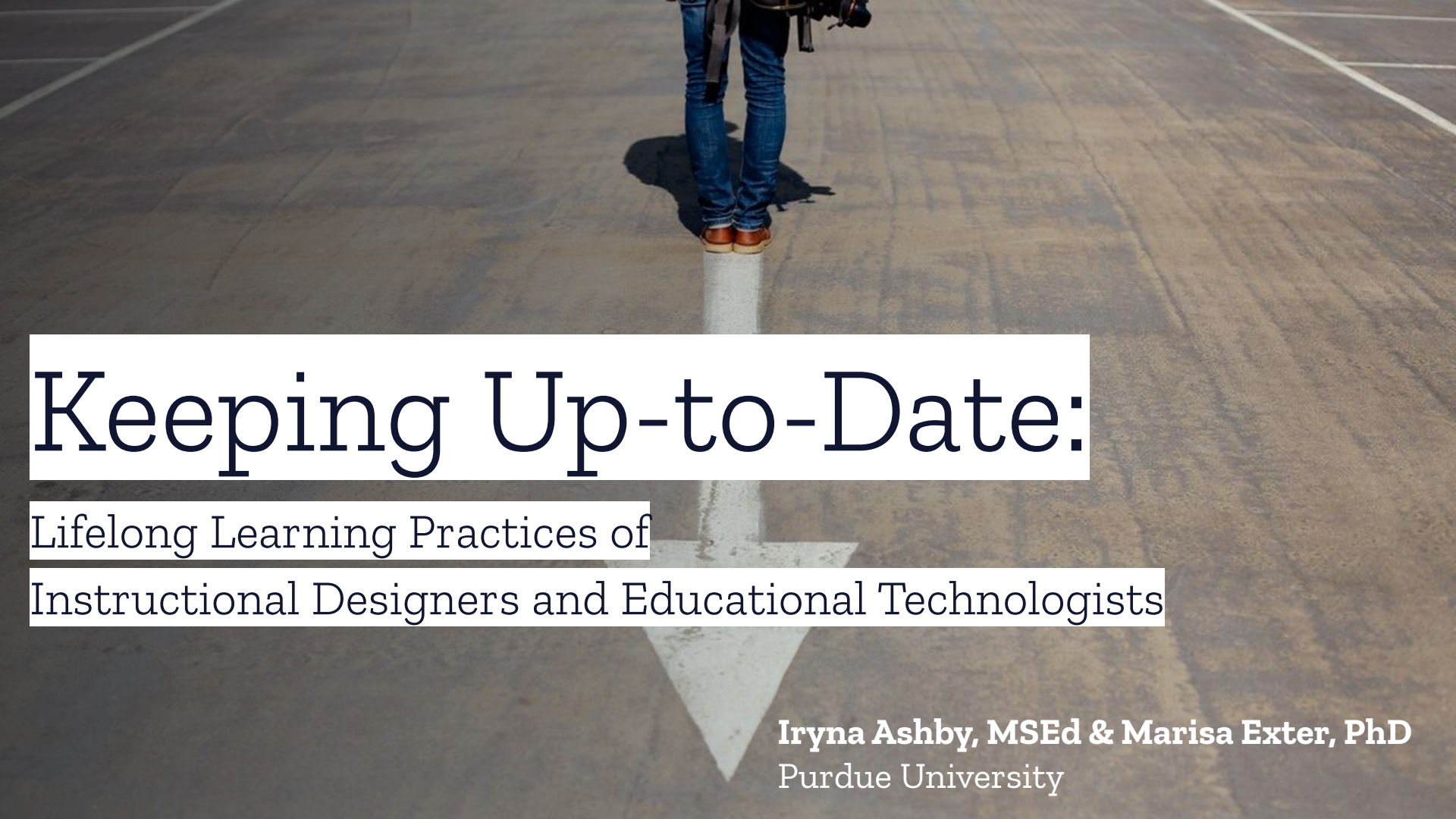


Keeping Up-to-Date:

