



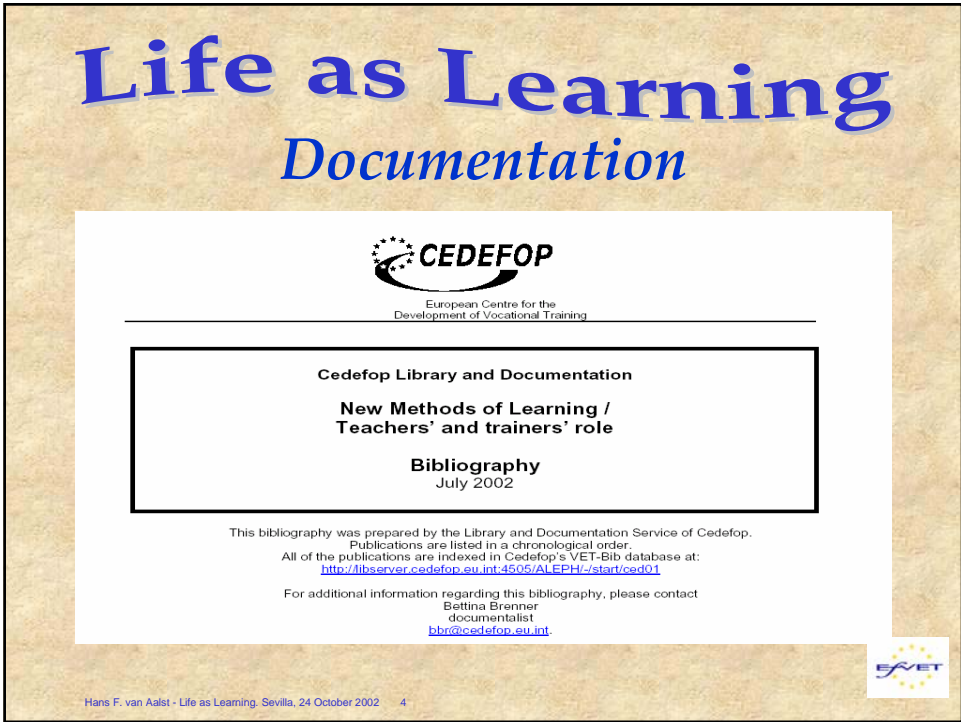
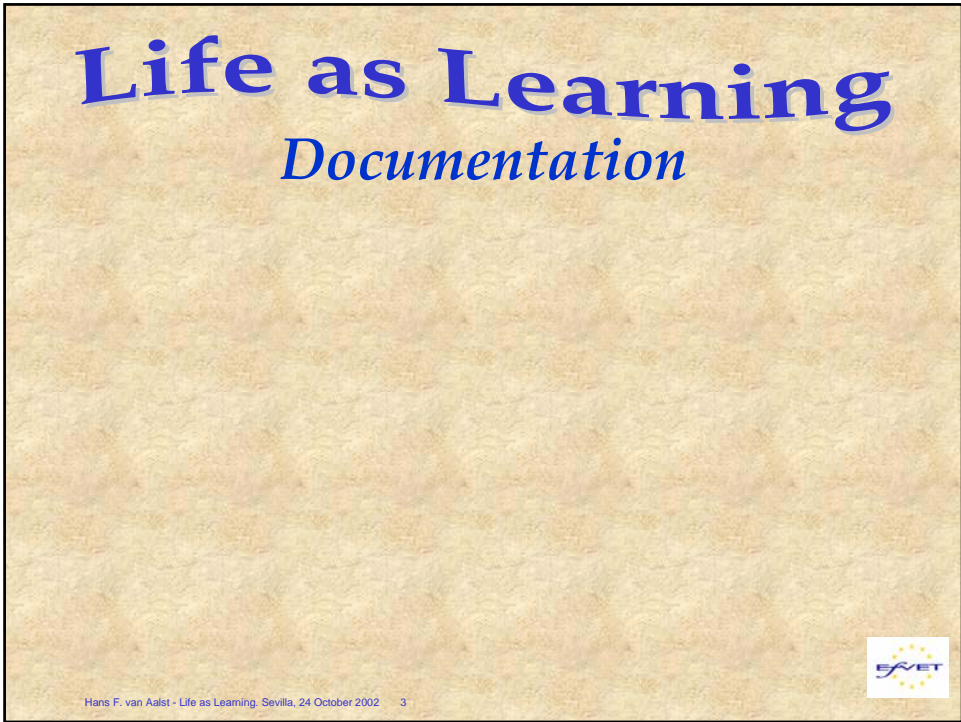
Life as Learning

