Title: **Making and the Learning Choice Tracker: Another Step in Building the Case**

Author: **Michael John Henderson**

Date: 30 **November 2023 (Conference Presentation)**

Location: **Conference (Melbourne)**

Abstract peer reviewed by AARE (Abstract link)

My now extended study investigates how adults go about choosing to learn, regardless of whether that learning was connected to specific goals for employment, personal achievement, of general interest or incidental to their life experience. I previously showed that while theories of choice making are typically rooted in aspects of psychology, sociology, economics and education, they each have various shortcomings in terms of explanatory power. I developed a qualitative multi-stage research approach based on distinct but interconnected interviews, a key benefit of which was to create a longitudinal and recursive account of choice making. I interpreted data drawn from up to three interviews over two years per participant through a unique visual lens and tool—the Learning Choice Tracker (LCT). Analysis using the LCT showed that participant learning experiences can be attributed to unique circumstances that could not be generalised to a particular theory of choice making, nor be reduced to specific focal point attributes of human behaviour. In short, individual understanding of learning choice can be transient and is highly dependent on the perspective taken at the time by the learning choice maker. By using the LCT, I was also able to clarify, consolidate and develop rich understandings for each participant. I showed that recognition of delayed consideration of their choice making could lead to visibly emotional reactions at interview, but ultimately it was a representation they appreciated. The LCT then, helped make clear that lived experiences challenge the assumption that learners have made a rational or conscious choice to undertake learning, and theory development is needed to account for learners or non-learners engaging in educational or other settings. I have built on the findings through additional models and have recently secured ethics approval for further work. I describe here the subsequent steps that I and others are undertaking in 2023.

Acknowledgements

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Adult Choice Making and the Learning Choice Tracker:

Another Step in Building the Case

(AARE Conference 2023)

https://linkedin.com/in/michaelhendrsn

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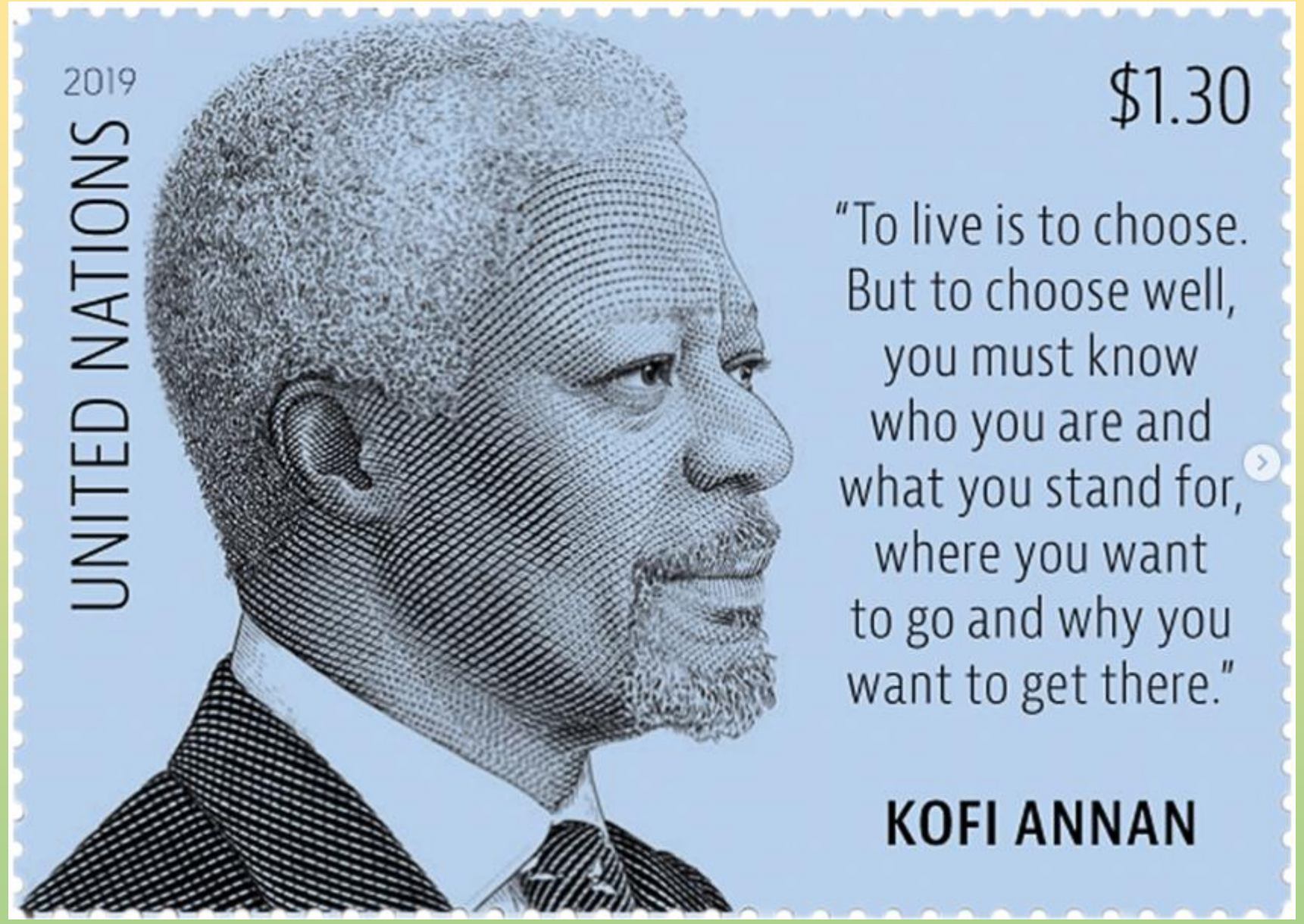
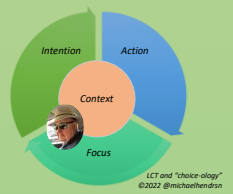
Dr Michael John Henderson
Monash University





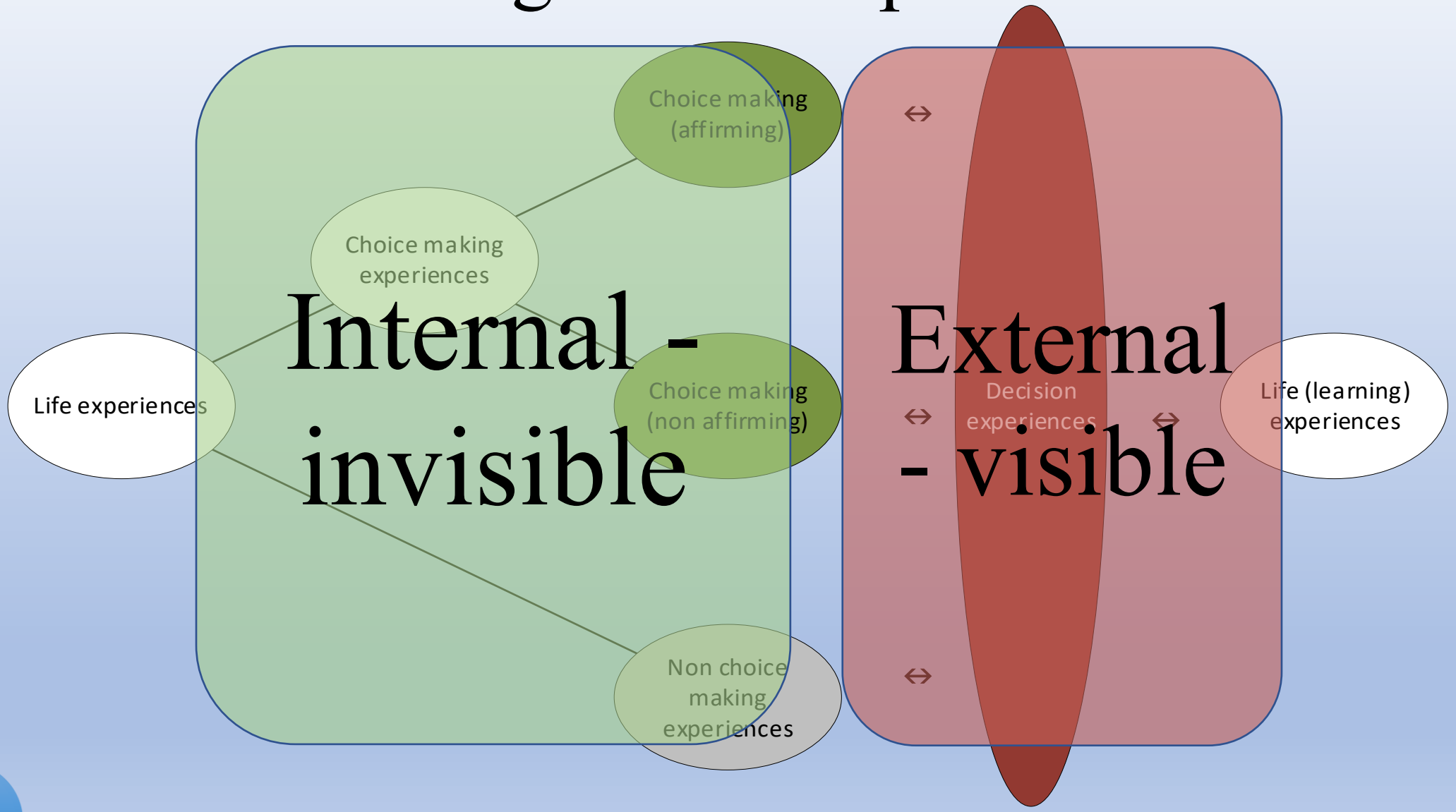
[United Nations (@unitednations) • Instagram photos and videos]