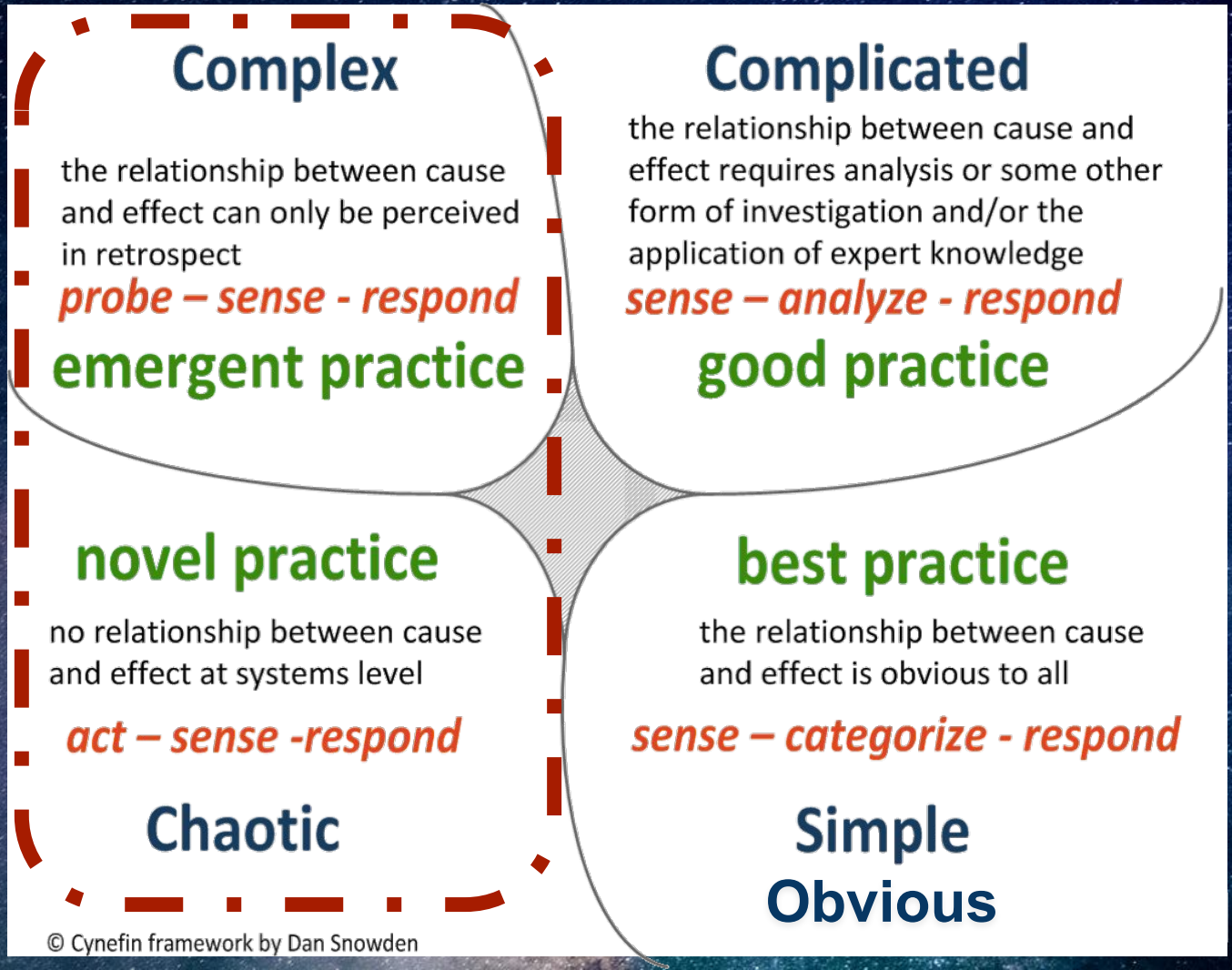
Lifelong Learning Practices of Instructional Designers and Educational Technologists

Iryna Ashby, MSEd & Marisa Exter, PhD
Purdue University

Knowledge Doubling Curve

Buckminster Fuller

Cynefin Model: *Workplace Environment*



Students are unprepared for workplace

- 21st century skills needed:
  - Critical thinking
  - Creativity
  - Problem-solving
  - Emotional intelligence
  - Resilience
  - Lifelong learning

Hart Research Associates, 2013; Messum, Wilkes, Peters, & Jackson, 2017

We now accept the fact that learning is a **lifelong process** of keeping abreast of change. And the most pressing task is to teach people **how to learn**.

