



Towards a Better Understanding of Our Own Learning Lives

SOCIAL ECOLOGY FOR LEARNING

- Connecting people who value the idea of lifewide learning who care about the learning of others
- Developing a culture that is trusting, respectful and appreciative
- A process that facilitates inquiry and the means to share and grow knowledge
- The means to curate and share knowledge beyond the enterprise so that others might benefit



We advocate, encourage and support lifewide and ecological approaches to learning, development, creativity and education

WHAT VALUE ARE WE CREATING?

Personal - why am I participating in this inquiry?

Educational - how might we apply our learning in educational or work settings?

Social – how can we share the knowledge we develop more widely?

Political – how can the insights we develop be used to persuade policy makers to value a lifewide perspective

SOCIAL ECOLOGY FOR INQUIRY & LEARNING



**Lifewide Learning Research & Development Group –
Protected space for interaction, discussion, sharing & learning**

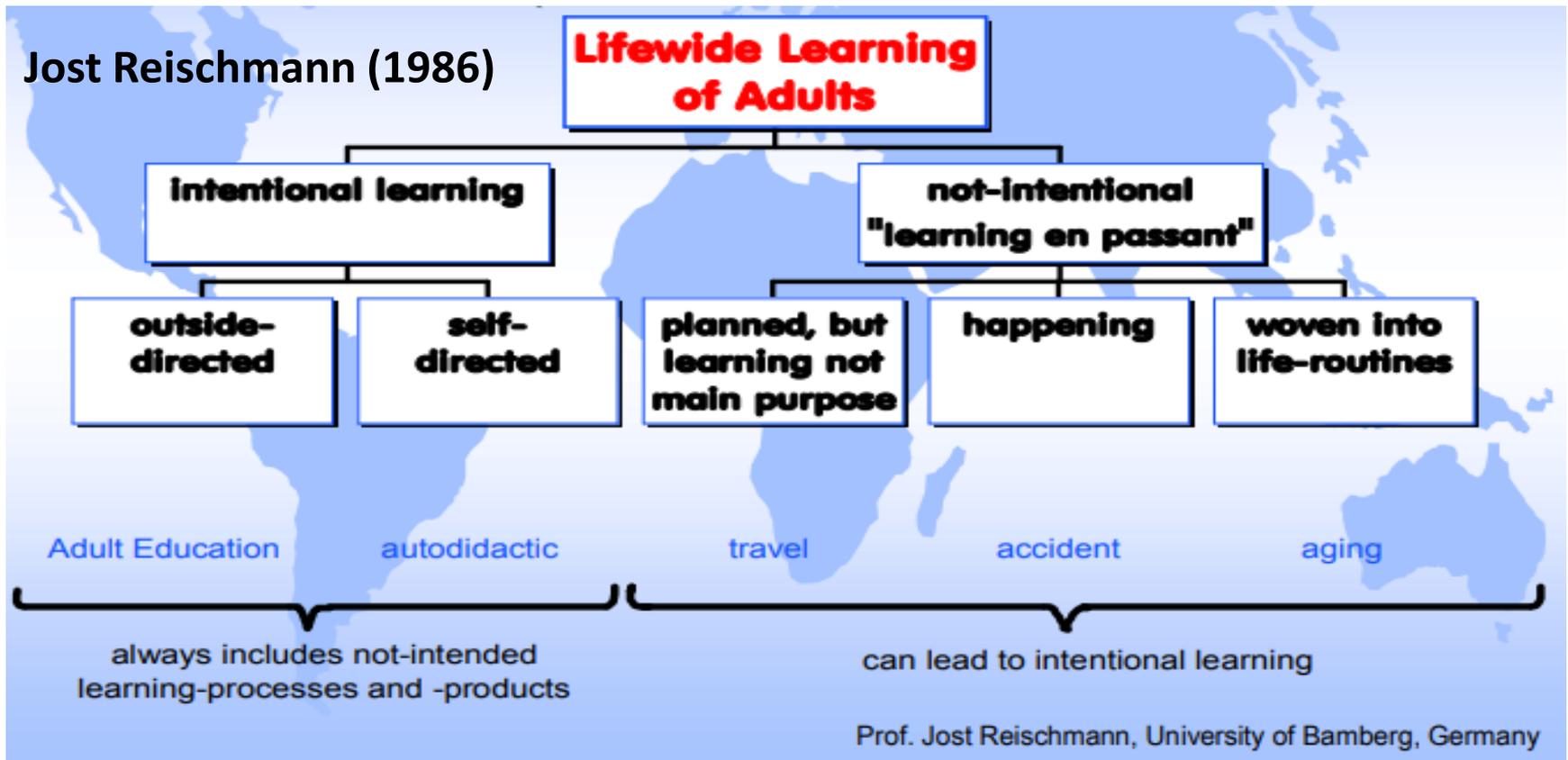
WEEK -3 to 1	WEEKS 1 – 5	WEEK 6
<ul style="list-style-type: none">1 Finding & connecting people2 Production of information & infrastructure3 First Meeting overview/discussion4 Experiential domains maps5 Initiation of process	<ul style="list-style-type: none">1 Paying more attention to how learning emerges in the different parts of our life noting anything interesting or particularly meaningful2 Creating five vignettes of our learning experiences drawing out interesting insights into the circumstances in which learning emerged and what it meant.3 Sharing vignettes in the LinkedIn discussion space and commenting on the experiences of other participants	<ul style="list-style-type: none">1 Final Meeting to share our experiences and insights2 Planing how we might curate and distribute the knowledge we have gained

