# GUIDE

Learning Lives Inquiry:
New Perspectives on Lifewide Learning

The purpose of our inquiry is to co-create knowledge about the way learning emerges in the everyday lives of participants and from this knowledge develop new perspectives on lifewide learning. Figure 1 illustrates in a diagram how our process works.

Figure 1 Summary of the way in which we are seeking to develop new perspectives on lifewide learning.

CO-CREATING KNOWLEDGE – LEARNING LIVES INQUIRY

Diagram adapted from Max Boisot (1998)
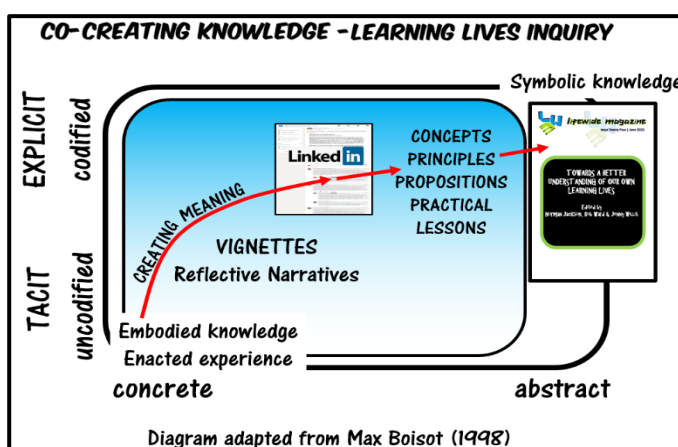
Through our collaborative Learning Lives inquiry we have co-created over 120 vignettes describing experiences, in all aspects of our lives, through which learning emerged. The vignettes provide a wonderful narrative-based resource for gaining deeper understandings of the ways in which learning emerges in the different experiential domains of our lives in the multitude of situations we encounter or create.

We have collated the vignettes and produced a downloadable pdf file at: https://www.lifewideeducation.uk/learninglivesknowledge.html This is not a public page, only members of this group with the link can access it. Participants can use the information to further their own learning and to develop perspectives on lifewide learning that can be shared with the group. At this stage please do not share the information beyond the group.

The next step in our inquiry is to try to draw out deeper meanings and overarching propositions from the narratives and where appropriate to connect understandings to the literature on theories of learning.

We invite everyone who has actively participated in the inquiry to participate in this sense making process by creating an article for the June 2021 Issue of Lifewide Magazine which will be devoted to the Learning Lives inquiry. By publishing articles in the magazine we are able to share what we have learnt with the wider community of educators who are interested in this broader and holistic concept of learning

We envisage two types of article

1 Thematic - There are an enormous number of possible themes and topics that could be explored (see box for some examples). You need to identify a theme that you find interesting and create a short (1000-2000 word) 'Perspectives on Lifewide Learning' article on it. These accounts will include extracts from vignettes and/or discussions but they

will not identify the individuals either in the text or in any illustrations. Citations will be credited to the number of the vignette in the compilation (see examples in appendix). Two illustrative perspectives are offered in the appendix to show the type and style of articles we are hoping to create. We will list the themes that are being developed on the learning lives knowledge webpage.

2 Personal The second type of article we are seeking is focused on self. Here we are interested in seeing how you have developed your concepts and understandings of lifewide learning through your participation in the inquiry. These articles will be based on your own domain maps and vignettes but they may also reference and incorporate extracts from other vignettes or the discussion. A similar length of article (1,000-2,000 words) is envisaged. One illustrative example is offered in the appendix.

3 Something else? We are open to other ideas and formats that provide new perspectives on lifewide learning. Please contact Norman Jackson us to discuss lifewider@gmail.com

Coordination and support

If you would like to contribute a perspective on lifewide learning in any of these three categories, with a view to a published article in Lifewide Magazine, please contact **Jenny Willis** **jjenny@blueyonder.co.uk** who is the overall coordinator.
Rob Ward would be very happy to help anyone who is considering writing a personally-referenced article of the second type. If you would like to chat to Rob please contact him at:
rob@recordingachievement.ac.uk
If you would like to do **something else** please discuss with **Norman Jackson** **lifewider@gmail.com**

We are grateful to all of you who have generously given your time and shared your life. Without doubt it has been one of the most enjoyable and energetic knowledge forming processes we have had the privilege to be involved in. We hope that you will remain connected to our Lifewide Education project and to future inquiries that we will facilitate.

