LIFELONG LEARNING

NON-DIGITAL
(onsite)

DIGITAL
(online)

POST-DIGITAL
(hybrid)

PRE-COVID-19
(online as niche/add on)

COVID-19
(online as new normal)

POST-COVID-19
(emerging hybrids)
1. Panic: How do I move learning online (in a matter of days)?
   - Overwhelmed systems, students, teachers, pedagogical centres
   - Tech issues: Putting out fires - setting up systems - accessing tools - meeting online

2. Survival: How do I survive the online semester (and outlive the pandemic)
   - Surviving teaching and learning from your home during a pandemic (being a parent, partner, daughter and teacher/learner at the same time)
   - From hitting the panic button to streaming the classroom or recording your teaching... focus on practical problems and activating the students
   - Technology work but does it qualify as teaching and learning? Or: you do not become a good baker because you have an oven bought some flour and yeast

3. Development: How do we develop learning environments and evolve as teachers
   - Learning is more than turning on screens & mics or having access to materials/videos
   - From streaming the classroom and survival teaching to preparing and scripting valuable online education as well as developing and nurturing a learning environment
   - Educational practices for online communication, collaboration and community
EMERGING RESPONSES BY HIGHER EDUCATION TO COVID-19

➢ The initial focus was on **transitioning content** to an online environment, and not necessarily worrying about the online pedagogy (Crawford et al, 2020)

➢ Thinking about **pedagogy has certainly taken a back seat**, in a situation where transitioning to online delivery in itself poses its challenges.

➢ **Designing for the long haul** with continuous monitoring needs to be thought into the response: "Universities undergoing a rapid change period need to be conscious of their ability to continuously monitor the quality of the learning design" (Crawford et al, 2020)

➢ **Additionally “general skillsets”** are “needed to professionally design and offer online/ virtual education”.

➢ An unintended positive consequence is that “**high education will become significantly more accessible** as universities think about how to move all of their programming online, including counseling, student life, career development, etc.” according to Gaidi Faraj, Dean of African Leadership University (DePetrio, 2020)
HYBRID & POST-DIGITAL?
Hybrid originates from Latin and has its roots in biology where it refers to cross-fertilization or the fusion of separate parts or species into a new one. Accordingly, it is heterogeneous of origin or composition but simultaneously a new composite. A hybrid such as a mule is neither a donkey-horse nor a horse-donkey, but something other, a new composite; a mule.

Hybridization is a process that describes the amalgamation process of developing a hybrid.

Hybridity is a phenomenon which describes the relationship between hybrid (composite) and hybridization (process). The concept of hybridity today represents a wide connotative field with both highly specialized meanings as well as vague and imprecise interpretations.

Hybrid lifelong learning utilizes the concept of hybridity to dissolve dichotomies between e.g. offline/online, digital/analogue, formal/informal learning in a process towards creating new forms of lifelong learning.

Post-digital: Post-digital implies the abandonment of the fetishization of the (digital) new and the maintenance of traditional dichotomies (online learning). Post-digitalization constitutes a close fit with the emerging hybridization of lifelong learning environments. In a post-digital environment, hybrid learners move fluently across materials, spaces, tools, formats and networks within a hybridized learning environment. (Nørgård, forthcoming)
As such, hybridity promotes **horizontal connectedness** across activities and subjects inside and outside the formal learning environment (Instance & Dumont, 2010).

Through such **hybrid entanglement** learners become engaged in real-world contexts, professional development and authentic complex tasks and challenges that invoke active learning processes (Könings et al., 2005; Baartman & De Bruijn, 2011) to reduce the gap between education, worklife and society by creating **integrated and merged connections** between formal learning, professional practice and the public sphere.

Based on this, a learning environment can be considered hybrid if it **facilitates an entanglement** along the axes of learner-professional, institution-society, thinking-tinkering, open-closed, informal-formal contexts, onsite-online, acquisition-performance (Hilli, Nørgård, Aaen, 2019).

