



**Problems of Experiential Learning Recognition
for Master Level University Studies**

By

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Recognizing Skills**

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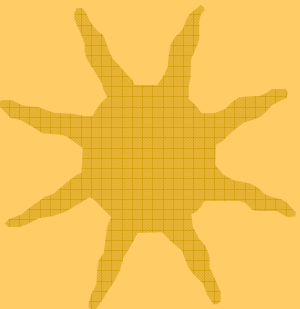
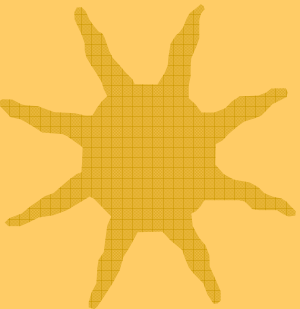
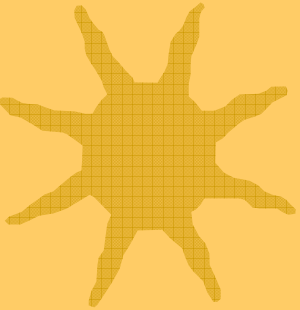


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Presentation Agenda

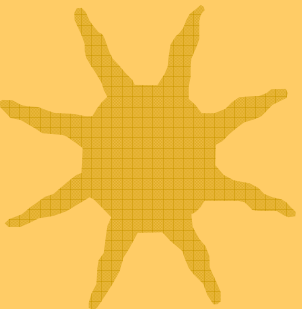
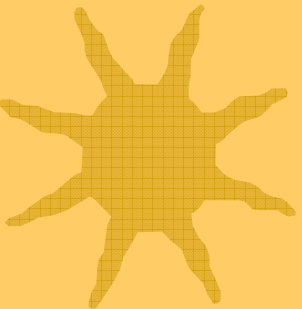
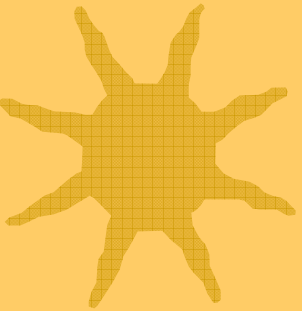
1. ***The need for RL at the Master's level.***
2. ***University culture and conservatism as RL reticence factors.***
3. ***How does the Université de Moncton define RL?***
4. ***Principle underlying RL at the Université de Moncton.***
5. ***Steps for candidates to follow***
6. ***Policy Limitations of RL at the Master's level***
7. ***Advantages of RL at the Master's level for Education***
8. ***Disadvantages of RL at the Master's level***
9. ***Conclusion and recommendations***





The Need for RL at the Master's Level

- ★ **In a knowledge-based society, where learning and knowledge resources are multiple, RL is essential.**
- ★ **It is a question of economic efficiency, but also social equity.**

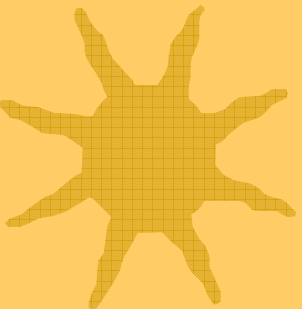
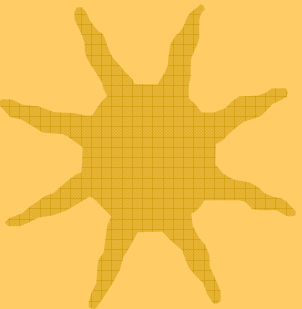
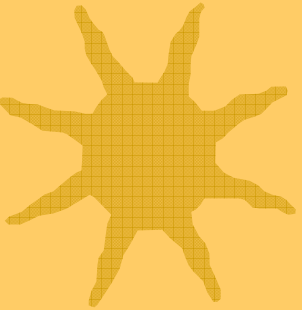




