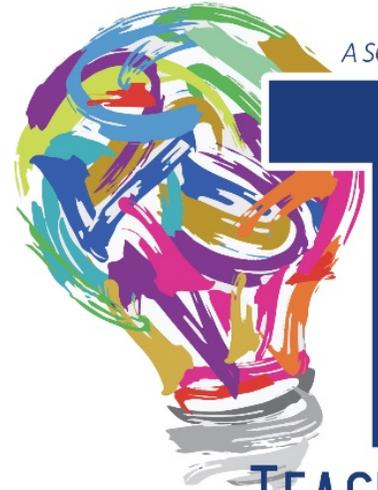


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*A SCTCS Division of Academics, Student Affairs & Research Initiative*

**TILT**

**TEACHING & LEARNING TUESDAY**

**STUDENT PANEL ON ADULT LEARNERS' EXPERIENCES  
WITH DR. ALIKI NICOLAIDES**

October 19, 2021

2:30pm

# ABOUT THE PRESENTERS



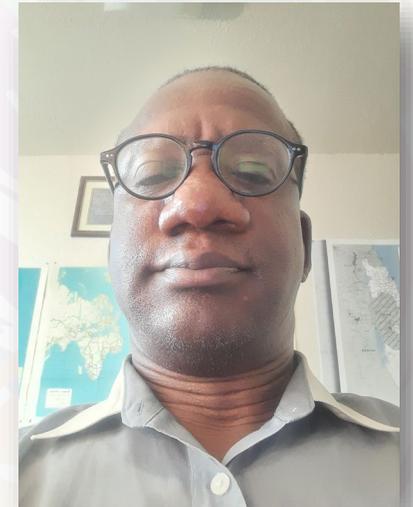
