



The art of surviving and thriving Why do mature learners matter?

(Presenting a progression framework for mature learners in the Arts.)

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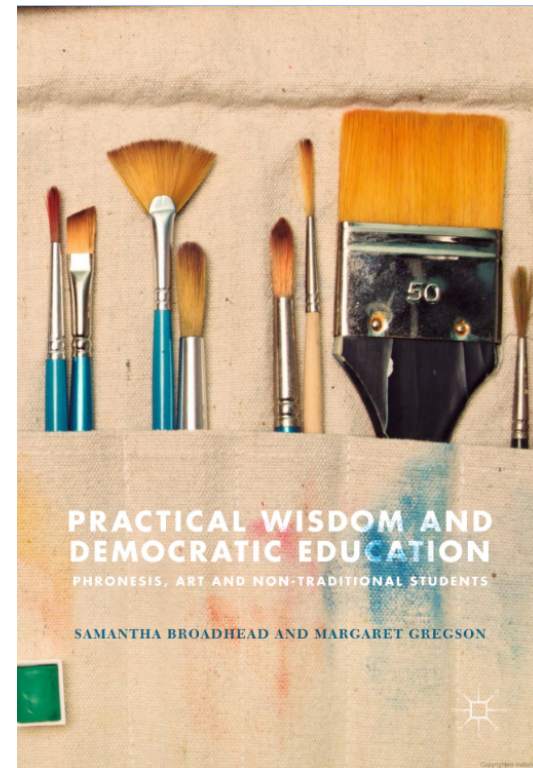
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Recent Publications



Broadhead S, Davies R, Hudson A. (2019) 'Perspectives on Access to Higher Education, Practice and Research'. Bingley: Emerald Publishing Ltd.



Broadhead S, Gregson M. (2018) 'Practical Wisdom and Democratic Education. Phronesis, Art and non-traditional students'. Cham: Palgrave Macmillan.

Why do mature students study Art, Craft and Design HE later in life?

(Broadhead and Gregson 2018; Broadhead 2017, Broadhead 2019)

Family expectations

Perceived precariousness of creative careers

Unable to imagine possible future self as artist, designer or craftsperson

Growing frustration and regret at not following aspiration to work in the arts

Being strategic in gaining creative knowledge and skills

Role models for family

Gaining a portfolio of different skills, qualifications, informal and formal learning, at different levels



How do some mature students experience HE?

Diminishing numbers of mature students in higher education

Lack of part-time opportunities to study art, craft and design in post compulsory education

National Student Survey numbers suggest that mature students are less satisfied with their HE experience

Marginal group within the student population

Different cultural references, expectations and social capital

Addressed in ways not appropriate for adults

Factors contribute to a sense of not belonging



Inclusive pedagogies and student support mechanisms

Promoting and valuing intergenerational learning

Drawing upon students' wisdom and experience

Questioning and debate as positive not a threat to lecturer's role

Cross institutional strategies to support the students life cycle

The mature student's network



Celebrating strengths and capacities in and out of education

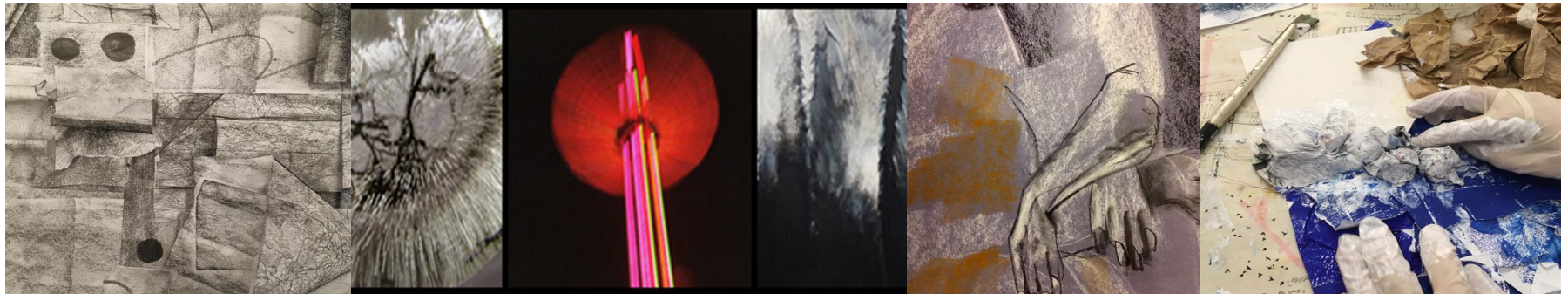
Organisational skills, resilience, resolve, wisdom,
‘phronesis’, strategic and being open to opportunities

