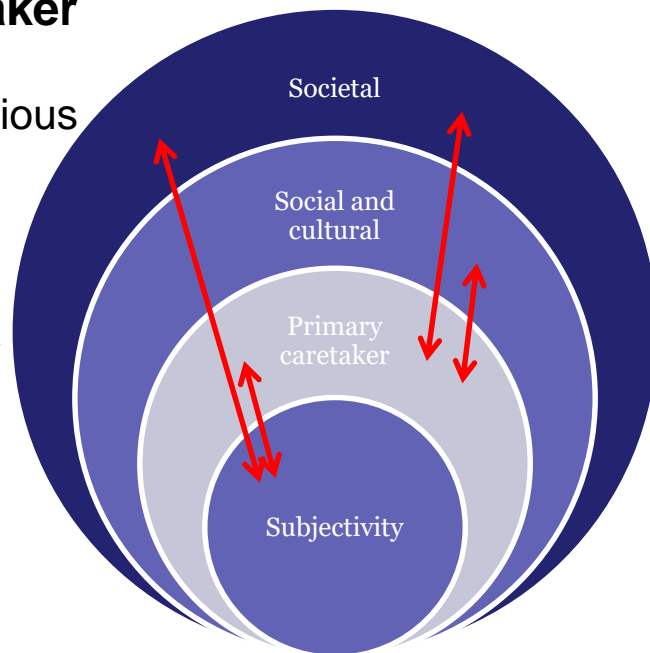
Through primary caretaker
Societal is interaction with ones subjectivity

Primary caretaker

Is the carrier of social, cultural and societal norms and codes

Subjectivity

preconditions for subjective action and later experience



(Salling Olesen, 2012; Leithäuser, 2012)

Method

Data collected through biographical interviews

(Salling Olesen, 2012)

7 students admitted to the two programs
without upper secondary school.



Case – Kenn

- Is 23 years old at the time of the interview and is on the last semester of the Architectural Technology & Construction Management program.
- He started working at the end of primary school and full time after graduation as a store manager – and later as an electrician assistant. He has all in all 4 years of work experiences before he starts at the program
- He lives with his girlfriend who also is a student
- He is the middle child of three and his father is both butcher and carpenter and his mother works at an office
- He is the only RPL-student in his class.

Quoting Kenn..

» *I'm deeply grateful for the way that one can do it, that you could – get around it, so that I didn't have to spend two or three years in upper secondary, this is a quicker way for that - I'm deeply grateful.*«

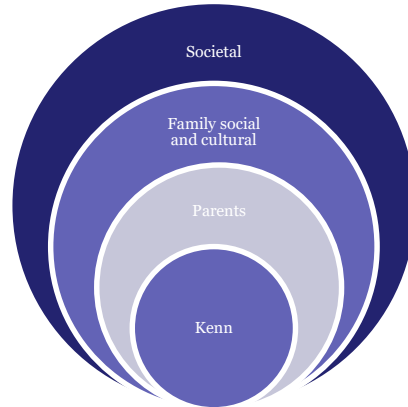
"Yes yes yeah, how can one say it, of course one could from the beginning have chosen to say that RPL is so and so but I didn't choose... I've chosen just to say that I was an electrician, it was easier, now I have a fair amount of experience with that, so yes, that's what we're going to do. It was like I fitted in and to protect myself, if one can say it like that...yes."



Interpretation

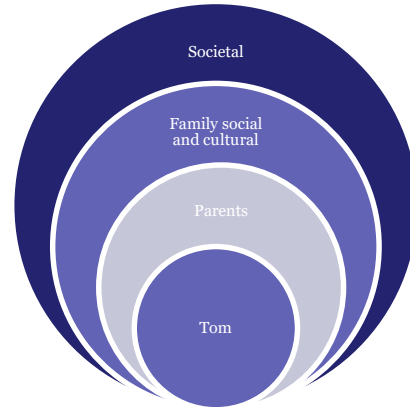
Kenn comes up with a logical reason for be a RPL-student – it is a quicker way thought the Danish education system.

His denial of being an RPL student is inconsistent with being grateful for admission as an RPL student



Interpretation

It shows that being an RPL student is full of ambivalence; he does not wish to be different, which could indicate that he is in the process of changing his identity from the rebellious student to a traditional student in the ACTM programme, which is why he lies to his fellow students



Kenn does not recognize RPL as equivalent to upper secondary school or the education of a craftsman; he gives it a lower status, which indicates that in Danish society RPL is not recognized

In spite of the above analyse RPL raises questions:

Which competences does one need to
succeed in the two programmes?

Recognition of prior learning to some
degree questions the admission system to
higher education.

Thank you for your attention
Please ask question

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