**Letia James**  
FDTC



**Amy Marshall**  
PTC



**Karen Nutt**  
GTC



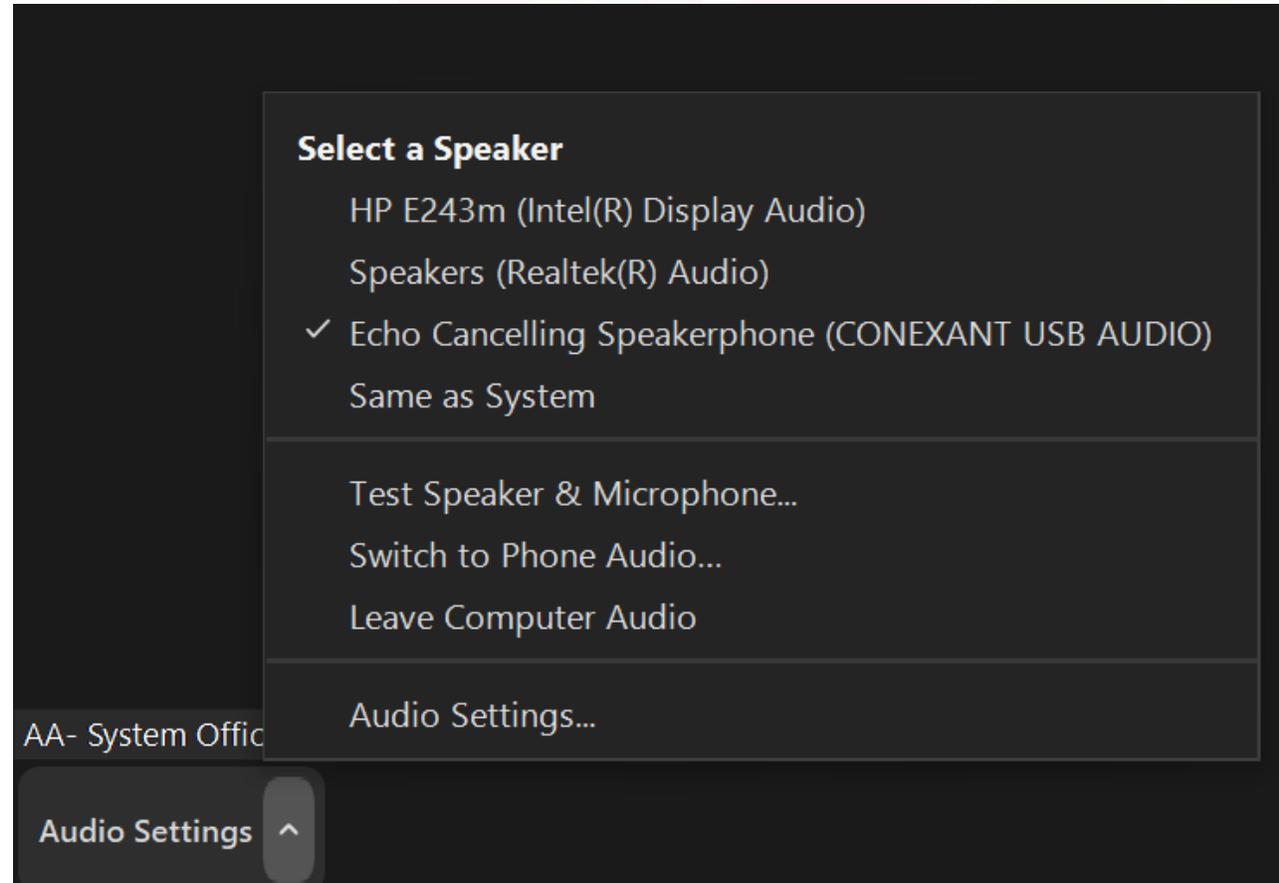
**James Williams**  
FDTC

# ABOUT THE PRESENTERS



**Dr. Aliko Nicolaides**  
University of Georgia

# ZOOM WEBINAR



# ZOOM WEBINAR

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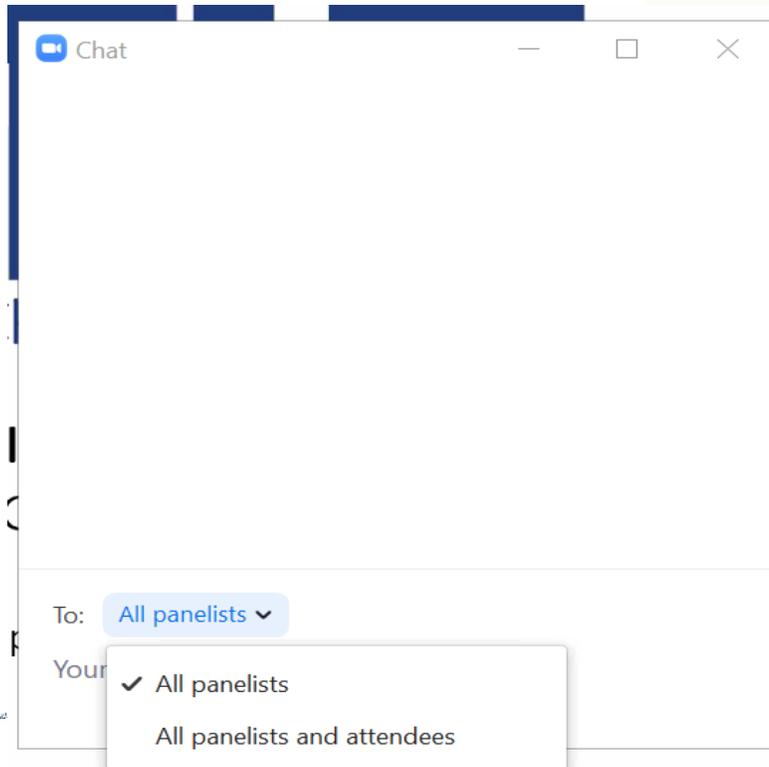