Thank you
Norman, Jenny and Rob (Facilitators)

APPENDIX 1 EXAMPLES OF PERSPECTIVES ON LIFEWIDE LEARNING

EXAMPLE 1 Perspective on Lifewide Learning

Learning To Fix Something
Norman Jackson

The emergence of need

Much of our everyday learning is driven by need. Necessity is not only the mother of invention it's also the mother of learning. Having to fix something that is broken or not working properly is a typical scenario in which learning emerges in the experience of doing, when a person works with the broken object whose workings they have not seen before in the hope (not always confidently) that they can repair it. Similarly we may recognise something in ourselves or in a relationship that ~~is~~ isn't working well and it needs to be repaired so we have a need to try and fix it and this involves learning new things and perhaps unlearning something that is getting in the way. In this way it is not the learning that emerges from our life but a need to learn in order to achieve (fix) something. It is only through the experience of trying to fix something and seeing if it works that we gain a better idea of what we need to learn and what needs to be done in order to fix the problem. In this way learning emerges as we try to resolve the need through the process of interaction with whatever needs to be fixed.

Vignette #1 *"It's stopped working', my wife reported holding out the cordless branch cutter…. I recognise this as both a piece of information and a request…… I got the screwdrivers out and took the dead garden tool to bits, marvelling as I did so about how many, and how many different size screws were holding it together. With a bit of wiggling it came apart, and I found myself looking at a collection of mostly unrecognisable and mostly inaccessible bits. Will I ever get it back together again? So, with nothing to lose, I lifted the switches out, cleaned these and put them back together and – it worked. Hoorah".*

By coincidence, **Vignette #6** also involved a husband and wife situation where something needed to be fixed. Here, in addition to checking and altering settings in the software the learning enterprise involved search for information that could guide the fixer in what he needed to do.

"My wife has just bought a new laptop.. ….There was no sound only loud static. She was not amused and soon proved to me that it wasn't the headset by plugging in mine. As far as she was concerned the laptop was broken. Mistakenly, I glibly said 'no problem', went to settings and discovered that everything that should be enabled was enabled. There followed the best part of a couple of hours asking google and dell what I had to do.. I followed up quite a few things but nothing ..worked

A few days later I had another go at fixing the audio on my wife's computer. After spending a bit of time searching YouTube I found a clip 'How to Fix Sound or Audio Problems on Windows 10….I dutifully followed the instructions and 4 mins into the video, having updated the driver I had sound working in the headphones. I realise that all I learnt was how to fix a particular problem by simply following a set of instructions."

The use of mobile/computer/internet technologies is ubiquitous in many people's lives. They use it for work, for everyday living e.g shopping, banking and navigating to a destination, for social interaction (increased massively during the pandemic) and when pursing their interests and hobbies. Because of this extensive use we often have needs that relate to getting a piece of technology to work for us. The

virtual world and its technological tools (e.g. computers, phones and software) is an important environment for 'fixing' activities.

Vignette #17 illustrates this very well. It describes a scenario in which two musicians who, under normal circumstances play together in a rehearsal room have the desire to play together by connecting over the internet. With zoom and skype this might seem easy but there are real issues with latency (delays in timing of audio signals) that complicates matters and fixing this problem is not easy.

"We started with Zoom and Facetime but the sound quality was poor. We knew that the problem would be latency (delays between the time we played and the time we heard each others sounds), and it was.

After checking YouTube we found Jam Kazam – free software that is designed to enable musicians to play together. I downloaded the ap and set up an account and my friend did the same. Then we both set about trying to get it work. I attached the audio interface which we had previously used to record music, using branded software and tried to get my computer to recognise it. One piece of audio software did but the other didn't and I could not hear myself through my headphones. Ideas about what to try next only came into my head as I fiddled with settings in the software.