An introduction to the theme

Hans F. van Aalst
President

EfvET 11th Annual International Conference
Sevilla, October 23 – 26, 2002





Life as Learning

Good Practices

- *Staff working document on Lifelong Learning Practice and Indicators:*
 - Valuing learning
 - Information, guidance and counselling
 - Investing time and money
 - Bringing together learners and learning opportunities
 - Innovative pedagogy

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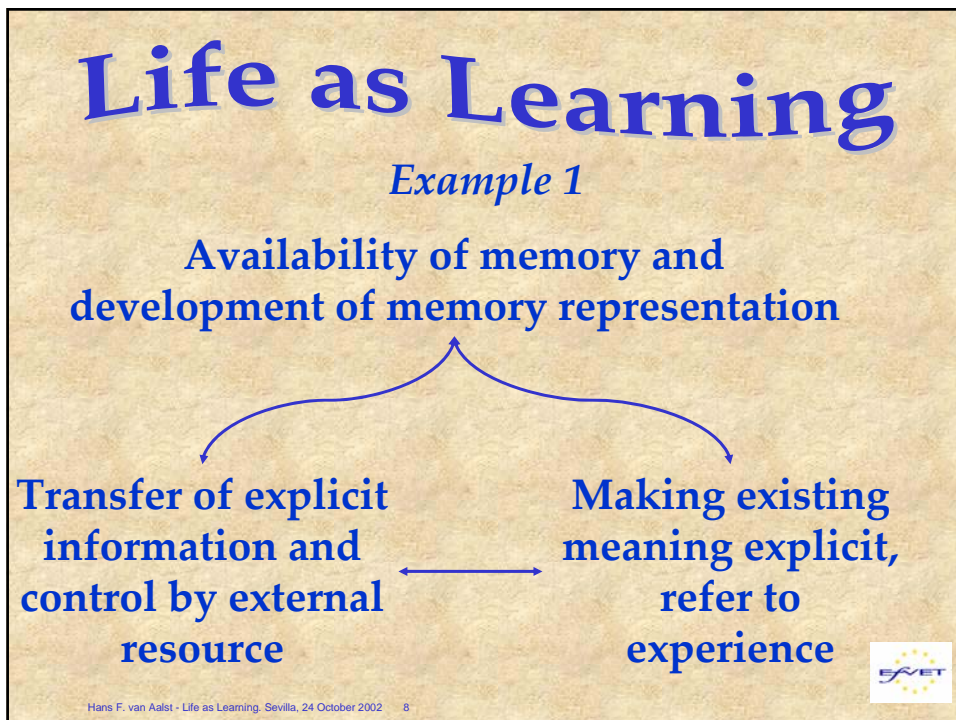
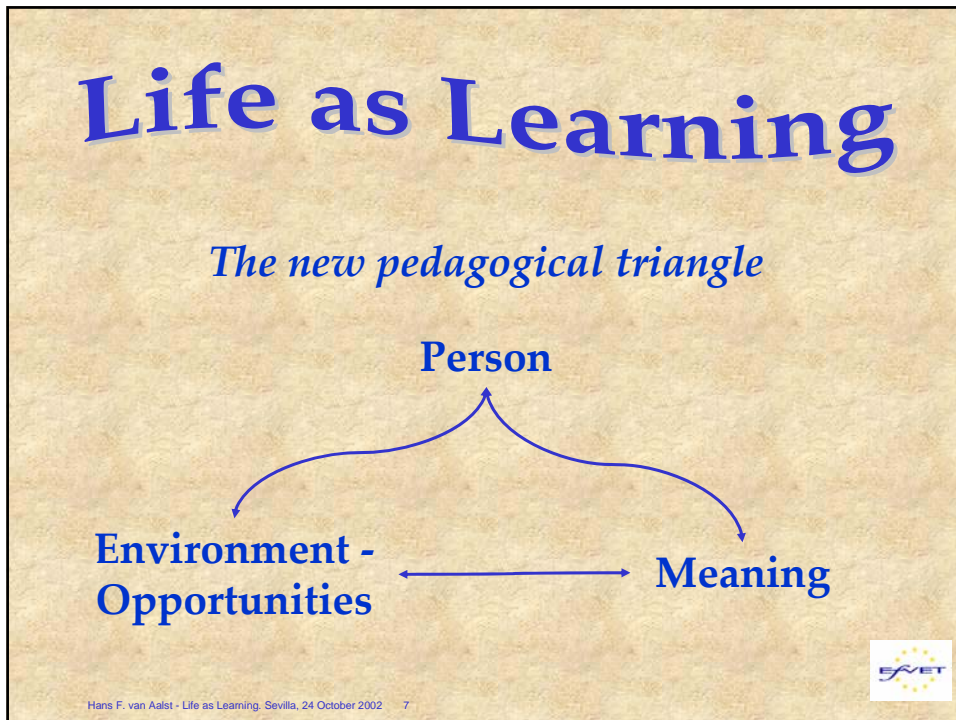
Life as Learning