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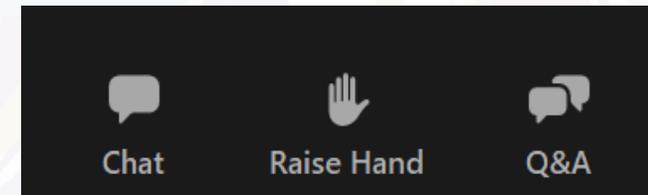
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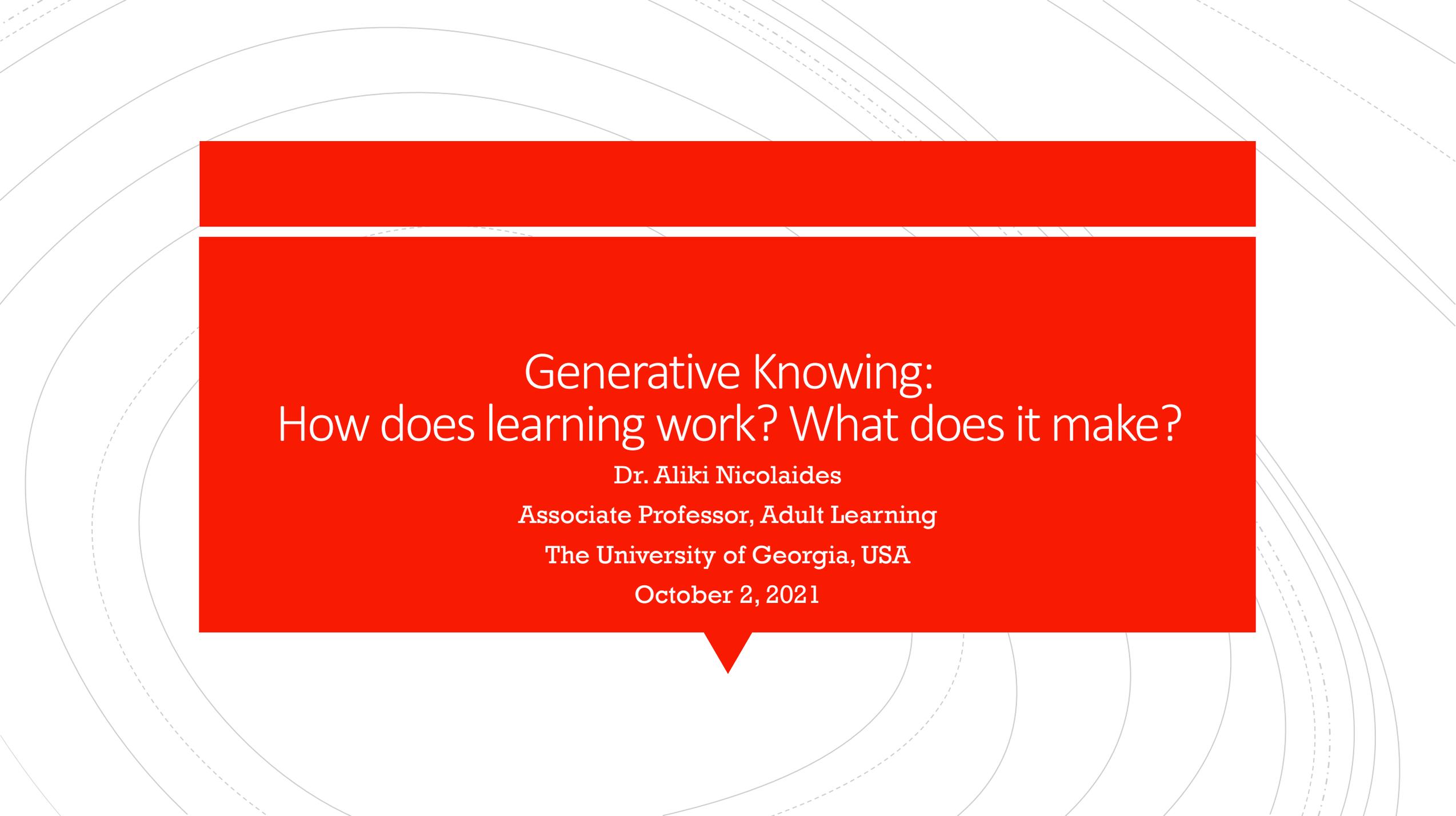
# ZOOM WEBINAR

## Chat



## Raise Hand and Q&A



The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A large, solid red rectangle is centered on the page, containing the main text. The text is white and centered within the red box.

