10) FE HISTORIES – A TIMELINE PROJECT

(With thanks to Anne Parfitt of Exeter University)

Relevant for the following LLUK Domains:
- **Domain A Professional values and practice**
- **Domain B Learning and teaching**
- **Domain F Access and progression**

Short description:

Making use of an online FE history resource as part of ITE / CPD.

Aims of the website are to:

➢ foster knowledge amongst in-house trainees, practitioners, teacher trainers and opinion-formers in the LLL sector

➢ raise awareness of the importance of continuity and change within English FE in understanding the present

➢ shed light on the social/cultural contexts of the evolution of the sector in the last half of the 20th century

➢ depict FE narratives in local contexts in parallel with policy developments across the sector

➢ ask former (and current) practitioners/ managers/ students to add to the collection by recalling practice in earlier times

Detailed Description:

- Visit www.fe-histories.org.uk and click on the tabs to explore the contents, select areas / sections of the website and prepare in readiness for ITE / CPD session
- Within the 'local case studies' tab of the website there are indeed a number of case studies relating to differing times in the past from the 40s to 90s. Within those case studies there are questions.
- Participants can work individually or in groups to seek answers for the case study questions.
- Participants could also review the website overall.

There is also a 'scrapbook' section on the website where participants can add their own stories / memories, and a 'timeline' section where participants could compare their own histories with the timeline history..

THERE ARE MANY OTHER ACTIVITIES WHICH COULD BE DEVISED AROUND THIS WEBSITE

Requirements and Resources:

The website is the key resource

www.fe-histories.org.uk

The initial study from which the website concept was developed
'The reputation of English FE - understanding the evolution of the sector (1944-1996)' was supported by the Esmée Fairbairn Foundation and the University of Exeter. This research entailed data gathering in five local communities (e.g. recording oral histories and accessing memorabilia). These materials were subsequently blended with information extracted from policy documents (from the National Archives) and contemporary historical texts in order to develop the timeline, narratives and analyses presented on the website.

Contents include

➢ a guide to using the site
➢ a timeline of FE policy events with links to additional online resources
➢ a chronological series of case-studies locating FE in national/local contexts
➢ reference sections
➢ analyses of FE eras and the theme of reputation
➢ questions to engage learners, and
➢ an emerging collection of personal reminiscences contributed by site users (new and under development!)

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Hints and tips:
• Asking participants to visit the site during a taught session (IT resources permitting), then discuss it could be a very fruitful way of exploring the site and the wider context of the sector.

References   **www.fe-histories.org.uk**