Co-constructing Vocational Curricula: Apprenticeships and Facebook Pedagogy

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Constrained Apprenticeship Curriculum
Lacking Agency and Creativity

• Highly prescribed college curriculum
• Dislocation of ‘college and work’ and discontinuity of ‘theory and practice’
• Student motivation poor
• Simulations lacking fidelity to real world context and plumbing problems
• Lack of opportunities for apprentices to share their work knowledge in college

(Reddy, 2014)
Facebook Pedagogy and co-construction of curriculum

https://elevator.jisc.ac.uk/e/startup-projects-2016/idea/facebook-pedagogy
Agency to share and co-construct curriculum with real & relevant work knowledge
Meaningful connections & corrections between college and work
Problem finding & Problem solving: work problems now in classroom
Real-world plumbing problems impossible to simulate in college contexts
Community Values
Occupational identity ‘Who I Am’
‘Good workmanship’ is a quality value learned from engaging critically with experts and peers.
Facebook Pedagogy and Change Agency

(Biesta 2009; Osberg, Biesta & Cilliers 2008)
Facebook Pedagogy Summary

• **Curriculum more meaningful** owing to co-construction with apprentices which improves student motivation

• **Community now exists** to socialise apprentice into values of group or society

• **Space of opportunity for creativity** and emergence of subject apprentice – **Change Agent!**
References


Pictures provided by Daniel Reed and Bradley Edwards, City College Plymouth