The new pedagogy for Lifelong Learning

- The new pedagogical triangle:
Person – Environment - Meaning
- The balance between:
guided, experiential and action-learning
- Knowing in stead of knowledge

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Example 2

Subjective usefulness; acceptance of objective of action

Demonstrate relation between content and objective

Compare own connotation with other's; analyse specific meanings

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Meaning attached to competent and non-competent workers (Gherardi 1999)

Competence	Non-competence
Knowledge in practice	Possession of universal requisites
Experience	Abstract and general knowledge
Capacity for independence maintenance assets	Anonymus and formalized relationships
Motivation	Formal division of spheres
Circulation of information	Pre-established competence quotas
External feedback	Sanctions & controls
Ability to "put oneself in others shoes"	
Definition sphere of reality	
Goals orientation	
Judgemental capacity	
Task responsibility	
Knowing how to do well	

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Learning Arrangements

- **Guided**
- **Experiential**
- **Action**



Learning Arrangement 1

Guided Learning ↔ **Guided Tour**

- Expert knows the way and plans the trip
- Looks at wishes of travellers
- Guide monitors how the group is going
- Keeping the group together
- Reward and judgement determines strategy
-



Learning Arrangement 2

Experiential Learning ↔ Trekking

- No planning at forehand
- Interests of participants central
- No explicit goals – experience is the goal
- Long term higher order goals prevail
- Control of activities by group-members
- Group may fall apart
- Reward and judgement tuned to discoveries
- ...

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Learning Arrangement 3

Action Learning ↔ Exploring

- Explicit self-determination of goals
- Self control
- Independent learning
- Self-assessment
-

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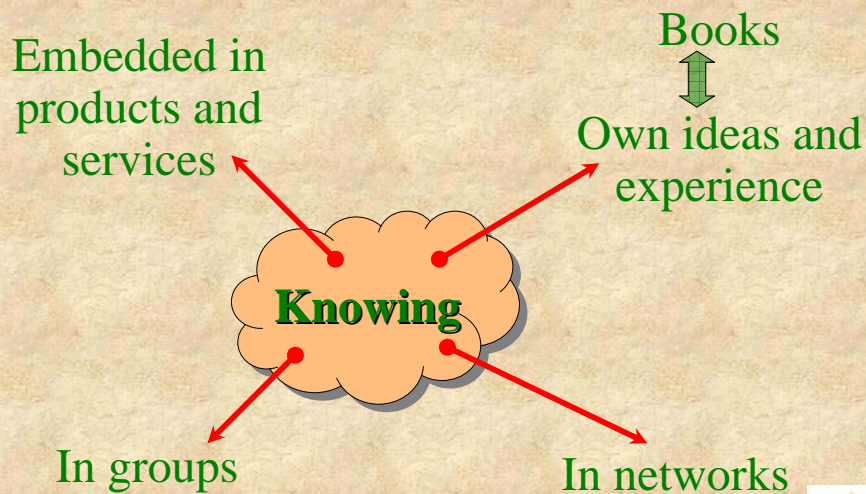
Balance in Learning Arrangements

- Guided Learning ↔ Guided Tour
- Experiential Learning ↔ Trekking
- Action Learning ↔ Exploring

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The knowledge society



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Life as Learning

★ Learning from making something, doing something for others

★ Meaning and commitment



★ Learning in innovative groups and networks

★ Self, Peer, autonomous Assessment, Portfolio, pdp

★ Autonomy and social bonds

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• Thank you for your attention

• Information: hfaalst@ision.nl

Resources for further reading

Klarus, Ruud: *De betekenis van leren; Paradigmawisseling in het beroepsonderwijs*. Stoas Onderzoek. Wageningen. *In Dutch. If you want an Synopsys in English, please send an E-Mail to hfaalst@ision.nl.*

AALST, HANS F. (2002): *Education in Europe in the 21st Century: Trends and challenges*. Leuven. *If you want a copy, please send an E-Mail to hfaalst@ision.nl.*

SIMONS, ROBERT-JAN , JOS VAN DER LINDEN & TOM DUFFY (2000): *New Learning: Three ways to learn in a new balance*. In: SIMONS, R.J. et al. (eds) (2000): *New Learning*. Kluwer, Deventer.

For any further request, you can send an E-Mail to me!

