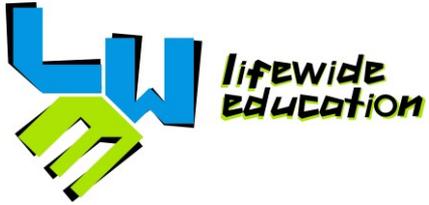




LEARNING LIVES INQUIRY

Rough plan

- **Our social ecology for learning**
- **Emerging thoughts about lifewide learning and domains for experiential learning**
- **DISCUSSION**
- **Our social ecology for learning**
- **Your feedback on your experience**
- **DISCUSSION**
- **Next steps - synthesis & dissemination**
- **DISCUSSION**



LEARNING LIVES INQUIRY

GOAL-TO BUILD A SOCIAL ECOLOGY FOR LEARNING

**8 WEEKS AGO NONE
OF WHAT WE HAVE
CO-CREATED EXISTED**

**A GROUP OF PEOPLE WHO CARE
ENOUGH ABOUT SOMETHING TO
WORK TOGETHER TO GROW NEW
KNOWLEDGE & UNDERSTANDING**

**NEW RELATIONSHIPS, AGENCY,
CAPACITY & CONFIDENCE**

**NEW KNOWLEDGE
& UNDERSTANDING**





LEARNING LIVES INQUIRY

GOAL-TO BUILD A SOCIAL ECOLOGY FOR LEARNING



Sahana Chattopadhyay – Six enablers of emergent learning

Intended learning happens from a place of knowing and against a set of specific goals. Emergent learning happens from a place of reflection and sensemaking.