University Culture and Conservatism as RL Reticent Factors

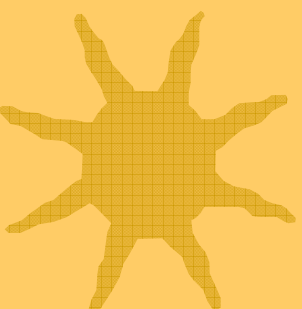
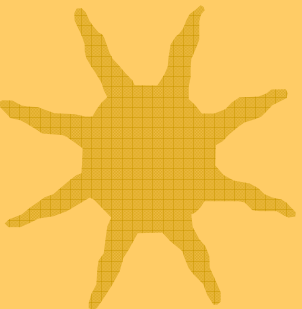
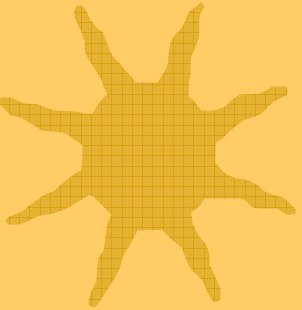
★ A) Focus on Tradition:

- ★ How can we hope for universities to recognize experienced learning when they often refuse to recognize courses taken at other universities.**
- ★ Each university considers itself to be the best in its academic disciplines and is hesitant to agree that education from elsewhere is equivalent.**
- ★ There is a belief that recognizing experienced learning compromises the credibility of the diplomas granted in the discipline.**





B) Lack of Resources

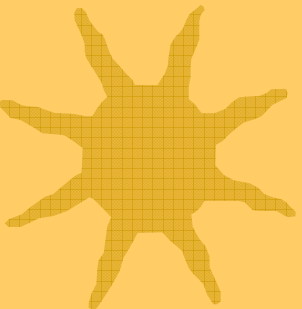
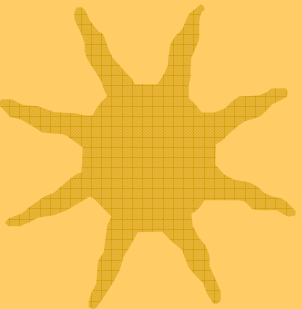
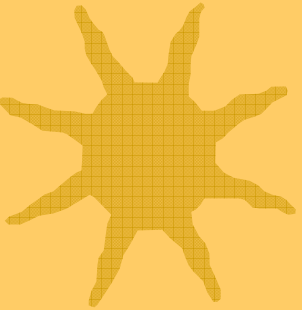


- ★ Since universities have budgetary freedom, their willingness to dedicate sufficient resources to recognizing learning is not commensurate with the scope of the problem.
- ★ The best way to arouse the interest of universities would be for the government to make available budgets specifically for recognizing learning.



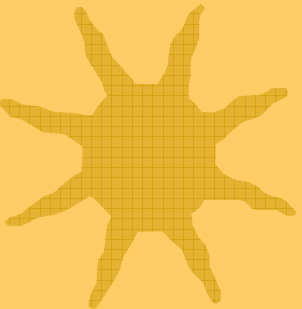
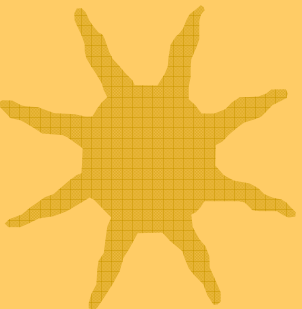
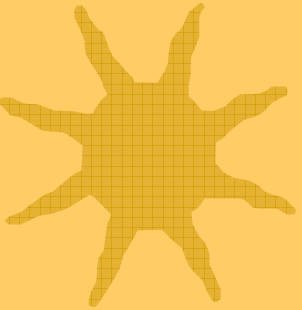
C) Lack of Information

- ★ **Lack of information on experiential RL and research work on the its effectiveness adversely affects universities.**
- ★ **RL research is rare and the studies that exist have raised doubts as to the validity of its data collection and analysis methods.**
- ★ **Apart from education specialists, the general public rarely knows what is meant exactly by RL.**
- ★ **Adults rarely believe that the knowledge they have acquired through life and work experiences could be equivalent to university learning.**





D) Concern for Quality



- ★ Existing confusion about RL evaluation in terms of the time a person has devoted to a job rather than based on the theoretical and practical knowledge acquired.
- ★ Doubts surrounding the quality of the evaluation process, the criteria used to evaluate RL and the qualifications of the evaluators.



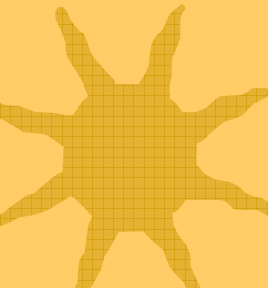
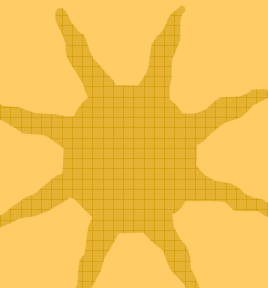
How does the Université de Moncton define recognition of learning (RL)?