~Peter Drucker

What is Lifelong Learning?

- Learning pursued throughout life
- Ongoing, voluntary, and self-motivated: learning for personal or professional reasons
- Flexible, diverse: Available at different times and places

Informal Learning

learning resulting from daily life activities (readings, how-to's)
Often referred to as *experiential learning*

Non-formal Learning

learning embedded in planned activities (vocational skills acquired at the workplace)

Formal Learning

learning that occurs within an organized and structured context (formal education, in-company training), and that is designed as learning. It may lead to formal recognition (diploma, certificate)

Tissot, 2004

Andragogy and Lifelong Learning

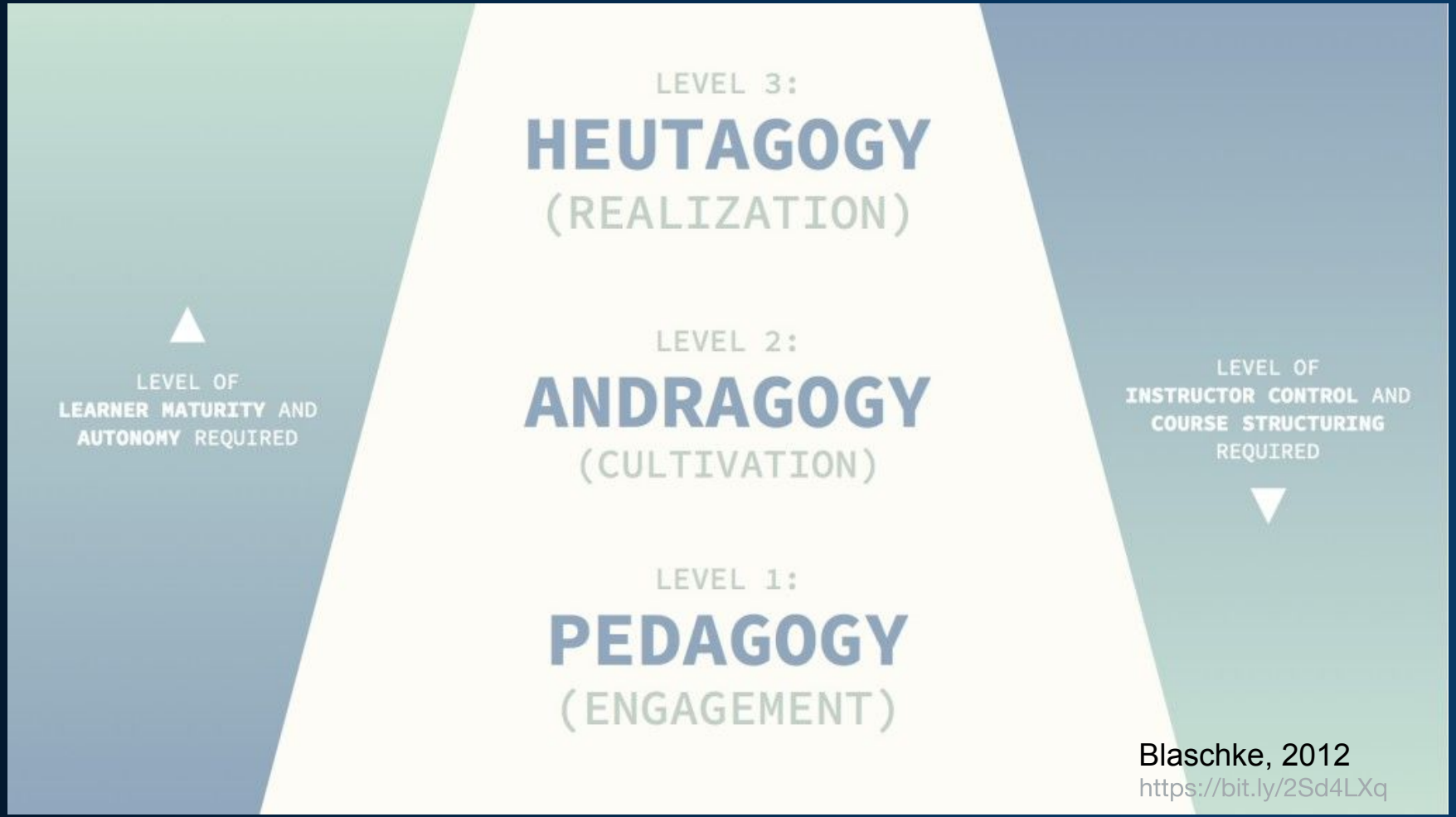
Adults learn best when their learning is

