A theory for
invisible learning

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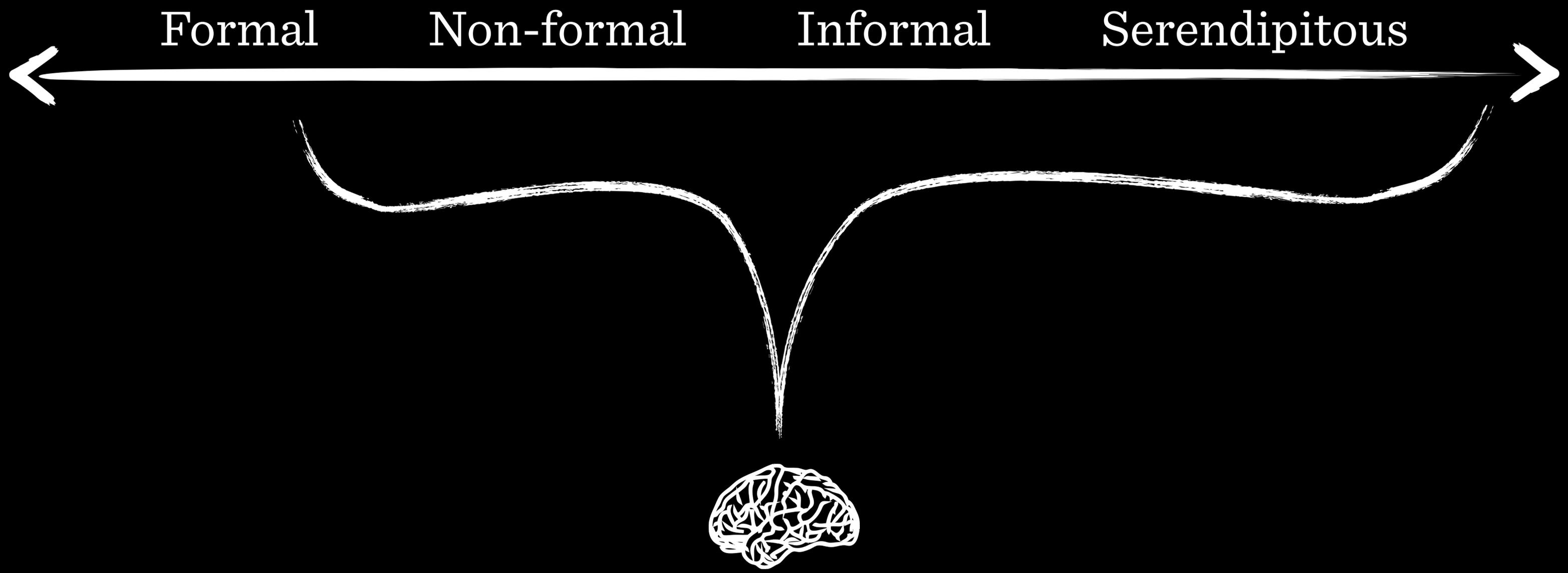
Formal   Non-formal   Informal   Serendipitous

Invisible Learning

Invisible Learning Facts

Serving Size 1 Learner (80.5 kg)

Calories 0   Calories from Fat 0

% Life Value*

Total Learning   83.33%

Non-formal Learning   100%

Informal Learning   100%

Imagination	100%	Innovation	100%
Creativity	100%	Passion	120%

*Percent Life Values are based on a full lifespan. Your life values may be higher or lower depending on your interests and dreams.

Invisible Learning

"...takes into account the impact of technological advances and changes in formal, non-formal, and informal education, in addition to the 'fuzzy' metaspaces in between."

On ne voit bien qu'avec le cœur. L'essentiel est invisible pour les yeux.

Le Petit Prince

Antoine de Saint Exupéry

The need for invisible learning

First,

Society needs knowmadic workers who work with *context,* not rigid structure.

Second,

Many beliefs and practices in mainstream education are antiquated and have no grounding in reality.

Finally,

We simply cannot measure a person's knowledge.

Building a *Theory for Invisible Learning*

The *Theory for Invisible Learning*

We learn more, and do so invisibly, when we separate **structures of control** that restrict freedom and self-determination from learning experiences.

Invisible learning is about placing **trust** in learners and shifting the flow of power from the top-down to the **learner-out**.

Approaches for enabling invisible learning

Schools

Free play

Building cultures of trust

"The thrill of jumping off a cliff by deciding to do so yourself is a high you will never have if someone else pushes you off of it. In other words, the top-down, teacher-student model of learning does not maximize learning as it devours curiosity and eliminates intrinsic motivation. We need to embrace flat, horizontalized, and distributed approaches to learning, including peer learning and peer teaching, and empower students to realize the authentic practice of these modes. Educators must create space to allow students to determine if, and when, to jump off the cliff. **Failing is a natural part of learning where we can always try again. In a flat learning environment, the teacher's role is to help make sure the learner makes a well-balanced decision. Failing is okay, but the creation of failures is not.**"

Manifesto 15

manifesto15.org

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