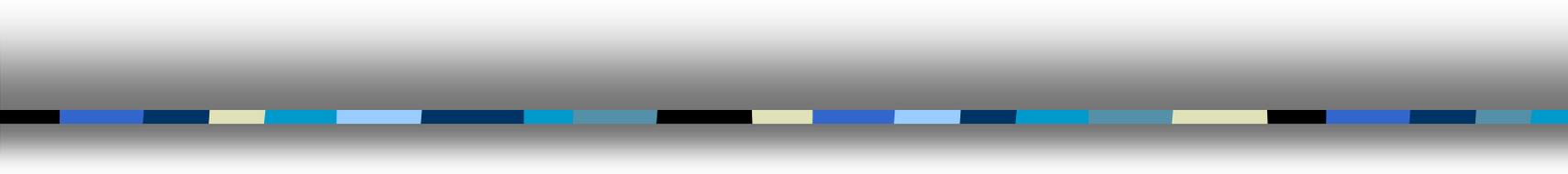
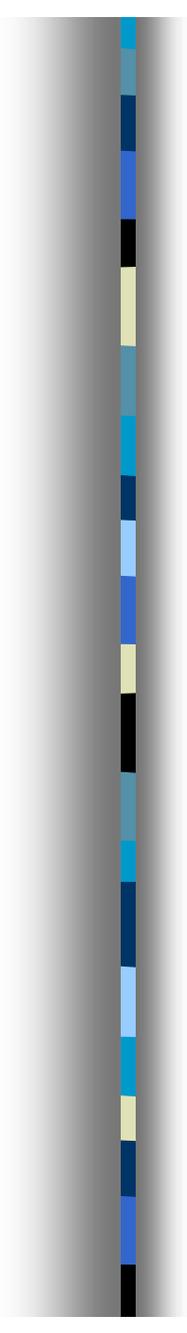


Lifelong learning for sustainable action



CIAE seminar, Grangeneuve, Switzerland,
August 2006

Christopher Knapper

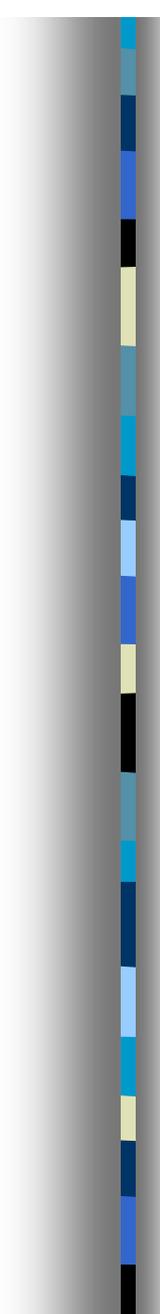


When did you last embark on a systematic learning task or project?

- What was it you set out to learn, and why?
- What learning methods did you use?
- Was your learning successful? How do you know, what evidence do you have?
- What obstacles did you encounter, and how did you try to overcome them?

Lifelong learning

- Context
 - change and complexity
 - democracy and autonomy
 - diversity
- Faure's blueprint for education
- Nyerere: lifelong learning for rural development through self-reliance and liberation
 - informal education vs. elitism
 - collaborative
 - community-based, work-based
- European year of lifelong learning, 1996
 - improving knowledge, skills, competence
- Intentional, lifelong, life-wide
- Need for “anticipatory learning” and ingenuity



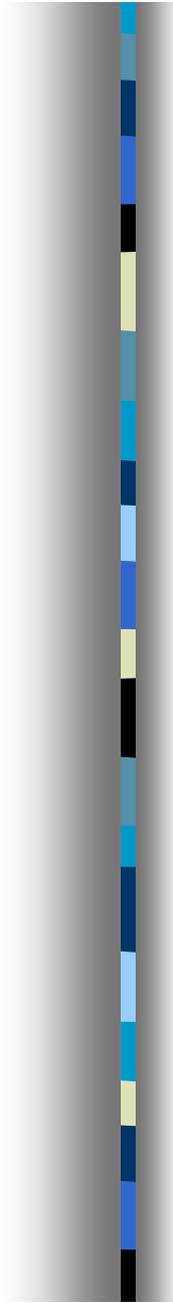
New and Old Ways of Thinking (MacBeath)

OLD

- We know all there is about learning
- Intelligence is a unitary concept
- Intelligence is fixed at birth
- Intelligence is individual
- Learning takes place in schools and classrooms
- Learning is logical and sequential

NEW

- We still have much to learn about learning
- Intelligence takes multiple forms
- Intelligence is created and recreated throughout life
- Intelligence resides both within and between people
- Little of what we learn takes place in school
- Learning is episodic



