Learning
and Lifelong learning

Some Reflections and Perspectives
Main foci

• Lifelong learning
• Concepts of learning
• Learning organisation
Lifelong learning (LLL)

• Ideas about LLL is not new:
  – Plato’s Republic.
  – British Ministry (1919, 55)
    • Adult education: not luxury for few exceptional persons which concerns only a short span of early manhood,
    • but a permanent national necessity,
    • inseparable aspect of citizenship,
    • therefore both universal and lifelong.

(Waller 1956, 22)
Lifelong Learning

– Adult education
  • Post vocational training
  • Retraining adults

– From cradle to grave
  • everlasting part of life – living and learning always intertwined
  • Survival (today’s financial crises)
  • Create new opportunities: change the future for individuals, companies and society
The Four Pillars of Education

UNESCO: The Treasure Within

• Knowledge cannot be anchored solely in one phase in a person's life or in a single place

• There is a need to re-think when in people's lives education should be provided, and the fields that such education should cover
The Four Pillars of Education
UNESCO: The Treasure Within

- The periods and fields should complement each other and be interrelated in such a way that
- all people can get the most out of their own specific educational environment all through their lives.
UNESCO: Four pillars of education

1. Learning to know
2. Learning to do
3. Learning to live together
4. Learning to be
The Seven Types of Intelligence (Howard Gardner)

1. **Linguistic**: Writing, reading, telling stories

2. **Logical-Mathematical**: Patterns, categories, relationships; arithmetic problems, strategy games and experiments

3. **Bodily-Kinaesthetic**: Bodily sensations, athletic, dancers, crafts

4. **Spatial**: Images, drawing/building, daydreaming
The Seven Types of Intelligence
(Howard Gardner)

5. **Musical**: Singing, drumming, aware of sounds others may miss - often discriminating listeners

6. **Interpersonal**: Leaders among their peers, good at communicating, understand others' feelings and motives

7. **Intrapersonal**: May be shy, very aware of their own feelings and are self-motivated

(8. **Naturalistic**: Collect and analyze, natural surroundings
   (Spiritual, existential, moral intelligences)
European Union – key competences

The Reference Framework sets out eight key competences:

1) Communication in the mother tongue;
2) Communication in foreign languages;
3) Mathematical competence and basic competences in science and technology;
4) Digital competence;
5) Learning to learn;
6) Social and civic competences;
7) Sense of initiative and entrepreneurship;
8) Cultural awareness and expression.
Learning to learn

- ability to pursue and persist in learning,
- to organise one’s own learning,
- effective management of time and information, both individually and in groups.

- awareness of one’s learning process and needs, identifying available opportunities,
- ability to overcome obstacles in order to learn successfully.
Learning to learn

- gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance.
- to build on prior learning and life experiences in order to use and apply knowledge
- skills in a variety of contexts: at home, at work, in education and training.
- Motivation and confidence are crucial to an individual’s competence.
Learning perspectives

• Learning Orientations
  • Individual
  • Group or team
  • Organizational

• Learning Approach
  • Route of situations,
  • not subjects
Learning perspectives

- Classes
- eLearning
- Meetings

- Self-study
- Exploring
- Internet Surfing

- Intentional
  - Reading
  - Coaching
  - Mentoring

- Informal
  - Community
  - Teaming
  - Playing

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Old Answers
• Knowledge is a "thing" transferred from one person to another
• Knowledge is objective and certain
• Learners receive knowledge. We all learn in the same way

New Answers
• Knowledge: relationship between the knower and the known; "created" through relationship
• Knowledge is subjective and provisional
• Learners create knowledge, different learning styles

Old and New Answers to How We Learn
(Ratner, 1997)
Old and New Answers to How We Learn

Old Answers

• Knowledge is organized in stable, hierarchical structures that can be treated independently of one another

• We learn best passively, by listening and watching

New answers

• Knowledge: organized "ecologically;“ disciplines are integrative and interactive - actively doing

• Managing our own learning
Old and New Answers to How We Learn

• We learn alone, with our minds, based on our innate abilities
• We learn in social contexts, through mind, body, and emotions
Old and New Answers to How We Learn

• We learn in sequences from simple "parts" to complex "wholes"

• Our "intelligence" is based on our individual abilities

• We learn in wholes

• Our intelligence is based on our learning community
Three definitions of a learning organization

• The Learning Company is a vision of what might be possible. It is not brought about simply by training individuals; it can only happen as a result of learning at the whole organization level.

• A Learning Company is an organization that facilitates the learning of all its members and continuously transforms itself. (Pedler et. al. 1991: 1)
Definition of a learning organization

• Learning organizations are characterized by
  – total employee involvement in
  – a process of collaboratively conducted, collectively accountable change
  – directed towards shared values or principles. (Watkins and Marsick 1992: 118)
Definition of a Learning Organization
(Senge, Kleiner et al., 1994)

• A learning organization is continually expanding its capacity to create its future,
• not merely to survive.
  – 'Survival learning' often termed as 'adaptive learning' is important - indeed it is necessary.
• 'adaptive learning' must be joined by 'generative learning,'
  – learning that enhances our capacity to create."
A learning society

• Learning involves all individual life:
  • both time-span and diversity

• All society
  • including its social and economic as well as its educational resources,

• Goes further than renovating (organisations)
  • educational systems
  • improving businesses

• DIGITAL RESOURCES AND TOOLS!
A learning society

• Digital tools and resources is changing societies and learning in ways we yet not can comprehend.
  – New opportunities for individual learning
  – New opportunities for organisational learning
  – Structural changes of systems and businesses
A learning society 1990-2010

• Transformation rather than renovation:
  • Internet, SMS, Blogs, Wikis, Facebook, Twitter / virus, pishing, identity thefts,

• Context: “Four pillars of learning” - changed since the 1990ies
  • Individual opportunities/learning
  • To know, do, be, live together
  • Organisational structures, processes, “learning”
  • Systems/ businesses
Creating learning societies is the challenge of the future

FUTURE STARTS TODAY

Sindre Røsvik - AGORA - WCCE 2009