

# Learners' existential competence in a learning society: with a focus on homeschoolers' borderless ..... learning

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# Introduction

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- ✿ What is a learning society is like?
- ✿ What kind of learning features a learning society?
- ✿ What competence is required from learners for such learning?



# What is a learning society is like?

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- ✿ Structural changes of dissolving boundaries of learning terms (time regulation, place allocation, relational structures, and so on)



# What kind of learning features a learning society? .....

- ✿ **Borderless learning:**

- ✿ as a negative concept of negating prior mode of learning in a schooling society

- ✿ as a positive concept of demanding transformation of learners' existential structure to construct one's own borders for learning



# What competence is required from learners?

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## ✿ Phenomenological perspective

- ✿ 'Being in the world' (Heidegger 1979): being as relational between individual and structure/self and the world/mind and body
- ✿ 'Being to the world' (Merleau-Ponty 1945): being as dynamic process of the self going towards the world through the body (a corporeal mind as a locus in which the self and the world are constructed at the same time)



# What competence is required from learners?

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## ✿ existential competence

✿ 'existential' : the dynamic and relational situation of the self going toward the world through the body

✿ not reduced to affective aspect, an underlying or overarching capability to fully realize one's being(the self and the world) through transforming one's body



# How to deal with existential competence

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- ✿ time, space, relationship, and activity
- ✿ fundamental dimensions of mediating the self and the world conceptually
- ✿ In particular, for a more vivid picture of borderless learning, which needs transformation of learners' existential structure in each dimension



# Why homeschoolers?

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- ✿ the most typical case of showing 'borderless learning'
- ✿ 'frontiers' who get out of the modern schooling system as a 'total institution' which has circumscribed inmates' everyday life experiences (Reimer 1971, Seo 2002, 2006), and fashion their alternative way of being.



# Purpose of this study

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- ✿ by understanding fundamental structures of homeschoolers' lived experiences
- ✿ to give a proper picture of 'borderless learning' and
- ✿ to discuss existential competence of learners in each dimension.



# Homeschoolers' existential competence

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Time: "Do I have to get up early?"

Space: "Where can I learn?"

Starting point to reflect on their way of being inscribed into their body by the modern schooling system

Activity: "What do I want to learn?"

Relationship: "With whom or from whom can I learn?"



# Time: being in leisure

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- ✿ entirely forgetful of flow of time, 'being in flow without being obsessed with time limit: accomplishing learning task, fully enjoying its consummation
- ✿ fully conscious of flow of time, 'doing nothing in company with reflexivity': understanding their relation with others and the world as 'belonging together'
- ✿ capitalistic flow of time demands learners outdoing others more quickly at the cost of 'being in leisure'.



# Space: being a nomad

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- ✿ making every space “out of wall” and “with an educational meaning” regardless of its cultural and institutional functions
- ✿ not only rearranging such things as tables, desks, and chairs within the given space, but also transforming the schema of body open to growth and change
- ✿ ‘broken off’ by replacing collective attachment to the public school with individual one to the private house



# Relationship: being transcendent

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- ✿ 'lifting the curtain', seeing the other's aspects concealed by the stereotyped perspective of schooling
- ✿ recognizing one's ability to entirely grasp and control the infinite world of the other's growth (Levinas 1947)
- ✿ obsessed with the instrumental relationship and confined within their parents' limitations, they can disregard other families' interest and thoughts



