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|  | **Question:** From prescriptive <to> emergent <to> chaos | **Range**/**Description:** *Across a spectrum from prescriptive <to> emergent <to> chaos* | **Comments:** *How did this factor affect me and my learning?* |
| **CLUSTER: Open/ Structures.**  **The creative tension between Openness and Structure (***the general principles of the course design and its management)* | | | |
| **Risk**  *(Risk)* | How safe, or hazardous, is the learning? | Fail-safe < ... > Safe-to-fail < ... > Risk-taking |  |
| **Liminal space**  *(Lim)* | Does the learning require compliance with fixed roles, or development and growth into new roles? | Conservative, traditional, fixed < ... > Strange transformations, metamorphoses |  |
| **Unpredictable Outcomes**  *(UO)* | How fixed or unpredictable are the learning outcomes? | Fixed, micro-managed outcome < ... > Surprising, serendipitous, unpredictable outcome |  |
| **Ambiguity**  *(Amb)* | How tightly defined or open is the meaning and application of what is learnt? | Closely defined meaning < ... > Open to several, simultaneous meanings |  |
| **Disruption**  *(Disr)* | How challenging or comfortable is the learning? | Comfort, familiarity < ... > Unsettling, inverting, challenging |  |
| **Self-correction**  *(S/C)* | Is the course/event self-correcting (e.g. Wikipedia), or does it require ongoing, centralised control? | Hierarchical control < ... > Self correcting systems |  |
| **Multipath**  *(Mp)* | Is there only one learning pathway, or are many pathways possible? | Only one way < ... > Multiple options |  |

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| **CLUSTER: INTERACTIVE ENVIRONMENT**  **Implementing the design in an actual learning space *(the way openness / structure is realised in practice)*** | | | |
| **Diversity**  *(Div)* | Is the course designed around a few key texts and people, or a wide and open range of resources and people? | Few, standardised resources < ... > Large range of resources and people |  |
| **Experiential**  *(Exp)* | How abstract and theoretical, or contextualised and practical is the learning? | Objective, abstract < ... > Embodied, immersed, practice-based |  |
| **Adaptive**  *(Adap)* | Is the course fixed, or responsive to new ideas, outcomes and process? | Fixed < ... > Responsive, innovative, creative |  |
| **Co-evolution**  *(Co-Ev)* | Is the course independent of learner initiative, or does it grow and adapt with the learners? | Fixed, hierarchical relationships < ... > Mutual adaptation and growth |  |
| **Frequent Inter-action and Networking,**  *(FIN)* | Is the learning space confined to a particular institution/s, or does it connect easily to other learning spaces? | Bounded ('walled garden') learning space < ... > Open, diverse networked learning |  |
| **Trust**  *(Trust)* | Is mutual tolerance and support critical to learning, or is learning entirely individual? | Competitive self-interest < ... > Mutual respect, support and growth |  |
| **Theory of Mind**  *(ToM)* | Is it critical for learners to anticipate what other people (or interface) are ‘thinking’, or not? | Interaction with objects < ... > Interaction with other subjects' minds |  |

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| **CLUSTER: AGENCY**  **Learners developing their capability for effective action, on their own terms.** | | | |
| **Cross-modal, multi-modal**  *(XM)* | Does the learning occur within a single mode (e.g. text, audio, visualisation), or across many different modes? | Mono-modal, abstract interaction < ... > Synaesthesic, embodied, holistic interaction |  |
| **Open affordances**  *(OAff)* | Is the creation of new outcomes and goals encouraged, or only pre-determined compliance? | Compliance with predetermined outcomes < ... > Creative, innovative engagement |  |
| **Self-organisation**  *(SOrg)* | Does the learning include the creation and organization of the learners’ own processes, resources and networks? | Hierarchical, fixed processes < ... > Creative self-organisation and self-motivation. |  |
| **Autonomy**  *(A)* | How much choice do learners have to manage their own learning? | Working to others' agendas < ... > Creating your own agenda and goals. |  |
| **Negotiated Outcomes**  *(NegO)* | Are the outcomes fixed or negotiable? | Externally determined success factors < ... > Mutually determined success factors. |  |
| **Identity**  *(ID)* | Is the development of new (or expanded) roles and capabilities part of the learning, or only fixed roles? | Complying with fixed roles < ... > Creating and developing your own roles, affordances and capabilities |  |

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| **CLUSTER: PRESENCE/WRITING**  **Learners exploring, establishing, networking and presenting themselves, their ideas, aspirations and their values** | | | |
| **Solitude and contemplation**  *(S&C)* | Is the course schedule very busy and interactive, or does it incorporate space for quiet reflection? | Isolation, untested ideas, echo-chambers < ... > Personal space for interaction with people and texts |  |
| **Casual encounters/ conversations**  *(CC)* | Is all interaction formal and micro-managed, or is space also provided for casual encounters and conversations? | Highly formalised interaction < ... > Chance, serendipitous encounters |  |
| **Networks encounters, engagement**  *(Net)* | Does the learning include collaboration/cooperation in networks, in & beyond the course or event? | Formalised, inflexible groups < ... > Initiating, creating, engaging with new contacts and groups. |  |
| **Hybrids, informal/ ante-formal**  *(Hybrid)* | Is the ability to work in, the abstract from, several modes (text, visual, face-2-face) integral to the course? | Mono-media, mono-modal, abstract interaction < ... > Diversity and choice of media and modes |  |
| **In/formal writing and inscriptions**  *(In/F)* | Is the ability to use a range of forms of interaction, and develop and articulate ideas and perspectives across them, integral to the learning? | Formal, ritualised assessment < ... > Informal, creative, 'light' interaction. |  |