I got fed up and wanted to give up, but my friend wanted to carry on. While we made progress with understanding the new software I could not resolve my problem of not getting a audio signal through my interface. I ran out of ideas and called another friend who is a trained sound engineer and a member of the band. He patiently talked me through all the things I needed to check but after half an hour he concluded that my interface was probably no longer compatible with my computer's operating system. Sadly, I concluded I couldn't solve my problem using the kit I had."

What this vignette demonstrates is the motivational forces around the need to fix something are not constant. For the writer of this vignette they ebbed and flowed. Several times he thought he'd had enough, but because his friend persisted he was carried along. Motivation also picked up when he was making progress, even if progress was miniscule. There is also a relationship with time spent on trying to fix the problem: the more time invested made it easier to invest even more time. And the more frustrated they become the more they knew they were going to keep trying. It demonstrates very well the push and pull of motivational forces when two or more people are involved in fixing something.

Although the vignette told a story that was incomplete, a postscript written the week after, reveals that after three more attempts at connecting computers to routers by ethernet cable, using an audio interface and adjusting settings in different pieces of software, they were successful in their attempts to get a fast (low latency) connection, via the Jam Kazam platform that enabled them to play together. Three weeks later they are meeting daily to play together for an hour. So the effort was worthwhile.

Needing to fix things is important in the home domain of experiential learning

Not surprisingly, the need to fix things, to get things working when they have stopped working, is a common occurrence in the home domain of everyday experiences. **Vignette #52** provides another illustration of needing to fix something in the home that begins to impinge on the existence motive of need.

"As I cleaned my teeth it dawned on me – the radiator hadn't come on. It had been a cold night around 4C and the house was chilly. I let out a groan knowing that my plans for the day were going to have to change….

The first job was to get some heating into the house so I went into the shed and dug out the old calor gas heater, dusted off the cobwebs and took it in the house noting how fortunate we were to have a full

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cylinder. Next I changed the batteries on the thermostat but that didn't make a difference. By now my wife and daughter were up and complaining about the cold.

Then I remembered a couple of years ago my wife and I had been away in early March and the boiler had stopped working so my daughter had called the boiler man and the problem had been caused by a frozen condensate pipe. Given it had been a cold night I thought that might be the problem again, so I went outside to check. Sure enough there was a large icicle protruding from the bottom of the condensate pipe. ….After half an hour of pouring warm water over cloths wrapped around different parts of the pipe I reset the boiler and it worked."

While having no direct experience of fixing the boiler the writer of this vignette was able to call on the past experience and learning of his daughter to solve the problem.

1463 words

EXAMPLE 2 Perspective on Lifewide Learning
Learning to Belong
Norman Jackson

Belonging - a powerful motivation for learning

During Week 3 I wrote a vignette (# 82) on the theme of going for a walk to my local village. The experience provoked a lot of thoughts and feelings about my sense of attachment, relatedness and belonging to the place I live – my home and its environs. I asked myself how is a sense of belonging developed and concluded that it must be part of our lifewide learning.

It made me think about how the idea of belonging might apply to the learning lives project, to the work we are undertaking and to the social ecology and virtual place we have co-created. I reasoned, for the learning lives collaborative inquiry to be successful participants have to feel *a sense of belonging* to a social enterprise that is worthy of their time, effort and public exposure as they share their most intimate experiences, thoughts, feelings. This is not a single moment of giving but a commitment extending over six or more weeks when individuals must keep on returning to the social space and interacting with participants and their stories. For some people who signed up, but did not share their lives, the commitment and sense of belonging was not there but for the 30 people contributed the sense of belonging and of wanting to contribute in order to learn was there. The sense of belonging is a powerful force, perhaps the most powerful motivation, for social learning.