The experiential RL is part of the policy and regulations adopted by the Université de Moncton in 1990.

These regulations were officially included in the Undergraduate Directory.

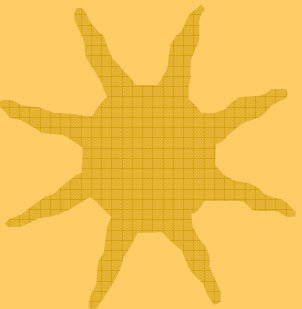
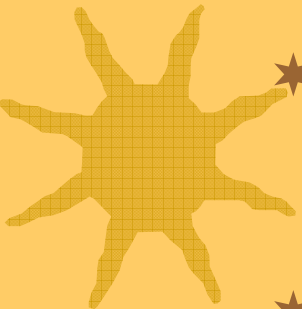
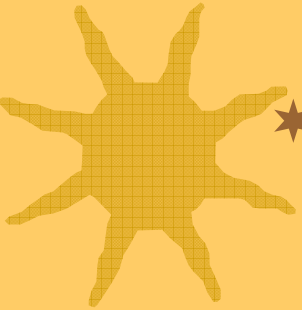
In general, it is especially within the programs offered in continuing education that students are more informed about RL than those in regular programs.





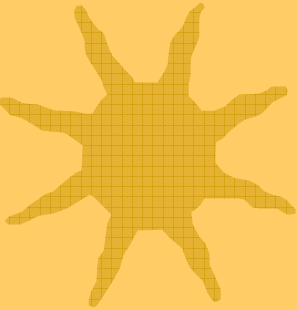
Principle Underlying RL at the Université de Moncton

- ★ Remove the obligation for students to take training or learn knowledge that they already have at the time of initial registration.
- ★ As a general rule, RL involves educational activities only.
- ★ Exceptionally, RL is considered for graduate studies in programs not requiring these.

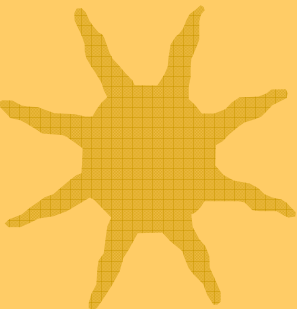




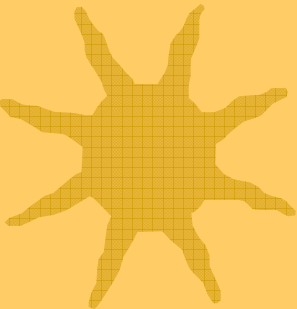
Steps for the Candidate to Follow



★ a) The person must fill in an application form for a given program of study, based on the objectives of the course(s) in this program.



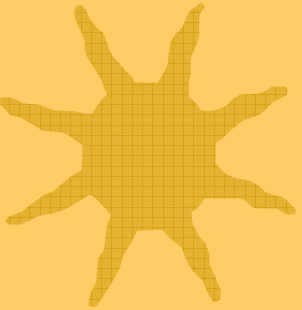
★ b) He must demonstrate his prior learning.



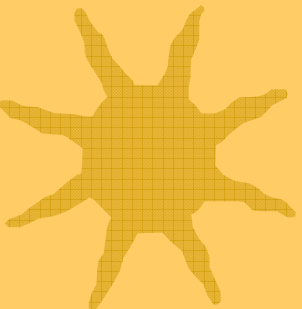
★ c) This learning must be measurable and related to the objectives of the course in a given program.



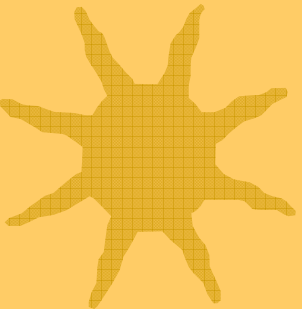
Policy Limitations of RL at the Master's Level