Sensing & Sense Making

Reflective
Practices

**A GROUP OF PEOPLE WHO CARE
ENOUGH ABOUT SOMETHING TO
WORK TOGETHER TO GROW NEW
KNOWLEDGE & UNDERSTANDING**

Generative
Conversations

Systems
Thinking

Collaborating
Across Diversity

Comfort with
Uncertainty & Ambiguity



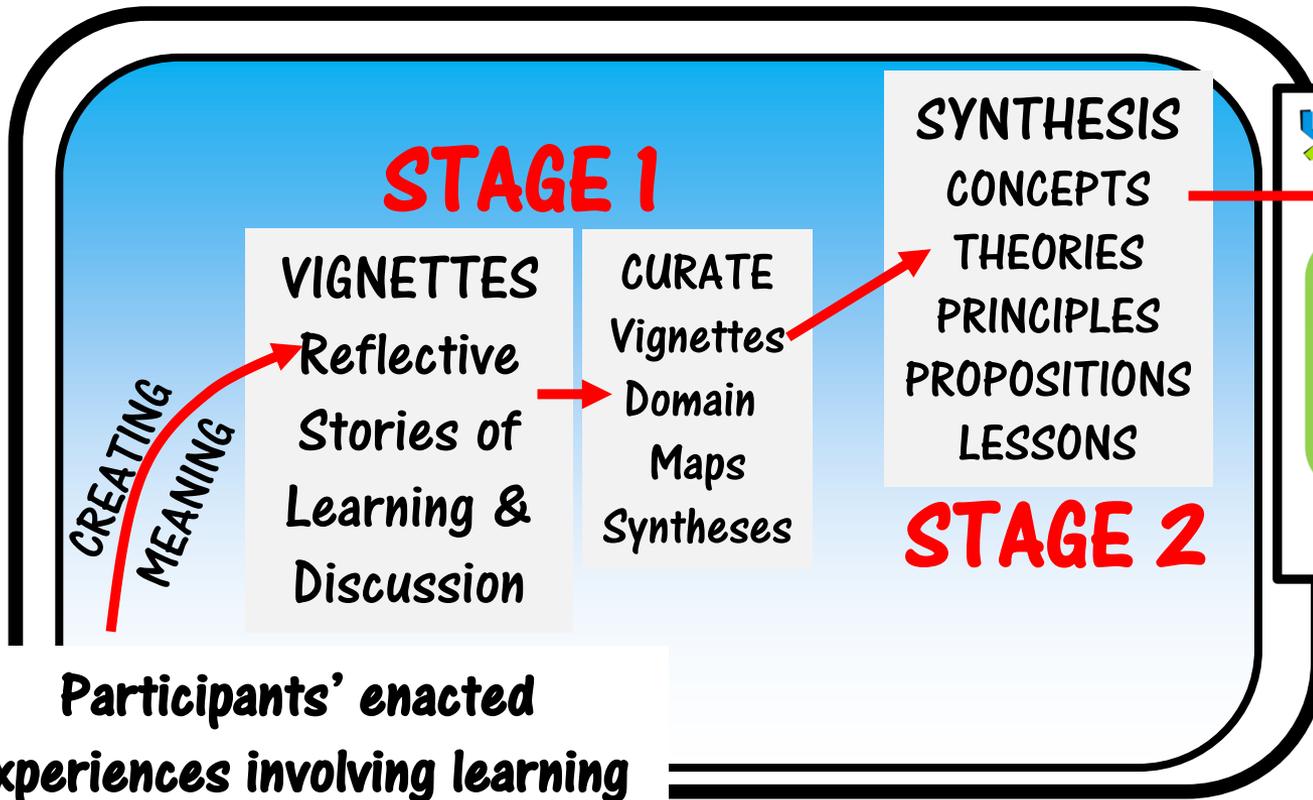
LEARNING LIVES INQUIRY

KNOWLEDGE DEVELOPMENT PROCESS

1 CO-CREATE KNOWLEDGE

EXPLICIT
codified