But how is a sense of belonging acquired? How do we learn it? In the case of the learning lives inquiry it probably has a lot to do with the people who are participating. They are a self-selected group who recognised in the invitation, that the project held interest for them and there was value in participating. So the values and interests of the participants align to the values that underlie the collaborative inquiry. Next it is about a culture of giving and an appreciation demonstrated by the participants themselves as they contribute, so that others who are in the group also want to contribute. The process is one of telling stories about an emergent life and everyone has stories to tell and everyone can relate to the stories that other people tell so the everyone can meet the threshold for participating and therefore belonging. The culture of respect, trust and appreciation encourages participants to share their stories and to dig ever more deeper into the meaning of such stories to find the ways in which their lies connect. Connecting to the stories that people tell is a way of relating to another person and it triggers an emotional response. We go further and share a story about ourselves to reinforce and amplify what a person is saying and to offer emotional support.

Our presence in the forum and our active participation in the form of story writing, the reading of stories and making connections is the way we first learn to relate and then to belong because we keep on wanting to relate. Through this process we realise that what we gain from the process is proportional to what we give, and the more we give the more we want to belong. It is the force that binds us together in deep meaningful relationships. It's the force that creates new social movements and eventually brings about societal change.

During week 2 I learnt from vignette #31, the idea 'survival of the friendliest' (Hare and Woods 2020) who argue that fittest is more about pro-social and collaborative endeavours 'winning strategies in nature are to increase friendliness, forming new co-operations that boost a sense of being part of a community. I like this idea and it seems to me to provide another dimension to belonging. Friendship is something we learn through our experiences of communicating and interacting and we know that if we are friendly to each other its easier to learn.

The need to belong

Maslow (1943) suggested that the need to belong was a major source of human motivation and identified it as one five human needs in his hierarchy of needs, along with physiological needs, safety, self-esteem, and self-actualization. Alderfer (1989) refined Maslow's categories and included the need to belong in his relatedness category. Relatedness refers to our need to relate to other people, that is, it refers to the relationships we have. People have an innate desire to develop social relationships. We want to belong with others by developing friendships and intimate relationships. Interpersonal belongingness is important to us need and want recognition for who we are.

Sense of belonging, or belongingness, is the human emotional need to be an accepted member of a group to maintain close and safe ties that generate a sense of security, care and affection. People tend to have an "inherent" desire to belong and to be an important part of something greater than themselves. This implies a relationship that is greater than simple knowledge or familiarity. The need to belong is the need to give and receive attention to and from others (Escalera-Reyes 2020 p3). This concept of belongingness is relevant to our learning lives social ecology while sharing personal knowledge and developing new conceptual knowledge is at the heart of the enterprise, and as we interact and conduct our conversations we become more familiar with each other, there has to be more and the more is the 'giving and receiving attention to and from others.' It is in attending to someone that their story resonates with them, that they too can feel the suffering or joy in their life and the lessons that life has taught them.

The sense of belonging is often related to an attachment to place and time - defined as the cognitive and emotional connection of an individual to a particular scenario or environment (Low 1992 p. 165), or in a more general sense, as the experience of a long-term affective bond to a particular geographic area and the meanings ascribed to such a bond, changing overtime, which develop a sense of belonging in people that makes a particular place an anchor of their identity (Hay 1998). In the learning lives inquiry we have created a place, our discussion space on Linked In, to which participants could become attached, but they will only feel attached by the pull and co-creation of a social life, as they interact with others who care about the things they also care about.

Lifewide learning proposition

Our need to relate to the people in our lives, to the work and other things we do, to the places we inhabit, and to our own identities and our pasts, means that relatedness, attachments and our senses of belonging are an important part of living a meaningful life. Indeed, our experiential domain maps will identify the significant areas of our life where attachments, relatedness and belonging are manifest. We might therefore expect that there will be abundant evidence of these phenomenon in the experiential learning vignettes. Most if not all the vignettes contain examples of relatedness and Table 1 provides some examples how belonging is manifest in a range of vignettes.

