

Situated Learning Designs for Professional Development: Fundamental Principles and Case Studies on Innovation in Curriculum and Assessment

Please complete the following proforma as far as possible and return to PCF5@London.ac.uk, roger.mills9@btinternet.com by 10th March 2008.

Title of session:	Situated Learning Designs for Professional Development: Fundamental Principles and Case Studies on Innovation in Curriculum and Assessment
Name of COL Staff Leader/s:	Dr. Krishna Alluri (for Professor Mohan Menon)
Chair or leader of session (if different from 2) with position and title	Dr. Som Naidu , Associate Professor, The University of Melbourne, Victoria, Australia, 3010 Email: s.naidu@unimelb.edu.au
Length of session required	Ninety minutes
Names of other planned contributors:	I-CONSENT: R. Takawale; M. Deshmukh; V. Deshmukh; V. Sawant; L. Azadi and J. Bawane OUSL (Sri Lanka): C. Gunawardena; S. Karunanayaka IGNOU (School of Social Sciences): U. Kanjilal; P. Khare CEE, Ahmedabad, India (Green Teacher program): S. Jain QUEST Alliance (Hyderabad, India): R. Ganesan
Equipment/computer access required (other than standard PowerPoint etc)	Connection to the Internet
Ideal lay out of room	Horseshoe pattern
Hoped for numbers of participants	50-100
Other information	None

Situated Learning Designs for Professional Development: Fundamental Principles and Case Studies on Innovation in Curriculum and Assessment

This orchestrated session will present and discuss the fundamental principles of an innovative model of learning and teaching that is particularly suited for the development of curricula and assessment practices for professional development programs.

This model suggests that learning and teaching is most effective when learners are engaged in working on, and solving real-world problems in a meaningful context and with the guidance of significant partners in the process such as teachers, tutors and peers. It also suggests that learning is most effective when students' learning activities are clearly articulated and closely aligned with their learning outcomes, and where assessment of the learning outcomes is aimed at helping learners further develop their knowledge, skills and problem-solving abilities.

Learning designs that capture and promote these principles of learning and teaching are called "situated learning designs". Widely known situated learning designs are problem-based learning, scenario-based learning, whole task-centred learning, critical incident-based learning, goal-based learning, and design-based learning.

The case studies cited and discussed in this session comprise a wide variety of programs both from formal and non-formal contexts. These include: *The Master of Arts in Teacher Education of the Open University of Sri Lanka*; *Bachelor of e-Teacher Education (I-CONSENT) and Maharashtra Knowledge Corporation, India*; *Certificate in Environmental Education, Centre for Environmental Education, India*; *Professional Education Programs at Indira Gandhi National Open University, India*; and *QUEST Alliance (Hyderabad, India)*. The targeted groups in these programs include teachers, farmers, health care workers, legal and early childhood workers, and small business workers.

This session will begin with a formal articulation of the fundamental principles of situated learning designs, their affordances and the role they can play in promoting meaningful learning in professional development programs. This will be followed by an orchestrated discussion of the case studies and programs, the opportunities they have offered the learners as well as the challenges encountered.