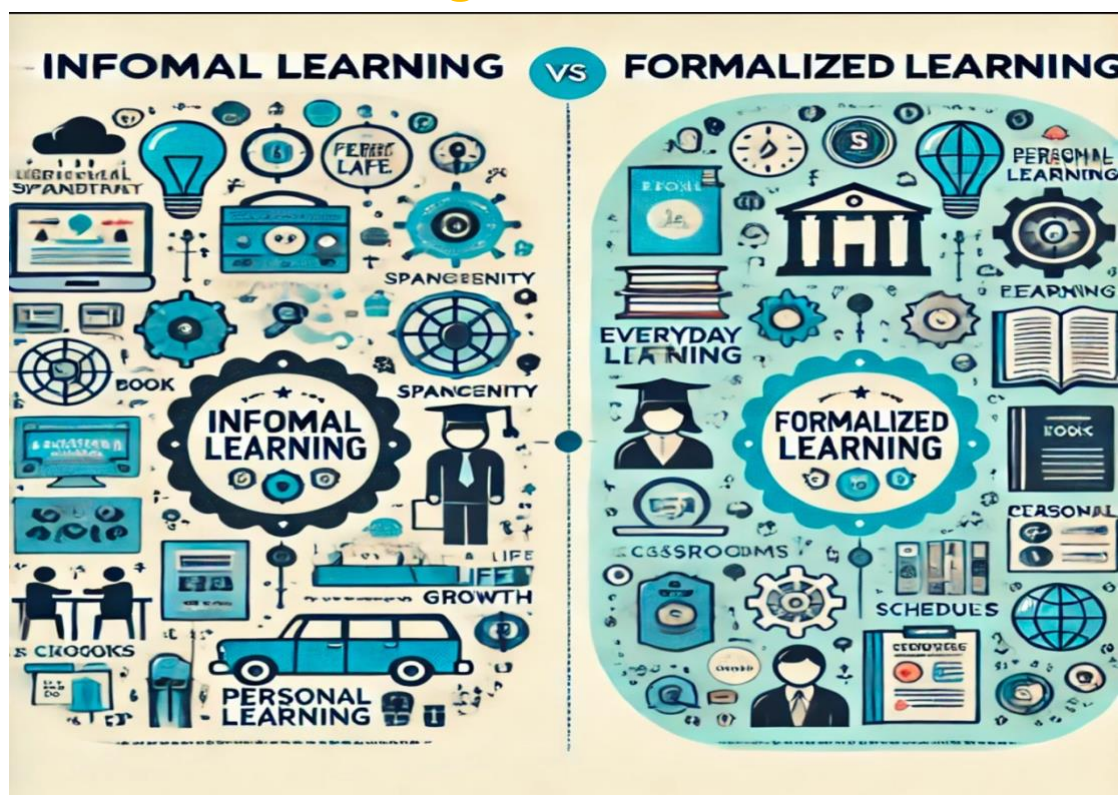


Chapter 6: From Learning to Teaching

This chapter explores the interplay between informal (natural) learning and formalised learning, emphasising the role of teaching in enhancing natural learning processes. It delves deeply into the characteristics of adult learning, offering theoretical insights, practical implications, and strategies for educators.

1. What is Learning?



- What is Learning?

- **Learning is Lifelong:** Everyone is constantly learning, whether consciously or unconsciously. Learning happens everywhere, not just in formal educational settings.
- **Distinction Between Informal and Formalized Learning:**
 - Informal learning is unstructured, often incidental, and embedded in daily life.
 - Formalized learning is structured and planned, typically aiming to achieve predefined objectives.
- **Misuse of Terminology:** Educators often confuse "lifelong education" with "lifelong learning," suggesting that only formalized programs constitute real

learning. The chapter argues against this, stating that all individuals are learners in some capacity

Characteristics of Learning:

- **Continuous:** Learning occurs throughout life as individuals adapt to personal, social, and cultural changes.
- **Personal and Individualized:** While influenced by society and others, learning is processed uniquely by each person.
- **Active and Intentional:** Learning is not passive; it requires the learner's engagement and effort.
- **Voluntary:** Most learning is self-initiated and motivated by personal needs or interests.

