

Higher Learning, Knowledge and... a **Rainbow**

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First a few questions...
...and a game of catch!

Why are you here?

Answer: To read for a degree.

What are you hoping to achieve?

Answer: A First, or a 2i.

How will you go about achieving these?

Answer: Process of higher learning.

Time to say goodbye to school/college learning...



...and say hello to higher learning!



So...what **is** 'higher learning'?

- Gaining knowledge? [Later...]
- Passing exams?
- Knowing 'stuff'?
- Solving problems?
- Being able to complete new tasks?
- Knowing the answers to questions?
- Remembering things?

How do you **do** it? What are your **processes** of learning?

- Taking notes...
- Practicing questions...
- Completing homework...
- Memorising things...
- Reading textbooks...
- Talking to friends who explain things...
- Asking questions...
- Writing down/recording what the tutor says...
- Listening...
- Thinking...

What a great start...but is it enough?

- Carl Rogers defined higher learning in terms of 'being changed as a person' – a process of **self-development**.
- What do you think this means?
- Learning then becomes a matter of improving YOU! ('Self-actualisation')
- What do **you** need to develop about you?
- What might need improving about you....?

1. Creativity

Is imagination more important... ..than knowledge?



2. Communication

Speaking, writing, presenting -
VERBAL



Gesture, posture, eye-contact,
expression, **listening** – NON-VERBAL

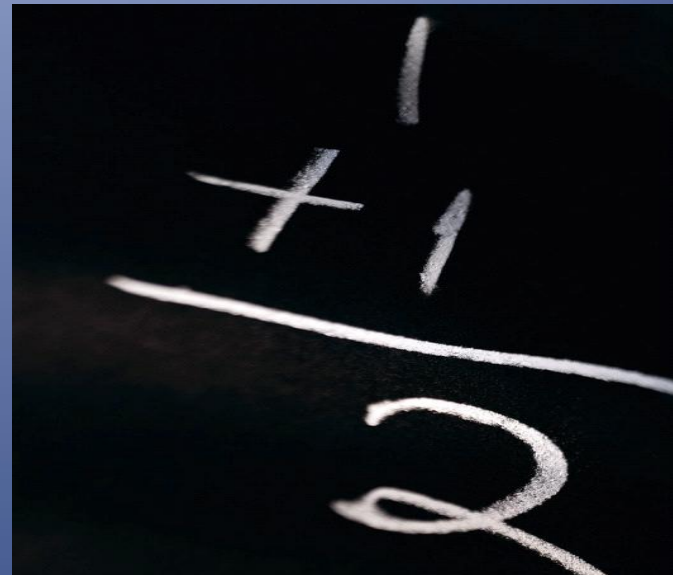


3. Analysis and Reasoning

Words (qualitative)...



...and Numbers (quantitative)



4. The Self

Self-confidence, self-belief,
self-motivation...



**WARNING...INDEPENDENT
THINKING AHEAD!**



5. The Other

Independent Learning...
(Alone)



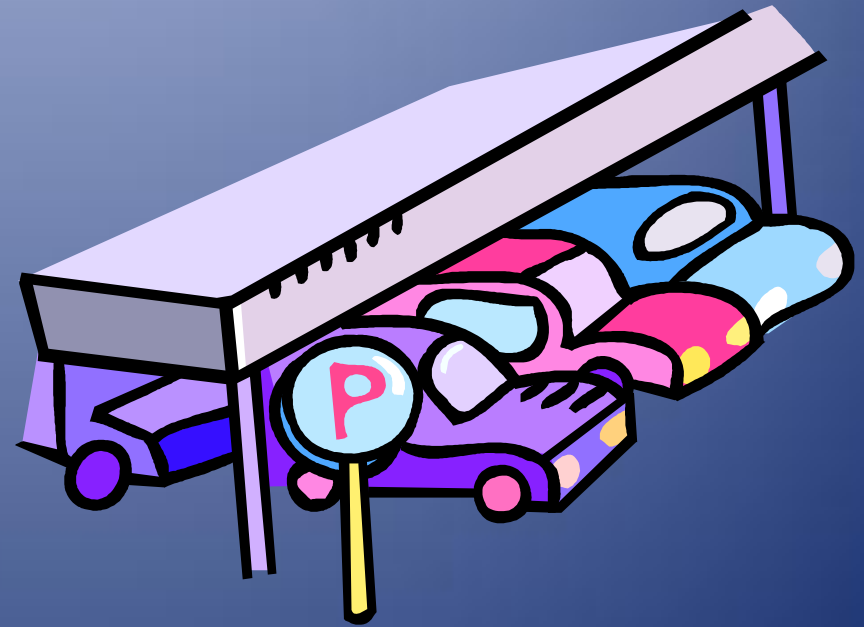
...and **Co-operative** Learning.
(In Groups)



