

What are we building on?

My exploration of the fundamental elements of our work as learning development lecturers in the old and new realities

Hua Dai

Unitec

A big building



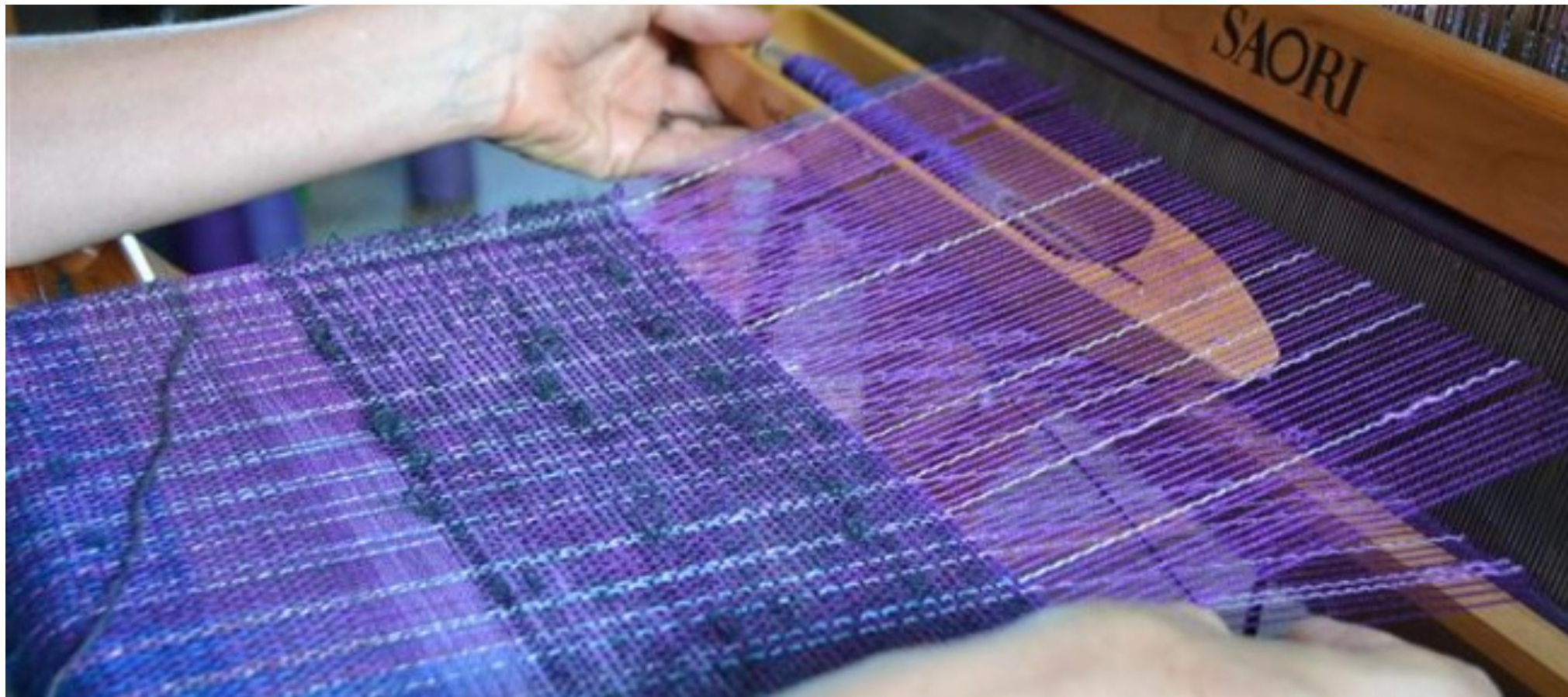
Starts from here



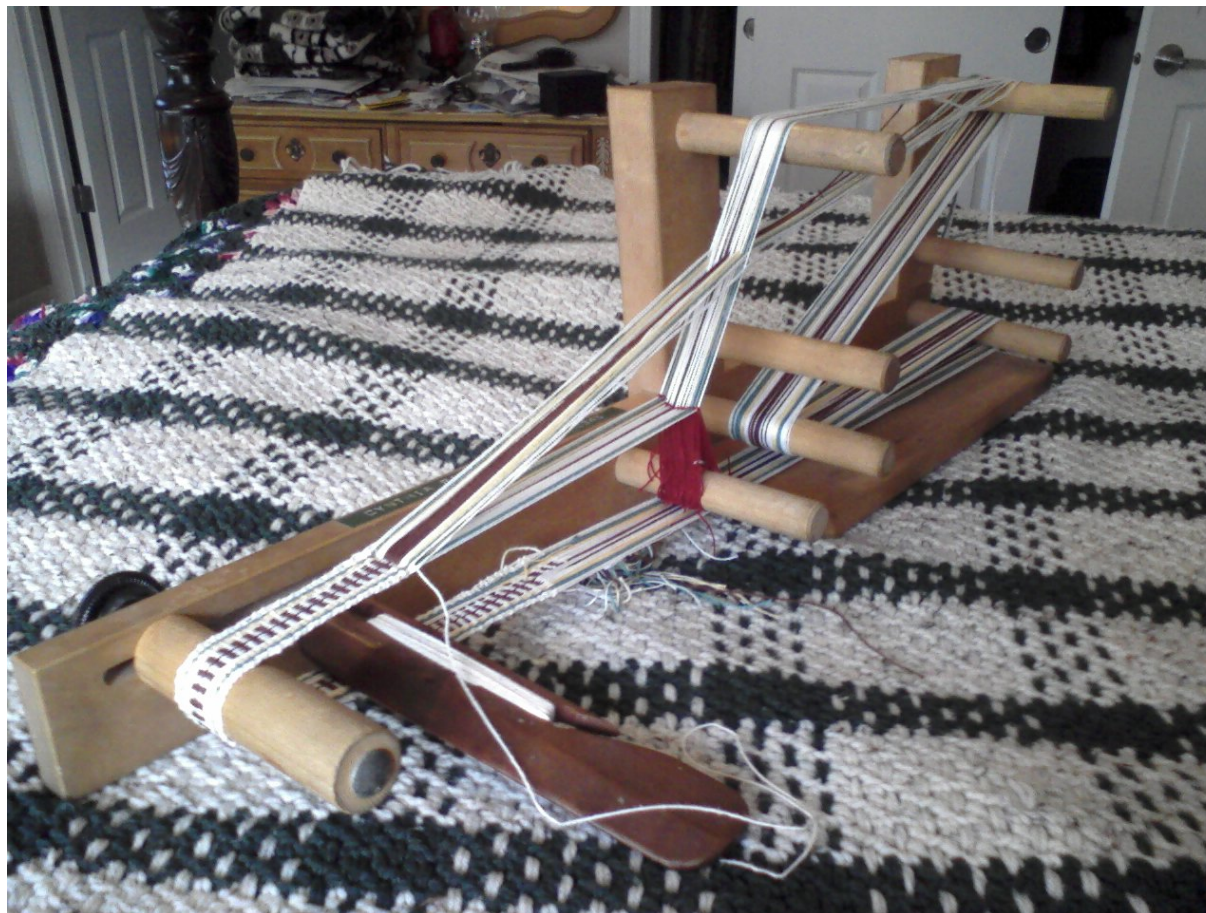
And from here



A tapestry is built this way



And this way



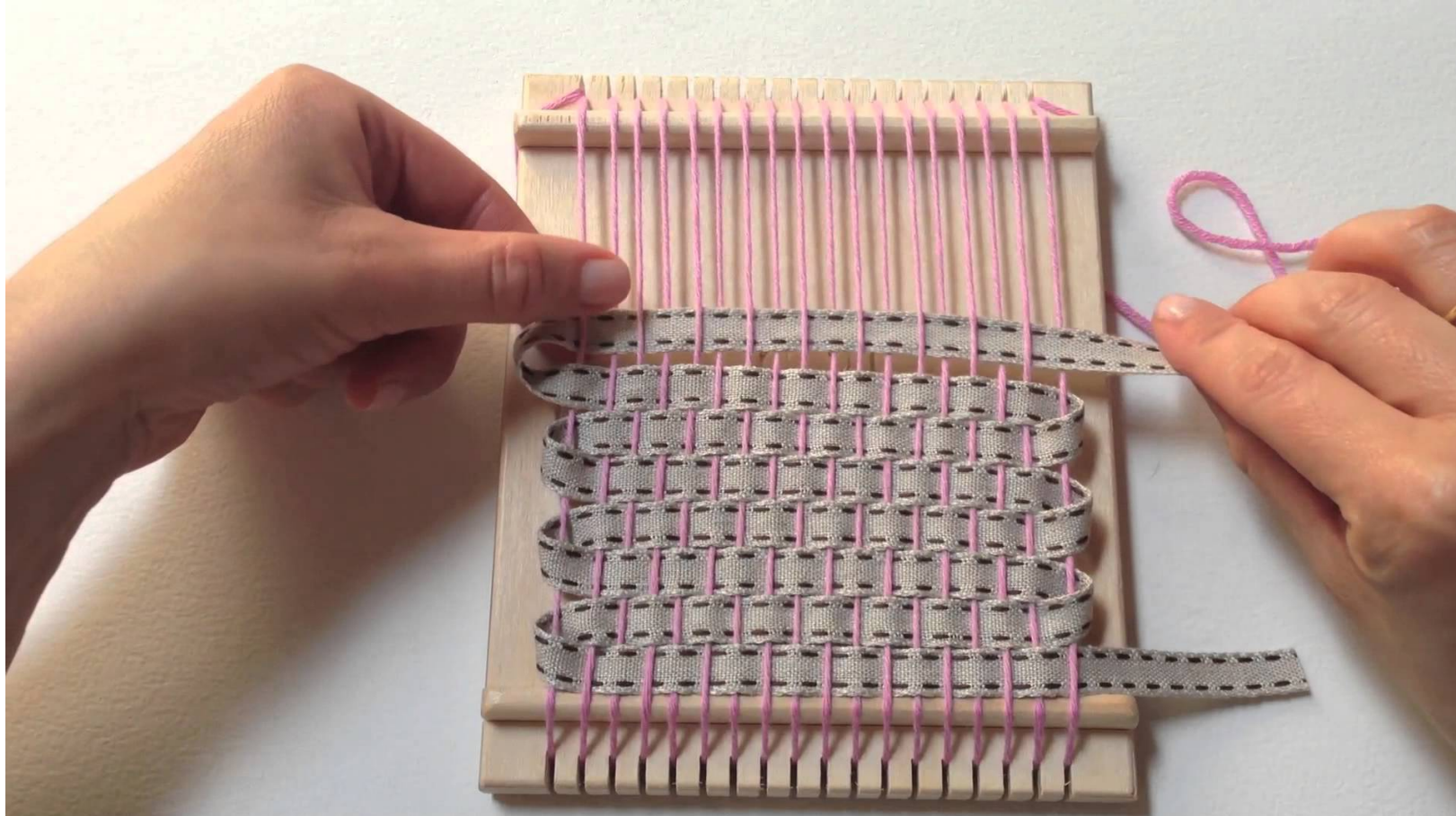
A vision set in a vertical way: where we want to arrive –the landscape of the future



A set on the loom