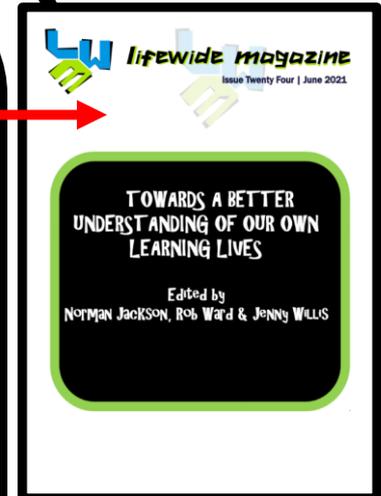
TACIT
uncodified



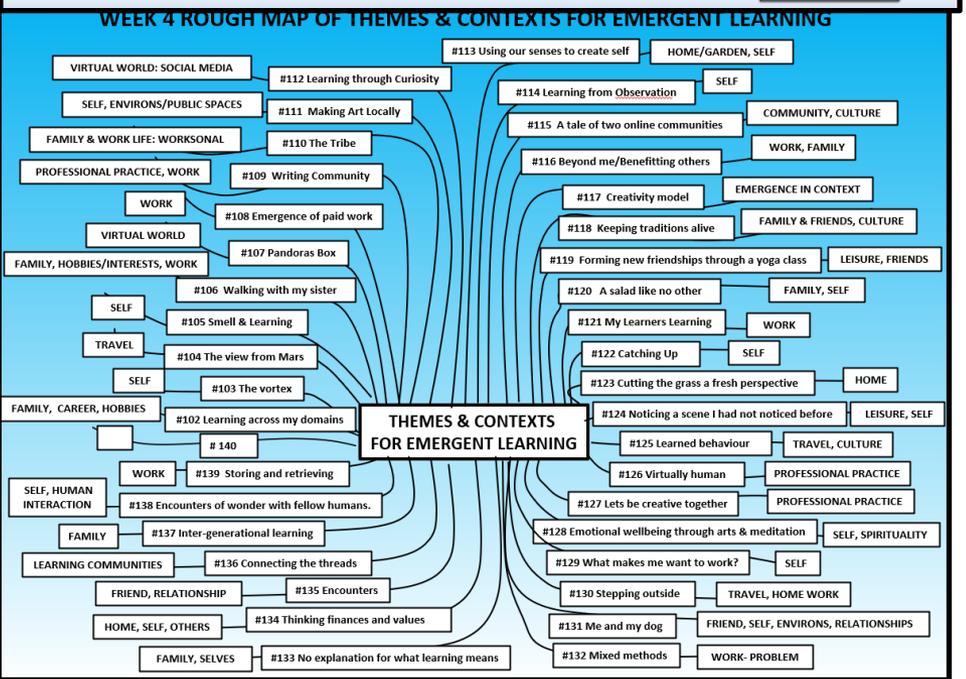
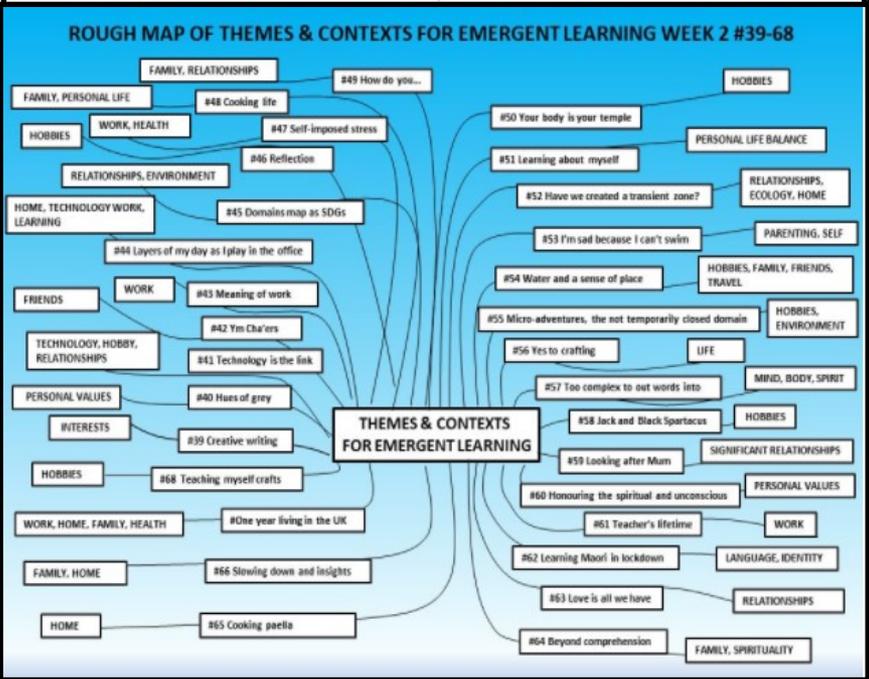
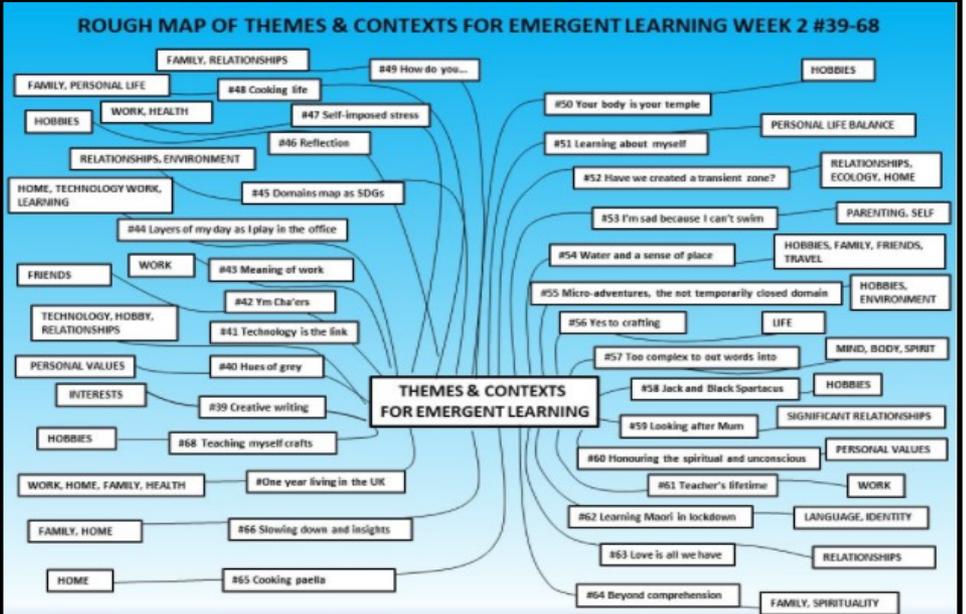
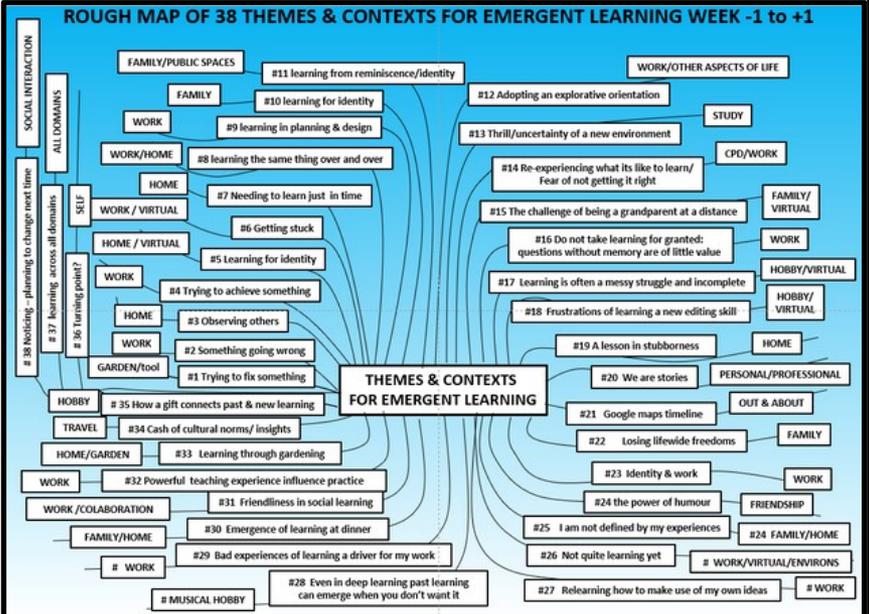
concrete