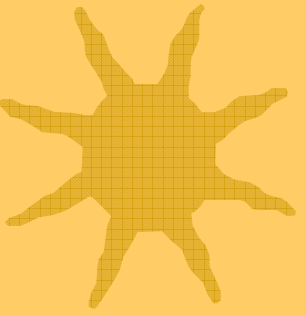
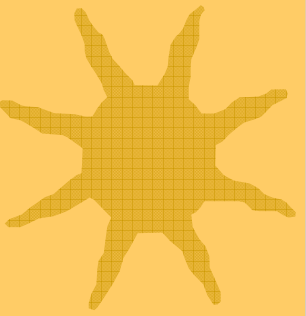
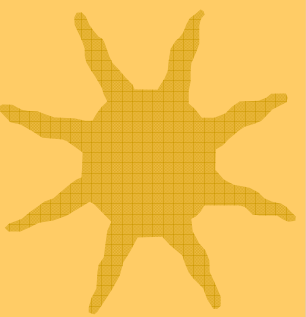


★ In general, progress in RL is slower at the Master's level than at the undergraduate level.

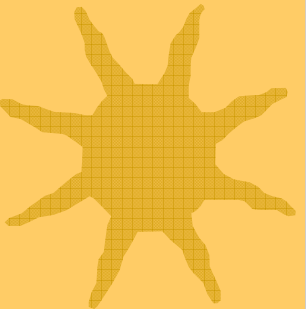
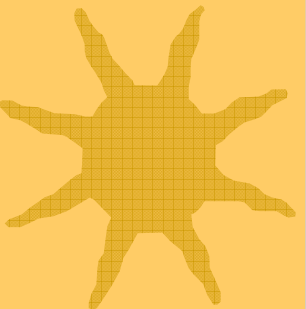
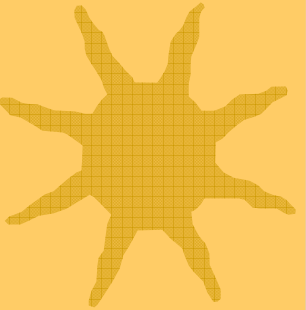


★ *At the Master's level, this recognition is only officially recognized when there is a Prerequisite Exemption Policy for a course.*





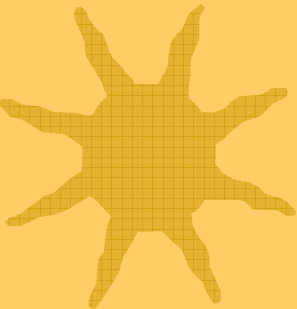
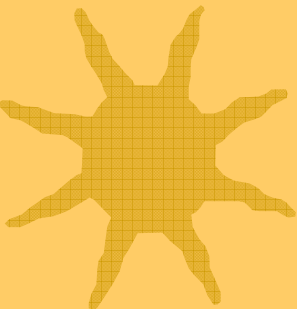
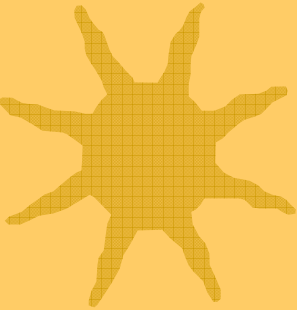
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- ★ ***“The student who believes that he has mastered the skills or learning related to a course, without having taken the course at a post-secondary institution, may be exempt from this course by the University following an evaluation and obtain the related credits.”***
 - ★ ***“This exemption is based on the results of learning within paid or non-paid work, or as part of self-training.” (Specific Regulations, 2006/2008)***



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- ★ **It is difficult to follow progress made during the undergraduate program, since faculties do not monitor its activities.**
 - ★ **The responsibility for an RL policy having been solely left to the authority of Continuing Education.**



Objectives of the Master's in Education at the Université de Moncton



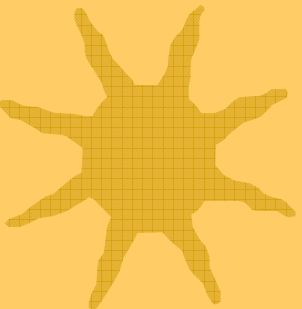
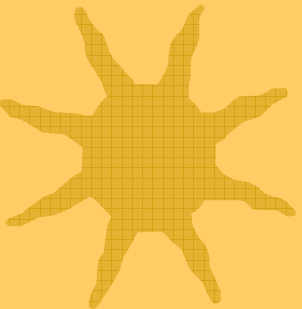
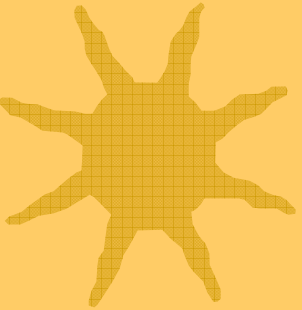
- ★ Enables to increase knowledge and skills in a specialized area of education.
- ★ Registered students specialize in a given area: school administration, teaching or resource teaching.
 - School administration aims at training and further developing education system administrators...
 - “Teaching” aims to further the professional development of teachers and educational representatives...
 - “Resource teaching” aims to train and further develop resource teachers...