Then adding/building the texture into the landscape horizontally



I wonder if our work is the weaving into the landscape of a student's learning, their daily experiences which gradually build them up



Embedding concepts and principles underpinning Mātauranga Māori

- **Rangatiratanga:**
(ownership, autonomy)
- **Whanaungatanga:**
(connection through working together)
- **Manaakitanga:**
(kindness, generosity, support)
- **Kaitiakitanga:**
(trust, stewardship, guardianship)
- **Aroha:**
(sympathy, charity, compassion, love, empathy)



Applying academic co-creative Inquiry and technological tools as support

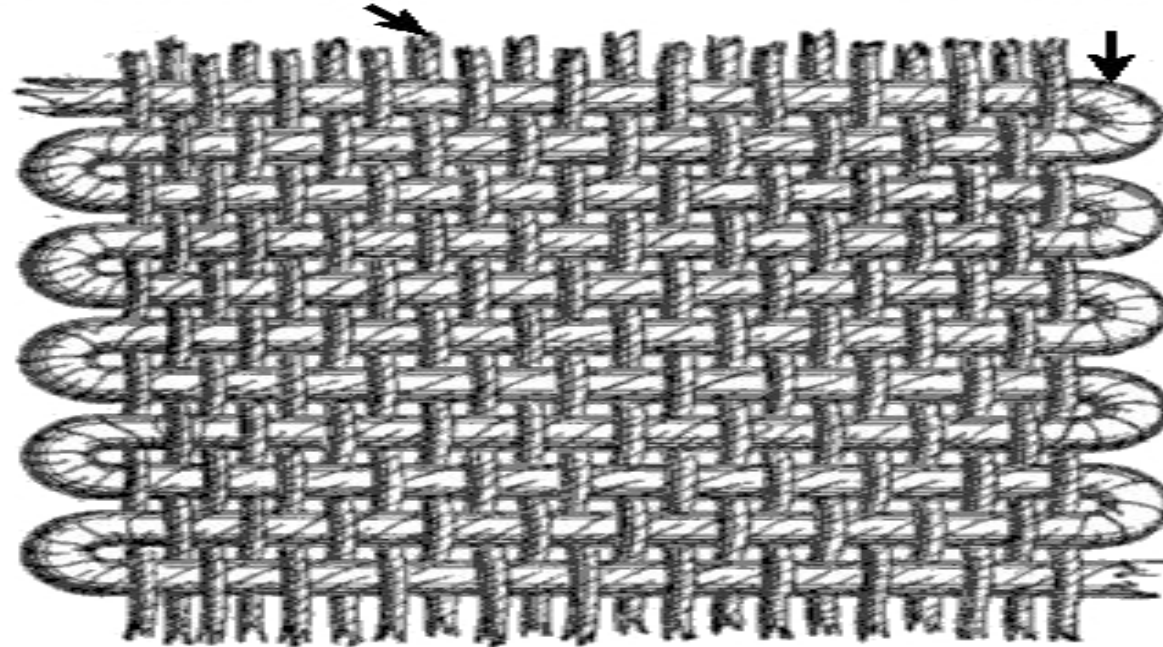
- **Academic Co-creative Inquiry:** walking with students on their journey; learning with them as well as providing support and encouragement to cheer them on: their ownership and their determination on their direction as well as their pace
- Upskilling and making use of the technological tools to enhance the learning and teaching