abstract

2 SHARE KNOWLEDGE



KNOWLEDGE BASE 151 VIGNETTES 30 DOMAIN MAPS 20+ REFLECTIVE SYNTHESSES

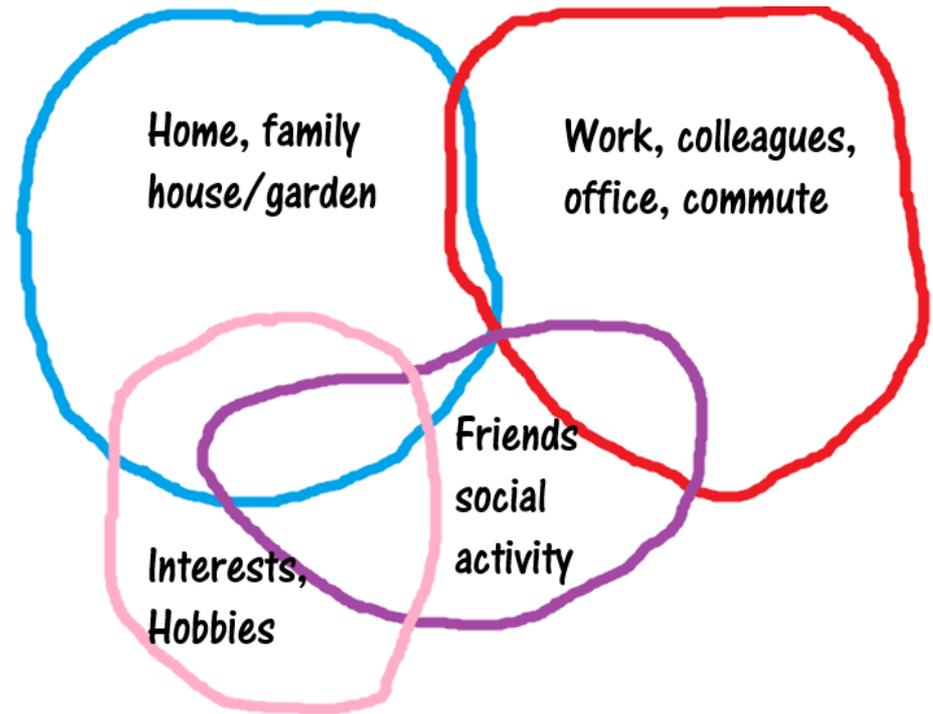
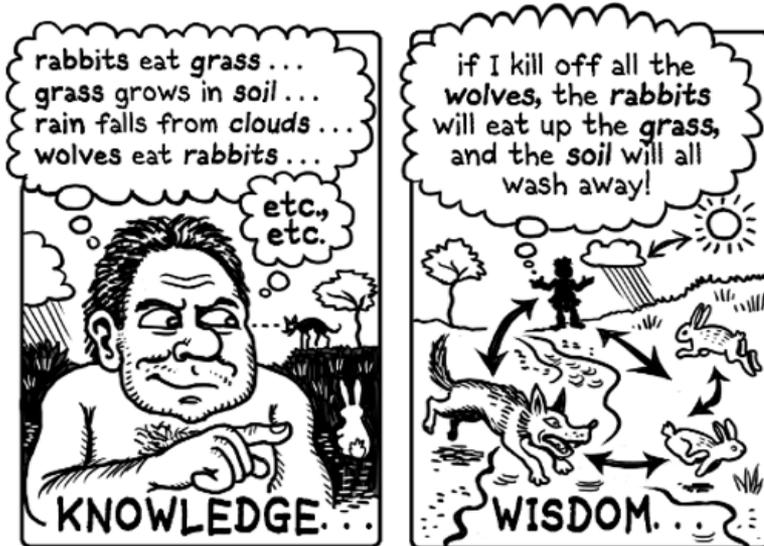


SYSTEMS THINKING EXPERIENTIAL DOMAINS

TASK 1 CREATE YOUR OWN EXPERIENTIAL DOMAIN MAP

One possible way of defining domains

WHY?



DOMAINS OF/FOR LEARNING 1. REPRESENTATIONS

LABELS, NARRATIVES & IMAGES OF EXPERIENCES

WORK

Today I will be using Live Chat with our university students for the first time demonstrating new online ways of connecting an engaging with students. I have learnt how to do this and work with this new piece of technology. I observed my MA Careers Education and Coaching student this week doing her first careers guidance interview and this helps me to refresh my perspective. This is a more global perspective. This has helped me to learn about my own practice of others.

I work with a range of clients from a range of backgrounds as I am also the college that is part of the University so my skills need to adapt accordingly a mock interview with a student on a traineeship. I have learnt but I am always pleased about how positive they are and how much they learn.

The university is considering how we are all going to return to campus learn throughout this time to learn new skills especially technical ones even know it is nerve wracking sometimes and help others who are not who are not. Just as our students and graduates are having to adapt to but I am excited by it.

HOME - There is a family moving today from our street. We moved to wanted to work in a university which I have not regretted. We have to be to the North East but I am very undecided and torn about this moment.