# Activity: being spontaneous

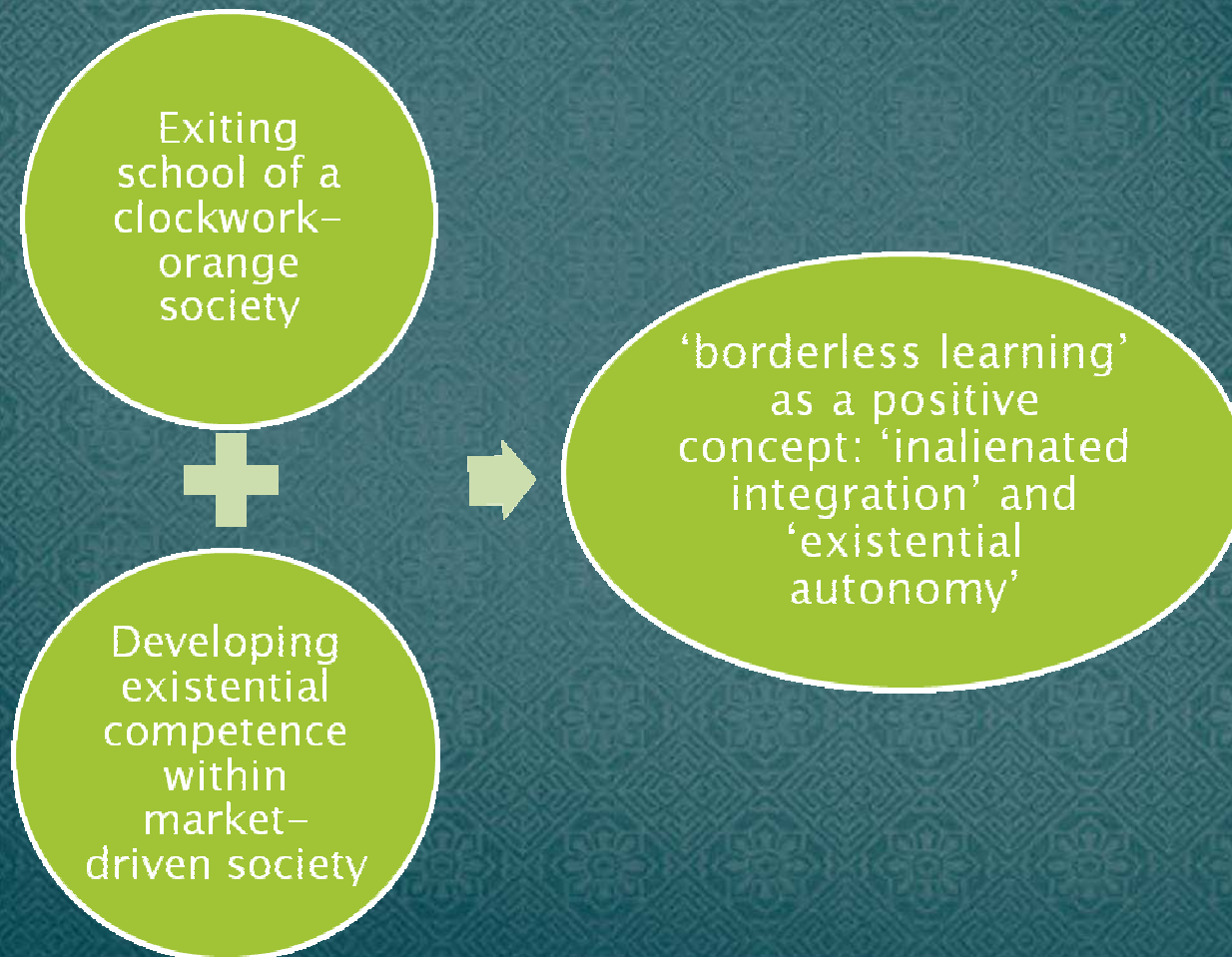
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- ✿ taking the initiative to identify what activity they enjoy most
- ✿ establishing their standard of doing things and enjoying ensuing values as well as making their living on their own
- ✿ passive program consumers(an extension or an acceleration of schooling, failure in fashioning their own way of being)



# Discussions: borderless learning

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# Discussions: Existential competence

