Knowledge and skills for effective teaching/advising/ facilitation - an example of pedagogical abilities needed for WBL in Higher Education

- **Knowledge of work and context**

Recognise that students:

- are located in a work context that includes the politics of organisations, the wider dimensions of organisational learning and the social dimensions of work, rather than in disciplinary knowledge.

- have insider knowledge and need to be primarily concerned with professional practice.

- **Learning consultancy skills**

Enable students to see learning opportunities in their work and life.

Negotiate learner-managed learning plans for complex settings by providing suitable forms of support to learners including assistance in managing challenges to identity.

- **Inter/ transdisciplinary awareness**

Awareness of strengths and limitations of disciplinary knowledge in a work-based situation.

Find strategies for how to engage with communities of practice outside the academic sphere. This involves understanding and knowledge in an epistemology of practice where knowledge is created and used rather than codified.

- **Enquiry approaches**

Expertise in the supervision of real-time research and development projects.

Knowledge of practitioner-led research and development, e.g. action learning, critical and co-operative enquiry, action research, soft systems, etc., and structuring of work-based project proposals.

- **Reflexivity and reviewing skills**

Knowledge of reflective practice, reflexivity about one's own learning.

Strategies and practices for noticing, recording, interpreting and representing, and development of peer learning strategies.

Knowledge of self-assessment frameworks, forms of documenting and presenting learning outcomes, levels, and standards of achievement and ways of operationalising them and relating them to learning outcomes, and fitness for purpose within organisations.

Extracted from:

Boud, D & Costley, C 2007, 'From project supervision to advising: New conceptions of the practice', *Innovations in Education and Teaching International*, vol 44, (2), pp. 119-130