LIFEWIDE LEARNING CONCEPT

“The whole of life is learning therefore education can have no ending.”

Eduard Lindeman (& John Dewey)

To make aware....the whole life embracing understanding of the learning of adults I will use the expression “lifewide learning”:



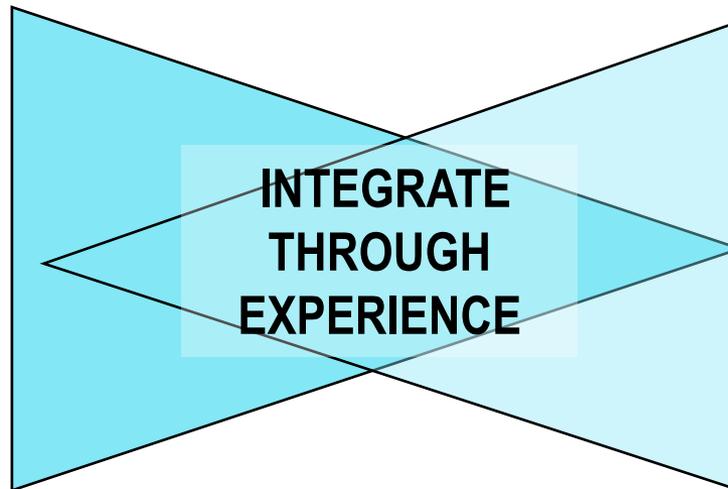
LIFEWIDE LEARNING

Creating meaning everyday
across the whole of our lives



Now, All, Personal & Significant – foundation for further lifelong learning
ANYTHING, ANYTIME, ANYWHERE, ANYHOW, FOR ANY PURPOSE

Formal / non-formal
Abstract
Need
Planned
Extrinsic Motivation
Cognitive
Directed
Individual/personal

