



Co-funded by the
Erasmus+ Programme
of the European Union



Renyo

Re-engaging young offenders with education and learning

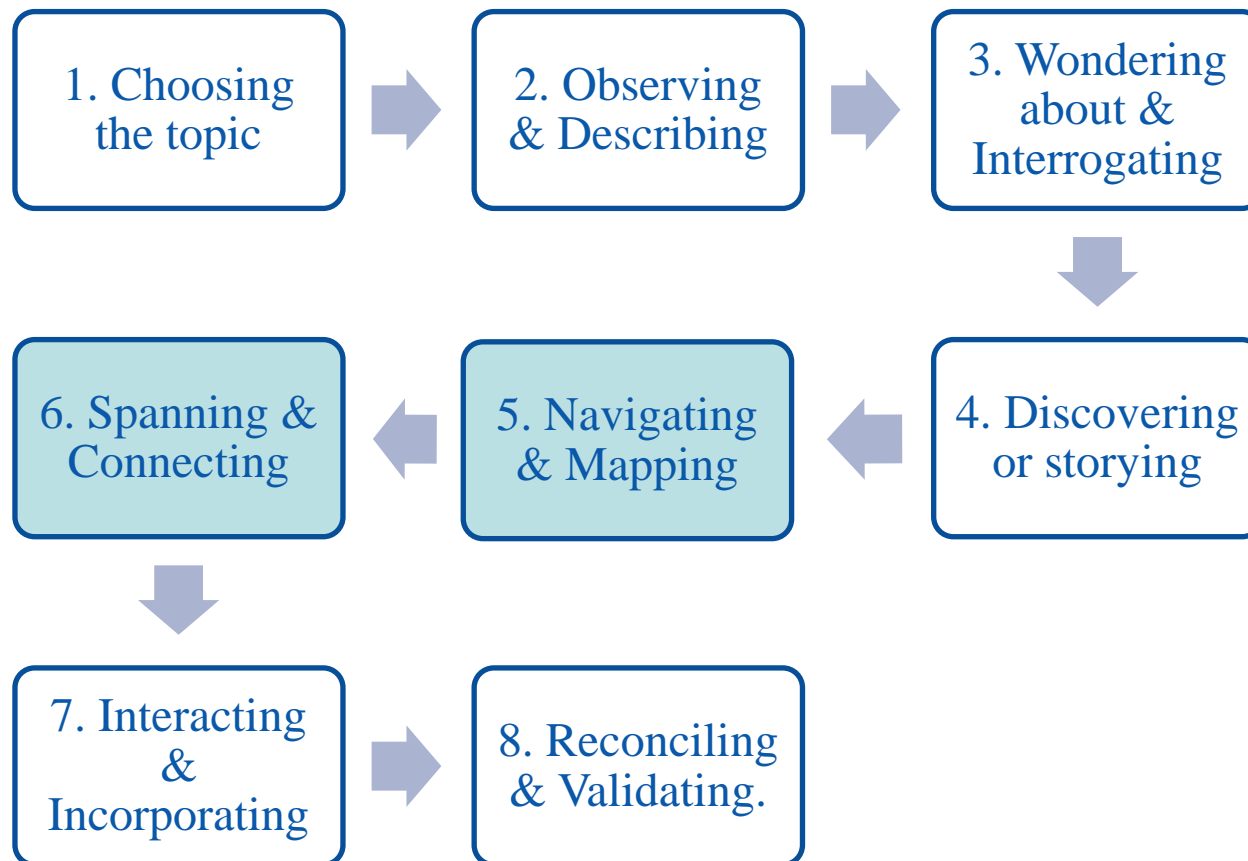
Learning Objectives

Gold Sessions – Experiencing AI

In this session, you will return to your own Authentic Inquiry.

- You will go through steps 5 and 6
 - Navigating and Mapping (continuing)
 - Spanning and connecting.

8 Steps of Authentic Inquiry



5. Navigating and mapping the self and the topic within the wider context. In other words what could be the relevance of this to the learner's life and new learning opportunities?



