

Synthesis

In February 2020 a model to map metapragial learning processes was introduced.

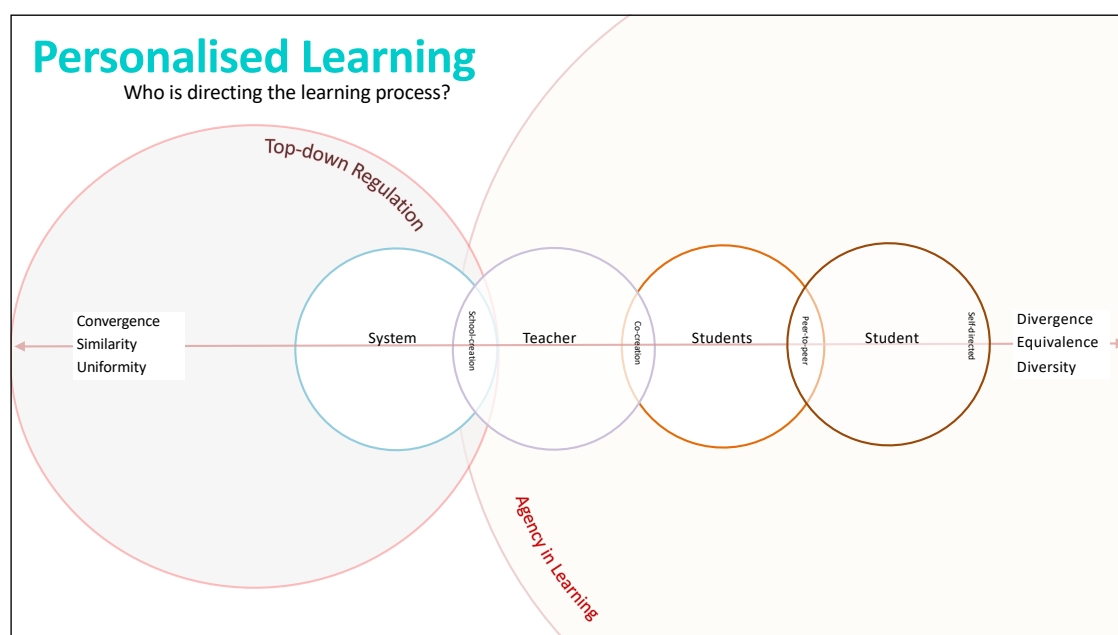
This map integrates and compares levels of *agency*, *knowledge exchange*, and *transfer*, to establish a profile of both planned and emergent learning impact and growth at multiple levels: e.g., for a school, curriculum, project, lesson, teacher, learner, discipline, capability.

Agency

Agency is about being and becoming. It is an emergent property of our experience in the world, and a determining factor in the quality of that experience. What or who actively or passively controls the scope and depth of that determination, or how the environment or context may enable or constrain agency for individuals and collectives, can be described by the *locus of control*.

Charles Leadbeater's work with the ALab schools established *Ten lessons for placing agency at the heart of schools*¹, and this conceptual framework and practice within the ALab project also resonates in the work of MetaPraxis schools² for which Agency has correlated with concepts of equity in learning and mitigating epistemic injustices.

For MetaPraxis, the *locus of control* is a fundamental factor in developing *personalised* approaches in learning.



The degree of agency in learning is often about who is directing the learning process. Whether it is the system, school, or teacher in a model characterized by top-down regulation; or whether students are co-creating with the teacher or co-creating peer to peer; and to what extent students are enabled to self-direct their learning.

¹ Leadbeater (2022)

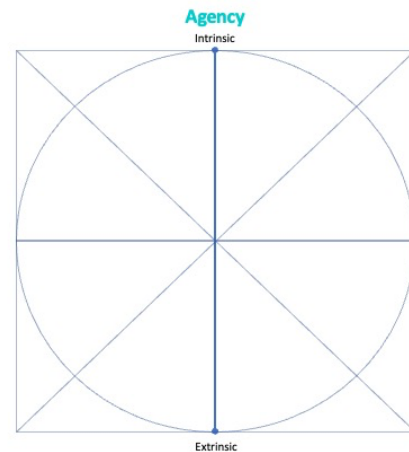
² Exemplified in this paper and on the MetaPraxis website: <http://www.metapragisproject.org>

Increasing levels of agency in learning can be identified, from a model based on convergence, similarity, and uniformity to one that recognises divergence and equivalence instead of similarity, and diversity instead of uniformity.