Table 1 Some examples of belonging described in vignettes

Vignette	Contexts for and manifestations of belonging
#5	School friends identifying with the music they listened to and how it encouraged a sense of belonging to a small social group
#10	Family funeral – bereavement and rituals creating a sense of belonging in a family
#15	Loss of sense of belonging and identity within a family due to the challenges of social interaction during the pandemic
#17	Using technology to try to maintain a sense of belonging related to musical identity and playing together
#22	Negative impacts on a family's sense of belonging as two family members unable to join in weekly family prayers due to restrictions on communication imposed by their Government
#28	Sense of belonging to a history through the classical music the author learnt as a child
#38	Sense of belonging amongst a group of friends who have known each other for 4 decades, who meet for lunch on Sundays
#52	Belonging in the context of the Learning Lives project
#53	Belonging in the context of a parent-child relationship
#59	Changes in relatedness and belonging as we pass through grief
#65	Two people (husband and his wife & mother's carer) deeply connected by belonging to a shared experience in their past, living in the moment
#82	Belonging to a place – thoughts and feelings triggered by a walk close to home
#83D	Wonderful sense of belonging to an ever changing world after reading an account by someone who is deeply committed to a small rural township

Evaluating our experiential domains for relatedness and belonging

We can test the proposition outlined above by applying Alderfer's ERG model to our own lives and experiences. Figure 1 superimposes the Existence, Relatedness and Growth model on to my own experiential domains. I can relate all my domains to the relatedness category of Alderfer's model. My family (close and more distant) are the fundamental relationships that define me and my life and to a large measure provide me with the sense that I am loved and respected for who I am. They enable me to feel I am me with a history and lots of experiences that connect me to everyone in the family. I feel I belong with this tribe of people.

Figure 1 My experiential domains mapped onto Alderfer's ERG Model
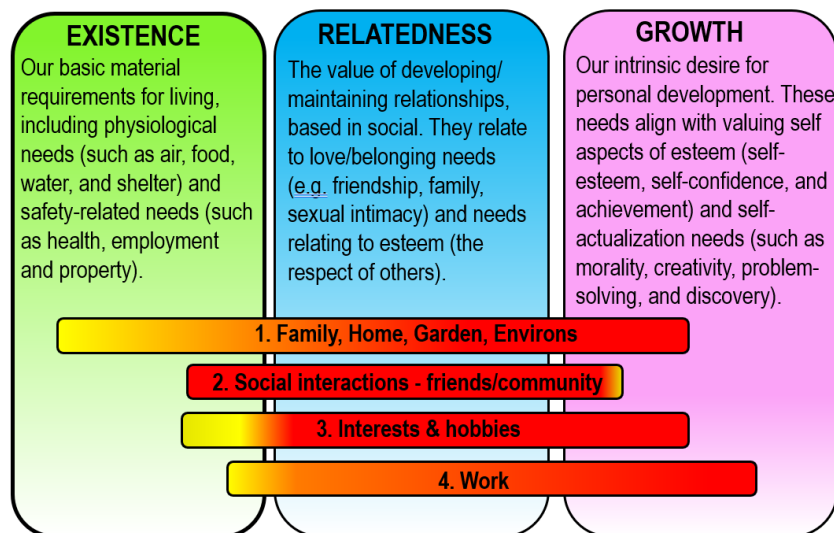
I am fortunate to have friends from different stages of my life – again they validate me as a person and enable me to value my own history. Here too there is a sense of belonging to a history. This is an aspect of life where technology has helped me to stay in touch and feel connected. My friends span different domains of my life eg through family, through hobbies, through work and help me connect these domains.

8

I also relate in a deep belonging way to my surroundings, my home, my garden and the environs of my home – hills, fields, roads, villages and towns where I live. I make movies of the living things in my garden as a hobby and that reinforces my relationship with it. I relate to playing music with my friends in our band. The older I get the more I see and appreciate myself as a web of relationships through which experiences are lived and co-created.

Finally, I work collaboratively with people I have known and care about for many years. We work together in a voluntary way on ideas and practices that we care about. Our friendships are founded on values that we share and a deep intellectual interest in the ideas we are working with. Here to there is a sense of belonging.

Sources
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1908 words

EXAMPLE 3 Perspective on Lifewide Learning

Toward Significant Personal Meanings: My Learning Journey Re-examined
Rob Ward

The notion of 'the journey' is incredibly familiar even somewhat hackneyed but it is entirely relevant to my participation in the Learning Lives inquiry. There are – most probably – a million and one – quotable quotes related to 'the journey through life', though I'm going to resist the urge to quote them here. Mostly because my eye has been caught by one by Diogenes – which appears on a Banksey – that *'One original thought is worth a thousand mindless quotings'.* So, in an attempt to have at least one, and hopefully several, original thoughts, I am re-examining my contribution to our collaborative inquiry in order to distil those personal meanings and significances which resonate with me now.