‘In contrast to contemporary forms of workplace simulations, work-integrated learning and so on [...] hybrid learning environments seek to **integrate and merge** learning and working’ (Zitter & Hoeve, 2012, p. 23).
<table>
<thead>
<tr>
<th>Hybrid strata 1</th>
<th>Some</th>
<th>Possible Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hybrid strata 2</td>
<td>Online</td>
<td>Onsite</td>
</tr>
<tr>
<td>Hybrid strata 3</td>
<td>External</td>
<td>Internal</td>
</tr>
<tr>
<td>Hybrid strata 4</td>
<td>Campus</td>
<td>Society</td>
</tr>
<tr>
<td>Hybrid strata 5</td>
<td>Open</td>
<td>Closed</td>
</tr>
<tr>
<td>Hybrid strata 6</td>
<td>Synchronous</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Hybrid strata 7</td>
<td>Academia/life</td>
<td>Work/life</td>
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<tr>
<td>Hybrid strata x</td>
<td>Digital</td>
<td>Analogue</td>
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<tr>
<td>Hybrid strata x</td>
<td>Y</td>
<td>Z</td>
</tr>
</tbody>
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HYBRID LEARNING ENVIRONMENTS FOR LIFELONG LEARNING IN A POST-DIGITAL WORLD

3 dimensions

HLE IN THE PUBLIC:
- Exam exhibitions
- Project websites
- Workplace / community projects or activities

HLE FOR THE PUBLIC:
- Public webinars / OERs
- Open institutions / courses
- Societal / citizen projects

HLE WITH THE PUBLIC:
- Integrating practitioners / professionals / partners
- Learn / work with the public
HYBRID POST-DIGITAL LEARNING ENVIRONMENTS?

(Bengtsen & Nørgård, 2018)
### HYBRIDIZING LIFELONG LEARNING?

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Hybrid ingredients 1</th>
<th>Hybrid ingredients 2</th>
<th>Hybrid ingredients 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Onsite/online</td>
<td>Group room Slack / Discord</td>
<td>Apartment Videoconf / G docs</td>
<td>Cafe / Campus Webinar / Blogs</td>
</tr>
<tr>
<td>Synchronous/asynchronous</td>
<td>Lectures Video recordings</td>
<td>Online workshop Academic blogs</td>
<td>G doc dialogues Open peer-review</td>
</tr>
<tr>
<td>Open/closed</td>
<td>Twitter talks Slack threads</td>
<td>Webinars / Websites Lectures / LMS</td>
<td>Open docs / blogs Exams / portfolios</td>
</tr>
</tbody>
</table>

*Folkeskolen skal i samarbejde med forandringer give eleverne kundskaber og færdigheder, der (...) gør dem fortrinlige med dansk kultur og historie, giver dem forståelse for andre landes og kultures, bidrager til deres forståelse for menneskets samspil med naturen og fremmer den enkelte eleve's abstrakte udvikling.*

Sik. 2. Folkeskolen skal forberede eleverne til kritisk og kreativt at arbejde med tekst, med andre ord, at arbejde i et samfund med frihed og folkekyns. [...]—Folkeskolkonvent, 2015