6. Positivity

Enjoying the learning journey
(process) rather than...

...waiting to arrive at the
learning destination (product).



7. Empathy

3D, Surround Sound, Dolby
Digital, learning approach not...

...tunnel vision.



8. Take responsibility NOW!

Own it, work it! Maximise your learning...

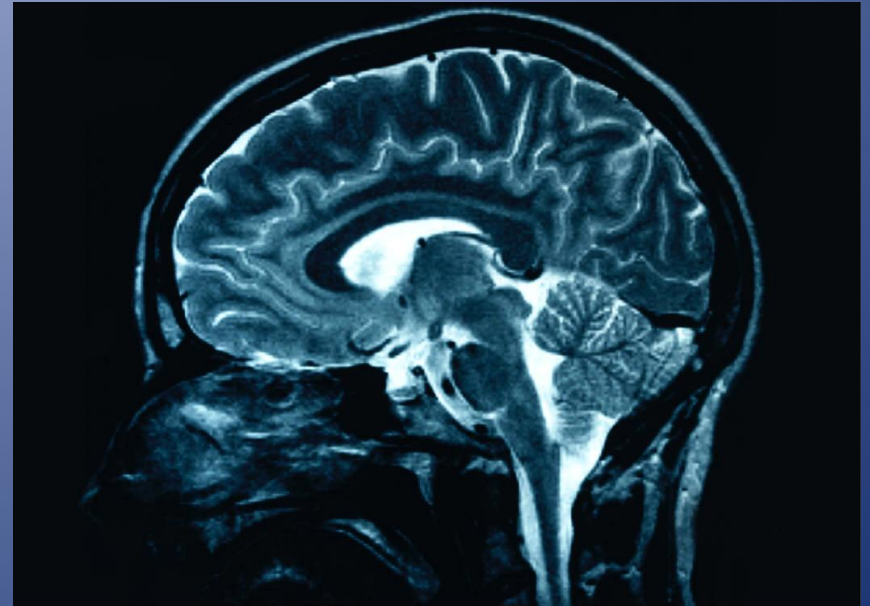
...don't wait to be told what to do, think and say!



9. Self-actualise and avoid learning from the neck up!

Learning through being...

...not having (Erich Fromm)



So...what have we 'learned' so far?

- Higher Learning = **SELF-DEVELOPMENT**.
- It is something **YOU DO FOR YOURSELF**.
- We provide the 'infrastructure' (conditions that facilitate learning – excellent tutors, cutting-edge research, stimulating curriculum, innovative teaching, state-of-the-art computer facilities, multi-media learning resources etc.), but...
- ...**YOU DO ALL THE LEARNING**.
- Learning is a **PROCESS** not a PRODUCT – 'Being' not 'Having'...an experience.

To Have or To Be...

...what's the difference?

- Fromm, E. (1982) *To Have or To Be? – A new blueprint for mankind!* London: Abacus.
- Having mode: ...
- Being mode: ...
- Avoid 'deadness'...be 'alive':
 - Take **personal responsibility**, e.g. organise and motivate yourself!
 - Be **purposive, active, in control**, e.g. *make* notes don't just *take* notes.
 - Be **engaged** as a person, e.g. learning is not just about thinking, but about feeling and experiencing things too. Get involved. Avoid learning from the neck up!
- Move towards.....**GRADUATENESS.**

Positive Psychology

- **PERMA** – (Martin Seligman)
 - **P**ositive (the importance of happiness)
 - **E**ngaged ('alive' and 'responsive')
 - **R**elationships (build active, constructive ones)
 - **M**eaning (get a purpose...be on a mission!)
 - **A**chievement (Toughen up...be persistent and resilient...get 'grit' in your life!)
- Q: Is persistence more important for academic success than intellect?