During the six weeks I contributed four vignettes and a domain map. Fascinatingly – for me – I did not have to search these out, they each arose in my consciousness. They vary from the 'simple' and 'in the moment' – cutting the grass, fixing the tool – though making connections over time – starting with my car – through to ongoing challenges to do with decision taking in respect of an elderly relative. Some are around the discovery of connections, building a narrative from previously disconnected experiences, creating a video in my head. Revisiting each of these in chronological order and putting them under my own psychological microscope, brings a sharper focus, putting me back in touch with some familiar memories but also promoting new thoughts:

My **first vignette** centred upon the task of (successfully) repairing the switch on a recalcitrant, non-functioning garden tool. A truly minor success really, in the grand scheme of things. But, re-reading this now, the words that really stand out are related not to the task itself, but to its broader significance for me, specifically how this 'success' helps to challenge previous learning about my abilities, to:

> *re-mind myself of two lessons 'my skills and competencies might not be strong in this area, but 'it's always worth having a go.' It does not always go this way, but when it does it's another small step in correcting some faulty learning from way back!*

> *a bit of reinforcement provided by a successful outcome, which helps me to remind myself that my earlier view - that practical stuff is something I can't do - is replaced by a more nuanced perspective, namely that - with some thinking, planning and perhaps a bit more time than others - I can actually succeed at practical stuff!*

Thinking about this further, it's clear that the satisfaction I took from this success only makes sense when my previous 'learning' is recognised; it's not about how I perform in comparison with others, but in terms of challenging old notions about myself that I still carry about with me. And it points up a consistent feature of my experience here, which is that, while my vignettes cross different contexts, the consistent and overarching domain is 'myself' and my thoughts within this domain are about the relationships I have with other people and things.

> **while my vignettes cross different contexts, the consistent and overarching domain is 'myself'.**

If my first vignette was over a short timeframe – less than an hour - and with a clear criteria for success in respect of the task, my **second vignette** was anything but. It's very much ongoing and concerns an elderly relative incapacitated following a fall at home and in isolation in a care home. Given the challenges posed by dementia, especially loss of memory and personal capacity for decision taking, decisions are needed about this person's future. For me this is practical yes, but so much more:

… at one level it's a problem to solve (I've done loads of Project Management. Take advice on mobility and any prognosis here, organise more physio, look up the options for residential care, do the sums…) At another we feel massively constrained by current circumstances; technology may be necessary but it's somehow not sufficient. But at heart it's a process with these cognitive aspects – and frustrations - massively infused with emotional dimensions and commitments. And there are lots of others involved (so many voices, some louder and more central than others, including those holding Power of Attorney). Speaking only for myself, this is an unfolding emotional dilemma and challenge as much as a practical one… if not more. Making decisions on the basis of incomplete information happens all the time of course, but this feels like a very special case…

And it still is… ongoing, and a very special case. Very personal, and very connected to many others whose views at a difficult time need to be acknowledged and respected. Thinking about the complexity in the situation a couple of weeks on, this is even stronger, and reinforces the 'how' (decisions are made) as much as the 'what' is decided. It also felt a risk to share with the group in ways in which the first did not; much 'closer to home' and without a neat outcome to report. In retrospect I was glad I did this, not least because the process of committing digit to keyboard helped me in thinking more clearly about this dilemma. At least in part, I discovered that I wrote this for myself as much as for others, although I also felt closer to the work of the group when I'd posted it, and received responses that were both warm and heartfelt.

Looking at my situation again I can see that it bears some resemblance to a 'wicked problem'[1] e.g. no 'true' solution, reliance on judgement rather than certainties, not possible to test the solution except through implementation and only then will we know if it's a good solution. I have never thought of myself grappling with wicked problems in my own life before but perhaps this is what I am doing.