Description:

Beginning to connect subjective learning to wider objective awareness and knowledge.

In this step the learner pulls together all the new information, questions and stories they have discovered and maps them to explore the connections and to identify a specific focus for their new knowledge.

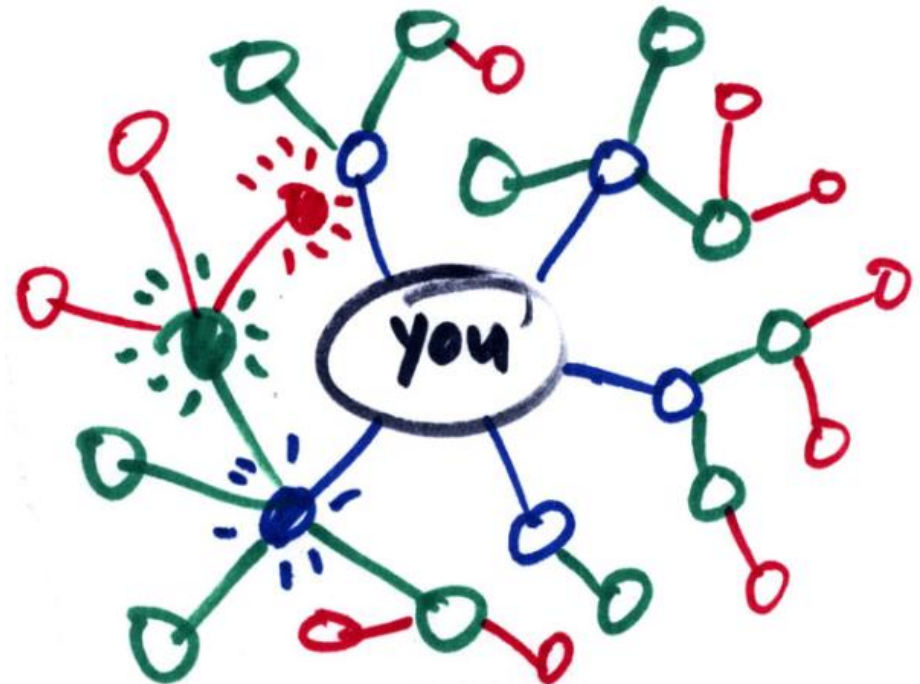
They begin now to look towards the destination of their personal pathway of knowledge construction. They may choose at this stage what sort of 'product' it will be, and this then guides the next steps.

Key Principles:

- The idea is for the learner to (i) see how all their new knowledge is connected and relevant to their chosen object, then (ii) to identify a specific concept or problem which will provide the core idea for their 'product'
- The learner can see how facts, narratives and values fit together
- S/he should be able to identify a particular direction in their pathway of knowledge construction
- The student is becoming a 'knowledge worker'
- Much of this focus is 'cognitive' in contrast to the more personal and reflective beginnings of the journey, but both are important and held in tension all the way through.

6. Spanning and connecting to established sources of knowledge.

This is when the learner locates their story within the wider picture for relevance beyond the self.



Description:

The learner moves from the knowledge they have constructed in a rather ad hoc manner, to making connections with the formal knowledge that other people have generated and is available in books, libraries, the internet etc. They may encounter the notion of ‘communities of practice or scholarship’.

Key Principles:

- This step is one which needs guidance from someone with more expert knowledge than the learner. Where should they go to find out about X? What are the possible routes?
- The mentor may be able to provide resources but it is good for the student to do some digging too
- The learner may need help in accessing and understanding the resources they identified.

Task

- Extend your mind map to consider how your object, its stories and other connections link to existing knowledge in this field.
- This could involve some research on your part.



Renyo

Re-engaging young offenders with education and learning



Coordinator – University of Gloucestershire
UK
www.glos.ac.uk



Fachhochschule
Dresden, Germany
www.fh-dresden.eu



Fundacion Diagrama Intervencion Psicosocial
Spain
www.fundaciondiagrama.es



Jearni Ltd
UK
www.jearni.co



CESIE
Italy
www.cesie.org



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.