

Student Active Learning in Continuing Education

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Abstract

Continuing education is meant to assist workplaces to meet constantly new demands for change. To meet this expectation, continuing education needs to be tailored so that the students in continuing education may actively engage in the learning activities during courses. In student active learning, student engagement, influence and reflection are key concepts, and students' experiences and prior knowledge are always essential starting points for learning activities. Bearing this in mind, educators in continuing education should use participants' workplace experiences as a steppingstone when planning and implementing instructional approaches that actively engages students in the learning process. The paper discusses a conceptual framework that is meant to guide planning and implementing of student active learning in continuing education. The conceptual framework follows a timeline of teaching: planning, implementation, and assessment. Along this timeline, the students' workplace experiences are always the essential starting point when learning activities are planned and carried out. This means that one departing point for teaching is the students' prior work experiences.

Keywords: adult education, higher education, instructional approaches, student engagement, workplace experiences