My **third vignette** picks this up- though I'm only now making that connection - in that having read a about the experience of a walk posted by a fellow group member, my next walk took me to all sorts of places. But rather than noticing the and noting landscape as I journeyed, my walk provided me with a 'reflective space', an opportunity to make connections in terms of a personal narrative that I had not consciously recognised before. Starting with the unlikely subject of my car(!) led me to the realisation that:

my life has many points along the road of coming to love this machine; of sitting (age 5) with my Grandad as he recovered from a stroke in the front room of his terraced house and naming the cars as they went by; of attending a 'technical' school where the machinery was stuff the local car factory had finished with; of being aware when an industrial dispute at said factory was anticipated (workers getting on the bus that went past our school and the factory carrying their fishing rods); for being advised in my 'careers interview' to 'go for a job down the Rover' (everyone that day got the same advice, apparently); of many cars, all made by the same company, before this one, of still being somehow emotionally connected to that part of the world – or my recollection of it; of the world of my Grandad - and many generations before him – toiling in the iron and steel industry that degraded and yet sustained their lives….

Seeded with thinking from a previous contribution that I now carried with me, the walk provided me with the space and opportunity for some 'stopping and thinking' time which allowed me to make connections I'd not made so clearly to myself before. I joined some dots, recognised that thinking catalyses other thinking, and that disclosure begats more disclosure – recognising that having stimulus contributions from outside and a community to contribute to are both vital in facilitating re-thinking and enabling such disclosure.

My **fourth vignette** is a really strange one – to me at least, in that it is about the most mundane of tasks – cutting the lawn for the first time this year. And yet it produced a strong emotional response, which was, I think, much to do with my reaction to the wider current context – even though I listed the domain as 'home'. in retrospect that is better listed as the context – again the real domain was (my)'self'.

> *The task is the same, the tools/technology unchanged; my level of competence (or lack thereof) unaltered. The answer lies in me, and my reaction to the context. As I write this, I realise it's almost a relief, or perhaps a release. It's about emergence- not to a growing lawn but to a new year with a sense of warmth in it. This is not necessarily anything about vaccines, or timetables, it's more down to how I feel, not about grass-cutting, but about me and the world I live in.*

Importantly, again I connected my vignette explicitly to posts from others, to the recognition elsewhere that 'learning is about perception and relationships', and that writing vignettes of itself brings the 'what' and 'why' into a stronger light and sharper focus. Just as with the third vignette, but even more explicitly, I recognised that the sharing of vignettes by others enriches my appreciation of my own experience.

So, what is the key learning emerging from this process – so far – for me? Some of this is about recognising my own ways of doing things. Revisiting 'My Learning domains' map reminds me that I emphasise words rather than pictures or other visualisations, though I remain in awe of those who have presented such immediate visual images. My use of Maslow's hierarchy also reminds me that one at least of my preferred ways of working is to have some structure to bounce off.   But I'm most stuck by the realisation that I sought to use two differing frameworks in this map, one with a stronger focus upon context for learning, the second upon personal perspectives on what matters to me. And what has come through writing this short personal synopsis of a rich process of professional enquiry is the second of these. The context of the pandemic has undoubtedly affected the former, but has also reinforced the importance of the latter. Others have commented that while the idea of domains is useful, but my lifewide learning has been – for me – consistently self-referenced throughout this process. And the process and expectations of this project has ensured I have been able to make much of this opportunity. As one fellow participant described it:

> *writing (for me) is key to understanding things, on a deeper level…. But I struggle to motivate myself to write if it is not for any particular purpose, or it won't be read/shared – I need an extrinsic motivation in order to "do the work" that I know is required, despite having a deeper intrinsic motivation … but I need to "write it up" to deepen the learning and help it stick. I also need to use the writing as a reminder (at some point in the future) of what has been learnt, so it doesn't get lost/forgotten as circumstances and situations change* **(vignette #36)**

I could not have put it better myself!

Source
1 Rittel, H. W., & Webber, M. M. (1973). "Dilemmas in a General Theory of Planning." Policy sciences, 4(2), 155-169. https://www.cc.gatech.edu/fac/ellendo/rittel/rittel-dilemma.pdf

1878 words