Sourced 13Oct23

I am going to talk about…

- Choice making (and a contextual meaning)
- Adult learning and lifelong learning
- How this matters
- Our paths
- The Learning Choice Tracker
- Improvements we are making in the research
- Next steps

Choice Making – as an experience

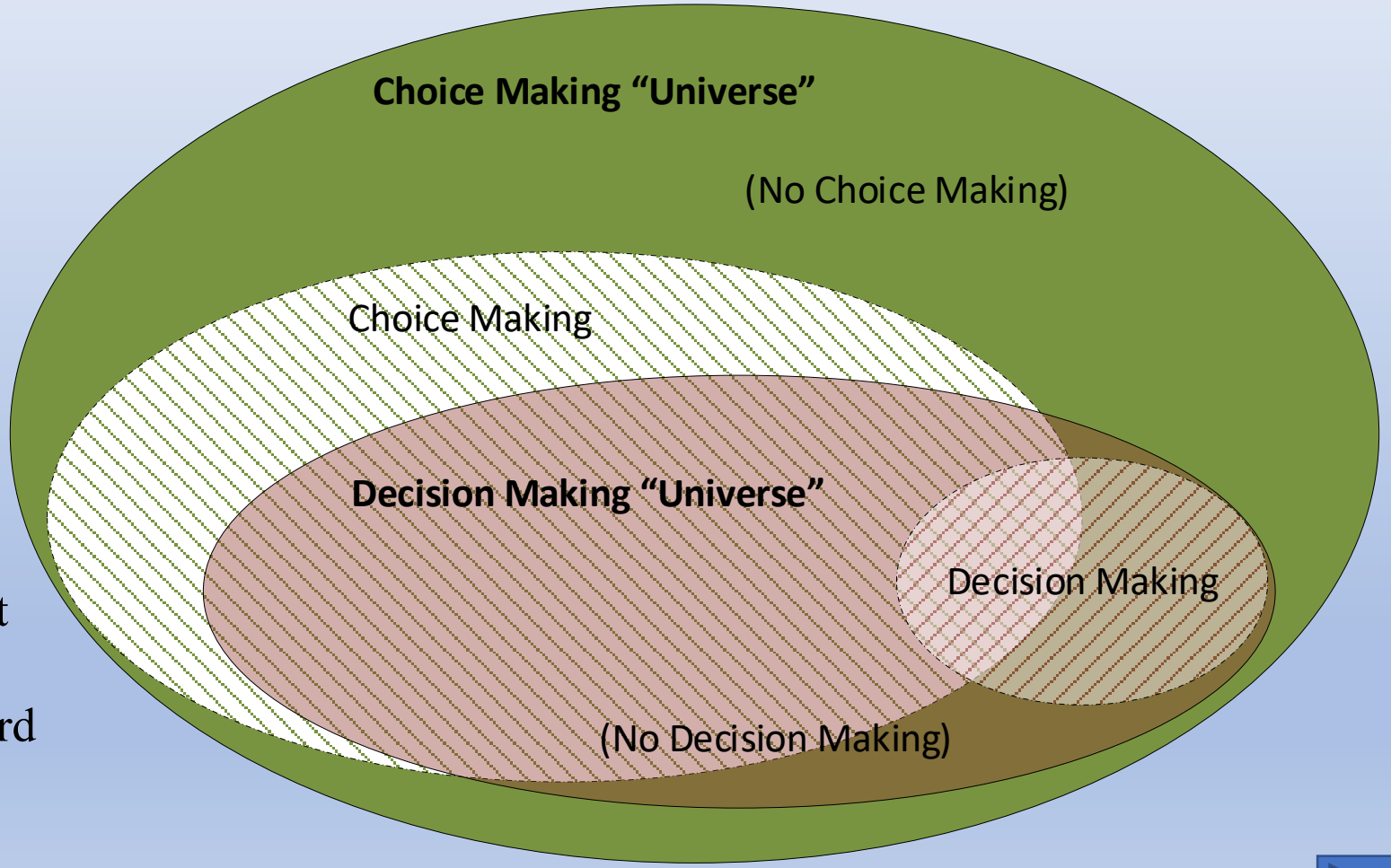


…showing my pragmatic distinction between choice making, choices and decisions.

Choice and Decision Making
(from the Perspective of Choice Making)

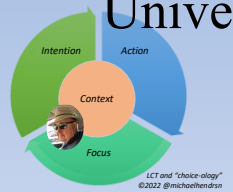
Choice making aligns with having an opportunity

Decision making leads to an outcome



drawn from Maringe (2007), Foskett (2006), Reay (2000)

see meaning and etymologies (Oxford University Press, 2021)



“To live is to choose.

But to choose well, you must know

who you are and

what you stand for,

where you want to go and

why you want to get there”.

Kofi Annan

Or… to choose with full awareness is needed…to <u>live well</u>.

at an intersection of Adult Learning and Lifelong Learning

and I am grateful to:

- recent work from Broek et al (2023)
- earlier work of Jarvis (2007) in these regards.

Adult learning

- is complex,
- includes different styles and formalities of learning, and
- often changed by economic constraints.

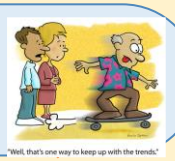
'requires a re-examining of how adults' connection to learning is positioned in a wider social, economic, environmental context and how this context provides a conducive environment in which adults first of all would value learning and can pursue learning'. (Broek et al, 2023, p.17)

Lifelong learning

- also complex and needs to be understood wholistically –often away from education and employment.
- I highly recommend a chapter in Jarvis' book that covers the evolving applied definition of the term (and consequences):

Jarvis, P. (2007). *Globalization, Lifelong Learning and the Learning Society : Sociological Perspectives. Taylor & Francis Group.* https://ebookcentral.proquest.com/lib/monash/detail.action?docID=292788

