Shakin' the classroom
Spreading alternative knowledge sharing methods

Please briefly explain the knowledge sharing method/approach/tool.

What are the main processes? What are the expected outcomes? In what ways does that method bring change or represent an alternative to existing or dominant knowledge sharing settings and methods?

Learning in the Round is primarily practice based, it captures the fluid relationships and engagement between the Participant the Specialist, and the Facilitator in both the design and delivery phases. It combines communication with the development of practical solutions, experience, openness and engagement.

Academics and professional partners collaborate to produce a range of learning opportunities and resources which integrate both theoretical and experiential material.All three actors in the process are able to shape the content and conditions of learning. Traditional distinctions between teacher and learner are transformed. The role of facilitator is de-emphasized as the participants and industry specialists work through issues and dilemmas. 'Learning in the Round' is a profoundly social process where learning is not a transaction it is a transformation.

In a fully realised work-based learning process where the learner is fully engaged. Experience is converted into learning. This is not about learning by rote but learning through practice in a range of environments and contexts.

If possible, please briefly explain the context in which the method has been developed.

Who were the main actors? What were the main reasons/motivations/inspirations behind the creation? Which previous developments have influenced it? If relevant, in what ways did the method/tool develop or change over time or in different locations/contexts?

This was developed in work-based education for more practitioner based subjects including those in the events and security industries. This was created to ensure that those who were used to experiential learning were exposed to theory and could then use the theory in practice rather than practice theory alien to them. Educational theory across fifty years influenced this which is spoken about in our book about this area. The method changed over time because we wanted to include those who could not, read, write, or comprehend the use of other tools except experiential learning in their job structures. This worked well and showed the value of those without qualifications to this area.

In your opinion, what kind of settings and participants is the method best suited for?

E.g. age, educational level, cultural and professional background, etc.

Professionals from diverse sectors such as dance and security or events and mathematics, where discourse in a common language could create new ideas and changes in interpretation of their areas of expertise.

Are there any limitations?

Are there any requirements or limits in terms of location, number/profile of participants, tools and devices, time constraints and other? Are there certain skills, sensitivities or relations that need to be developed or assumed for the method to be successfully applied? Are there any contexts for which this method is not best suited?

There are no limitations to this kind of teaching as long as those taking part recognise the value of experiential learning in the workplace.

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What are your experiences with the method?

In case you have tested or experienced the method beyond its primary environment, what are your experiences? Would you change anything or suggest further development?

We have used this method for 25 years and it has changed everything we knew about education. It has created value for all types of learners especially those who are kinesthetic learners. WE have years of experience documented throughout the event, and security industries and with students on our master's programme who learned with us over the years.

Could you provide any relevant testimonies?

If possible, please provide testimonies, reflections and statements about the method from its authors and/or users.

Yes, we have hundreds of these linked to every programme we teach from feedback.

Additional references

If possible, please provide additional links, materials, instructions and other relevant content.

- Smith, P., Kemp, C. (2012) Learning in the Round: Concepts and Contexts in Work-Based learning Cambridge Academic:Cambridge
- https://www.momconsultancy.com/blog/2017/08/16/learning-in-the-round/