Advantages of RL at the Master's Level in Education:

a) For the Student

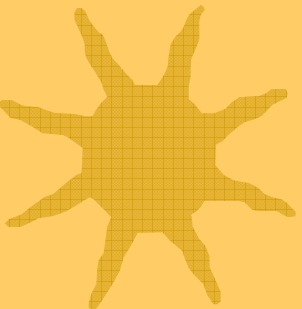
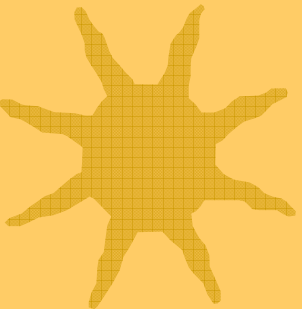
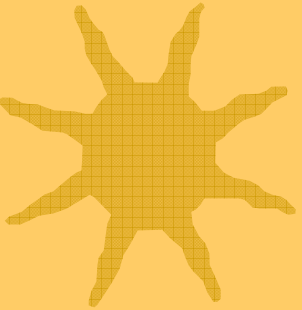
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- 1. It improves access to graduate studies in education for teachers who already have a number of years of experience teaching.**
 - 2. It enables the candidate to acquire more self-confidence and to get to know the teaching profession better.**





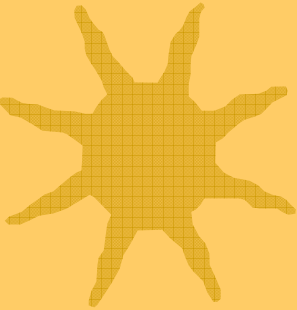
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- 3. The process related to RL evaluation requirements enables the candidate to synthesize the many skills acquired throughout his teaching career and to know their value.**
- 4. It can help ensure that candidates are going toward the appropriate areas at the Master's level in Education by defining their training needs more specifically.**

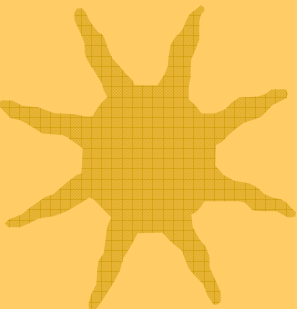




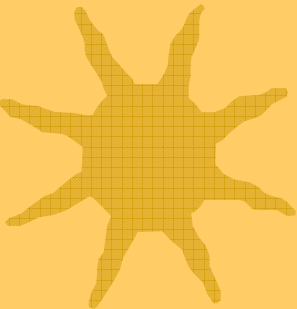
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5. It can eliminate the need to study knowledge already learnt, which could increase motivation for learning.



6. It could reduce the workload and cost related to the program of study.

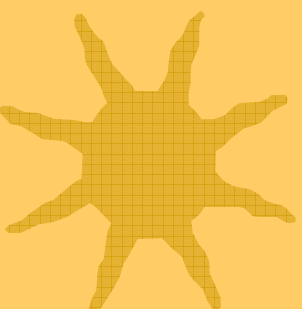
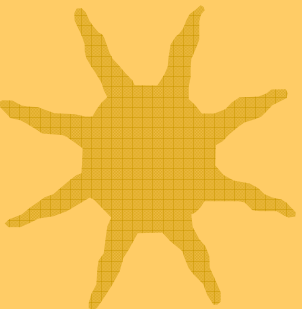
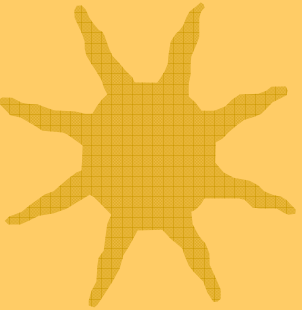


7. It eliminates redundant training, promotes the development of education plans and objectives.



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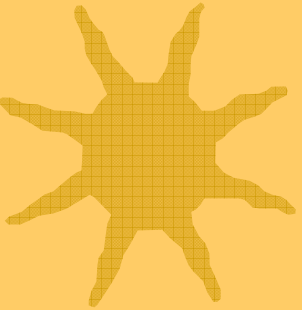
8. It offers the possibility of professional development for education staff.
9. It fosters a highly qualified teaching staff, provides models for young teachers and strengthens the ties between the school setting and faculties of education.