In a distributed ecosystemic model of learning (i.e., in collaborative learning environments), *loci of control* describe the multiple causal forces that influence the dynamics of interdependency.

The Agency Spectrum

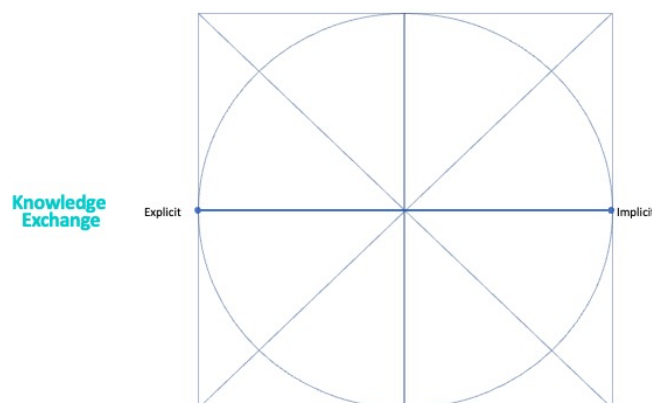
Levels of learner agency range from *extrinsic*, where the learner is not in control of the learning process, to *intrinsic*, where the learner is fully in control. This axis also correlates with levels of awareness and consciousness, either of self, others, or context, and the source of motivation: stimulus or impetus.



Knowledge Exchange

Knowledge exchange concerns the source and exchange of information, knowledge, understanding, and skills, from that which is *explicitly* taught through transmission-based models of teaching and learning, to that which is *implicitly* derived through student led approaches to learning.

The Knowledge Exchange Spectrum



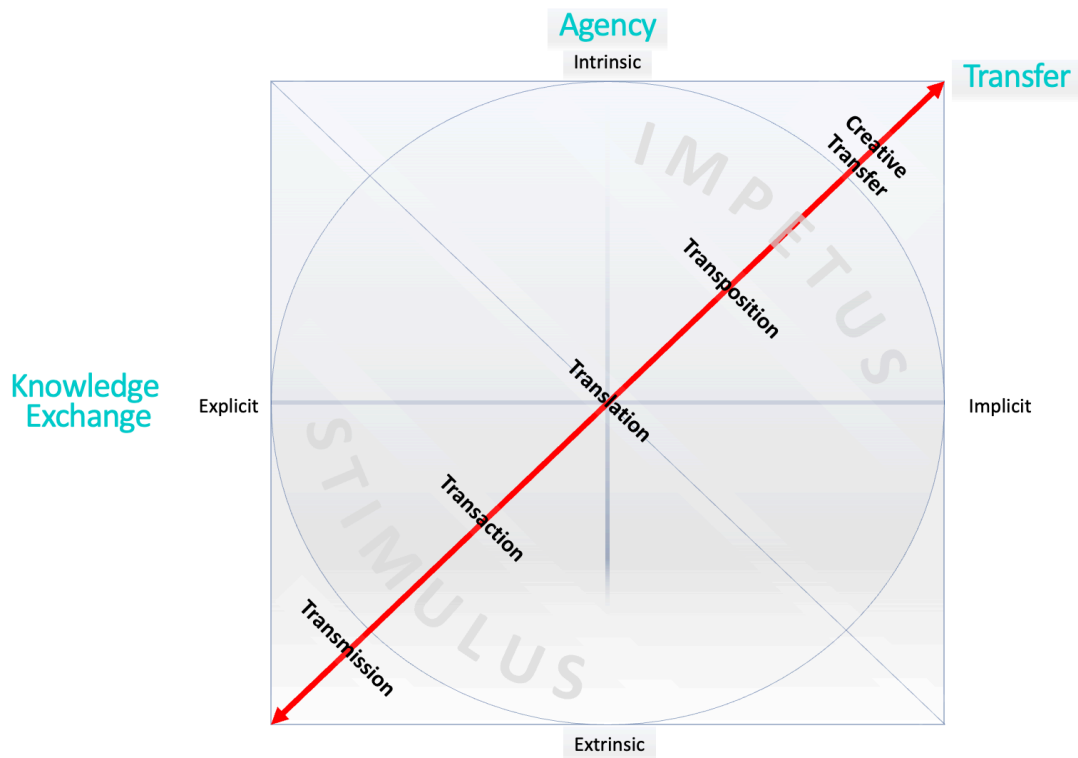
Knowledge exchange is concerned with how the parameters of praxis (knowing and doing) are defined and controlled and how the contexts for knowledge understanding and skills are defined, whether by a discipline, school culture, learning environment, social dynamics, or experience of the learner, for example.