Personal Perceptions of Self, Personal Roles and Capability



pre Adulthood Experiences and Understand

Learning experience

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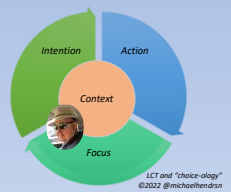
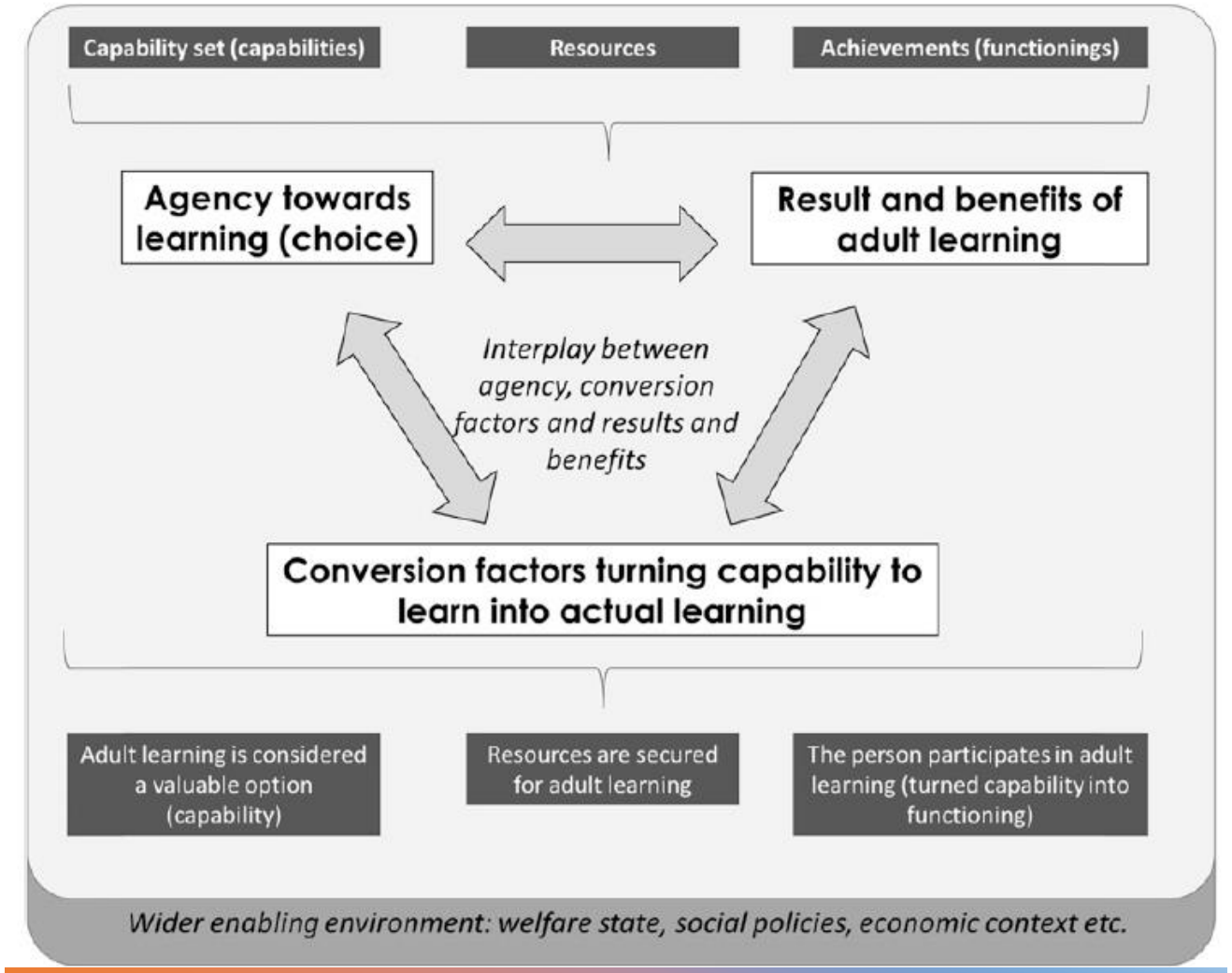
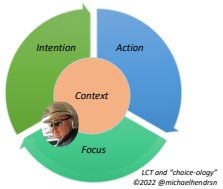


Conversion Factors

Broek et al., 2023, p.13) discusses "conversion factors" as a part of the "capability approach" to learning



Broek, S., Linden, J. v. d., Kuijpers, M. A. C. T., & Semeijn, J. H. (2023). What Makes Adults Choose to Learn: Factors That Stimulate or Prevent Adults From Learning. *Journal of Adult and Continuing Education.* https://doi.org/10.1177/14779714231169684

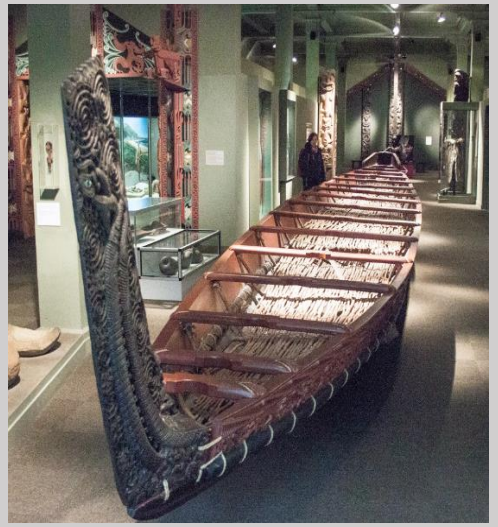


We are all complex learning beings

- A New Zealander… of Irish, … and Maori descent
  … I recently learnt I have ancestors buried in Australia
  -early colonisers in Victoria
- First in family to finish high school (I had a goal-but then)
- Came to Australia due to circumstances … from China not NZ
- I was an engineer
  … and reinvented myself-new professions, relationships, priorities
- And many many new learnings-formal, non-formal and informal

- How do **MY** learning choices come about?
  - How about **YOUR** choice making experiences?

MY choice making?



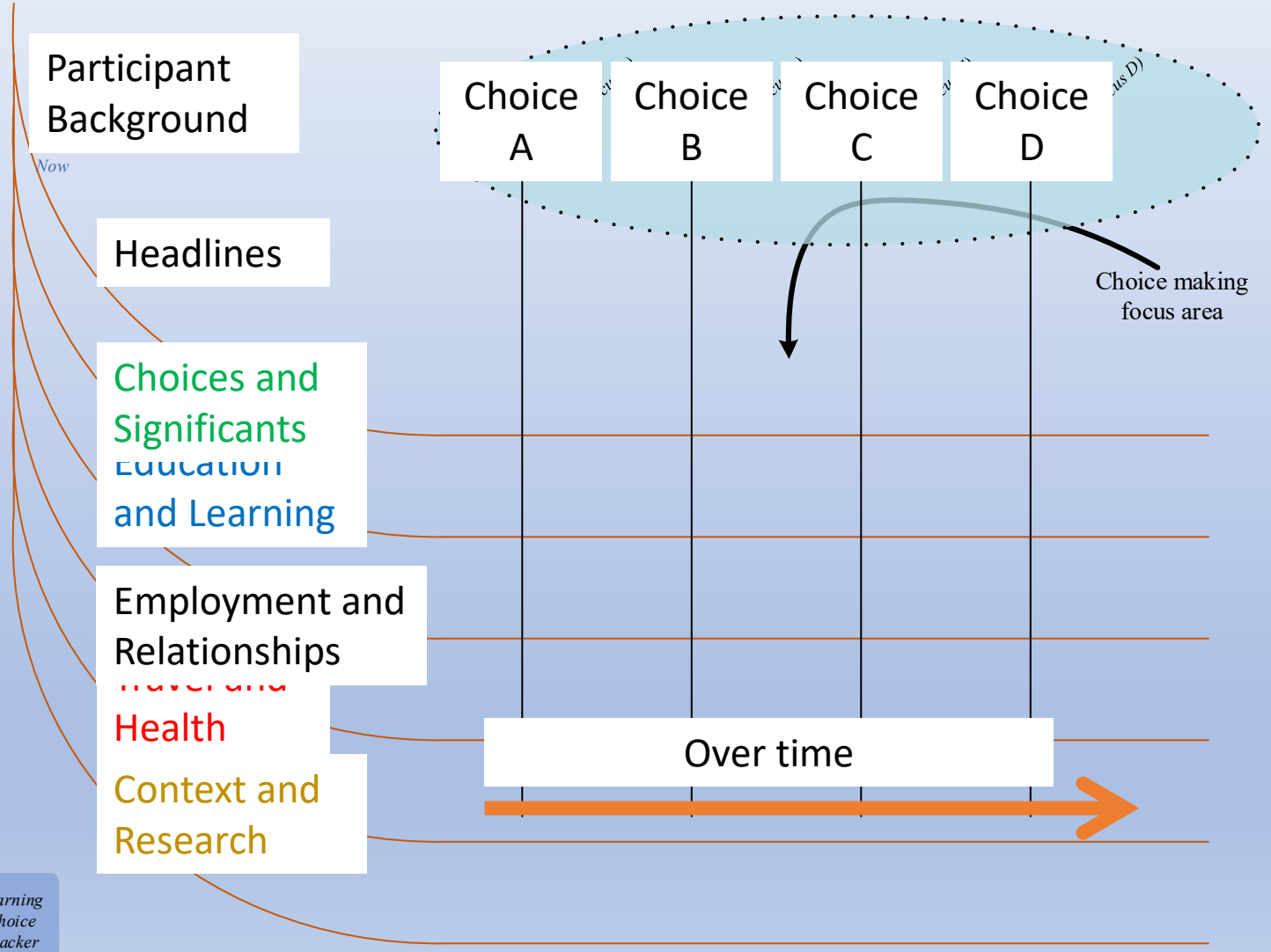
What Does it Mean to be Māori in Australia?