# Generative Knowing: How does learning work? What does it make?

Dr. Aliko Nicolaides

Associate Professor, Adult Learning

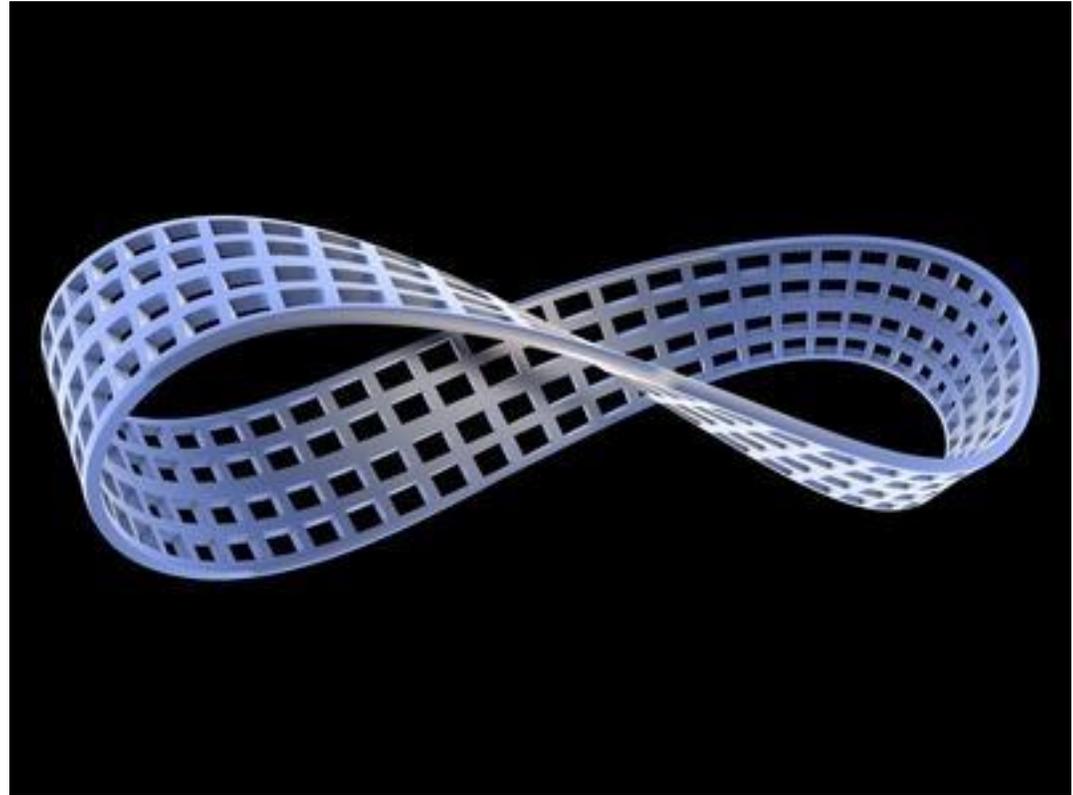
The University of Georgia, USA

October 2, 2021

Our quest for  
certainty is a ruse

Engaging Paradox

Meaning and Action





## Living Paradox

Transformation challenges us, others, systems, society, material and human, to dare to live dialectically in the tension between self and other, between what is and what might be. Grounded in compassion and diversity, we work together to un-cover (**apokalýpto**) what is hidden, to contextualize what happens to us, to mediate the dialectic that keeps us on the edge, that may be keeping us alive. Engaging with transformation is always fraught with risks, yet only by daring to see such opening(s) can we hope to transform (self and society) and thrive in an uncertain world.

## Learning at the threshold of ambiguity

“Complexity requires being prepared for learning through: balancing a commitment to unfolding plans and actions while remaining open to the implications and possibilities embedded in the unanticipated consequences that emerge while taking action”

(Nicolaides, 2007, 2008, 2009, 2015, 2020)





# Growing Beyond Single & Double Loop Learning

**Cultivating capacity for response-able learning:**

**Growing a sensitivity and awareness of our lived experience that corresponds to the values we espouse while attending to the ethics of our individual and collective responsiveness.**

**Meaning making is generated by confronting the vulnerability in not knowing and the humility of learning to learn from small and continuous inquiry at the threshold of the unknown.**

