

'Rebel Rebel, how could they know? Hot tramp, I love you so!': or Recognising Experience-Based Education and Learning

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There has never been a better time to learn. Once the perceived province of the educated elite, today knowledge acquisition is well recognised as life wide [taking place beyond traditional classrooms]. DIY videos on YouTube proliferate; socially engaged projects are all the rage; survival is transacted through street smarts and other ways of developing a 'feel for the game' (Bourdieu).

Heterogeneous knowledge has terrific appeal but institutions of learning are not generally well placed to valorise it. REBEL takes up this challenge as a short-term research project commissioned by the University of the Arts London (2017 - 2018). As the name suggests, Recognising Experience-Based Education and Learning (REBEL) attempts to evaluate informal learning and test structures to better support it. This takes place through the development of open source reflexive tools designed to benefit learners in various contexts. Austerity and adversity make this mutuality all the more urgent.

Our report on the formative outcomes of REBEL will share insights from our recent focus groups testing its paper-based, prototype: a deck of discursive cards. Using these cards to recognise experience-based learning has raised important considerations regarding how and what learning is valued, by who and how it is articulated by the stakeholders involved. Core here is the potential for all learners (in and out of art and design education), their peers, mentors, employers, tutors, communities, courses and institutions to more effectively support each other by recognising and creatively valuing life wide knowledge.