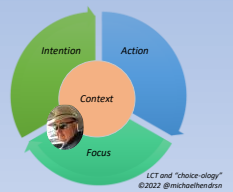
(Sezzo/Kōtare, 2021)

"Te Paranihi, or Maori War Canoe," in World History Commons, https://worldhistorycommons.org/te-paranihi-or-maori-war-canoe [accessed November 9, 2023]

YOUR choice making?

Learning Choice Tracker (choice experiences)





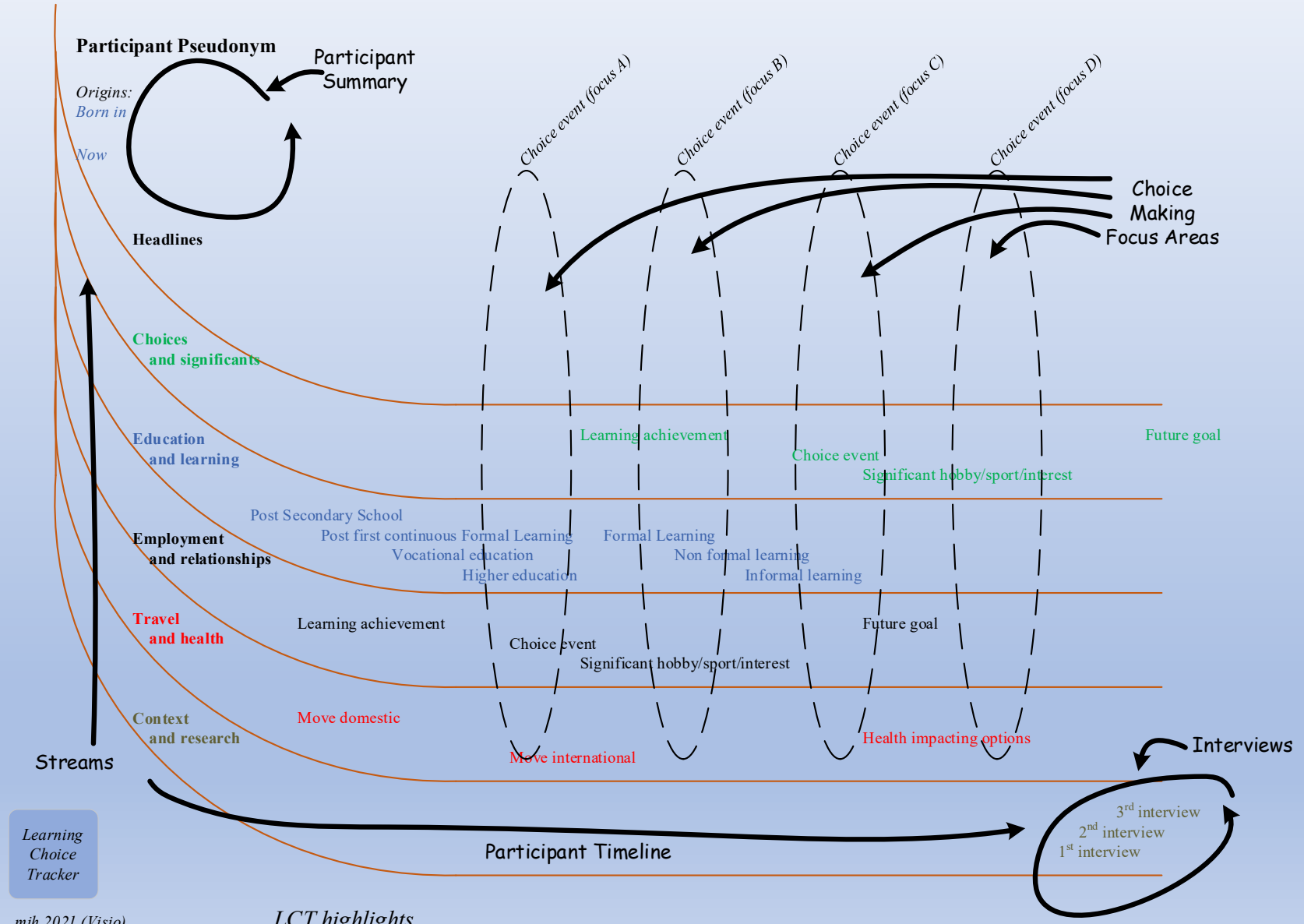
Learning Choice Tracker

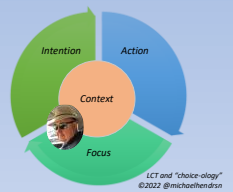
mjh 2021 (Visio)

LCT choice focus

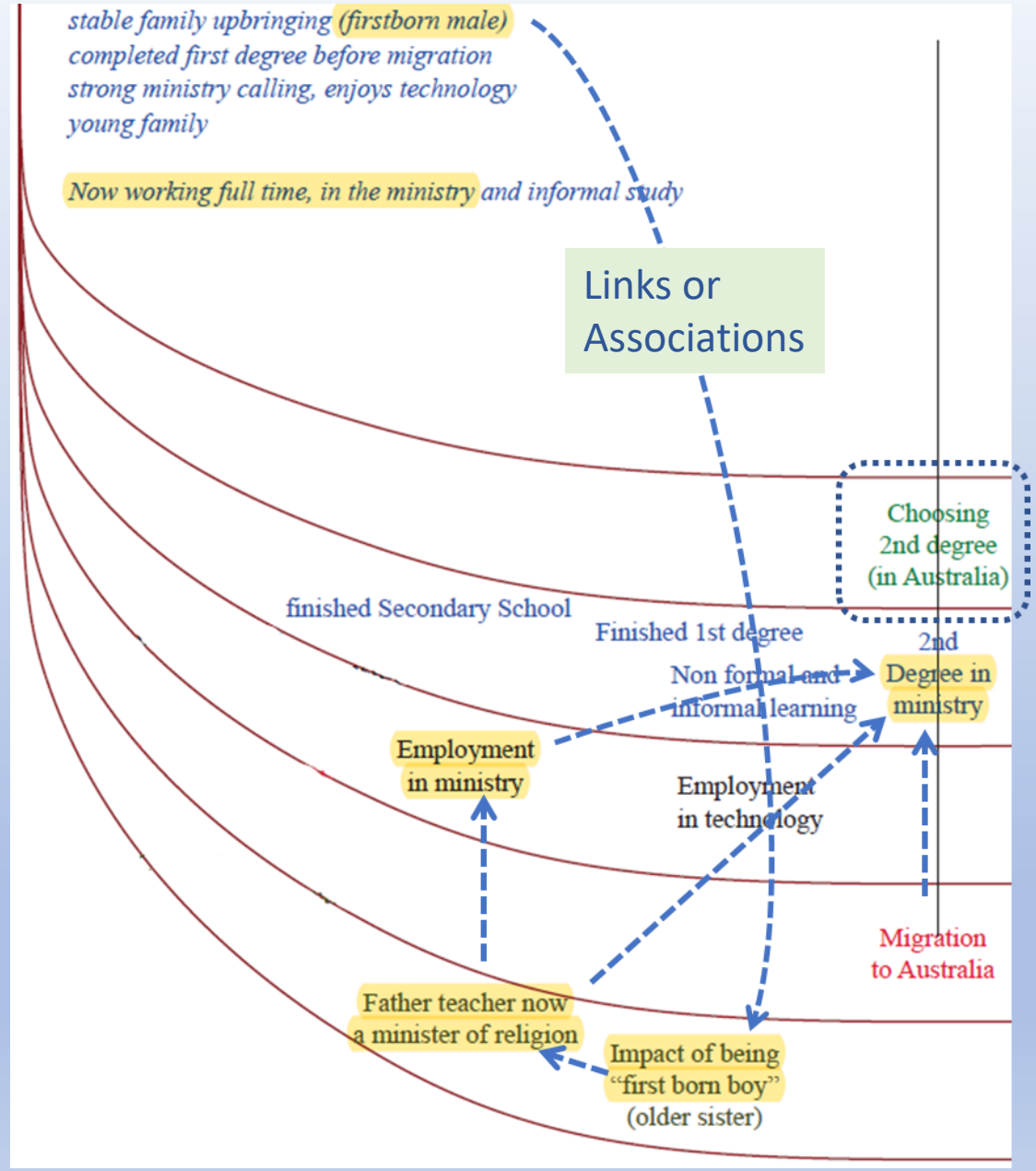
the Learning Choice Tracker (LCT)