Creating Conditions to Grow  
& Develop Learning that is Response-able



**Mindsets-**

**Growing the capacity (*mindset*) to respond to disruptive change, which requires that we learn to shift our awareness from one state to another. Its about suspending our habit of increasing what we know, so that we may also grow how we know.**

**Skillsets:**

**Acquiring skills, tools, and practices that solve problems. Increasing the base (*skillsets*) of our knowledge.**



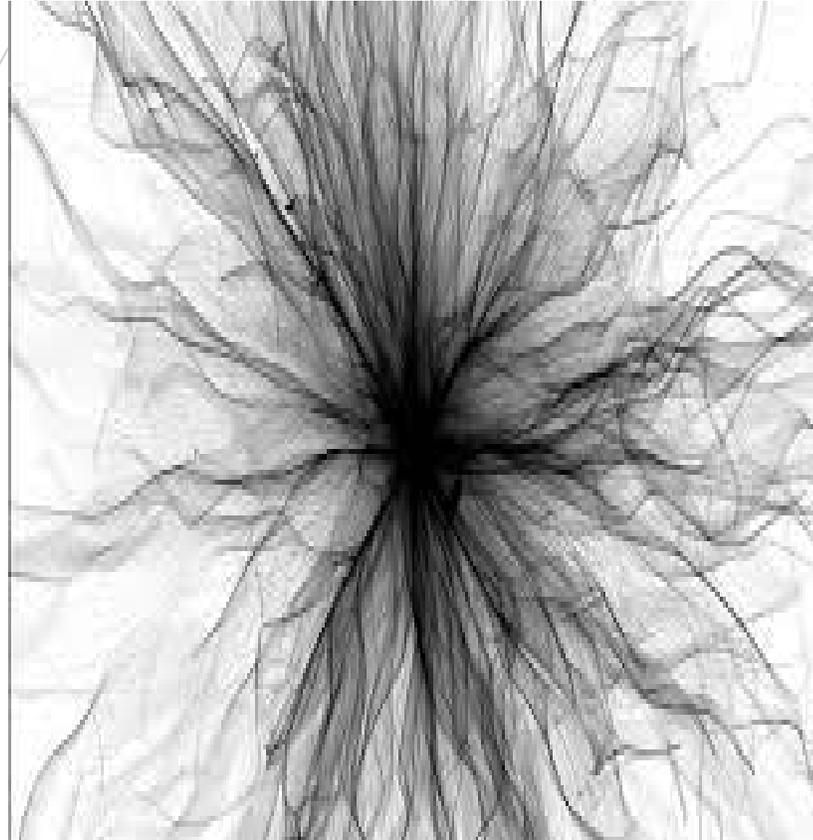
## Vulnerability

**Is defined as uncertainty, risk, and emotional exposure.  
Paradoxically, is the source of mutually transforming  
power.**