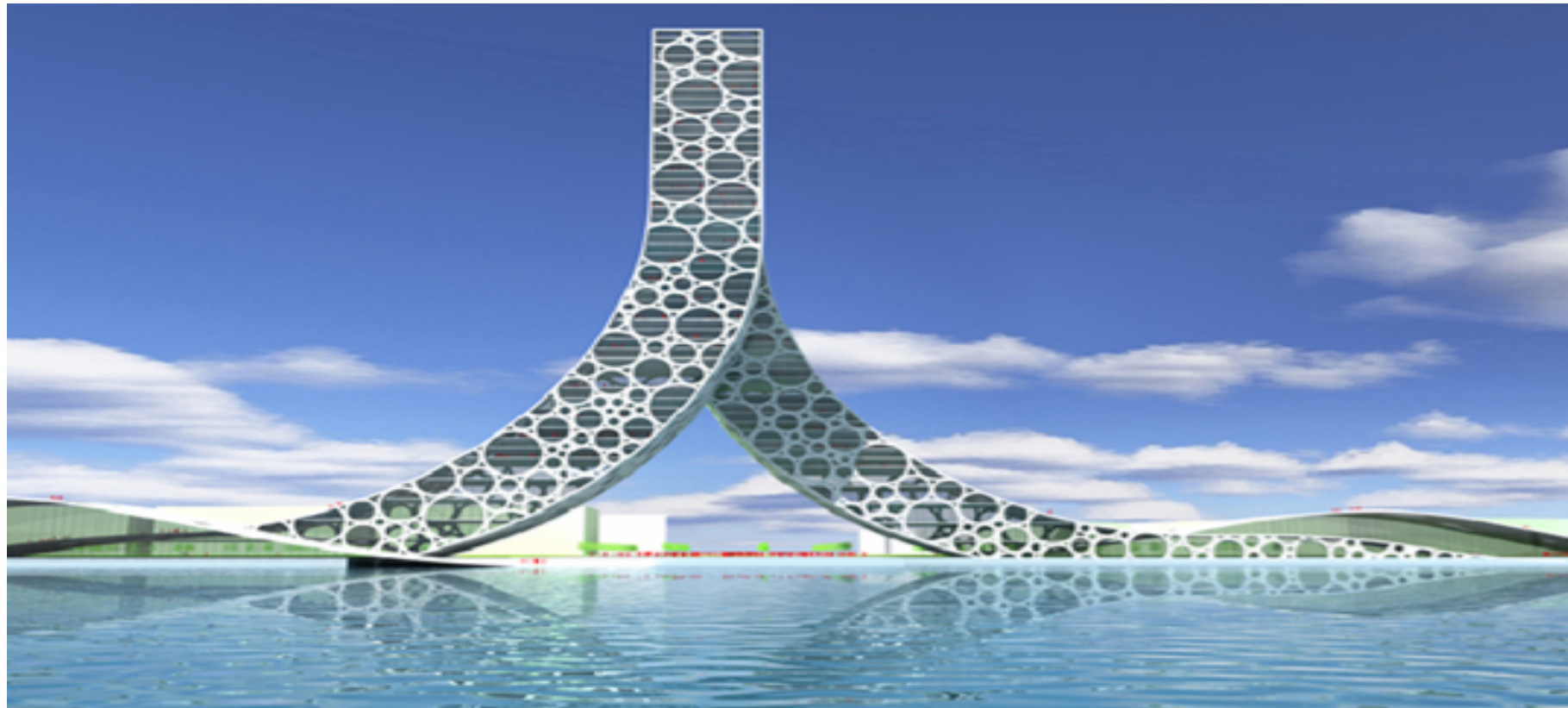
Our work also involves helping our students develop skills to communicate, problem solving as well as align with their purpose, meaning and value in their study and life

hilo de urdimbre

hilo de trama



At the same time, we work in alignment with our own purpose, meaning and value so we are nourished through our work (a short story to share)