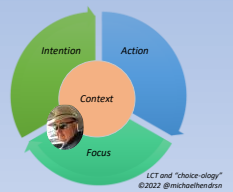
…for analysing and discussing key points of the life journeys of the participants





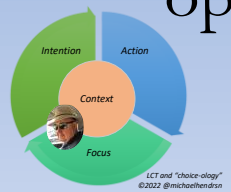
Detailed analysis of an individual learning choice experience (from the LCT)





My thesis…Implications

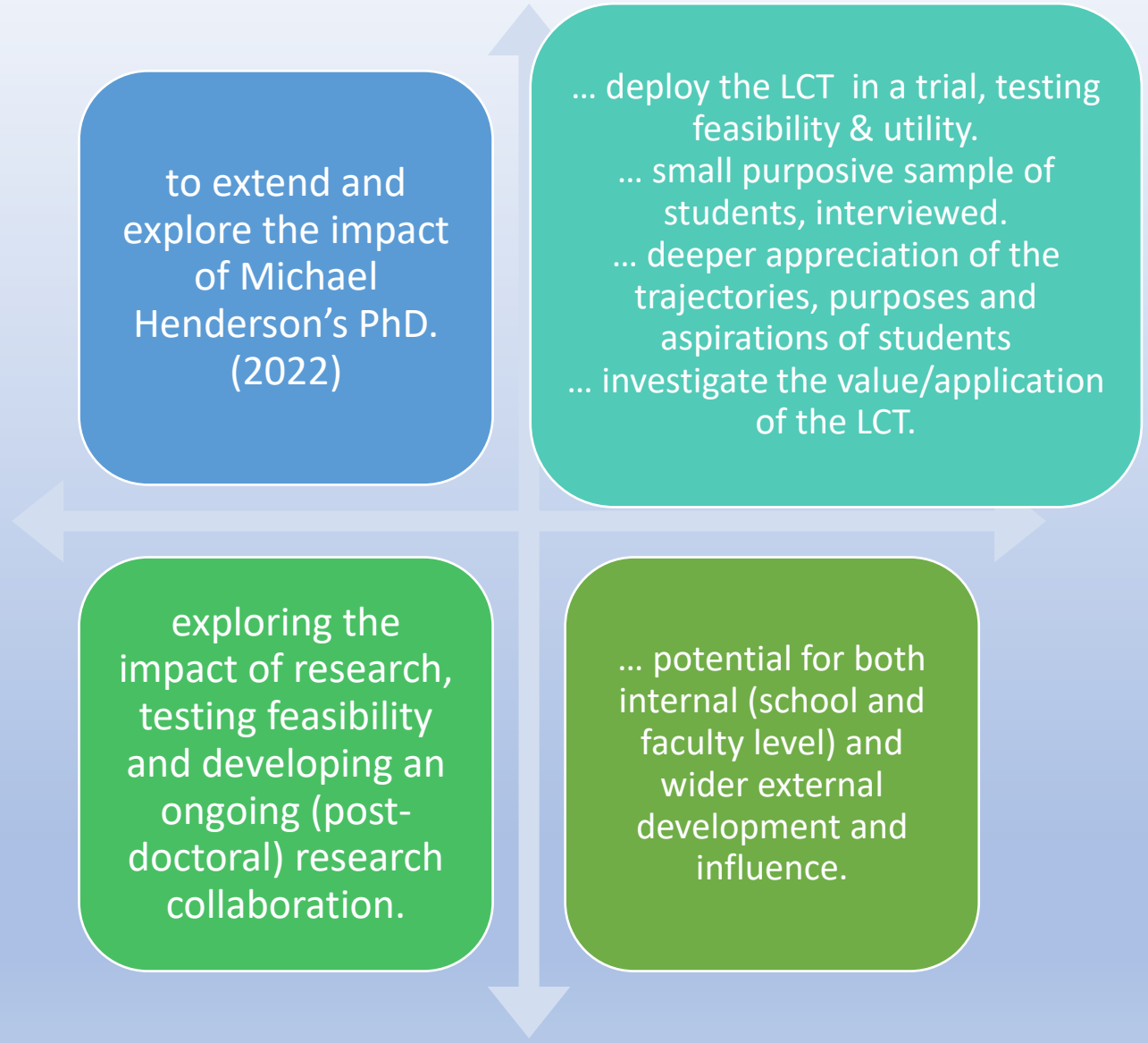
- the research suggests the need for a revitalized or refreshed attention to a broader, more holistic and more inclusive understanding of adults as learners – and how their respective, individual and personalized life journeys (and choices) shape them and their capabilities/strengths as learners.
- there is an opportunity to adapt the approach for a funded project that looks at the longer term implications of improved individual and cross cultural understanding on adult engagement or citizenship, self appreciation and wellbeing.
- the LCT could be used for developing and implementing a tool for practitioner use (counsellor or career) in support of improving adult learning opportunity understanding.



First Opportunity:

Adult Learning Choice Making: Understanding Individual Choice in the Monash Education Masters Degree

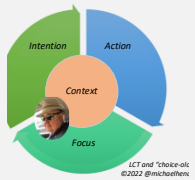
…by using the LCT



Our project—our team

Dr Peter Waterhouse

o: https://orcid.org/0000-0003-0253-2679



Dr Michael J Henderson

o: orcid.org/0000-0002-4372-8590

Ms Ellie Manzari

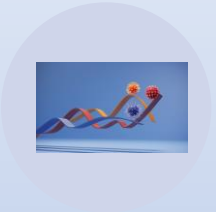
(PhD candidate)

t: @elliemanzari

Master of Education student choice making

LITERATURE (2022)

ETHICS (2023)



NEW MODELS (2023)

INTERVIEWS

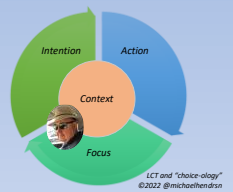
ANALYSIS

WRITE-UP

underway

PUBLICATION

THEN… EXPLORATION OF OTHER LCT VARIANT ENABLED OPPORTUNITIES



Principles of current work:

- Builds on semi structured interview practices from before
- Uses transcription tools to provide immediate text capture
- Provides a graphical representation that can be discussed immediately with the participant
- Allows for a discussion about links for contributing aspects of choice making experiences
- Sets a framework for a future web based app development project

The machinations of automating the transcription process

Google form
(or Form design)

Using Windows><h> to enable Windows transcribe

…or…. cut paste from Zoom

Google Sheets
(data)