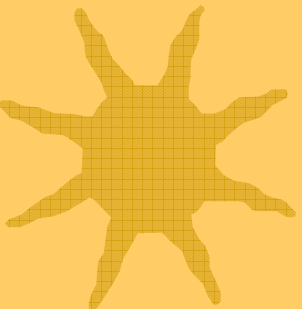


Advantages of RL at the Master's Level in Education:

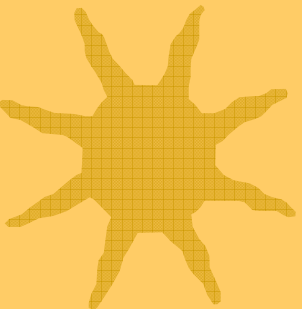
a) For Faculties of Education



1. It encourages links with experienced teachers in a common quest for continuous acquisition of knowledge.

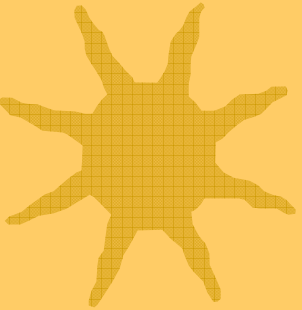


2. It promotes learning through experience at the graduate level in education.

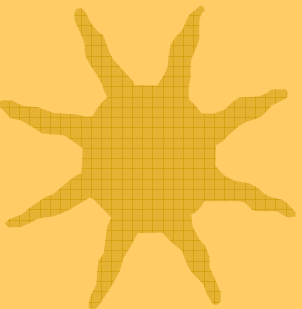




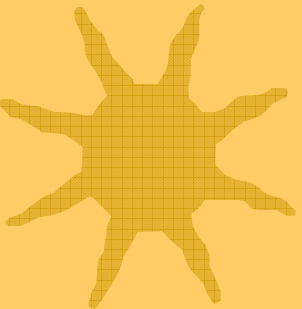
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3. It recognizes and actively uses all the experience of the adult learner.

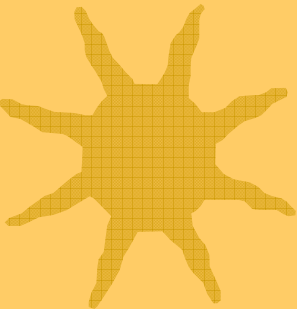
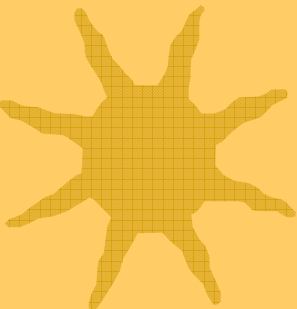
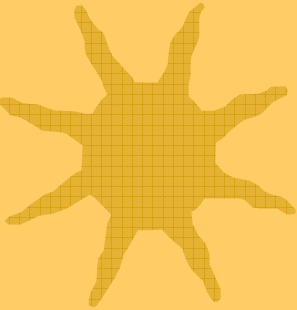


4. It encourages reflective analysis based on the past experiences of the adult student to promote greater understanding.





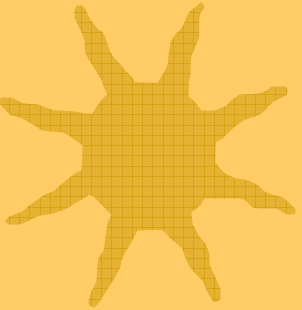
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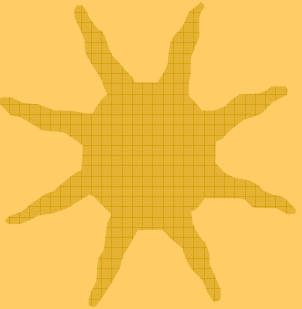
- 5. It helps adult students to consider learning as less of a distinct set of theoretical courses and more as a continuous, integrated learning process, which will enable them to be successful during and following their university studies.**
- 6. It helps students learn to overcome obstacles in terms of time and place in order to perpetually learn and educate himself.**



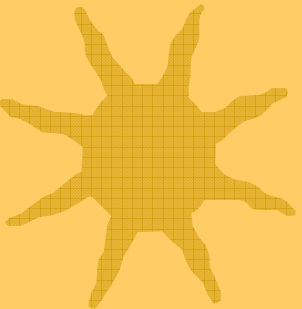
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7. It promotes the transition between various learning environments.