- **Self-directed**
- Practical
- Experience-based
- Interactive
- Quickly applied
- Individualized

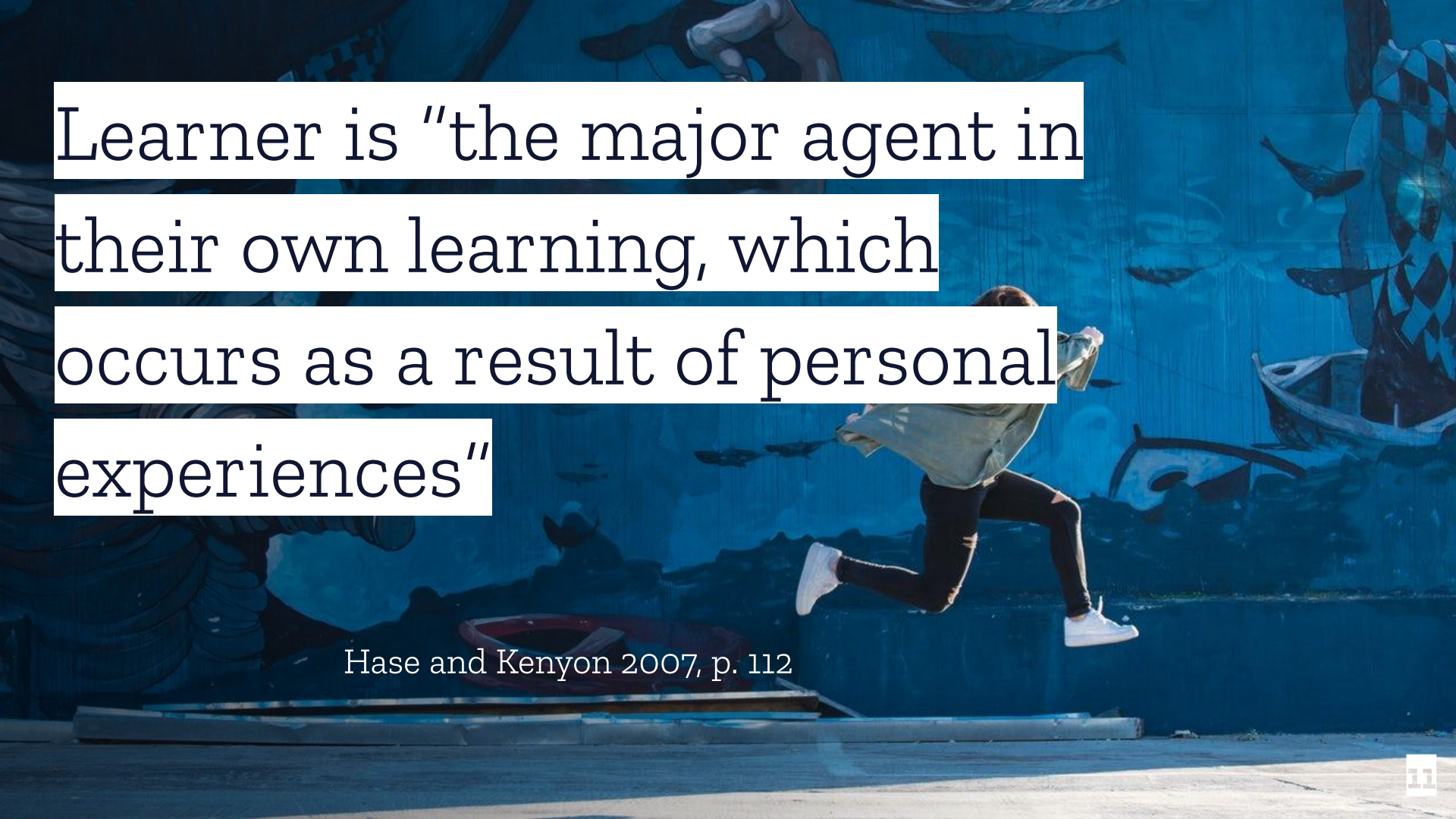
Heutagogy

- Learning theory, an extension of andragogy
- Assumes self-directed and self-determined: Focus on the concept of human agency, metacognition, and how people can learn effectively (esp. online) by knowing how to learn
- Rooted in humanism and constructivism

Hase & Kenyon, 2000; Hase 2016



Blaschke, 2012
https://bit.ly/2Sd4LXq



Learner is "the major agent in their own learning, which occurs as a result of personal experiences"

Hase and Kenyon 2007, p. 112

Learner determines

- learning goals
- resources required
- means for learning
- evaluation of learning outcomes

Focus on what and how the learner wants to learn

Principles of Heutagogy

- **Learner-centered and determined**
- **Capability:** using own competencies in unfamiliar and familiar circumstances (e.g., self-efficacy, communication, creativity)
- **Double-loop learning:** psychological and behavioral engagement - how problem impacts action and outcomes, followed by selection of problem-solving processes and reflection on change in own beliefs and actions
- **Self-reflection & metacognition:** holistic reflection - what is learned and how
- **Non-linear knowledge:** learners choose their own path

Methodology

Participants

- Recruitment through a combination of purposeful sampling techniques (e.g., link tracing; Palinkas et al., 2015)
- Thirty professionals in corporate (n=10), K-12 (n=10), and higher ed (n=10) environments
- K-12 - educational technologists (n=10)
- Higher ed and corporate:
  - Instructional designers (n=15)
  - Educational technologists (n=5)

Data Sources & Analysis

- 60-90 minute semi-structured interviews
- Thematic analysis within NVivo based on Constant Comparative for Naturalistic Inquiry (Lincoln & Guba, 1984)
  - Two coders coding structure and higher level themes for 3 divergent interviews
  - One served as primary coder for remaining interviews
