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HYBRID & NETWORKED LIFELONG LEARNING

ways of knowing, doing and being in a post-digital world

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PRE-COVID-19COVID-19POST-COVID-19(online as niche/add on)(online as new normal)(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).

HYBRID DIMENSIONS IN LIFELONG LEARNING & POST-DIGITAL HLE

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	SOME POSSIBLE	DIMENSIONS	
Hybrid strata 1	Online	Onsite	
Hybrid strata 2	External	Internal	
Hybrid strata 3	Campus	Society	
Hybrid strata 4	Open	Closed	
Hybrid strata 5	Synchronous	Asynchronous	
Hybrid strata 6	Academia/life	Work/life	
Hybrid strata 7	Digital	Analogue	
Hybrid strata x	Υ	Z	

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 01

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02

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?

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



Stk. 3. Folkeskolen skal forberede eleverne til deltagelse, medansvar, rettigheder og pligter i et samfund med frihed og folkestyre. [...]" -Folkeskoleloven, 2015

Ovenstående er et uddrag fra folkeskolelovens formålsparagraf, den første og bærende del af hele folkeskoleloven. Den dikterer hvad alle de mindre dele af folkeskolen skal stræbe hen imod. Det er også her min studiegruppes og mit design projekt udspringer af. Gennem de sidste måneder har min studiegruppe og jeg undersøgt den daglige praksis og udført diverse workshops i forskellige danske folkeskoler. Vores human centered design perspektiv gjorde at vi satte ud for at undersøge hvordan eleverne selv oplevede deres hverdag i skolen, og deres udbytte heraf (Giacomin, J. 2014). Et af de fund vi hurtigt gjorde os var at eleverne følte at deres tid i skolen og deres fritid var to separate størrelser. Det de lærte i skolen mente de ikke at de kunne bruge derhjemme. Dette gjorde at vi i starten af vores projekt arbeidede med meget at give eleverne "en stemme". Denne stemme har så i løbet af flere iterationer udviklet sig til at hjælpe til elevernes demokratiske dannelse, og lære dem hvordan de kan gøre deres indflydelse gældende. Dette har vi forsøgt at gøre gennem et undervisningsforløb som vi i gruppen har skabt, med minecraft som bærende platform for elevernes projekter. Jeg har valgt dette emne af flere grunde. Som beskrevet i det indledende citat i afsnittet forefindes der også et centralt krav til at der foregår en



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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**.



POST-COVID-19 POST-DIGITAL HYBRID LIFELONG LEARNING?

- Developing valuable post-digital learning environments requires hyb thinking and pedagogy: Hybrid and open materials, technologies and set-ups + Diverse, open and heterogeneous hybrid pedagogy and hybrid learning activitie
- 2. Post-digital pedagogy should aim to dissolve dichotomies and create new hybrid learning formats: Designing for valuable hybrid teaching and learning to approach the different ingredients & dimensions that make up the ac 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).



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