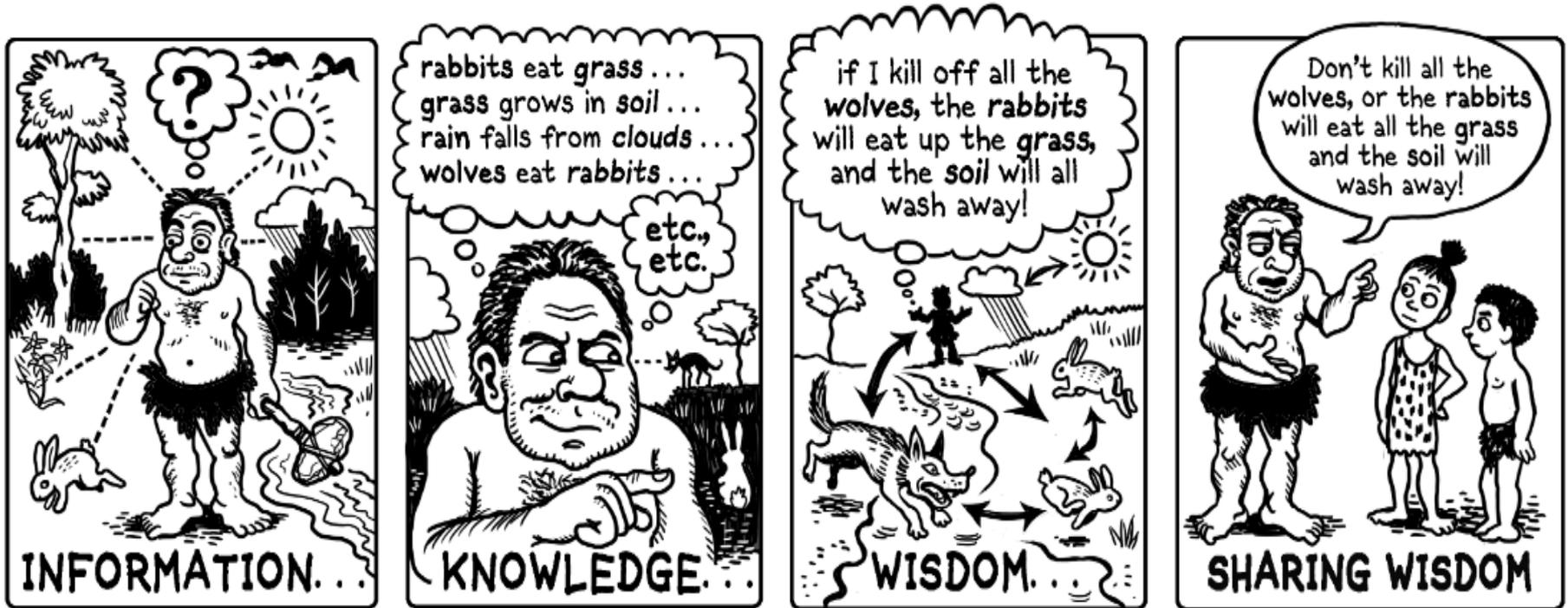


Informal
Contextual
Interest
Emergent
Intrinsic Motivation
Emotional
Self-directed
Social/collaborative

ECOLOGICAL PERSPECTIVE

Enactivism - cognition arises through a dynamic interaction between a person and their environment

