

How to make learning inevitable

villa
Venire



Dear participants at Constructing Worlds.

Thank you all for the most marvelous and inspiring days. In particular, thanks to the attendees at my workshop “How to make learning inevitable”. I have thrilled to see to many interested faces. These slides include models, that somehow have a deficit of context. They are, indeed, not self explanatory, but were a part of a presentation. One is even in Danish! Should the slides leave you with questions and thoughts, please do not hesitate to contact me at:

klaus@villavenire.dk Hope to see you again, Klaus

How to make learning inevitable

- a huge ambition

A thread of thoughts (story)

An experiment (outcome)

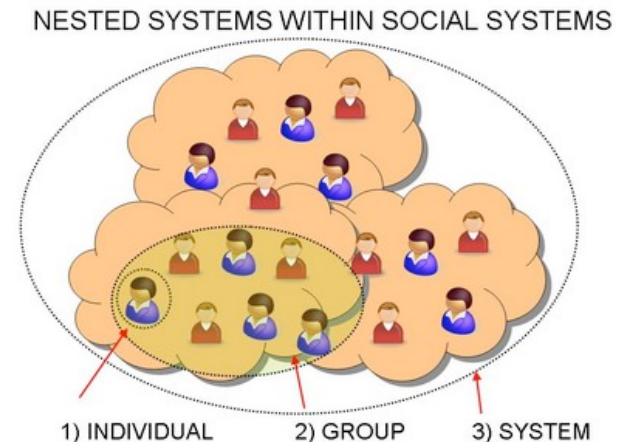
A quest (trophy)

Personal/personalized story of *identity*,
respons-ability and *wonders*

Klaus meets systemic theory and method

- Wow, it really can do something!!!
- Hmm...what about the contradictions and paradoxes, when it is being taught?

(walk the talk, meta communication etc.)



A few observations and questions

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- If all systems refers to themselves, and if you cannot transfer experiences from one context to another, how come a "systemic leadership education" is possible at all?
- Why always lectures (university) and interviews (therapy)?
- If we have cancelled "cause and effect" as a linear description of social systems, how can you be promised to "master the art of questioning"?



Why doesn't it work (properly)?

- 1) Education is based on the teachers preferences, not the participants
- 2) Education assumes the participants are ready to change praxis, and that they're equally prepared.
- 3) Education is designed from a grand and final totality, and assumes the totality can be formed
- 4) The teacher defines – explicit or implicit – roles, positions and responsibilities, and the relations to the participants.

Why doesn't it work (properly)?

5) Teaching tools and methods are chosen out of loyalty towards the content, and not (necessarily) out of loyalty towards the participants.

6) Educational designs makes promises towards both a certain content and a certain effect, before the teacher have even met the participants.

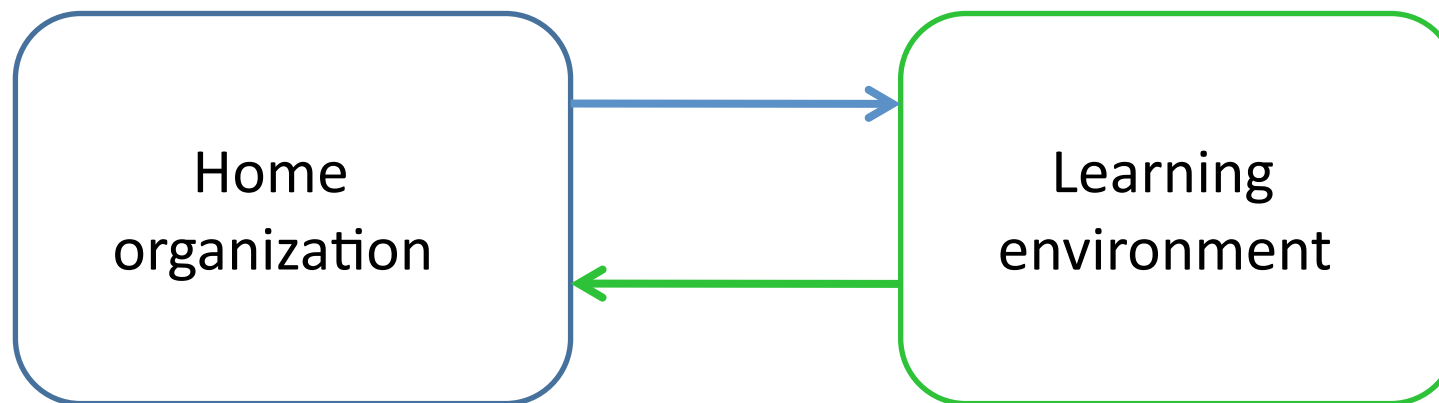
7) Teachers know these symptoms, but guard themselves from criticism.