  - Next round: verification with 2nd coder of select interviews & calculation of interrater reliability (revisiting code structure and coding if necessary)

Limitations

- Snowball began with personal contacts of team members ⇒ overrepresentation of Purdue and Indiana University graduates and staff
- Part of a larger study so questions asked regarding LLL may have been limited

Findings

Learner-Directed

- **Part of the job**

"You can't stop learning in a position like this. It's going to constantly be changing so you have to be ok with that."

- **Willing & eager to learn**

"I honestly think that in order to work with technology, that's one of the best things about technology, you just need time and a willingness to learn."

Learner-Assessed Needs

- **Specific project needs**

"I was faced with 'wow I don't know what I don't know right now.' And trying to find out what tools are available and articulating what my needs are relative to what they're able to do."

- **Keep up-to-date:** what may be needed "down the road"
  - Theories
  - Best practices
  - Technical skills
  - Technology

Learner-Selected Paths & Double-Loop Learning

- **Learn from experience:** prior experience helps understand current situations
- **Trial and error:** accepting and learning from errors; "mess up and try again", usually part of the work process
- **Playing around:** purposeful experimentation, e.g., trying out new technology to see how it works
- **From precedent:** similar situations or technology
- **Social learning:** experts, colleagues, learning communities

To Sum Up

Lifelong Learning is Part of Job & Life

But need to learn how to learn!

Focus on Learners - Heutagogy

- **Learner-centered environment**
  - Opportunities to interact with peers and experts
  - Flexible schedules
  - Managers open to learning initiatives, feedback, coaching, and mentoring
  - Supportive internal culture, policies, and resources
  - Access to tools and resources, e.g. financial support, access to the internet, relevant hardware/software, and materials

Hase & Kenyon, 2000; Hase 2016

Thank you!

Questions?

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