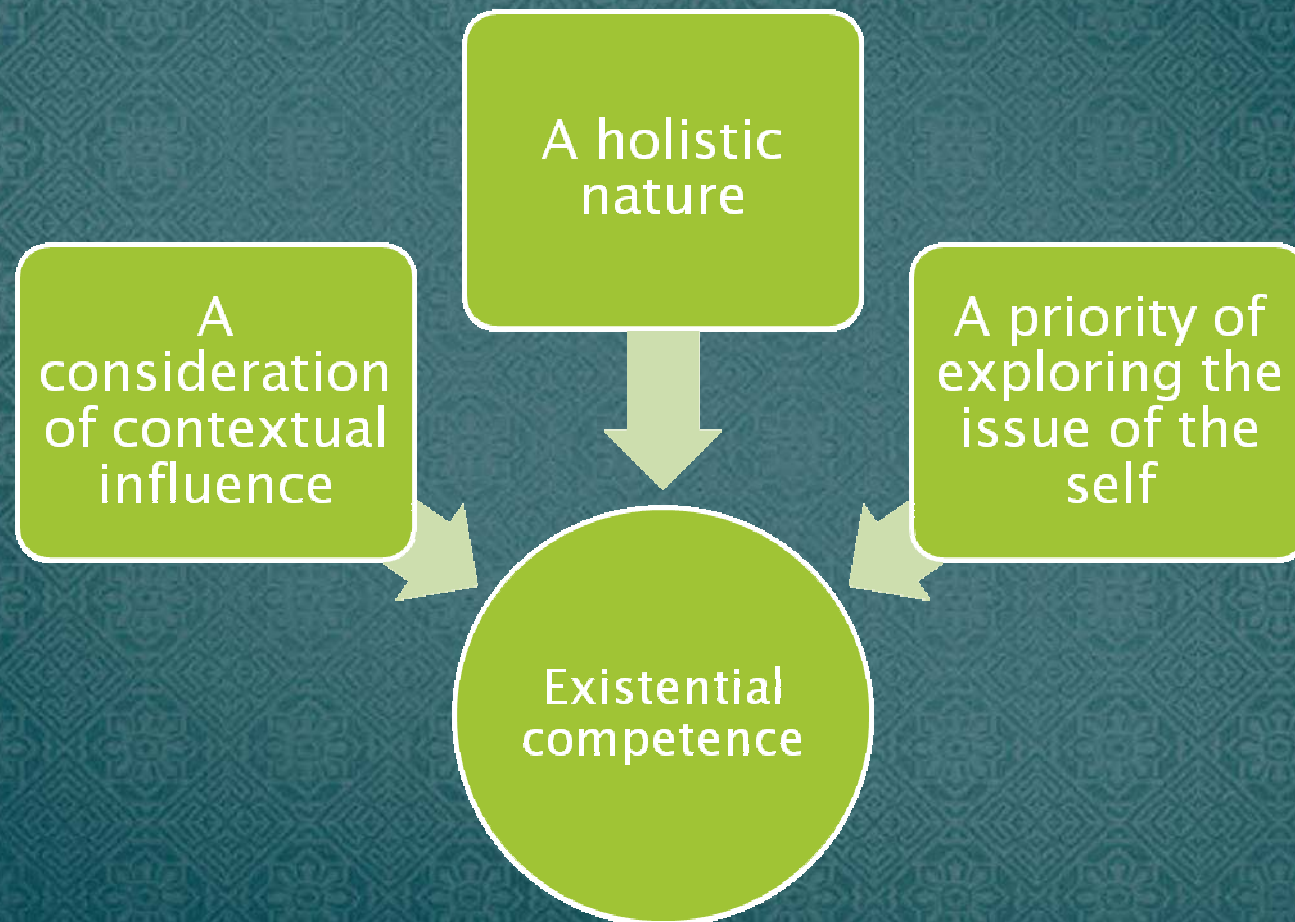
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- ✿ as an underlying competence for a fully realized being
- ✿ integrates three aspects (knowledge, skills, and affect) ex. Relationship dimension
- ✿ integrates three domains (managing the self, relating to others, and managing tools) ex. Time dimension



# Discussions: Existential competence

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# Suggestions

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- ✿ practical insight for designing educational programs to develop existential competence
- ✿ let learners participate in the role models' activities and emulate their way of being (Wenger 1998)
- ✿ let them experiment to get out of institutional borders and to learn with their initiative



# Conclusions

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