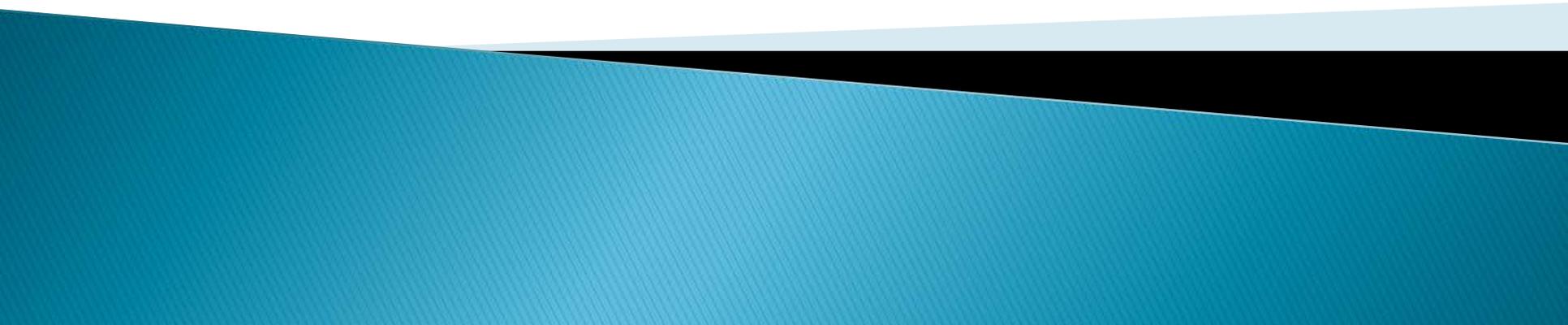


The Getting of Wisdom  
Learning In Later Life Exchange

Ballarat Conference  
*Older Learning in diverse contexts*

Tuesday, 14 February 2017



# Feedback and reflection



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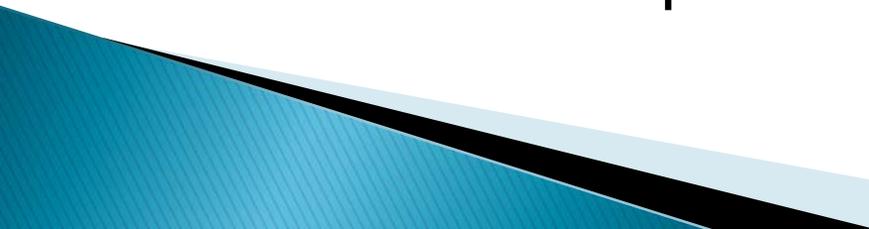
# Outline:

- ▶ Locating education
  - ▶ Claims to knowledge and wisdom
  - ▶ Discourses and practices
  - ▶ Spaces of transgression
  - ▶ Considering resistance
  - ▶ Lenses of diversity
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# Locating education

- ▶ Policies, practices and ideologies of education help define and determine a nation's focus on the ways in which terms such as 'wisdom' and 'knowledge' are perceived.
  - ▶ Education has been seen as a solution to a host of local and global problems whilst globalized education systems are becoming increasingly socially, ethnically and culturally diverse.
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# Claims to knowledge and wisdom

- ▶ ‘Wisdom’ and ‘knowledge’ are often defined through discourses embedded in Western paradigms and through privileged groups.
  - ▶ What counts as knowledge appears uncontestable but it is contestable and partial, disempowering all but dominant groups.
  - ▶ In hierarchies of learning and teaching, universities becomes the dominant producers of knowledge, although they also have their own hierarchies of power and control.
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# Discourses and practices

- ▶ Discourses of learning and teaching regulate and normalise gendered and classed, racialised and ethnicised understandings of what learning is and who counts as a learner.
- ▶ Learning can be mechanisms for exclusion and social control and, whilst ‘difference’ is connected to wider social, material, cultural and political inequalities, under-represented groups – such as later life learners – are often constructed in ‘lack’.
- ▶ Negotiations into and through education and learning are complex and learners, teachers and the institutions in which they are located, need to find ways to transgress and challenge.

# Spaces of transgression

- ▶ Transformative spaces need to be found which are about the recognition of alternative forms of knowledge and the building of wisdom across diverse contexts – contexts of age, culture, politics, geography, ethnicity and more.
  - ▶ Learning in later life can mean working in and through spaces of transgression, the spaces in-between, and through provoking disorientating dilemmas and challenges.
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# Considering resistance

- ▶ “Resistance should be understood as grounded within relations of inequalities ... (They) are usually not large and dramatic acts; they are often subtle and implicit and take place in everyday routine practices”

(Burke and Jackson, 2007:142)



# Lenses of diversity

- ▶ Remembering old spaces and what we value
  - ▶ Discovering new spaces and how to develop them
  - ▶ Finding ways to belong and become
  - ▶ Viewing the world from different perspectives
  - ▶ Broadening possibilities
  - ▶ Entering brave new worlds
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