Intergenerational friendships in the studio in and out of education

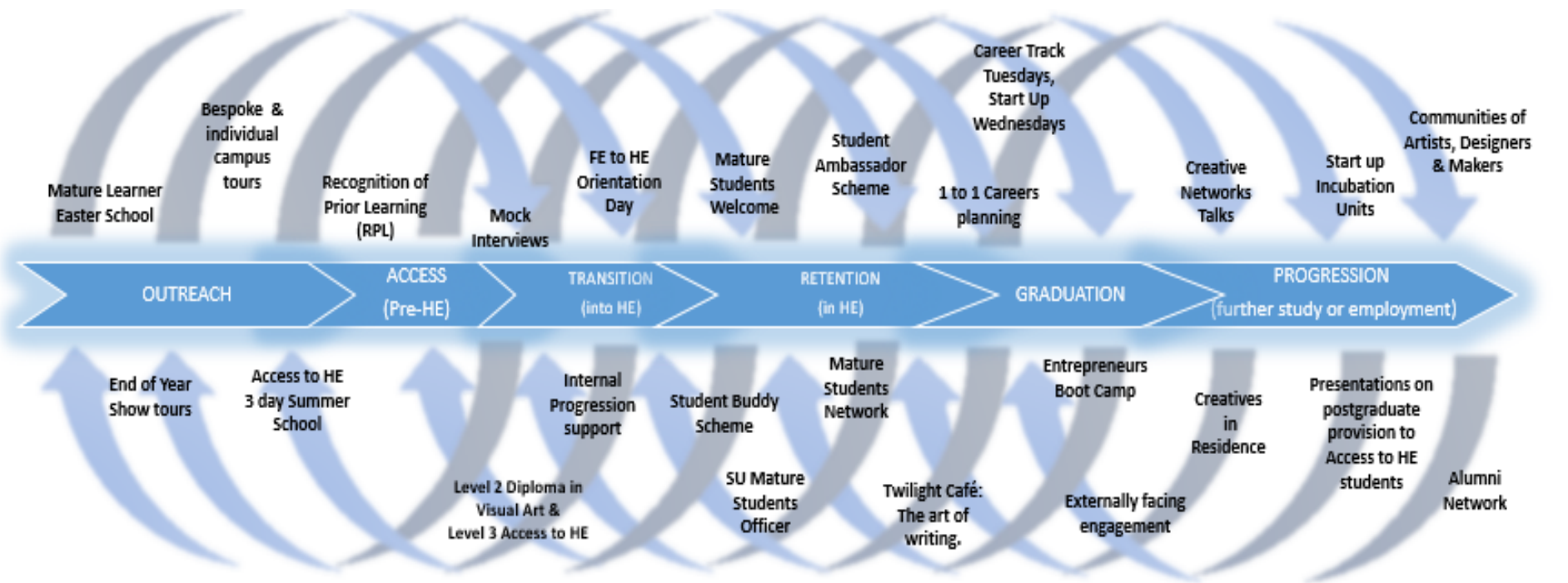
Mature students leading collectives, exhibiting groups,
services for local communities

Giving back to the local arts communities

Examples: Jake from ‘Ilkley Art School’ and Connie from ‘The Arts Collective’



A Progression Framework for mature learners



To summarise:

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- Broadhead's (2018) research with mature students from diverse backgrounds and 'unconventional educational histories' argues for a community of mature students to be created that increase feelings of support and belonging within the Arts University.
 - Key to the success of these practical interventions is that they are cross-institutional strategies.
 - These interventions can be used in other institutions; however they have been fine-tuned to fit the particular context of art and design.
 - Students are introduced to art and design pedagogical approaches; they are also socialised into various communities of artistic practice.
 - The participation of mature students in the Student Union is a new focus that is now being developed.

Why Do Mature Students matter in Art, Craft and Design?

All students matter

Enrich the learning experience for everyone

Effective Intergenerational learning

Contribution to increasing social mobility

Engaging with a large sphere of influence
(families and communities)



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Thank You

Any questions?

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