

The Learning Manifesto

The nature of learning is undergoing a fundamental shift.

Learning is now characterised as:

- **Continuous,**
- **In-context,**
- **Short,**
- **Accessible to everyone,** and
- **Reflexive.**

This is the core of the learning manifesto, as shown below, where desirable characteristics (on the left in **bold**) are chosen in preference over the characteristics on the right:

Continuous > Punctuated
In-context > Adjunct
Short > Long
Accessible to everyone > For high-performers
Reflexive > Linear

Why continuous? Learning as a regular ongoing practice of mastery helping learners to stay in step with rapidly changing skills and emergent contexts. It should not occur in fits and starts.

Why in-context? Learning as contextualised within everyday experience i.e. not happening “over there” in a rarefied atmosphere of abstract formal learning.

Why short? Learning as a bite-sized practice. Lack of time is often cited as the main reason for lack of learning opportunities, but should not necessarily be a barrier.

Why accessible to everyone? Learning as a democratic undertaking rather than focused on the privileged few.

Why reflexive? Learning as a practice of enquiry that “bends back” onto the enquirer rather than a linear sequence of activities delivered relentlessly without reflection.

These five precepts form the basis of this learning manifesto, which is not necessarily definitive nor comprehensive, but instead a useful starting point for further discussion about the nature of learning.

Interest piqued? Click here:
<http://eepurl.com/gw0CPP>

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