Where can I find out more?

- EXPLORE:
- <http://www2.warwick.ac.uk/services/careers/>
- Consider 'Strengths' analysis (developed by CAPP)
- http://www.cappeu.com/Portals/3/Files/Capp_Sample_Realise2_Standard_Profile.pdf

OK...so we now know something
about *how* to learn...but what
about *what* we will learn?

Let's turn our attention to
knowledge...

What is knowledge?



- Information
 - Data
 - Truth
 - Facts
 - Scientific proof
 - Conventional wisdom
 - Statistical relationships
 - Predictable patterns
 - Objective understanding...
-
- What about experiences, feelings, intuition, new ideas, perceptions, observations, sounds, social descriptions, conversations, beliefs...?

How do we *know*?

Identifying **knowledge**

- Write down something you know...
- Now write down how you know that...
- Read (or told) it?
- Proved it with mathematics or science or experiment?
- Heard it?
- Remembered it?
- Issues of validity or reliability
- Let me share something with you...Schutz 1962, p.5
- What about, thoughts, feelings, experiences, sensations...are these ways of knowing and types of knowledge too?

What happens when we **know** something?

- Legitimises particular activities, fields, behaviour, lines of thinking, professions etc. and discounts others!
- Many ways of knowing, and many types of knowledge.
- Your job...being **OPEN** to them.

What do we 'know' about a rainbow?



Answer(s)...?

- Optical phenomenon involving the refraction and reflection of sunlight through water droplets in the earth's atmosphere, creating a spectrum of light as a multi-coloured arc.
- Does this capture all that is known about a rainbow?
- Or is it just one perspective...meteorological or physics' perspective?
- Frames the rainbow as a scientific phenomenon...but can other perspectives contribute knowledge about a rainbow?

Other Perspectives

- Historical:
 - Greco-Roman mythology
 - Norse mythology
 - Irish legend



- Religious:
 - Christianity and Judaism – Genesis 9, 13-17
- Cultural:
 - Amazonian culture
- Art:
 - Numerous depictions e.g. Rubens.

Peter Paul Rubens (1577 - 1640)
The Rainbow Landscape, c.1636



- Literature:
 - Multiple appearances in poetry e.g. Wordsworth; Keats.
 - Richard Dawkins: ‘Unweaving the Rainbow: Science , Delusion and the Appetite for Wonder’.
- Music/Film:
 - Rock band – Rainbow
 - Radiohead 2007 album ‘In Rainbows’
 - Many songs e.g. Iconic ‘Somewhere over the rainbow’ – Judy Garland in the Wizard of Oz



- Symbolism:
 - Symbol of hope, peace, new era, calm after the storm – e.g. Rainbow Warrior – Greenpeace ship



- Others?

How does this help us?

- ‘Knowledge is **constructed**, based on **multiple realities**, of which science is only one’. Flick (2002, p.30)
- Considering (prioritising?) only one strand limits our understanding.
- Approach learning from a multiple-realities perspective, don't seek knowledge from one viewpoint, consider alternative views.
- E.g. Accounting...

What have we *learned* about higher learning and knowledge?

- **Be** (pro)active, **be** engaged, **be** curious, **be** motivated and **be** open to your learning.
- **Be** creative, **be** positive and **be** persistent in your learning approach.
- Focus on your **personal development** as you work towards 'graduateness'.
- Use a **critical** approach to becoming 'knowledgeable'.
- Adopt a **multiple-reality** approach to knowledge.
- Remember that knowledge is **not finite or complete** and that many things do not have a 'right answer'.
- But most importantly...

...Enjoy!

