Postulating Responsive and Responsible Learning

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EXECUTIVE SUMMARY

In the past 10 years, the world witnessed two significant phenomena: the ascent of the fourth industrial revolution and the breakout of the COVID-19 pandemic. The two events posed different challenges, but as the world pulls through, one valuable lesson for educators prevails. The pandemic together with a heightened higher education readiness for technology ushers in a new brand of learners and learning. Learners and learning are inherently active. Nurturing a culture of responsiveness is the current narrative as we navigate the bends and nooks of change and uncertainty. This chapter serves as a prelude to the other chapters in this book. It helps redefine and set the context for responsiveness in (individual) learning and learning delivery. Since learners are learning in a multifaceted realm and the aim of learning goes beyond the academic transcript, being responsible is indisputably necessary. The chapter is written with an author from a different end of the globe to signify the most significant way forward for educators around the world (i.e., to work collaboratively).

INTRODUCTION

In the past ten years, the world witnessed two significant phenomena: the ascent of the fourth industrial revolution and the breakout of the Covid 19 pandemic. The two events posed different challenges but as the world pulls through, one valuable lesson for educators prevails. The pandemic together with a heightened higher education readiness for technology ushers in a new brand of learners and learning. Learners and learning are inherently, active. Nurturing a culture of responsiveness is the current narrative as we navigate the bends and nooks of change and uncertainty. This chapter serves as a prelude to the other chapters in this book. It helps redefine and set the context for responsiveness in (individual) learning and learning delivery. Since learners are learning in a multifaceted realm and the aim of learning goes beyond the academic transcript, being responsible is indisputably necessary.

Why the Need for This Chapter?

Learners are currently learning and are expected to thrive in a VUCA (volatile, uncertain, complex, ambiguous) and BANI (Brittle, Anxious, Non-Linear, Incomprehensible) world once they stepped out of the campus regimes. They must be responsive, responsible, and resilient enough to navigate swift and amorphous changes. This chapter puts forward the attributes of responsive and responsible learners and how these learners strategize and flourish in their learning environment. It will focus mainly on the concepts of responsive and responsible in the context of learning, post pandemic and in future endeavours. The chapter will begin with discussing the two terms and proceeds to highlight the characteristics that define responsive and responsible learning. Responsive education, responsive learning environment and responsive teaching will be discussed in tandem to provide a bigger picture. The chapter then briefly relates responsive and responsible learning to existing related theories, in particular, heutagogy and self-determined learning. Recent student and teaching cases related on responsive and responsible learning will be embedded to provide clarity to the concept and to frame the notion of such learning. The term postulating is chosen to signify an act or attempt to explore and evoke an unconventional way of looking at learners and facilitators of learning.

What Does It Mean to Be Responsive? What Should a Learner be Responsive To?

The Cambridge Dictionary describes the term "responsive" as *saying or doing something as a reaction to something or someone, especially in a quick or positive way.* It connotes a fast action but in contrast to being reactive, responsiveness implies thoughtful action that is typically an informed one. Often, reactive is tagged to an action driven with less controlled emotion whereas responsive is a conscious thought. In this chapter, responsiveness is discussed in the context of education and learning. Akin to business responsiveness which means getting back to customers quickly with solutions to their problems, responsiveness in education and learning deals with the learners as the ultimate recipient of educational services.

A learner who is responsive is someone who has knowledge of all the different elements of learning in his or her environment, is aware of changes and react in a way to enhance his or her learning process and experience. If we were to illustrate these elements, it may lead to at least five main ones; (1) the learner himself (or herself); (2) the content; (3) the environment; (4) the learning experience and (5) the

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