In essence, it evaluates the relationship between the content, contexts, and modes of learning and inquiry, and the teaching and learning processes that may define them. Closely defined static relationships indicate subject or discipline-led teaching and learning, whereas loosely defined and dynamic relationships indicate interdisciplinary and transdisciplinary teaching and learning approaches.

Importantly, there exist a diverse range of forces influencing the learning process, determining the extent to which students are able and enabled to research, to inquire, to experiment and explore, to originate new knowledge, understanding, and skills.

The Transfer Spectrum

In this context, *transfer* is a synonym for *exchange*. In a didactic model, the transfer is from teacher to student (transmission), whereas in an exploratory, creative, or entrepreneurial approach, creative transfer is enacted by the student, as they apply knowledge and skills in new contexts, and in original ways.



The map above shows a spectrum of transfer charting increasingly independent and transformative action in learning, from transmission to creative transfer.

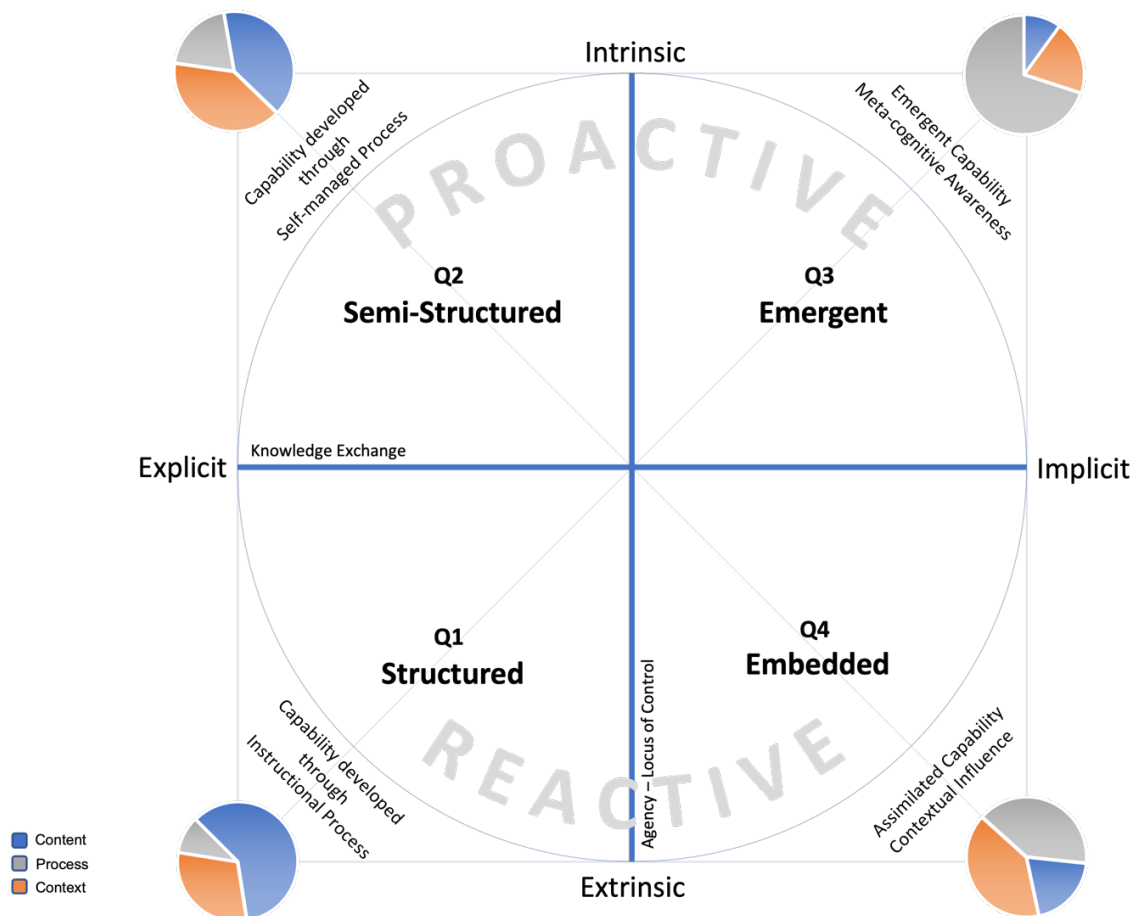
Impact Mapping

The Mapping Model and Method

Impact mapping is designed to recognise the dynamic complexity of learning and its artefacts. And has been applied in different ways by Metapraxis schools, and some schools in the Student Agency Lab.³