3. Intentional and Unintentional Learning:

- Intentional and Unintentional Learning:

- **Intentional Learning:** Directed towards a specific goal (e.g., learning how to operate a new machine).
 - **Unintentional Learning:** Incidental and often subconscious (e.g., picking up ideas from a casual conversation or observing others).
 - **Overlap Between the Two:** Sometimes, incidental exposure leads to intentional exploration.
-

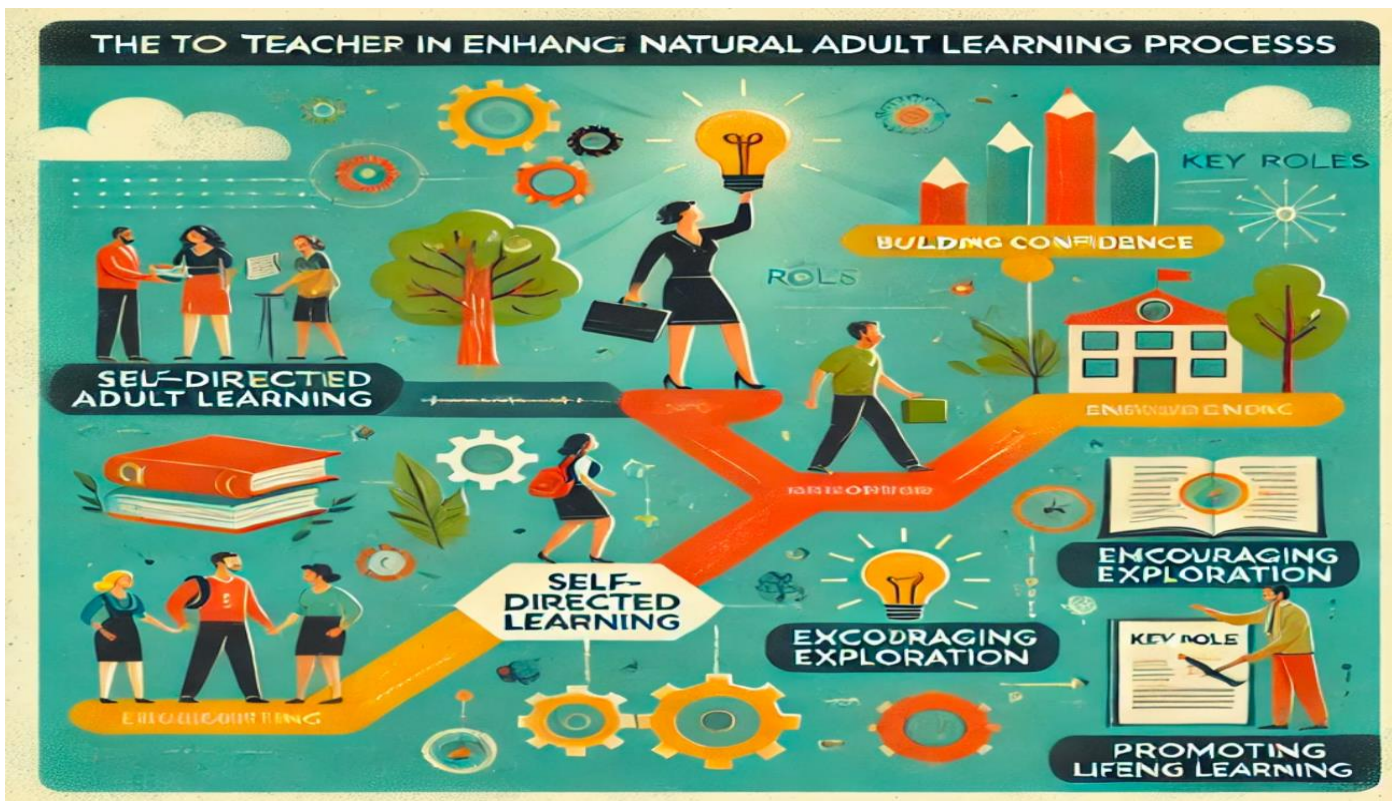
4. Learning Episodes:

- **Definition:** Specific periods of concentrated learning that are purposeful and task-oriented.
- **Characteristics of Learning Episodes:**
 - Episodic and short-lived, rather than continuous.
 - Centered around immediate goals or specific tasks.
 - Problem-focused and experiential, often involving trial and error.
 - Not concerned with general principles but focused on solving practical issues

5. The Learning Matrix

This matrix highlights the interplay between the **intentionality of the learning process** and the **source of learning**:

- **Intentional Learning with Intentional Sources:** Formal education programs or guided learning.
 - **Intentional Learning with Unintentional Sources:** Situations where learners actively seek knowledge from incidental encounters (e.g., learning from a billboard).
 - **Unintentional Learning with Intentional Sources:** Learning that occurs unintentionally in structured settings (e.g., picking up unrelated concepts in a workshop).
 - **Unintentional Learning with Unintentional Sources:** Completely incidental learning (e.g., overhearing a discussion).
-



7. Distinction Between Informal and Formalized Learning:

Formalized Learning:

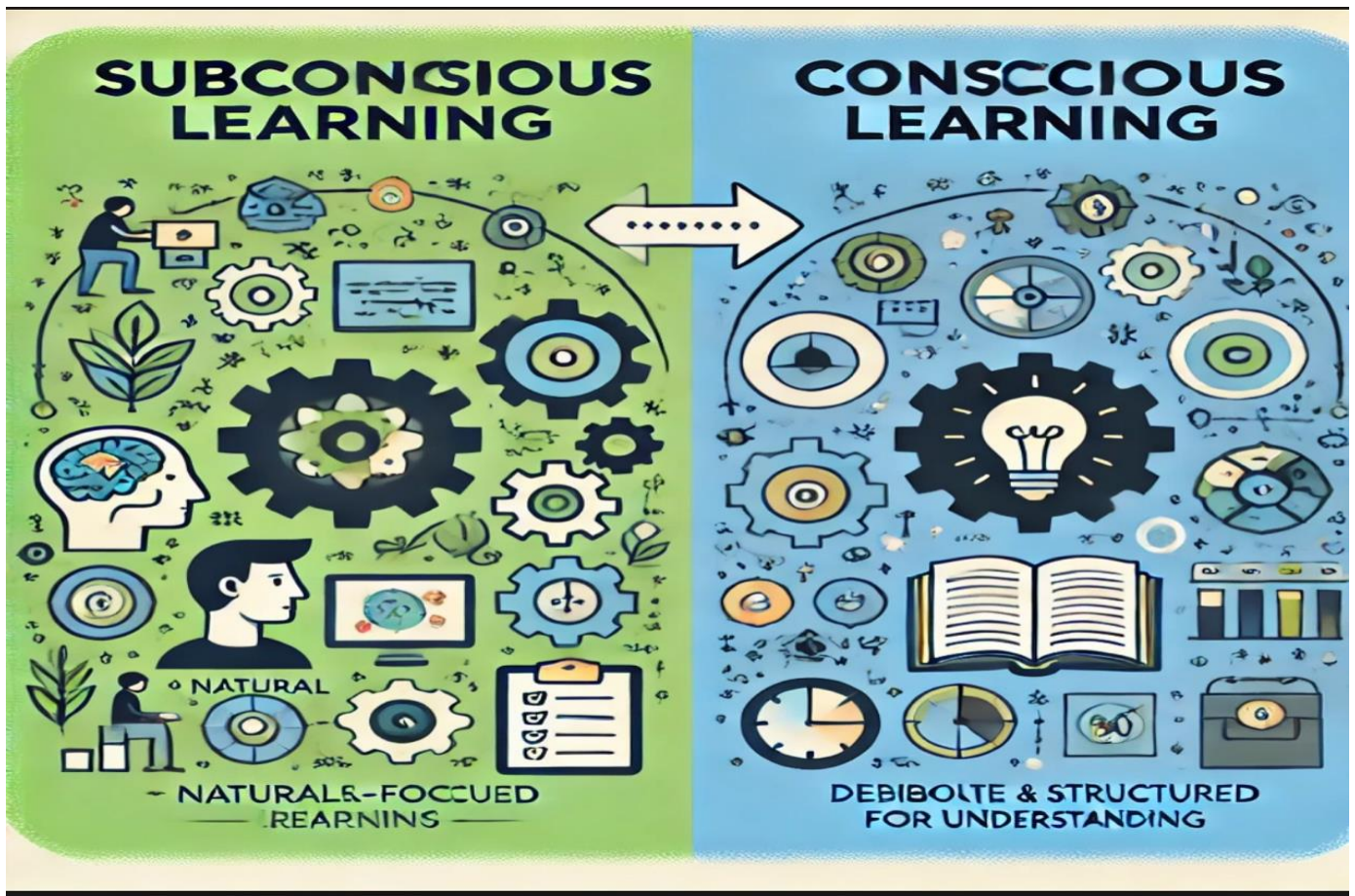
The chapter emphasizes the differences between informal (natural) and formalized learning processes:

- **Informal Learning:**
 - Spontaneous and context-specific.
 - Emotionally driven and learner-initiated.
 - Embedded in daily activities and practical tasks.
- **Formalized Learning:**
 - Structured and sequenced with predetermined goals.
 - Often removed from real-life contexts, focusing on generalized principles.
 - Relies on external guidance, evaluation, and standardized methods

Sites and Processes of Learning (Figure 6.3):

This matrix illustrates how **learning processes** (formalized or informal) interact with **learning sites** (institutional or non-institutional):