Why doesn't it work (properly) II

Two inter-contextual transports

Home organization to learning environment (hopes, expectations, goals)

Learning environment to home organization (effect, change, learning)



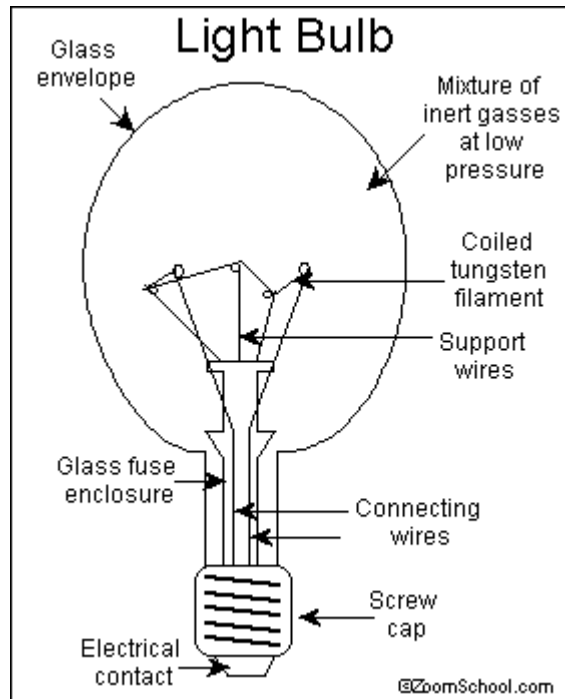
A revelation (The Question)

How to make learning inevitable?

The quest for holy grail



How to recognize inevitability?



Experiment: Learning and metaphors



Learning as injection (*I have become more*)

Learning as development (*I have become better*)

Learning as "dannelse" (*I have become real*)

Learning as adjustment (*I have adapted*)

Learning as movement (*I do something else / I am somewhere else*)

Learning as identity (*I have become myself*)

Learning as change (*I have become someone else, I am different*)

Learning as copying (*I have become as someone else*)

Experiment: Learning and metaphors II

Transfer

Me and it (technique)

Transfit

I'm doing it (action)

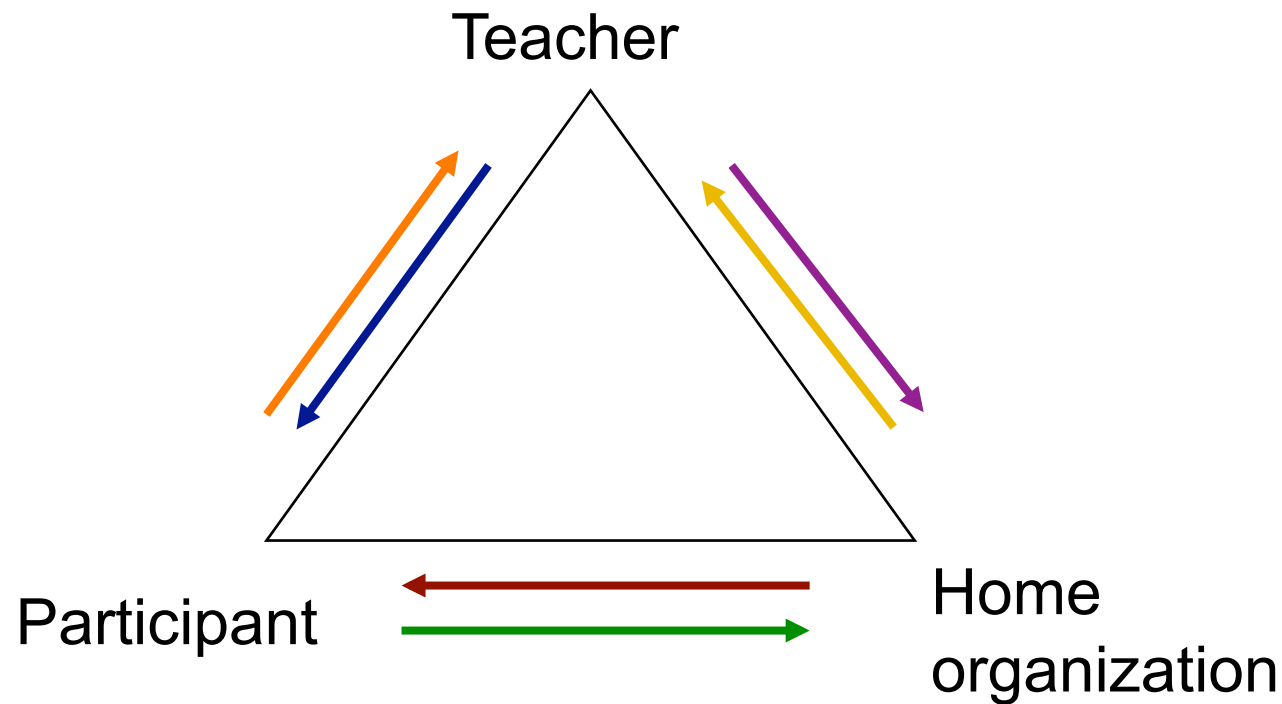
Transform

It-in-me (Identity)