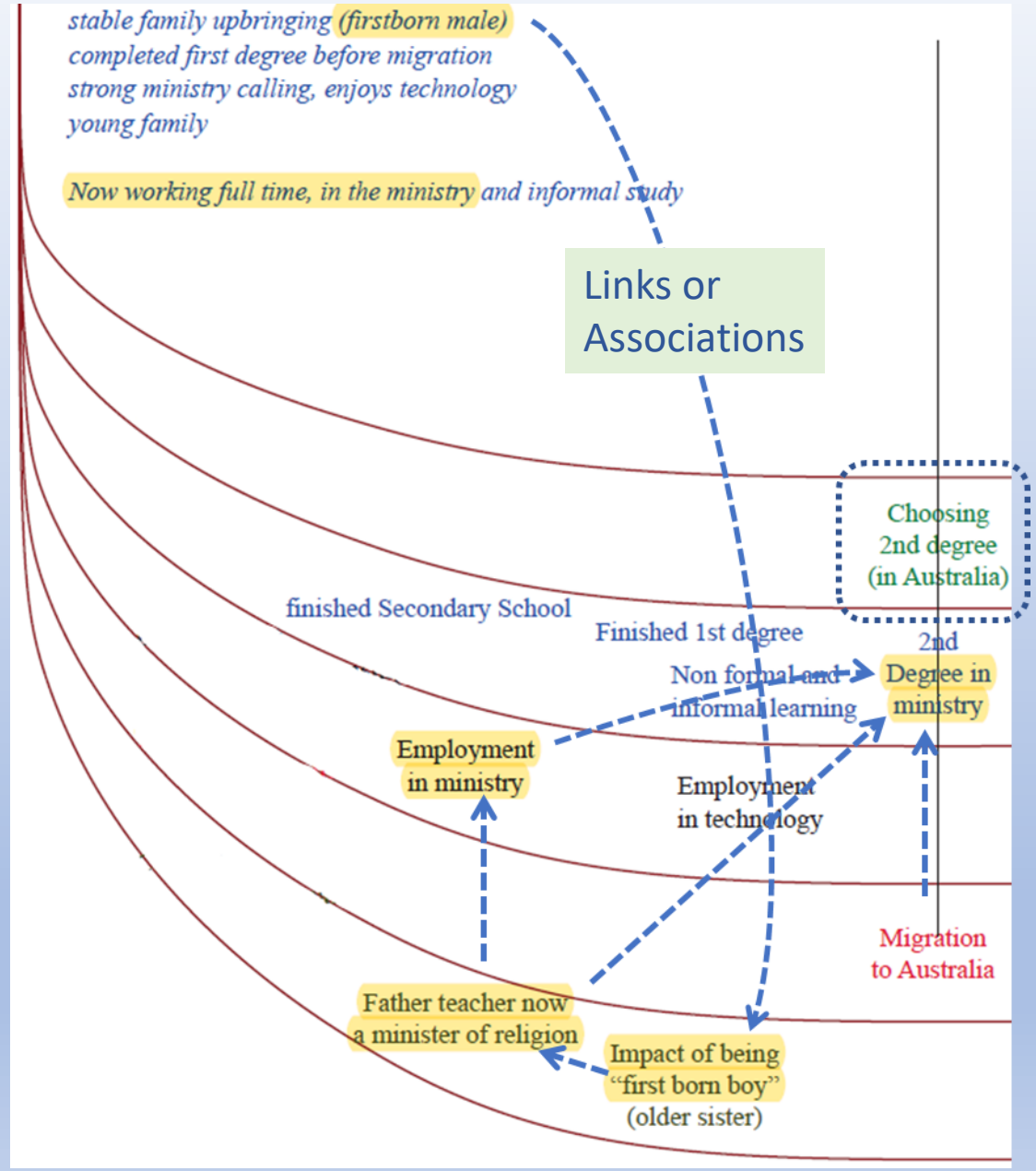
Google Sheets

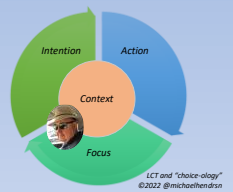
Power Query

The Excel tool

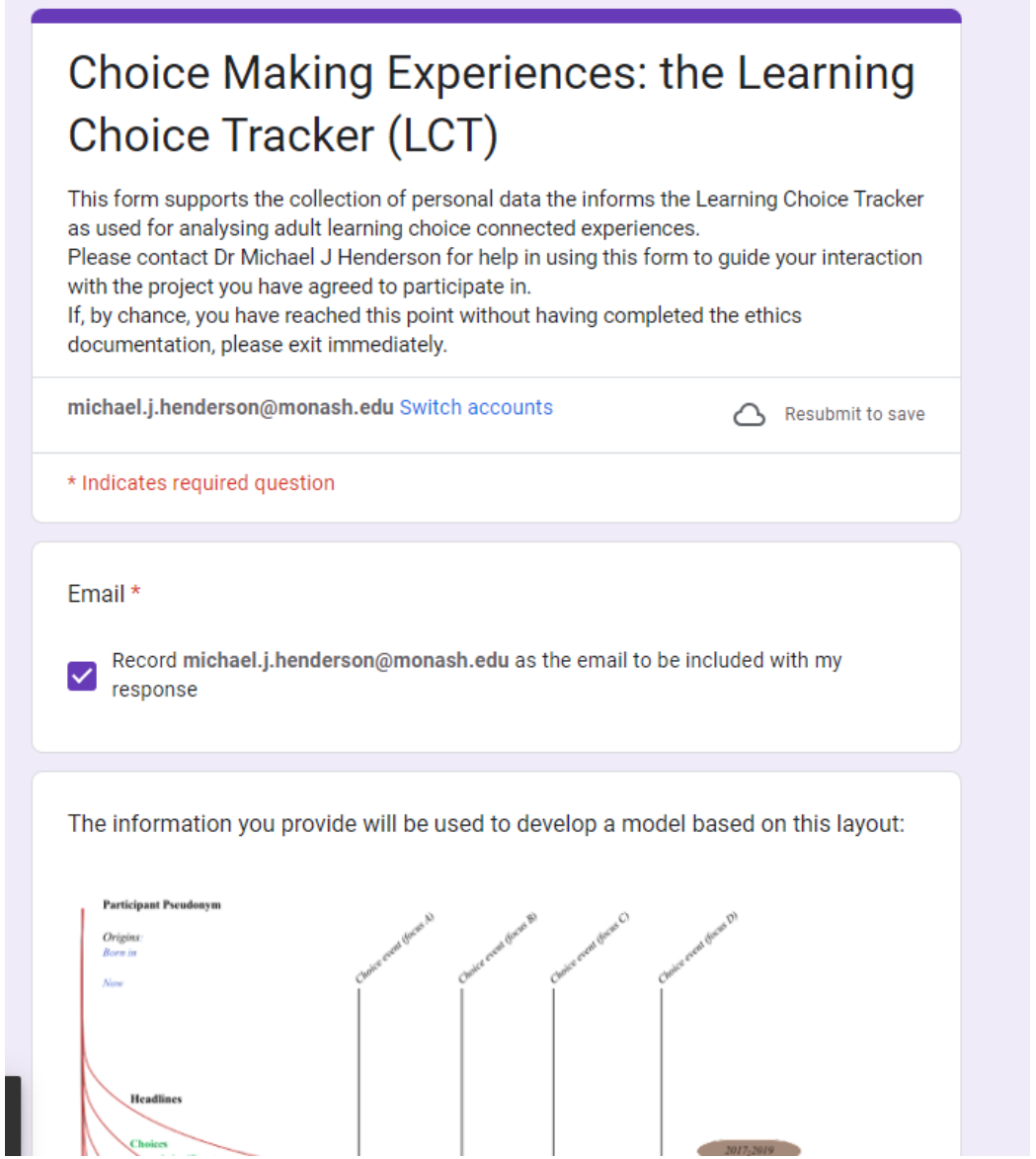
Live Transcription

Detailed analysis of an individual learning choice experience (from the LCT)





Google Forms entry point



Choice Making Experiences: the Learning Choice Tracker (LCT)

This form supports the collection of personal data the informs the Learning Choice Tracker as used for analysing adult learning choice connected experiences.
Please contact Dr Michael J Henderson for help in using this form to guide your interaction with the project you have agreed to participate in.
If, by chance, you have reached this point without having completed the ethics documentation, please exit immediately.