FAMILY - I have a husband who I met at university and we do a similar other develop our careers and learn from each other. I have two adult is 3. I have learnt how resilient my daughter is as she works in the NHS, changed the way she views work as she has had a number of negative looking for jobs elsewhere. I have learnt that my son who lives in the US is an excellent dad but still needs lots of support as he is a single dad. He seventies and eighties and my dad cycles over 1000 miles a year and volunteers in the New Forest. I am inspired by him and his zest for life. I have friends take on more caring responsibilities recently and I am going to

FIND YOUR PATH

I'm a professor of art education at Kennesaw State University about 50 miles north of ATL with a 40,000-student population. Currently teaching 89 students in 3 online classes in GenEd, ArtEd, and Studio. Teaching by example I have my Early Childhood/Middle Grades pre-service teachers learning about photography. Photo is a sample produced for them, leading by example in that as many don't think they are "creative," but I believe in everyday creativity (Richards, 2007) so... In the Studio course I am working with the research partner on a longitudinal study on the effectiveness of teaching creatively/conceptual inventiveness focusing currently on a performance art project & I'm preparing for a new master's program starting fall 2021.

25 years with my partner also an art ed professor at KSU. I learn daily about taking the one seat and being present in the moment in this relationship.

Home and Hobbies: Live in the sticks on the side of a mountain in North Georgia - was an avid gardener until we had a 3 yr drought, now I enjoy the cut flowers that magically appear but am currently on a no water in the garden routine. Water is too precious now and will replace gold as a commodity soon. Since covid I have saved these berries and am testing a drying process for future art projects. As an artist/teacher I have projects in the works in my head and in various states of "being" in my house and

Professional development involvement with OSA/SoTL, Advisory Committee

www.ouragreementsall.org/ncsp/ncsp/Parker-Palmer's-Circle-of-Trust-approach-to-mentor-to-my-development
I am deeply grateful I took opportunities when they emerged (Storony in the picture Australia with DDoTL Ohio (with SoTL) and as an Air Force brat, I'll go anywhere, just give me a second to pack my bag.

From Texas but Georgia is now home Ready to GO!

What will retirement look like? New...

LABELS, RELATIONSHIPS & IMAGES OF EXPERIENCES



STORIES WITHIN PICTURES

Work

Podcasts

Twitter

Work-overs

Relationship

Adventures

Gardening

Novel

Poetry

Creating

Mixed Media Art

DressMaking

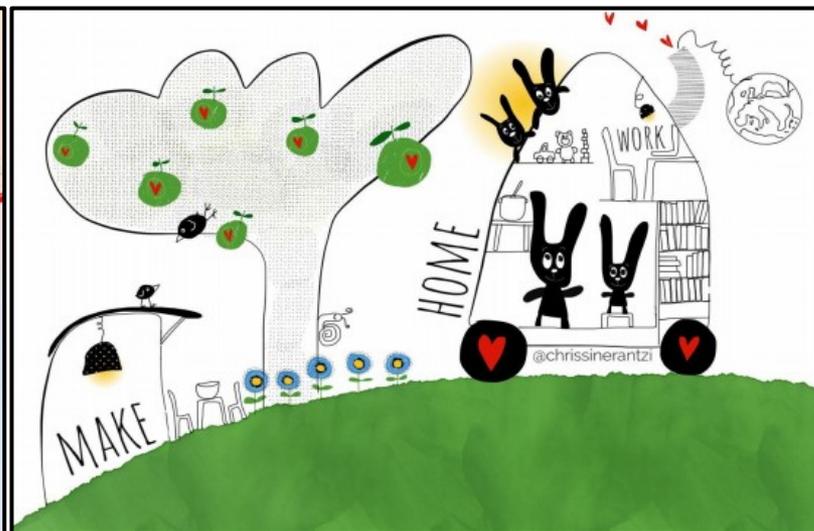
Blogging

Hugs

Informal Learning

Pinterest

WE'RE TEMPORARILY CLOSED





DOMAIN FRAMEWORK

A few participants questioned the relevance of experiential domains preferring to see life as whole and fully integrated

Most participants tried to use the idea of experiential domains. The compilation reveals many different ways of representing domains.

For many, the idea of domain became fuzzier with the blurring of boundaries and seeking greater connectedness.

The pandemic has had a significant impact on configuration/scope of domains. (eg merging of work and home)

It was recognised that we could be physically present in a domain but be cognitively and psychologically engaged in thinking about experiences in another.

We are the integrators of all the thoughts and feelings that emerge from all of our experiences and the imaginers of what might be.