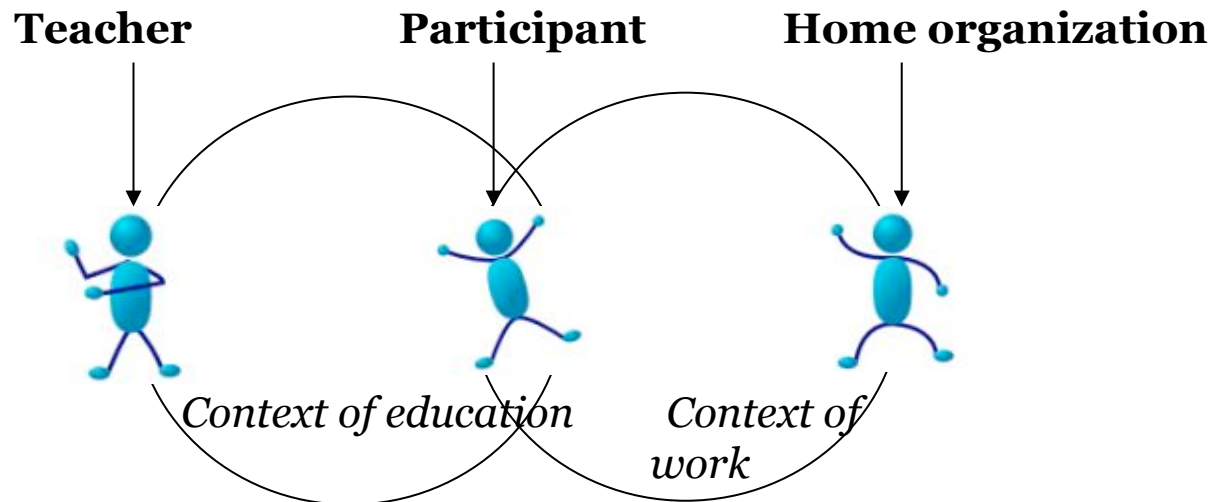
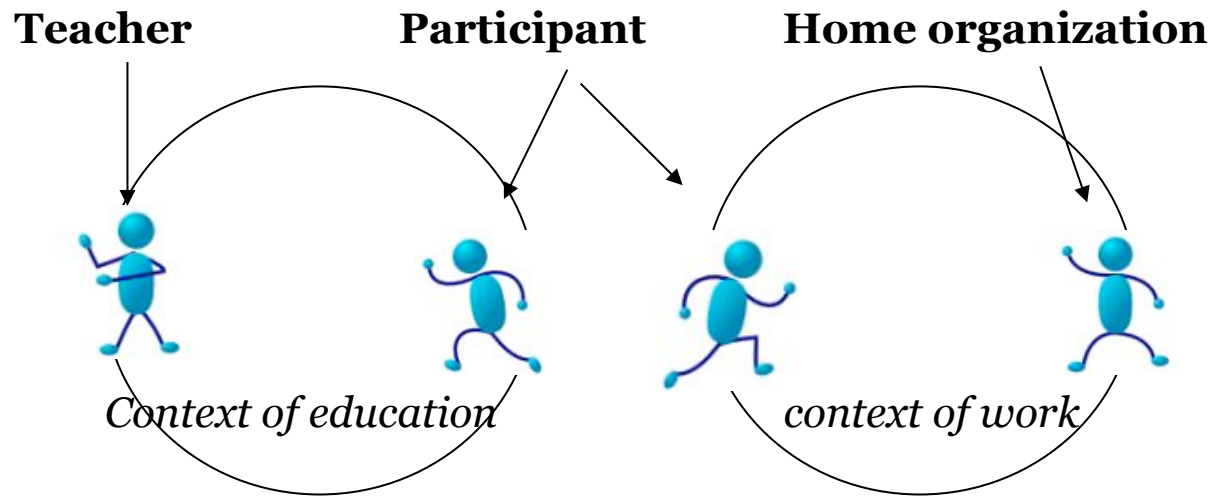
Experiment: Learning and positions

| | Tempel | Labora- torium | Forsam- lingshus |
|--------------------|------------------|------------------------------|-----------------------------|
| Skriftklog | <i>Autoritet</i> | Én øjet | Arrogant |
| Forsker | Forstyrrende | <i>Kritisk nysgerrig</i> | Uklar |
| Facilitator | Uvidende | Begrænset | <i>Inspirerende</i> |

