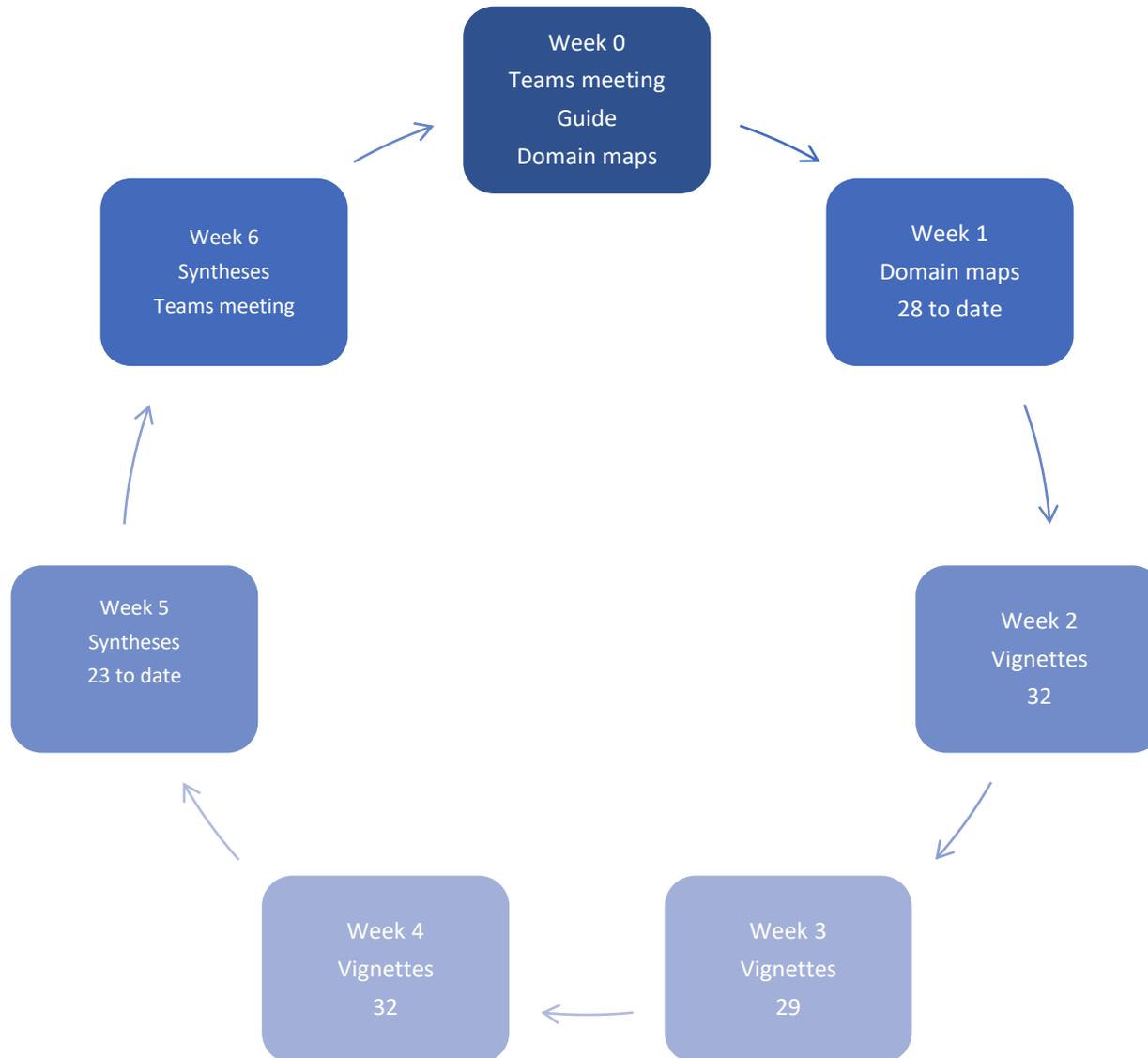