A community is thus built with each member well developed like a mature tree providing shelter and support for each other



3 more points to consider

Further exploration into our role as learning advisors:



We can provide the service of not only holding the vision/the big picture for our students in our guidance and encouragement of their learning and development, but also sharing their aspiration and their struggle in searching and exploring on their personal journey through life



When two characters meet, if there is any reaction, both are transformed ---Carl, G. Jung

We living in a turning world, and we are turning ourselves.

--- Robert Kegan

We are after all
fellow-travellers with
the students on our
journey through life.

Can we inspire and be
inspired by our students in
the shared responsibilities of
all human beings for the
wellbeing of our planet and
our humanity?



As learning advisors,

We have shared responsibilities with our students in promoting the well-being of our planet.

So we need to stay still in the changing world and hold firmly the vision/big picture for our students while working with them, so they experience transformation in their learning. And they will become agents to help transform their communities and the whole of society.

Then maybe one day, our students or the generations after them could find solutions to end war, poverty, racism, global warming...



Taha Majic



Attribution

Fig 1. David Mckenney. (2015). Green Building: Intel IoT Sustainable Building Conference Connects Design Students to Industry Leaders.

Retrieve from:

<http://blogs.intel.com/iot/2015/02/11/green-building-intel-iot-sustainable-building-conference-connects-design-students-industry-leaders/>

Fig. 2. Rieger, M. (2009). Construction Crews work a pile of dirt in Fargo, retrieved from [https://commons.wikimedia.org/wiki/File:FEMA -](https://commons.wikimedia.org/wiki/File:FEMA_-_40363_-_Construction_crews_work_a_pile_of_dirt_in_Fargo,_North_Dakota.jpg)

[40363 - Construction crews work a pile of dirt in Fargo, North Dakota.jpg](https://commons.wikimedia.org/wiki/File:FEMA_-_40363_-_Construction_crews_work_a_pile_of_dirt_in_Fargo,_North_Dakota.jpg)

Fig 4. Bricklaying. (n.d) (no name). Retrieved from: <http://www.freefoto.com/preview/13-55-3/Bricklaying>

Fig 5. Cynthia_M._Parkhill (2007). CMP Inkle Weaving. Jpg Retrieved from: [https://en.wikipedia.org/wiki/File:CMP Inkle weaving.jpg](https://en.wikipedia.org/wiki/File:CMP_Inkle_weaving.jpg)

Fig 8 A Woman in Konya, Turkey works at a vertical loom. Randy Oostdyk (2006). (CC-BY-SA 3.0) retrieved from

Fig. 10 Colourful thread on a loom. Ruth Temple. (n.d.), (CC_BY_SA 2.0) Retrieved from: <http://www.freestockphotos.biz/stockphoto/17640>

Fig 11. 2016 Maori Language Week. Ron Mader. (2016). (CC_BY_SA. 2.0) Retrieved from: <https://www.flickr.com/photos/planeta/26392746774>

Fig 12. Technology won't replace teachers, but Steve Wheeler (2013) (CC_BY_SA 3.0) Retrieved from: [http://1.bp.blogspot.com/-](http://1.bp.blogspot.com/-2l_sv7f8Xmw/UVRC2MzT0fI/AAAAAAAAADOA/eH26Tt72c-M/s1600/Technology.jpg)

[2l_sv7f8Xmw/UVRC2MzT0fI/AAAAAAAAADOA/eH26Tt72c-M/s1600/Technology.jpg](http://1.bp.blogspot.com/-2l_sv7f8Xmw/UVRC2MzT0fI/AAAAAAAAADOA/eH26Tt72c-M/s1600/Technology.jpg)



Attribution continued

Fig 13. Warp and Weft in Plain Weaving (no name). (2012). (CC_BY_SA. 3.0) retrieved from:

https://en.wikipedia.org/wiki/Warp_%28weaving%29#/media/File:Warp_and_weft.jpg

Fig 17. Namaste ...Pamela. Pamela Leavery. (2015). (CC-BY_NC 4.0).

Retrieved from: <http://pamelaleavey.com/2015/10/19/daily-affirmations-believe-in-yourself/#.WDtd7uRdMkF>

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Thank you!

