

Effect no.1: Learning not organised by teachers

Allen Tough, a Canadian researcher active in the 1970s, (<http://allentough.com/>) looked into:

How much learning adults did:

90% had done at least one project in the last year
Average 5 projects per year
Average hours per week: 10

How much of it was independent of courses and teachers (about 4 out of 5 projects).

But also notable is that almost no-one at first said this: they actually didn't realise that this was serious learning, and largely self-directed and self-managed.

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Allen Tough's Adult learning projects (2)

Definition: any period of time in which your primary motivation (over 50% of the motive) is to gain and retain knowledge and skill.

(N.B. very many of these are for practical reasons, but you pursue the eventual practical end through spending time first directed at learning.)

Spend a few minutes writing this down (then we'll do some sharing):

How many such projects have you done in the last year?
Start writing down the ones you can remember; and if possible, a guesstimate at how many hours altogether you spent at it.

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Allen Tough (3)

Tough and his followers have found a similar pattern in samples from age 16 to 60.

Clearly people have no trouble doing learning, nor in managing their own learning, and more often than not do not find organised teaching (courses) the most useful for their purposes. LifeLong Learning is not new, and doesn't seem to need help.

Most of the literature turns its back on this;
Just as drug companies might prefer you not to compare the effect of their drug with the effect of giving no treatment at all.

=> Theme A: Learners learn a lot without teachers. And we want them to, don't we?

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