michael.j.henderson@monash.edu Switch accounts

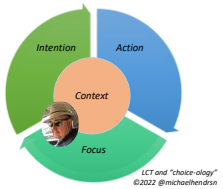
Resubmit to save

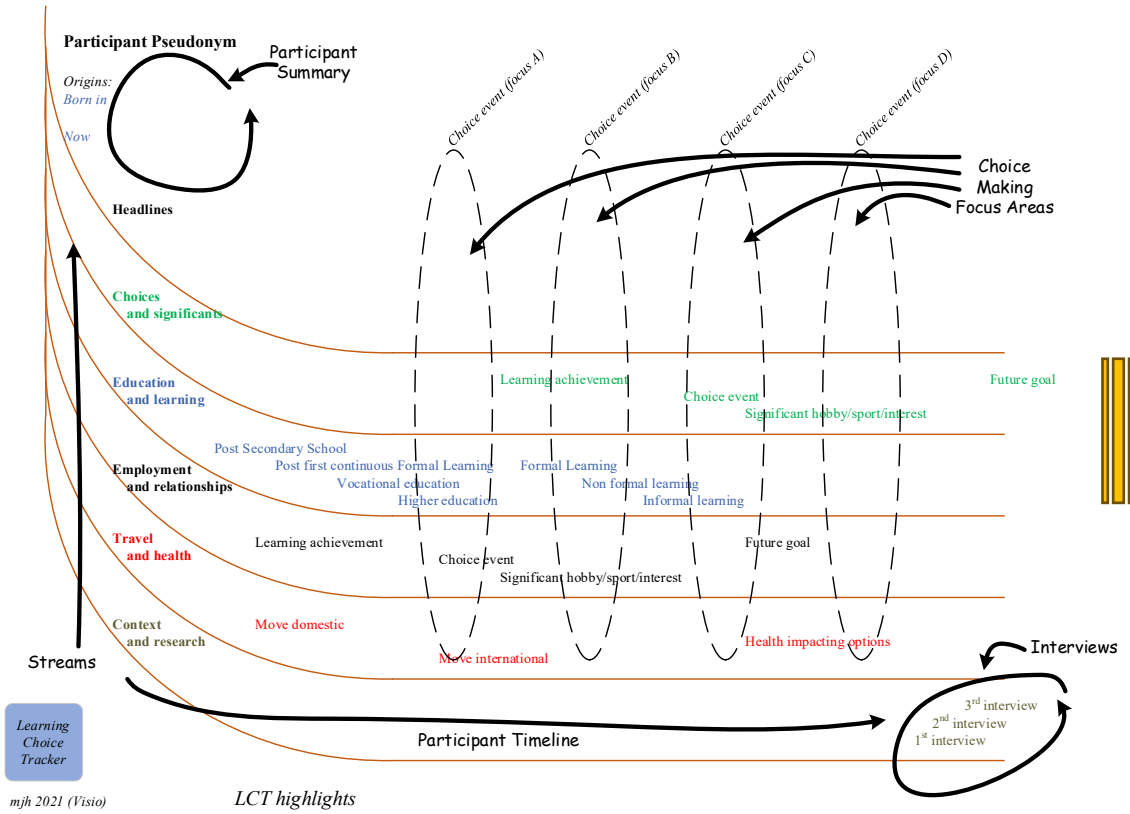
* Indicates required question

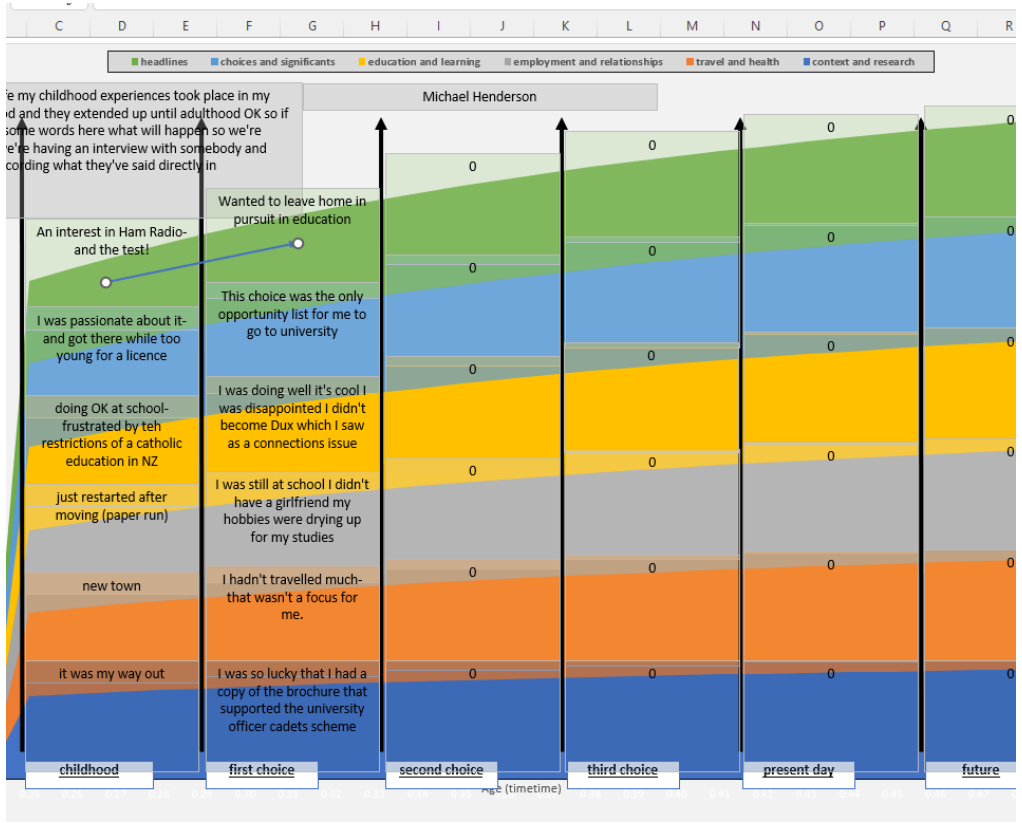
Email *

Record **michael.j.henderson@monash.edu** as the email to be included with my response

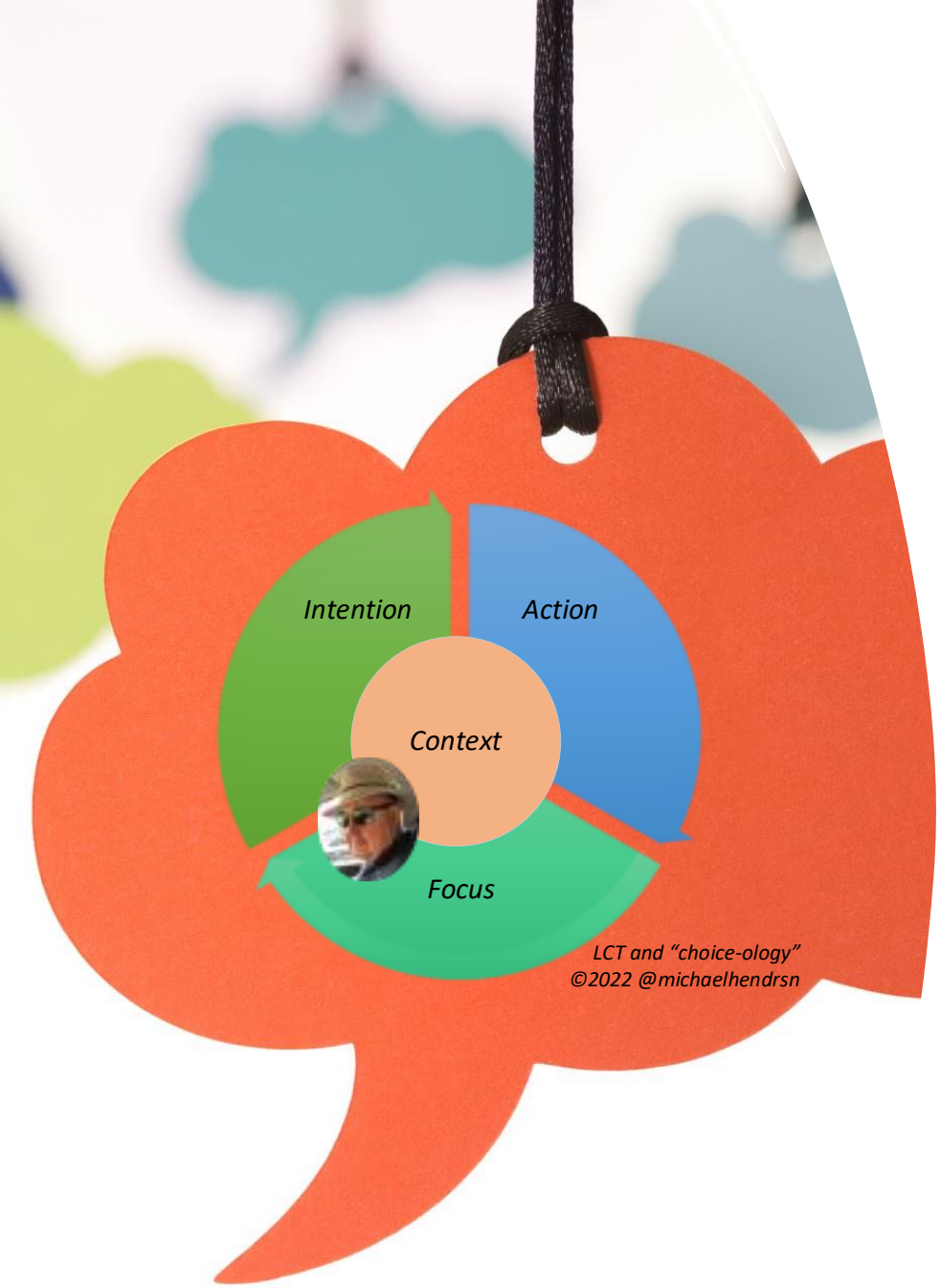
The information you provide will be used to develop a model based on this layout:







…using a new semi-automated tool



Current thinking…

- A participant Zoom session with transcribing enabled
- Interviewer copies and pastes into the Google Form 'live'
- Excel Refresh All grabs the data from Google Sheets
- A dropdown selection allows for graphing the participant's response
- A further discussion places arrows and overlay boxes
- Leading to a consensus
- With results reviewed by the researcher in post consideration phase

And what that automation enables

LCT ‘on the fly’ (+ an app?)

…a much faster time to graphical representation

Opportunity to discuss the LCT with the participant in the same session

Clear pathway to app development

With Some Risks

Too much to cover in too short of time

With speed, comes brevity

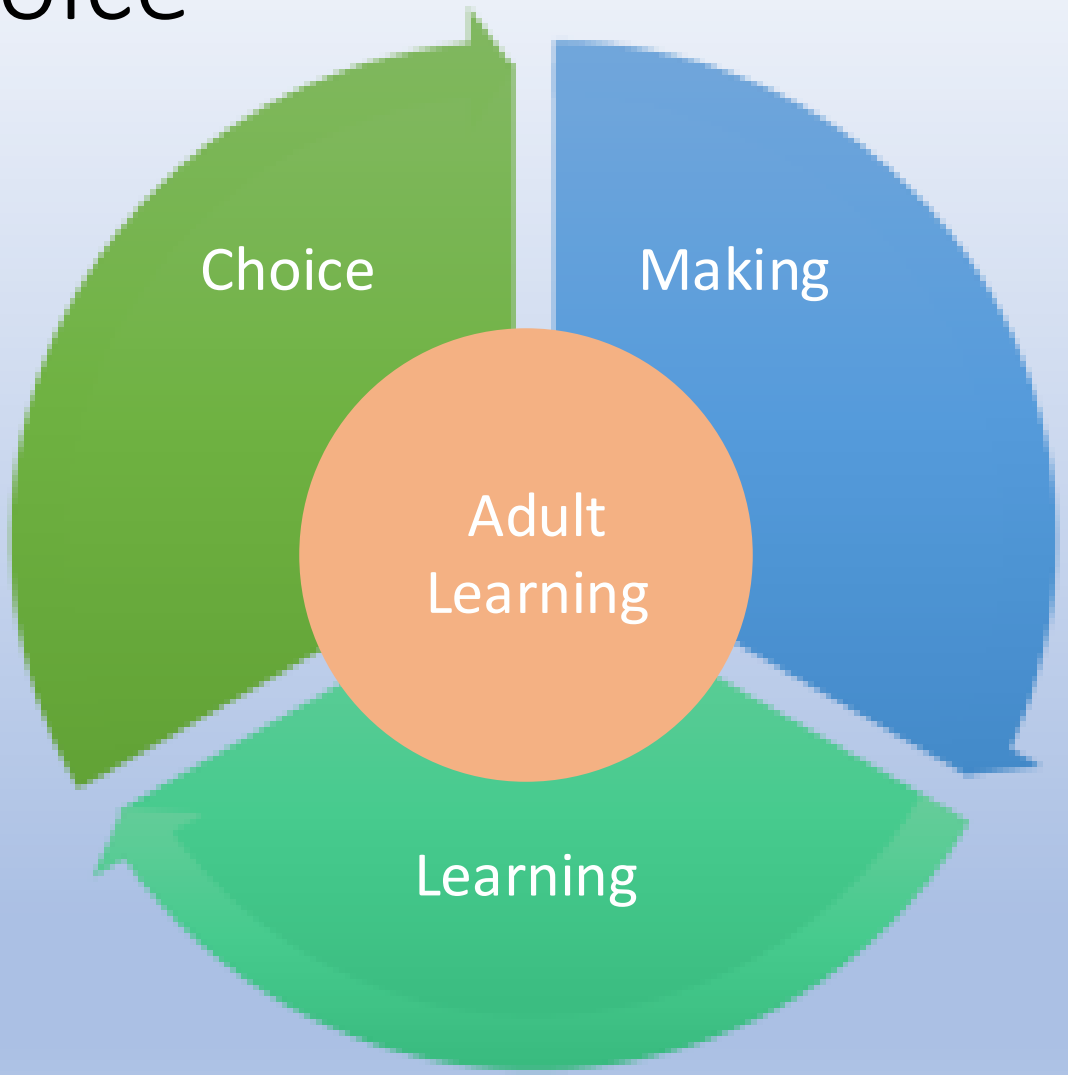
Technology failure

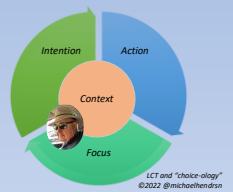
Higher skill requirements for the interviewer

Next steps

- Pilot (team and then a small number of participants-one?)
- Recruitment (8-10 existing or past Med students)
- Interviews
- Analysis
- Developing the app – any suggestions here?

Learning Choice Making





Questions…
or Suggestions?

Adult Choice Making and the Learning Choice Tracker: Another Step in Building the Case

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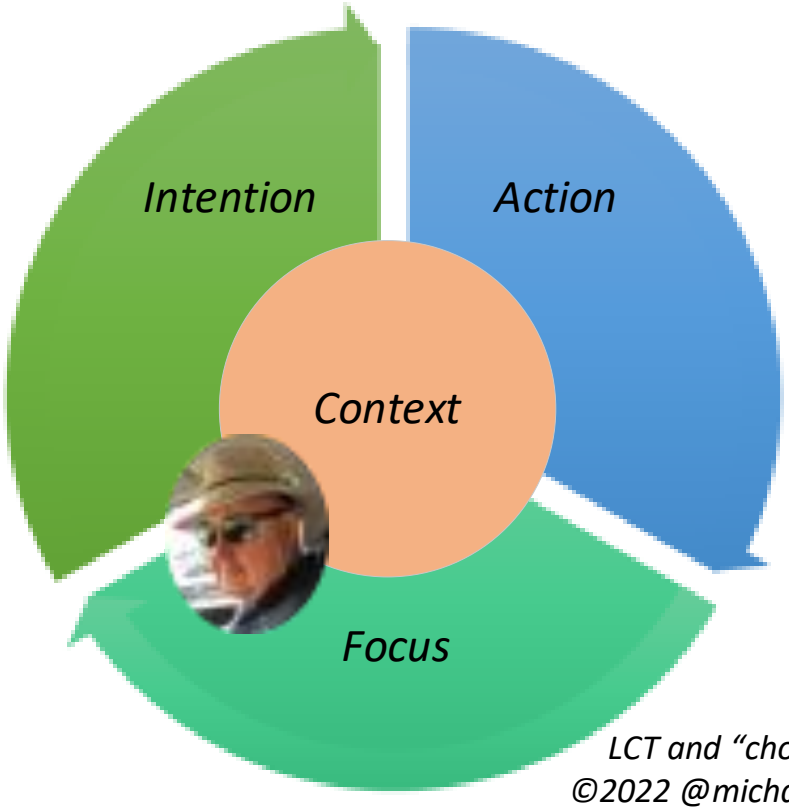
"Choice-ologist"



LCT and "choice-ology"

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