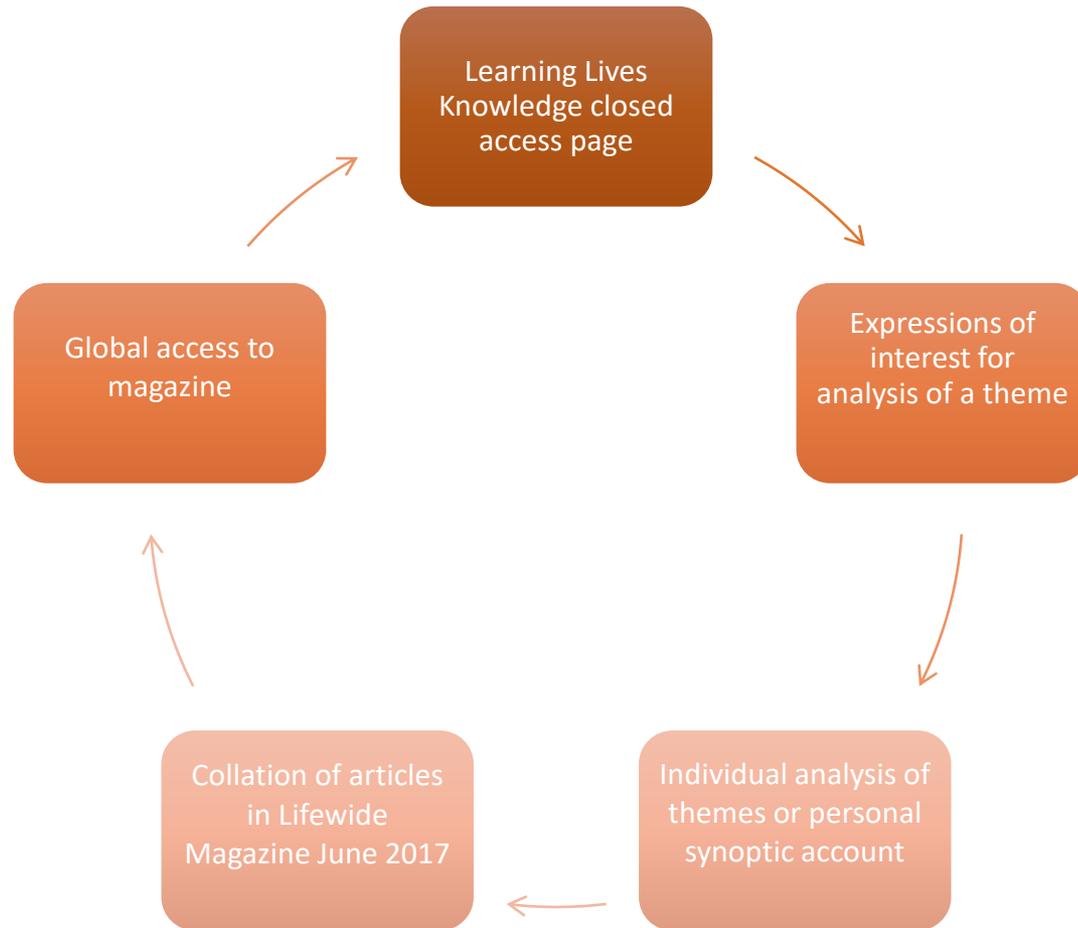