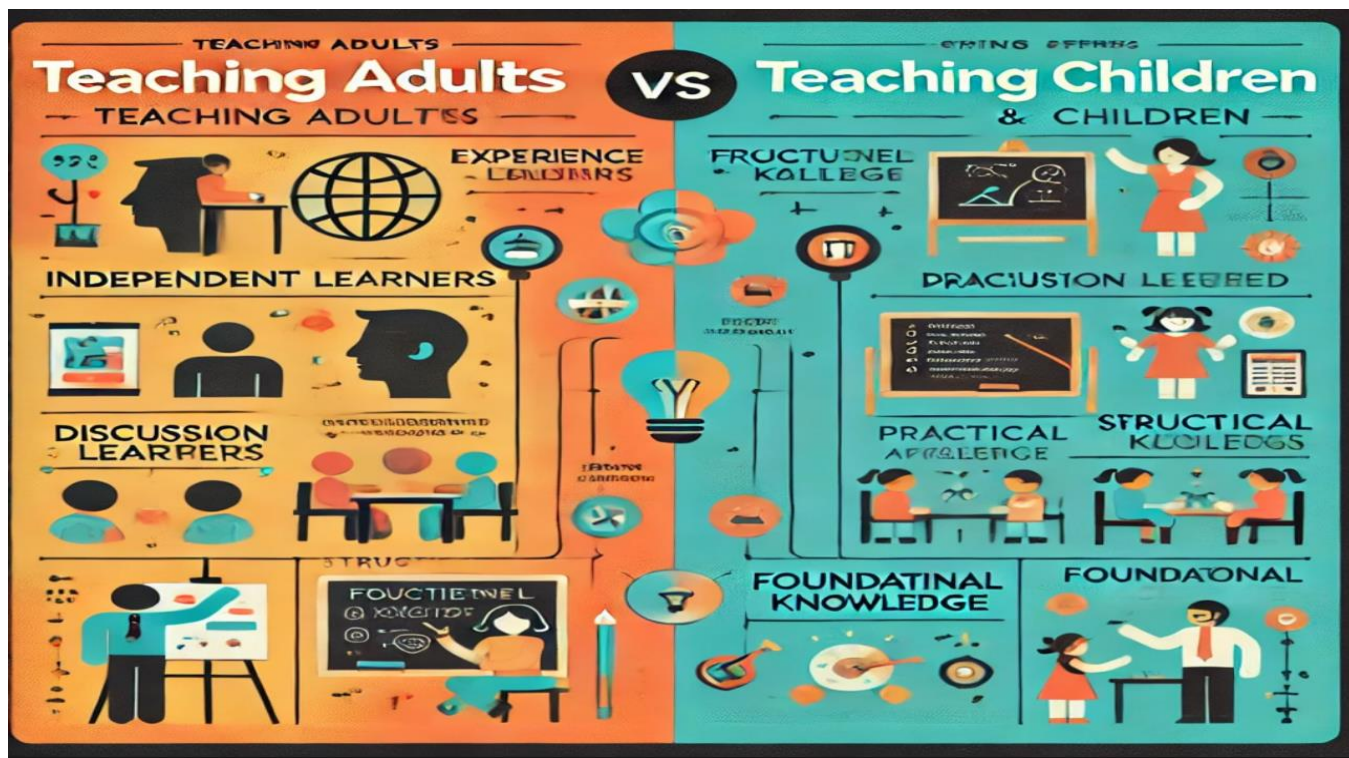
- **Institutional Sites + Formalized Processes:** Schools, universities, or training programs.
- **Institutional Sites + Informal Processes:** Incidental learning during formal education (e.g., networking).
- **Non-Institutional Sites + Informal Processes:** Learning from daily life experiences, family, or community.
- **Non-Institutional Sites + Formalized Processes:** Structured learning outside institutions, such as online courses or workshops.



Subconscious vs. Conscious Learning:

- **Task-Conscious Learning (Informal):** Focused on accomplishing a specific task, where learning is incidental.
- **Learning-Conscious Learning (Formalized):** Focused on acquiring knowledge or skills for their own sake.
- The distinction lies in whether the learner's attention is on completing a task or on the learning process itself.

9 Subconscious vs. Conscious Learning:



10. Teaching Adults:

Differences Between Teaching Adults and Children:

- **Purpose of Learning:** Adults often learn to solve immediate problems, while children focus on long-term knowledge accumulation.
- **Power Dynamics:** Adults exercise more control over their learning and are more likely to challenge authority.
- **Experience:** Adults bring a wealth of experiences that shape their learning, unlike children, who are still building foundational knowledge.

Practical Implications for Teachers:

The chapter provides actionable strategies for adult educators:

- **Start from the Learner's Perspective:** Begin with the learner's immediate concerns rather than theoretical foundations.
- **Focus on Doing:** Engage learners in active tasks rather than passive instruction.
- **Use Demonstrations:** Imitation remains a powerful learning tool for adults.
- **Facilitate Discovery:** Encourage trial-and-error learning through participatory methods.

- **Link New Knowledge to Experiences:** Help learners integrate new concepts into their existing knowledge base.
- **Encourage Generalization:** Guide learners to extract broader principles from specific tasks for future application.