DOMAIN FRAMEWORK

We can be physically present in a domain that exists now but be cognitively and psychologically engaged in thinking about experiences in our past.

A significant number of participants recognised “self” as a domain independent of domains based on physical-social/cultural environments. This might seem to be inconsistent with the idea of domain as an environment but the inner world of a person could still be viewed as an environment.

Some participants created **domains based on roles** they fulfilled like parenthood, **or aspects of themselves** like creativity or activism.

Q Are there possibilities other than environmental domains that could form the basis for a systems framework within which lifewide learning can be located?

DOMAIN CATEGORIES

		vignettes
Inner Environment	Self	43
	beliefs, values, concerns, conscience, identities, confidence, agency, culture, spirituality, creativity, relatedness, belonging, loss, fortitude, resilience, growth & MUCH MORE	
Outer Environment	Work/professional life/practice	43
	Family, friends, community	32
	Home /garden / environs	28
	Hobbies/interests/leisure activities	15
	Virtual / technological	10
	Travel / other cultures	06
	Formal study	01

EXPERIENCE EMERGES WHEN SELF INTERACTS WITH THEIR ENVIRONMENT

vignettes

ENVIRONMENT

physical, social, cultural, virtual

Work/professional life/practice	43
Family, friends, community	32
Home /garden /environs	28
Hobbies/interests/leisure activities	15
Virtual/ technological	10
Travel /other cultures	06
Formal study	01

SELF / SELVES

beliefs, values, concerns, conscience, identities, confidence, agency, culture, spirituality, creativity, relatedness, belonging, loss, fortitude, resilience, growth & MUCH MORE



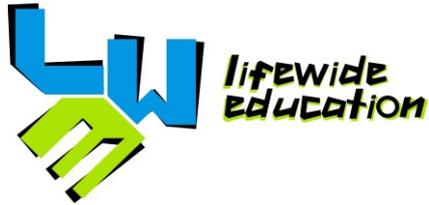
**lifewide
education**

LEARNING LIVES INQUIRY

WHAT DOES LEARNING MEAN IN THE CONTEXT OF OUR WHOLE LIFE?

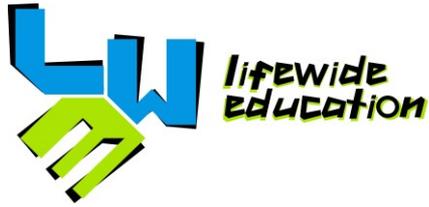
A Tool to Analyse the Narratives Contained in a Sample of 10 Vignettes

Vignette	CS - Context & Situation ED – Environmental Domain I/S – Individual or social activity T/P/I Task, Project or Incidental KS – Knowledge source TS – Time Scale M= Motivation concrete/obvious ERG = Alderfer’s motivational model Existence, Relatedness, Growth	What does learning mean? What does it mean to learn in the contexts being described
#1	CS - Fixing something that isn't working. ED – Home/Garden I/S – Individual T/P/I – Incidental KS – Past experience & from tinkering with the object TS – A few minutes M - Need – I need the tool to work M Self-esteem – feels good to be able to fix it ERG = Existence & relatedness	Having a rough idea of what to do. Doing it and discovering it worked. Learning was the biproduct of trying to fix the problem and was embodied in the act.
#2	CS – Pushing self to try new techniques ED – Work I/S – Individual & social T/P/I - Task KS –Coached by knowledgeable peers and in the act of trying to accomplish the task TS – A few hours M – Desire to develop self M – Self-esteem – it feels good to use this environment effectively and add to my professional capability ERG – Growth & relatedness	Being shown how to use technology but not feeling confident or competent. Then being thrown in at the deep end with things going wrong but being supported and eventually surviving. Learning was embodied in the act of trying to use the technology in both preparing for and delivering an online coaching session and reflecting on the experience.



WHAT DOES LEARNING MEAN IN THE CONTEXT OF OUR WHOLE LIFE?