# THE LEARNING PROCESS 1



# THE LEARNING PROCESS 2



# LEARNING THROUGH THE CONVERSATIONS

The conversations had 2 dimensions:

- **Social**
  - "Welcome to our band of adventurers", "Yes, I share..." "I really liked..."
  - addressing people by name
  - liking and responding: every post but one received likes/comment; sample week 4 - total 84 likes for 29 posts
  - sharing photographs
- **Thematic**
  - vignette and responses related to the theme(s)
  - some responses added a related vignette either in the response or in a separate post
  - some sharing of very personal experiences

# SOME STATISTICS

## The vignettes

Week	Total vignettes	Average responses
2	32	5
3	29	8
4	32	8

What can we deduce from these figures?

**Caution:** it is not the number of responses but the content that needs to be examined

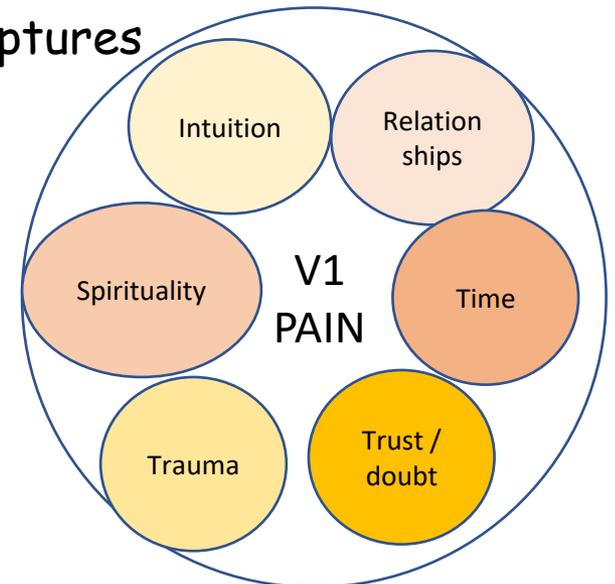
# DECONSTRUCTING THE CONVERSATIONS 1

The following 2 slides show how I have tried to conceptualise graphically the process of generative learning through 2 single conversations.

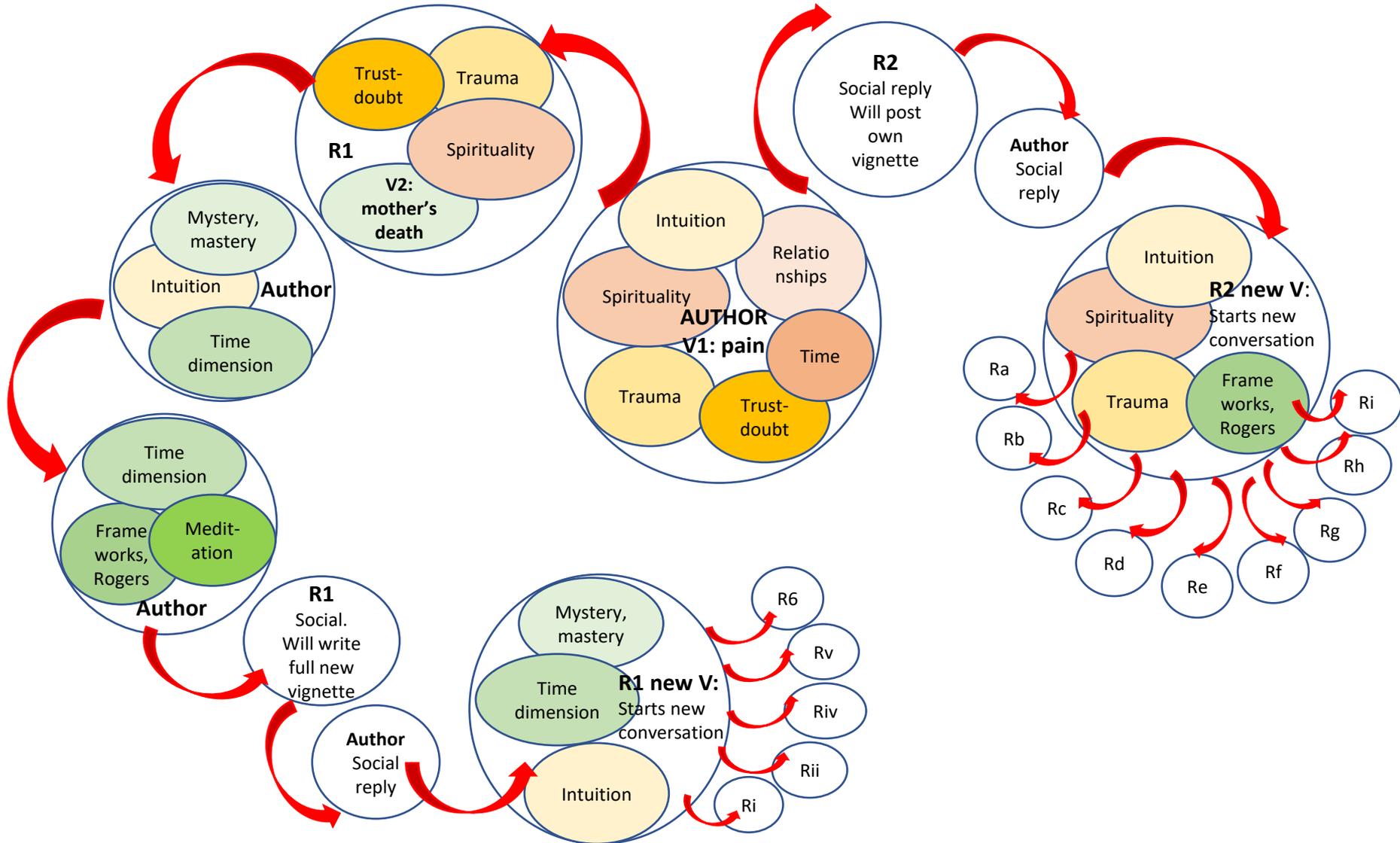
I have colour-coded the themes so that they can be tracked through responses. Additional colour is used as new themes are added.