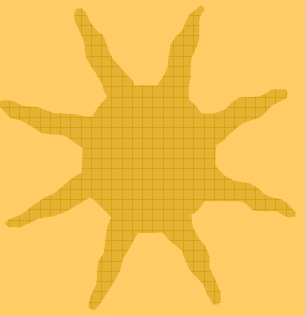
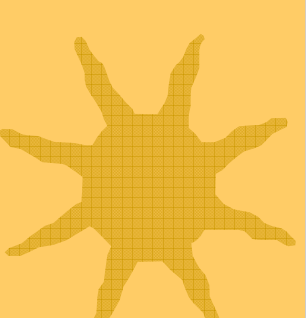
8. It increases academic perseverance and provides the possibility of establishing partnerships with the school system and other community educational institutions.





Disadvantages of RL at the Master's Level

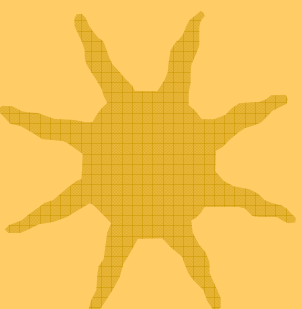
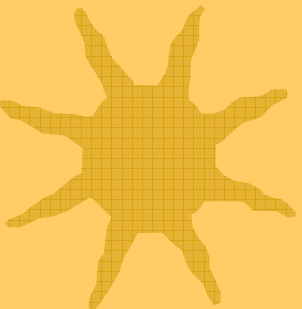
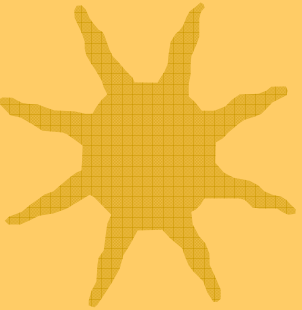


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- 1. Some experiential learning may lend itself better to recognition of learning in specific educational contexts, but this recognition may be limited when applied to other educational situations.**
 - 2. Lack of clear policy and criteria to ensure quality and integrity of RL within universities.**



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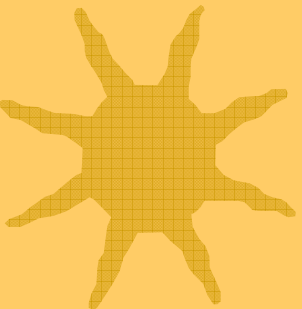
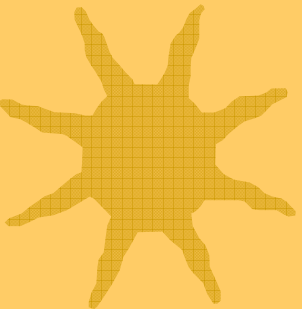
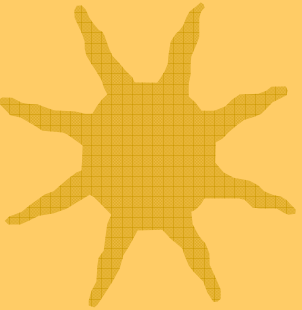
3. **The fear of considering Master's level training in education as being third-rate training compared with other areas.**
4. **The reduction of the student's academic load due to RL reduces subsidies for certain faculties and universities and represents a financial penalty for these institutions.**





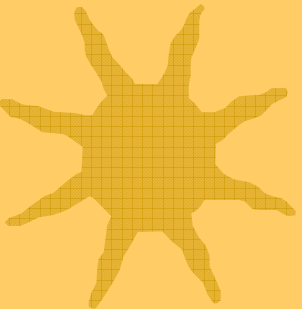
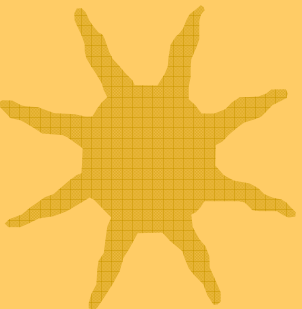
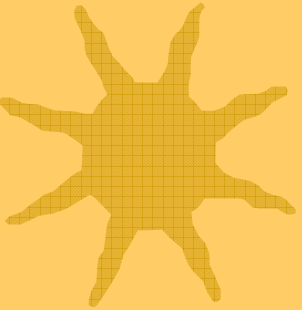
(Cont'd.)