- Some learning is deliberate and planned for, in the sense that an individual is engaged in some sort of task or project that has personal significance in their life. **The need to learn is often a response to something that is happening in a person's immediate environment.**
- **Learning is relational and contextual. What is learned (the outcome or the result) and how it is learned (the act or the process) are inseparable.**
- **The first motivation to emerge in a situation is the motivation to act.** Learning is a consequence of actions driven by the will to do something. The desire to learn may however become the dominant motivational force and drive actions.



WHAT DOES LEARNING MEAN IN THE CONTEXT OF OUR WHOLE LIFE?

- V1** Having a rough idea of what to do building on previous but incomplete knowledge. Learning was the byproduct, and embodied in the act, of **trying to fix the problem**.
- V2** Being shown how to use technology by someone who is competent but not feeling confident or competent. Then being thrown in at the deep end **trying to deliver a coaching session with things going wrong** but being supported and eventually **working out what has to be done and surviving**. Learning was embodied in the act of engaging with and completing the task and reflecting upon it.
- V3** Watching and listening to a group of men at work and interpreting where they come from and their social order. Learning was embedded in the act of **attending to the social interactions of the group of workmen and reflecting on and interpreting what was seen and heard**.
- V4** Conducting background research on a topic that was not previously known and preparing a synthesising paper. Learning was embedded in the process of **seeking codified knowledge and trying to make sense of it by integrating it with existing personal knowledge**. It is embodied in the artifact for sharing understanding.

MAPPING EXPERIENCES TO CONCEPTIONS OF LEARNING

Left column - conceptions 1 to 5 developed by Säljö (1979) conception 6 developed by Marton et al (1993). Right column - experiences situations described in 10 vignettes.

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CONCEPTS OF LEARNING	EXPERIENCES WITHIN WHICH LEARNING IS EMBEDDED
1 Learning as a quantitative increase in knowledge. Learning is acquiring information or 'knowing a lot'.	All vignettes involved acquiring various forms of knowledge
2 Learning as memorising. Learning is storing information that can be reproduced.	
3 Learning as acquiring facts, skills, and methods that can be retained and <u>used</u> as necessary.	V4, V5, V6, V7, V8 – information that is relevant & useful to specific situation
4 Learning as making sense or abstracting meaning. Learning involves relating parts of the subject matter to each other and to the real world.	V3? V4
5 Learning as interpreting and understanding reality in a different way. Learning involves comprehending the world by reinterpreting knowledge	
6 Learning as personal development resulting from new understandings or appreciations, seeing the world differently.	V10?

POOR FIT

V1 The idea that learning comes about from trial and error engagement with a problem until a way is found to deal with the problem

V9 In a social context, learning is a distributed phenomenon embodied in the numerous interactions, conversations, negotiations between people and making artefacts

IN SEARCH OF A THEORETICAL FRAMEWORK

JOHN DEWEY LEARNING BY DOING OR TRYING TO DO



Experience involves both ‘trying’ and ‘undergoing’ (Dewey, 1916)

‘Trying’ refers to the outward expression of intention or action. It is the purposeful engagement of the individual with the environment, “doing becomes trying; an experiment with the world to find out what it is like”

‘Undergoing’, the other aspect of the ‘transaction’ refers to the consequences of experience on the individual.

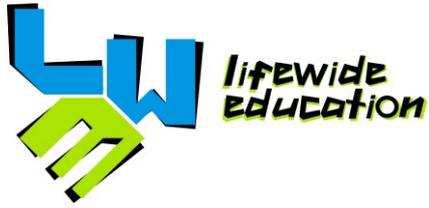
Learning is a transaction between a person and their environment

“When we experience something we act upon it, we do something; then we suffer or undergo the consequences. We do something to the thing and then it does something to us in return” (Dewey, 1916: 104).

IN SEARCH OF A THEORETICAL FRAMEWORK

DEWEY'S INTERACTIONAL, EXPERIENTIAL MODEL OF LEARNING





LEARNING LIVES INQUIRY

DISCUSSION