For some, mapping has been a way of unpacking the components and effects of complex capabilities, such as critical thinking, or mapping taxonomies or models of learning progression, or skills acquisition. For others, it has been a reflective process of planning for emergence in learning and teaching. Schools have also begun to establish self-directed mapping by students as an alternative to traditional assessment methods.

Impact mapping recognises a learning ecology that values and promotes inclusive, non-linear, distributed modes of transaction and interaction, and which can reflect the inherently organic and rhizomatic nature of learning, in highly personalised ways.



The Quadrants

Q1 is characterised by low levels of learner agency or control and explicit teaching, which results in capability developed through a structured instructional process. The predominant emphasis in this quadrant will be content-driven learning, such as within a discipline, where structured and predominantly static or sequential relationships between the content, context and modes of learning are established.

³ Presentation for [RE]LEARN Learning Innovation Festival (12/11/2020) <https://youtu.be/cujshG1fWM>

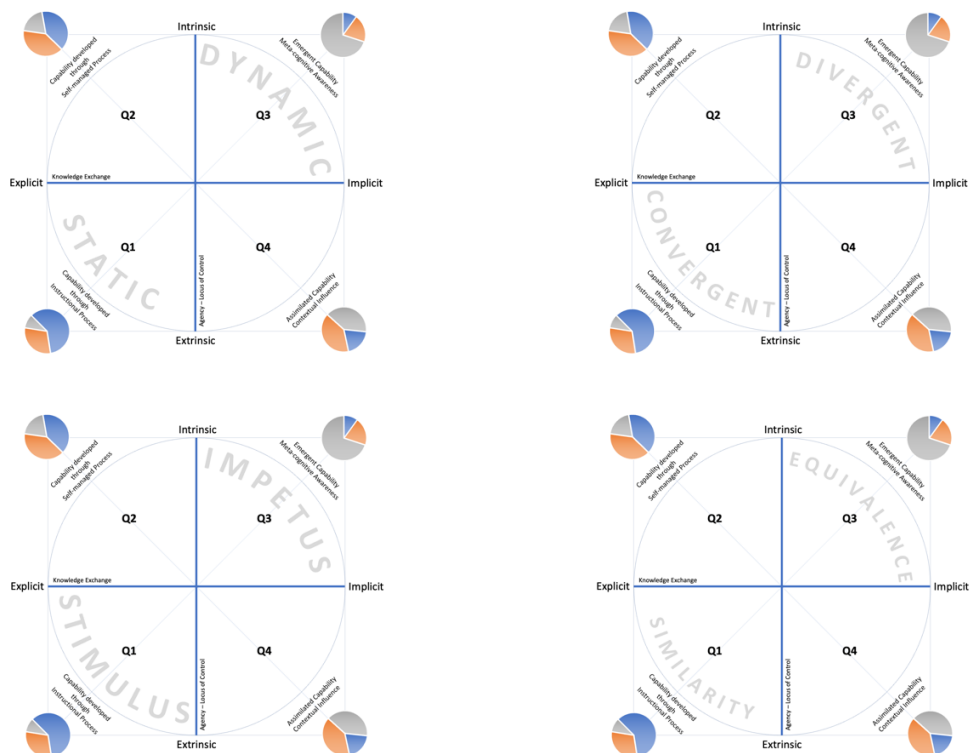
As levels of agency increase, within an explicit model of teaching, capabilities may be developed through a self-managed or facilitated semi-structured process, with continued emphasis on defined content and contexts in learning (Q2).

In Q3, where agency levels are high and knowledge exchange/creation is implicit to the learner, capability is emergent through exploration and experimentation, featuring high levels of reflection and meta-cognition. Where autonomous, reflexive, and dynamic, leveraging of skills for diverse contexts and content is the predominant mode, this is a *metadisciplinary* approach, in which metacognitive awareness plays an important role in coordinating these dimensions.