The conversations are dynamic and the analysis captures just one point in their evolution.

*“Although the wisdom in this lifewide learning is still unfolding. There is a saying in Yungian psychology/transpersonal point of view that I resonate deeply and I have seen evidence of this in my own life. For the trauma to resolve somebody needs to be ready to feel it. Could it be that I was in that moment a carrier of old transgenerational trauma and the conduit of its release?” #57*

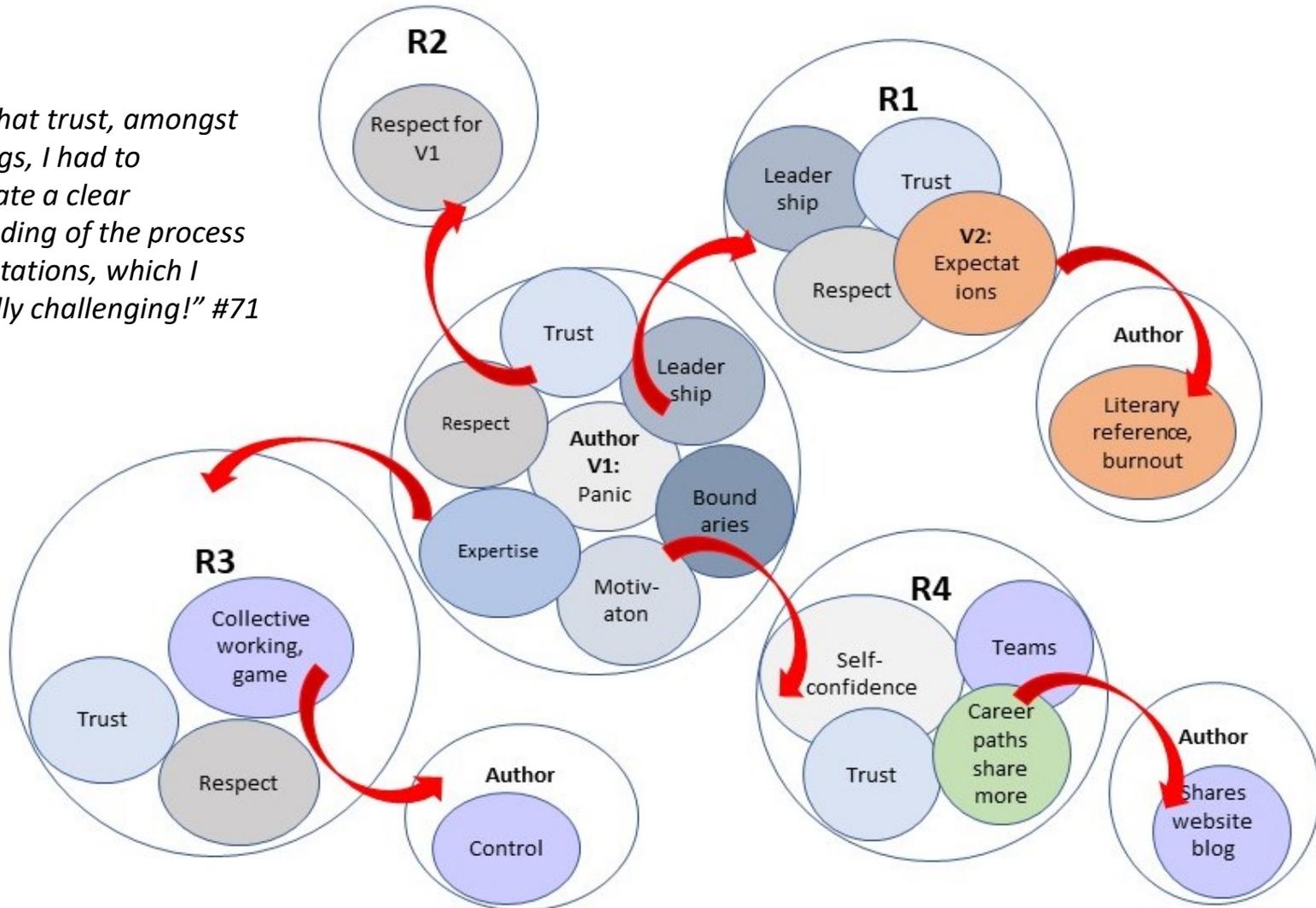


# DECONSTRUCTING THE CONVERSATIONS 2



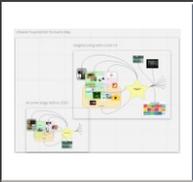
# DECONSTRUCTING THE CONVERSATIONS 3

*"To gain that trust, amongst other things, I had to demonstrate a clear understanding of the process and expectations, which I found really challenging!" #71*



# SYNTHESES: KEY POINTS

Point/Frequency	Point/Frequency
<b>Technology</b>  <ul style="list-style-type: none"> <li>- Growth of virtual world</li> <li>- Enables expression beyond the physical world</li> <li>- Tools not a separate domain</li> </ul>	<b>Recognition of opportunities to learn</b>  <ul style="list-style-type: none"> <li>- Become sensitised/more aware/more conscious of affordances</li> </ul>
<b>Impact of pandemic</b> on all aspects of life 	<b>Universality</b>  <ul style="list-style-type: none"> <li>- A diverse group (age, profession, beliefs, cultures) but experiences in common</li> </ul>
<b>Fuzziness, interrelatedness of domains</b>  <ul style="list-style-type: none"> <li>- Where does experience turn into learning?</li> </ul>	<b>Work</b> not a key focus 
<b>Emergence of 'self' as a domain</b>  <ul style="list-style-type: none"> <li>- Includes emotional and spiritual learning</li> </ul>	<b>Pleasure</b>  <ul style="list-style-type: none"> <li>- Through writing</li> <li>- From the whole process</li> </ul>