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- 5. Credits received for RL may affect the financial assistance given to students, since they could be considered part time.**
 - 6. RL does not seem to accurately confirm the predictive value of the ability to do graduate studies successfully, especially for programs with theses.**





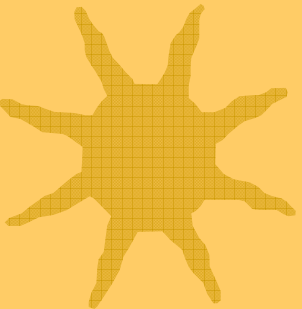
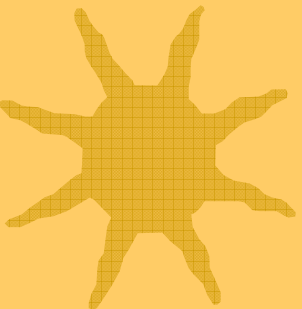
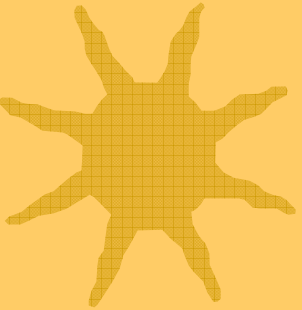
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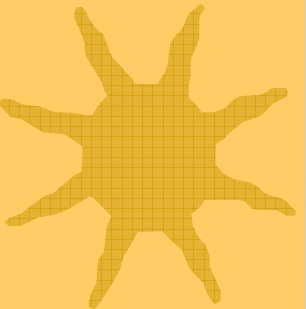
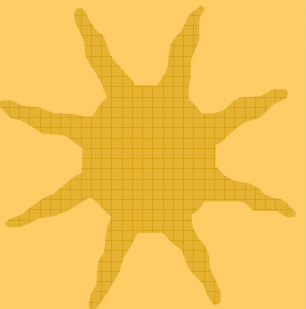
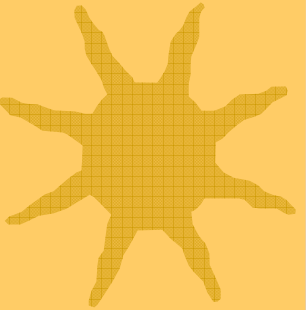
7. Some studies lead us to understand that even though experiential learning may be integrated smoothly in certain areas, there may be some inconsistencies between the manner in which learners acquired their knowledge and the pre-established structure of academic knowledge at the Master's level.



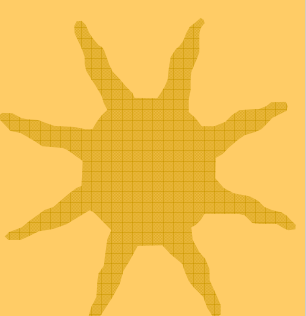
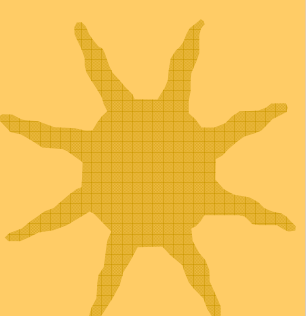
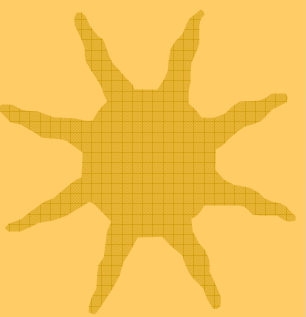
Conclusion and Recommendations



- ★ It would certainly be difficult to make a new argument in favour of RL. It seems that it would be even more difficult to find someone against RL.
- ★ However, we must recognize that our achievements do not correspond to our expectations.
- ★ To quote Thomas (2006), RL represents a “quiet revolution” at the Master’s level.



★ In my opinion, RL should undergo a revolution at the Master's level, because, in general, admission at this level requires teaching experience based on previously acquired qualifications.



★ 29

★ If education faculties do not budge on this, other service providers will without a doubt grab this opportunity.