In Q4, where there are lower levels of self-awareness, and where knowledge, understanding, and skills are implicit to the learner, capability may be assimilated from a learner’s embedded contexts, such as current and previous learning experience, the contextual dimensions of a school, and wider social, cultural, ethical, religious, or economic contexts and their associated value systems.

With increasing levels of self-direction in learning, applying skills or modes more dynamically relative to the content and the context of learning, we move through potentially multidisciplinary, interdisciplinary, and transdisciplinary spaces to arrive at high levels of agency and high levels of transfer.

Another distinction between the poles of Q1 and Q3 is a transition from predominantly static to predominantly dynamic approaches to teaching and learning, aligned to the distribution of static, sequential, and dynamic patterns in learning explored earlier. This also correlates with convergent and divergent process in learning.



We can also see that static and convergent teaching and learning processes result from stimulus or input in a model explicit teaching (Q1), contrasting with dynamic and divergent learning processes arising from self-directed learning processes with impetus.

From the perspective of recognition of learning, in Q1 similar or uniform learning processes and products will be identified, whereas in Q3, equivalent learning processes and products will be recognised.

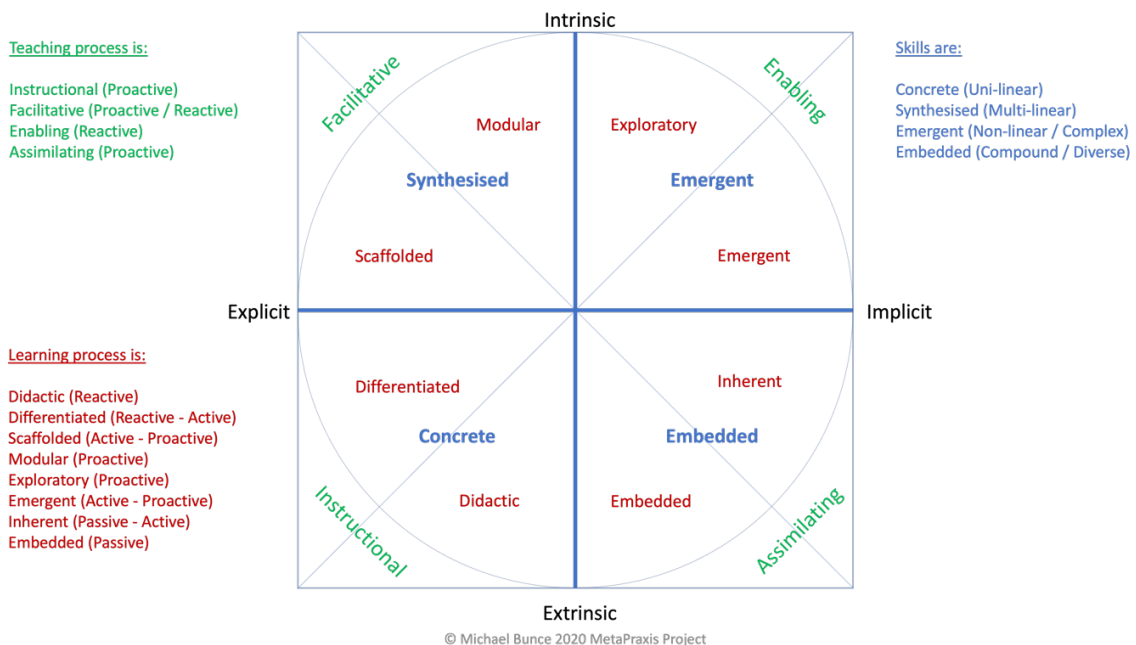
Interconnected Teaching, Learning, and Skills Development Processes

Q1: Concrete skills may be developed through instructional teaching in a learning process that is didactic or differentiated.

Q2: Synthesised skills may be developed through facilitative teaching in a learning process that is scaffolded or modular.

Q3: Emergent skills may be elicited through teaching that enables a learning process that is exploratory or emergent.

Q4: Embedded skills may be elicited through teaching that assimilates embedded or inherent learning processes or experience.



Impact Mapping recognises that no single quadrant is paramount. The profile of *metapraxial* learning at all levels is non-hierarchical, based on a balance of emphasis relative to context and the individual over time. Learners and teachers may oscillate between static and dynamic or convergent and divergent processes, through stimulus or impetus, resulting in learning impact that is equivalent to that of their co-emergent collaborators.

For more detailed explanation and examples of the use of impact mapping in schools:
<https://www.metapraxisproject.org/impact.html>