

TEACHING FOR LIFELONG LEARNING

AN INTERACTIVE PRESENTATION

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ABSTRACT

This interactive session focuses on critically reflecting in transformative learning. The idea of lifelong learning as a continuous experience is rarely addressed as part of the learning process. The Learning Cycle has been explored in length by several authors, including Kolb (1984) and Pfeiffer and Jones (1985). However, the Lifelong Learning Experience goes beyond the learning cycle and is a neglected process when we address learning. We hear about lifelong learning but what is it, really? What part does our role in the classroom play in lifelong learning? We must be more conscious of this process when making connections in the classroom.

This session focuses on the Transformative Learning concept of reflection, both on the part of the student and the teacher, leading to better understanding of how evaluating our influences impacts learning (Instructional Design.org, 2015). The objectives of the session are: 1) Identify the differences between the Learning Cycle and the Lifelong Learning Experience; 2) Evaluate the role of the instructor on lifelong learning; 3) Discuss the Transformative Learning concept of reflection; 4) Analyze the role of feelings that influence learning in the classroom; 5) Assess the importance of feedback in lifelong learning. The session itself is an example of transformative learning as it will utilize discovery learning and group activities.

SELECT REFERENCES

Kolb, D.A. (1984). *Experiential Learning experience as a source of learning and development*. New Jersey, N.J.: Prentice Hall.

Instructional Design.org (2015). Transformative Learning.
<http://www.instructionaldesign.org/theories/transformative-learning.html>

Pfeiffer, J.W. & Jones, J.E. (1985). Experiential Learning Model. *Adapted from Reference Guide to Handouts and Annuals*. John Wiley & Sons, Inc.

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