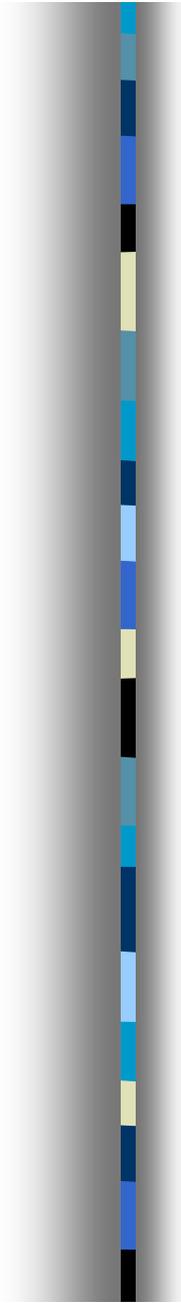
Dimensions of lifelong learning

■ Lifelong learning

- People *plan and monitor* their own learning
- People engage in *self-evaluation and reflection*
- Assessment focuses on *change and improvement*

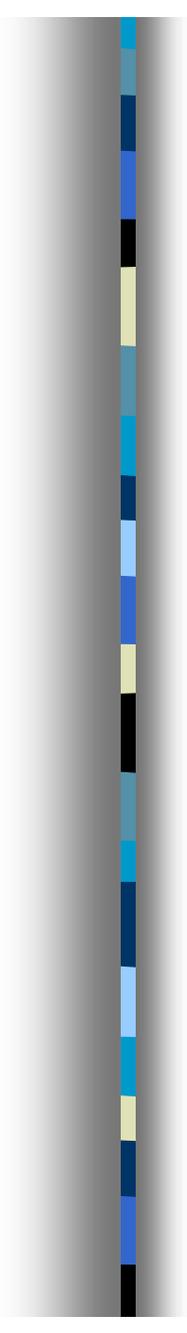
■ Life-wide learning

- Learning is *active*, not passive
- Learning occurs in *formal and informal* settings
- People learn with and from *peers*
- Learners can *locate and evaluate information* from a wide range of sources
- Learners *integrate* ideas from different fields
- People use *different learning strategies* as needed
- Learning tackles *real-world problems*
- Learning stresses *process as well as content*



Candy and Crebert on lifelong learning

- Inquiring mind, love of learning, curiosity, critical spirit
- “Helicopter” vision, sense of the interconnectedness of different fields
- Information literacy: skill in locating, retrieving, decoding, evaluating, managing and using different sources
- “Personal urgency” deriving from a favourable self-concept, self-organising skills, and a positive attitude to learning
- “Deep” learning that can be transferred to different contexts

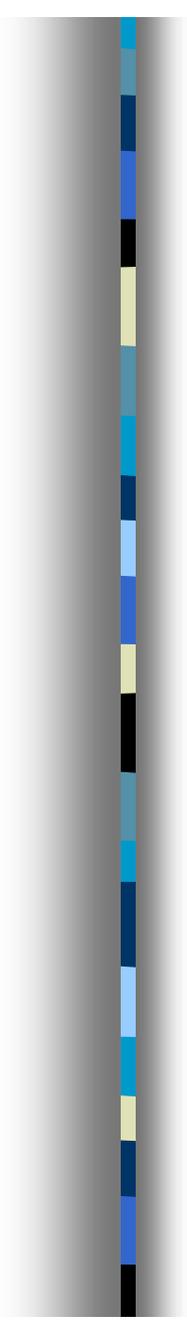


Lifelong learning skills

- Goal setting
- Locating information
- Self direction and self evaluation
- Adaptable learning strategies (“learning to learn”)
- Integration
- “Helicopter vision”
- Application of knowledge and skills
 - critical thinking, analysis, synthesis
 - deep learning

Encouraging sustainable learning: what teachers and educators can do

- Base learning on meaningful tasks, not memorisation of facts
- Provide for student-teacher interaction
- Encourage team learning and student interaction
- Use authentic assessment, constructive feedback and peer, self-evaluation
- Make learning processes explicit and encourage reflection
- Stress integration of ideas from different fields
- Recognise individual differences between learners
- Set tasks that are challenging but achievable
- Share control of educational goals and decisions
- Because doing is more effective than just listening
- Teachers serve as role models, guides, motivators of learning
- Because of importance of team skills in real life
- Because self- and peer assessment is an important life skill
- Because we need to learn different learning strategies
- Because learning rarely comes in neat packages
- Because we can benefit from different learning approaches
- To ensure motivation yet avoid superficial learning
- To ensure students take control of their own learning



Thinking back over the whole seminar . . .

- What was the main insight you have gained (or principle you have learned) about *sustainable learning*?
- . . . and about learning for *sustainable action*?
- What ideas for changing practice will you take back and try to apply in your ongoing work as a teacher or educator?