Experiment: Learning and relations



Experiment: Learning and context



A revelation (The Answer)

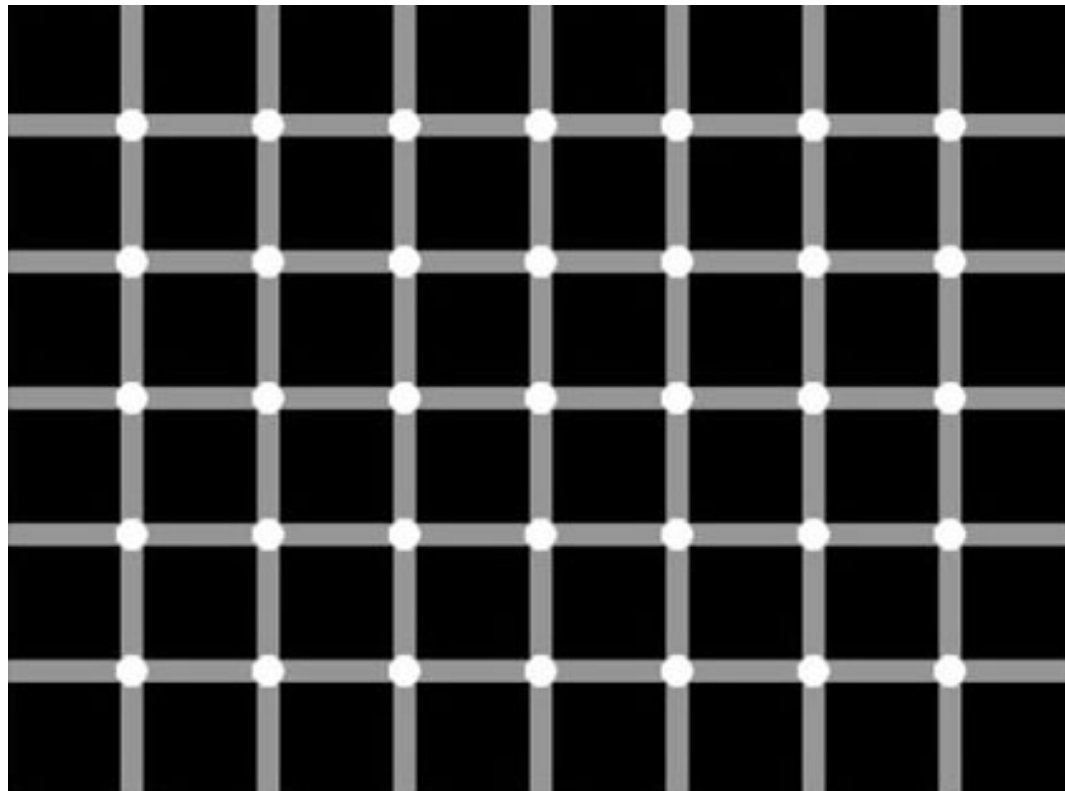
The uncertainty principle in education?



The trophy

Heisenberg: Uncertainty principle in quantum mechanics

If you make the position of a particle certain,
you make the momentum of the particle
uncertain



Uncertainty principle in education



If you make the learning content certain,
you make adaption uncertain

and...

If you make apadtion certain, you make the
learning content uncertain

About instruction and intervention

All you can do is *tickle* it,
and see how it jumps

-Peter Lang

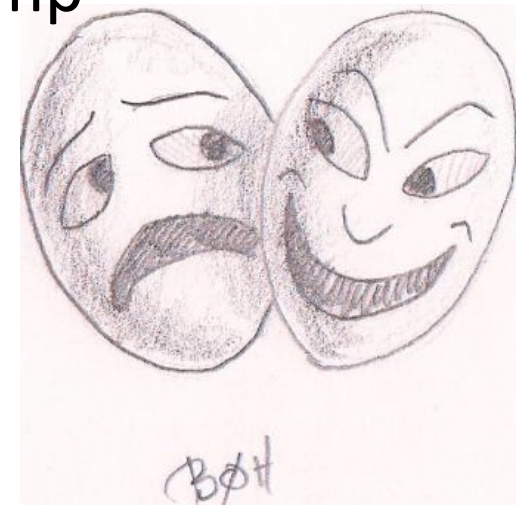


Uncertainty principle in learning

You can either say "Jump", and see *if* they do

Or

You can tickle them, and see *how* they jump



A few examples

- Greenland or cooperation?
- Video and appreciation in MarteMeo