<b>Motivation</b>  <ul style="list-style-type: none"> <li>- Essential for learning</li> <li>- Precedes learning</li> </ul>	<b>Safe and trusting environment</b>  <ul style="list-style-type: none"> <li>- Empathy and respect of interactions</li> <li>- Felt confident to share personal experiences</li> <li>- Felt empowering to be valued</li> <li>- One person held back for fear of revealing too much</li> </ul>
<b>Ecology</b>  <ul style="list-style-type: none"> <li>- Personal ecology</li> <li>- Learning related to SDGs</li> </ul>	<b>Gave space to think</b>  <ul style="list-style-type: none"> <li>- Was an opportunity to reflect</li> <li>- Gave permission to reflect</li> <li>- Able to learn from past mistakes</li> </ul>
<b>Pace and duration</b>  <ul style="list-style-type: none"> <li>- Learning can be immediate or delayed</li> <li>- Can be momentary or enduring</li> <li>- Slow or fast</li> </ul>	



**Virtual World** Presenting talks, giving guest lectures, trying to learn how to travel and present on Zoom

**Family & Home** Learning to cope with mum who has dementia, without being able to visit. Trying to stimulate via the mobile phone

**Stories of (displaced) refugees who escaped Nazi persecution**

**Missing my boys and their families**

**Unpaid work**  
Article in preparation—  
"Generation X/Boomers & their relationships with historical refugees via the internet". Started in April 2020. Revisiting articles

**Finishing knitting a sweater & wearing it**

**On the other hand, this sweater is never going to be finished**

**Working, writing, reading, going for my master PhD, but still in doing exercises & getting work**



THANK YOU ALL!