Overblended er et ustændig fra folkeskolkonvenses formålsbrevsnævn, den første og bedst bændende del af hele folkeskolenen. Den berører hvad vi alle det minste dele af folkeskolen skal strebe hen imod. Det er også her vi slyngsgruppen og mit design projekt udstrører. Gennem de sidste måneder har min slyngsgruppe og jeg undersøgt den daglige praksis og udført diverse workshops i forskellige folkeskoler. Vores human centered design perspektiv gjorde at vi adskilte for at undersøge hvordan eleverne selv oplevede deres hverdag i skolen, og derefter udbyde handling (Glacarno, J. 2014). Et af de fund vi hurtigt gjorde var at eleverne fælle at deres idé i skolen og deres fritid var to separate områder. Det de lært i skolen mente de ikke at de kunne bruge deres fritid på. Detta gjorde at vi stærkede af prækets projekt udstrører med meget at give eleverne "en større". Denne større har så lidt af flere funktioner udviklet sig til at hjælpe til elevernes demokratiske drømmer, og lære dem hvordan de kan gøre deres indbyrdes gældende. Dette har vi forsøgt at gøre gennem en undersøgelsesudvikling som vi grupper har skabt, med menneskets som bærende platform for elevernes projekter. Jeg har valgt dette emne af flere grunde. Som beskrevet i det forudgående stik i altfælles forenede der også et central krav til at der forsøg en nytudviklingsproces.
5 PRINCIPLES FOR HYBRID LIFELONG LEARNING

as ways of knowing, doing and being in a post-digital world
1. Hybrid knowledge requires hybrid learning environments

In designing for hybrid learning the hybrid learning environment needs to be both **open and open-ended**. This requires hybrid and open materials, technologies and set-ups as well as diverse and heterogeneous pedagogy and learning activities. Within hybrid learning environments there is the opportunity for hybrid knowledge to form and emerge as ‘**vibrant matter**’ in dialogue with known unknowns or even unknown unknowns.
2. Hybrid doing requires the dissolution of dichotomies

The composition of a hybrid learning space is simultaneously the decomposition of dichotomies to intentionally create something new. Designing for hybrid doing is to approach the different interactions and experiences that make up the activities, spaces and outputs in the learning environment as an alchymist aiming to create gold through hybridization processes. It is an environment for intentionally engaging in lifelong learning through experimenting together to co-create new breeds of knowledge.
3. Hybrid being requires value-sensitive spaces

The emergence of hybrid being in hybrid learning environments requires **a value-based and value-sensitive space**. Hybrid learning environments influence the **hearts, hands, heads and habits** of the hybrid lifelong learners. Hybrid learners carry with them an ‘ethics of hybridity’ - The values flowing from the heart of the environment and interactions shape the hybrid being of the lifelong learner. As new learning environments are formed, we must make sure they are not sinister cold-hearted hybrids but kind-hearted hybrids honouring the purpose of learning.
4. Hybrid learning collectives demands breadth and depth

A hybrid learning environment is made for and by the collective of hybrid lifelong learners that breathe, live, and learn together in the environment. It is an environment with wide walls for co-creation, collaboration and working together in hybrid partnerships, teams and collectives and as a community of citizens in society. It is an environment with depth for being present for each other and in the world by opening up to each other, opening up for lifelong learning, and for engaging the world in open ways.
5. Hybrid learners exist in hybrid ecologies and ecosystems

The fusion of dimensions and values into a hybrid learning environment creates a vibrant intimate ecological niche for hybrid lifelong learners to think, do and be together. A hybrid learning environment sprawls across an array of technologies, activities and spaces to constitute an open ecosystem where new formats, forms and formations emerge. The ecosystem is ‘a hybridizing home’ for lifelong learning nurturing a particular formation of heads, hands, hearts and habits of lifelong learners that together constitute value-based vision-driven attitudes, approaches and assets for hybrid lifelong learning.
1. Developing valuable post-digital learning environments requires hybrid thinking and pedagogy: Hybrid and open materials, technologies and set-ups + Diverse, open and heterogeneous hybrid pedagogy and hybrid learning activities.

2. Post-digital pedagogy should aim to dissolve dichotomies and create new hybrid learning formats: Designing for valuable hybrid teaching and learning is to approach the different ingredients & dimensions that make up the activities, spaces and outputs as an alchymist aiming to create gold through hybridization processes.

3. Creating a hybrid ecosystem for lifelong learning with depth & breadth: Nurturing hybrid learners Heads, Hands, Hearts & Habits through value-based vision-driven attitudes and approaches to SOTL (Scholarship of teaching and learning).