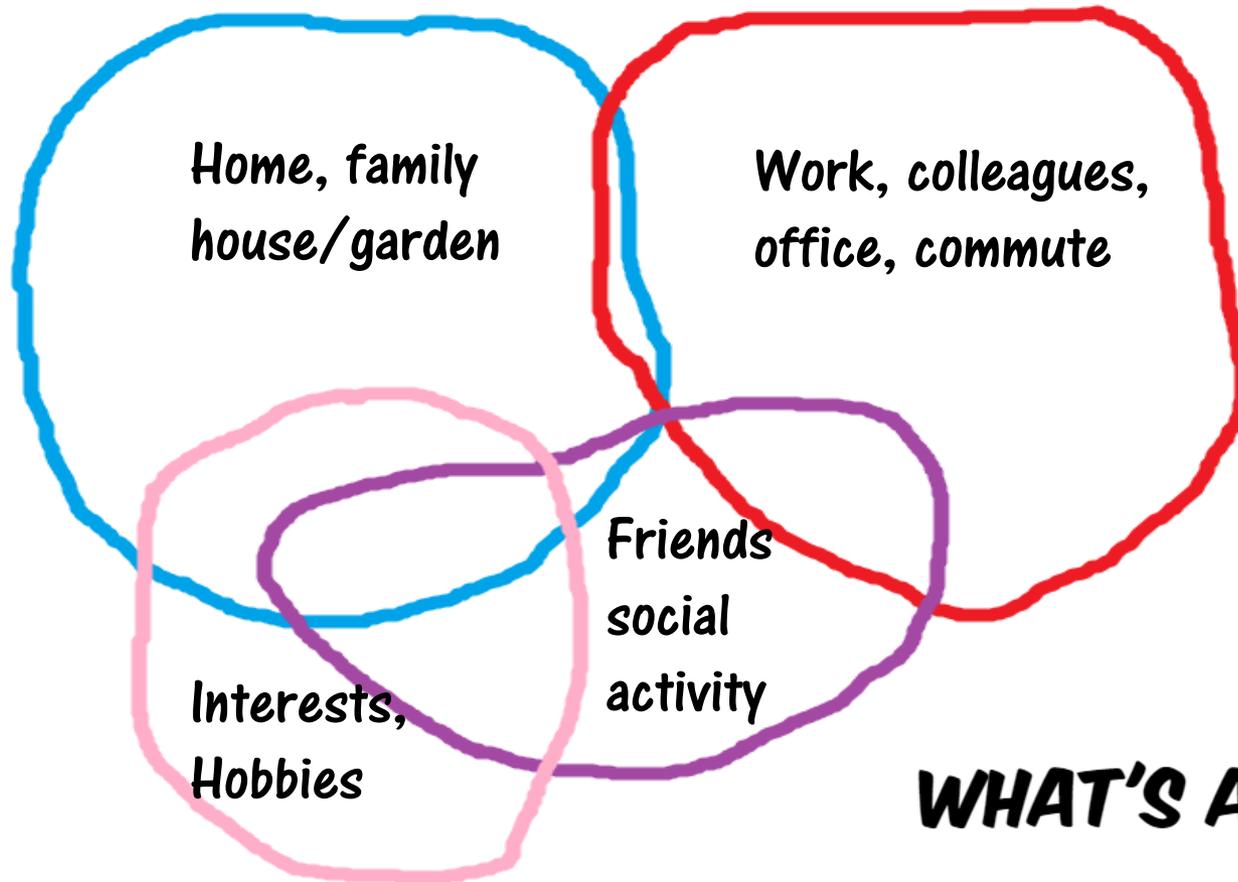
Learning emerges as a person purposefully interacts with their environment



Commissioned Cartoon by Tom Chalkley

EXPERIENTIAL DOMAINS-THE ENVIRONMENTS WE LIVE, WORK & PLAY IN

DOMAIN : Working Definition- Recognisable part of our life with distinctive contexts, situations, people, relationships, environments, material things, challenges, opportunities and activities. Domains may be separate or overlap they contain the things we attend to and care about.



WHAT'S A DOMAIN?

EXPERIENTIAL DOMAINS

The form of a domains changes with time. The pandemic has had a major impact on the configuration, nature and scope of our domains.

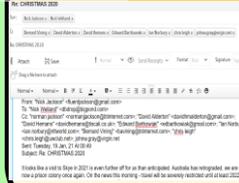


MY EXPERIENTIAL DOMAINS 2019

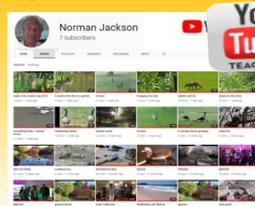
family & home



friends



using technology /social media



travel – anywhere

AUSTRALIA



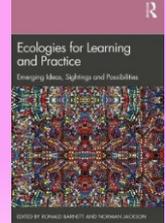
MAURITUS



hobbies



work/scholarship publishing

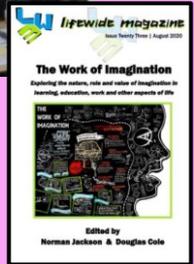


MY EXPERIENTIAL DOMAINS 2020

family & home



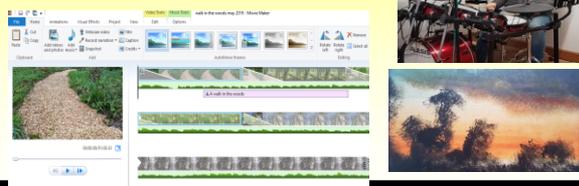
foreign travel – other cultures
limited travel within UK – no travel for work



work/scholarship/publishing



hobbies



using technology /social media



friends



It should be a reality that 2020 is even better for us than anticipated. Australia has reintegrated so we now have a year coming out again. On the next morning travel will be severely restricted and at least 2022.