**Vulnerability is the path to connection.**

**Connection is the source of transformation.**

## Generative Learning

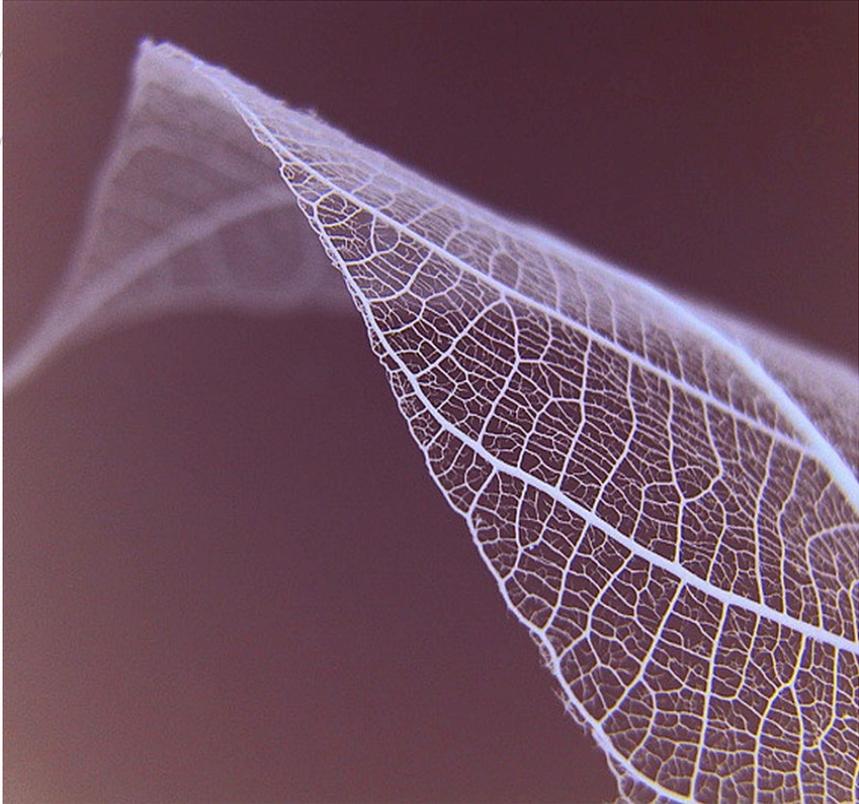


**Generative Learning, describes learning that involves a profound shift in mind, embodied vulnerability, and contact with the vast expansiveness of being. Learning to listen to our selves, to understand the language of our bodies, to stay present and connected in relational entanglements, and to allow for the growth of ways of knowing, doing, and being that occur intra-actively with human and more-than-human-encounters.**

**The effect of generative learning is a change of heart.**

**The effect of a change of heart is transformation.**

## Generative Learning



*I define generative knowing as ways of becoming. Becoming denotes the softening to undergoing encounters with the experience of the unknown that are generative. Generative signifies the entangled emergence of insight, trustworthy to guide ethical action(s) that are always entangled with self, collectives, community, society and all that is already interactive.*

Nicolaides, 2021

3 doorways that invite  
generative knowing

Ways of being and becoming

**Encounter -  
undergoing  
rupture**

**Awaken-  
vitalize  
entangled  
possibilities**

**In-scending  
- beneath  
luminous  
darkness**

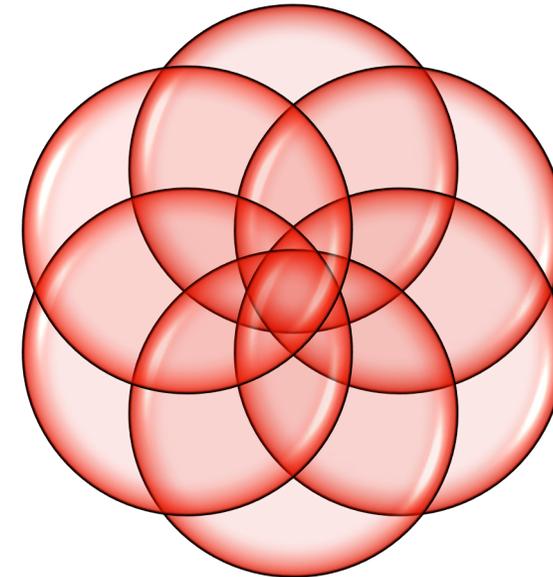
6 Conditions that invite generative knowing

Ways of being and becoming

Conditions refers to both internal readiness of self and self and others and self and things; as well as external conditions – context and all the the things that make up context including culture, nature, and all things.

**Mutual,  
Vulnerable  
Power**

**Receptive  
Connection**



**Space**

**Relational  
Presence**

**Self  
Readiness**

**Embodied  
Inquiry**

## Mary Oliver, Prayer

May I never not be frisky  
May I never not be risqué  
May my ashes, when you have them,  
friend, and give them to the ocean,

Leap into the waves,  
Still loving movement,  
Still ready, beyond all else,  
To dance for the world.



# 2021 TLT FALL SESSIONS

**November 16** – Supporting Hispanic & Latinx Students; Dr. Araceli Hernandez-Laroche, USC Upstate

**January 18** – State of the Division; Staff from the Academics, Student Affairs, & Research Division, System Office

**Want to showcase your expertise? Is there a teaching technique that has been effective in the classroom? Apply to be a TLT presenter! For more information and full schedule: [www.sctechsystem.edu/tlt](http://www.sctechsystem.edu/tlt)**



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