TASK 1 CREATE YOUR OWN EXPERIENTIAL DOMAIN MAP

Family & Home

Large family – always someone I can help or support.

Home & garden always jobs to do & problems to solve

**Virtually No
Travel at
Moment**

Work

Writing – books & articles
Editing & publishing magazines
Conducting research
Consultancy
Facilitation
Running two enterprises
Interacting with people online

Interests & hobbies

Gardening
Making movies
Playing guitar and drums
Playing drums in a band
Recording music
Painting for fun

Friends

Social interactions e.g. home visits, trips & holidays, playing in the band, reunions now mostly interactions online

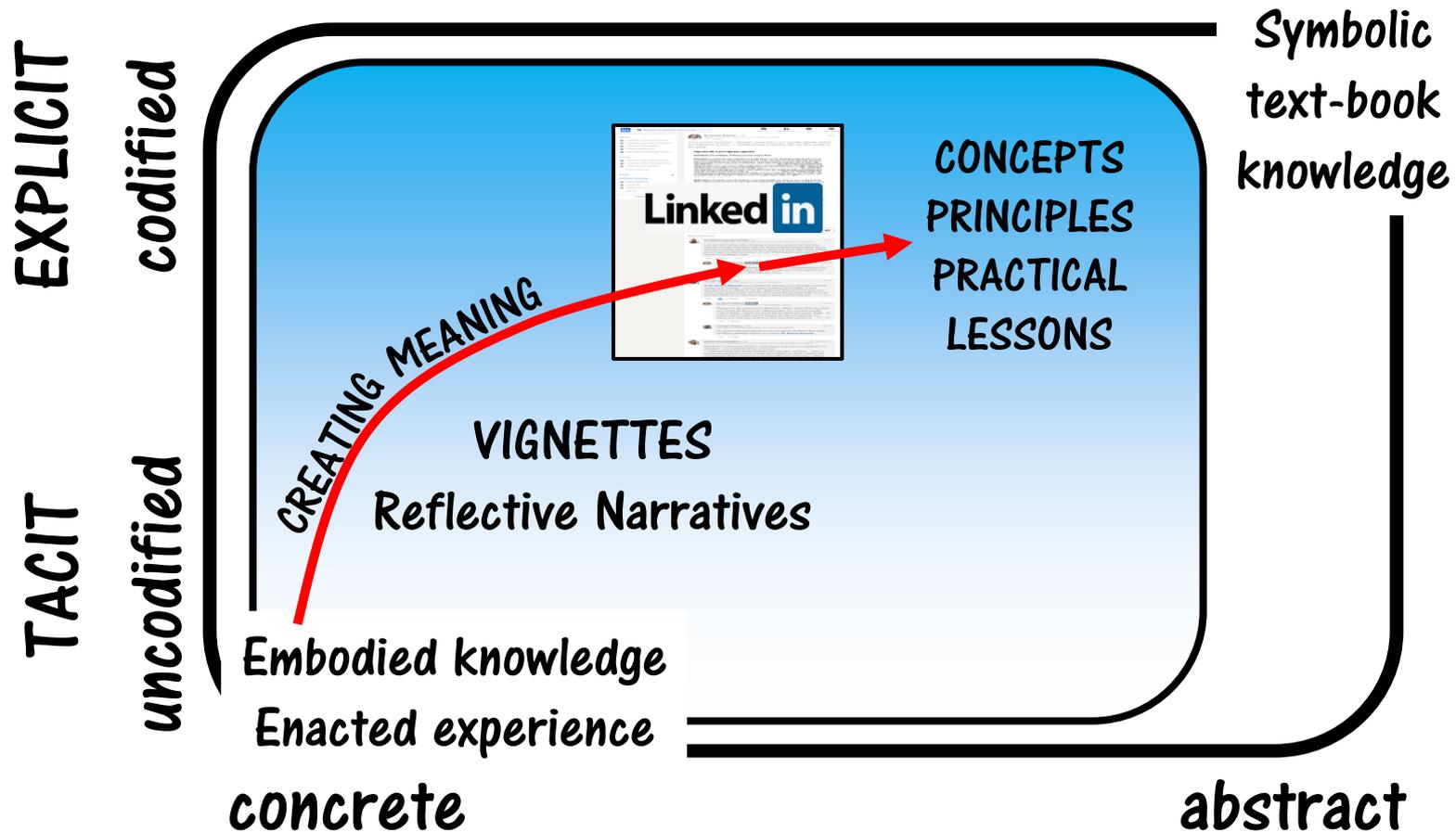
Virtual World

Building/maintaining websites, participating in different social media spaces, email. Essential for work & social interaction, interests, learning and entertainment

PLEASE SHARE IN DISCUSSION SPACE

KNOWLEDGE DEVELOPMENT

Diagram adapted from Max Boisot (1998)



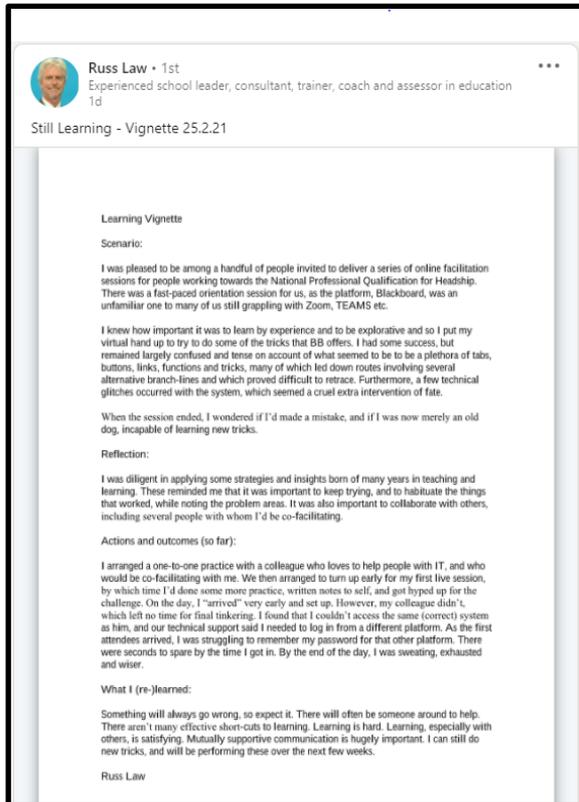
Enaction - people create their own experience through their actions

Enactivism - cognition/emotion arise through dynamic interactions

between a person and their environment.

VIGNETTES OF EXPERIENCES WHEN LEARNING EMERGED

1. Max 1 page (A4)
2. Title : The substantive theme
3. **Domain:** Identifies the part of your life in which the experience occurred
4. **Narrative:** describing an experience that was meaningful from any life domain. Please provide information on context, situations, the environment and how learning emerged.
- 5 **Reflections:** on what was learnt & why it was meaningful plus any insights and principles relating to everyday learning
- 5 Please share in LinkedIn discussion space



INFORMATION USE

LinkedIn space is private. Only participants can access it.

Participants can delete vignettes at the end of the process.

Lifewide Education will create thematic summaries drawing on vignettes to be posted in discussion space.

Summaries will quote from vignettes but individuals will not be identified

CURATION & DISSEMINATION

Thematic summaries will be used to produce Lifewide Magazine#24

We may quote from vignettes but individuals will not be identified

We will invite participants to prepare an article for the magazine (1200 words) drawing on their vignettes & experiences of lifewide learning.

We may invite some participants to include their vignettes in the Magazine

LET'S DISCUSS