

Learning Through Making - A proposed Sustainable Learning Education

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Abstract

The COVID-19 pandemic has taken a heavy toll on practically every facet of society, including schooling. However, teachers are willing and able to cope as online educators despite their lack of experience with online teaching. It is vital to transit to a thriving stage of remote teaching, learning, and teacher education as we go past the survival phase of online teaching and learning. A new paradigm for learning and teaching is needed due to the current struggle to keep pace with the disruptive nature of technological and social change. We need a pedagogy that leans into the future, inclining towards what is arising and might be needed rather than resting securely in the understanding and skills of yesterday. We propose making, a process of creating something, as a sustainable type of learning as it can retain the acquired knowledge and skills after initial exposure. It involves making the best use of available resources to support a healthy existence and ensuring a viable future for all. Sustainable learning attempts to equip learners with knowledge, skills, methods, tools and dispositions to create and sustain conditions wherever their endeavour and wherever they work. Making allows students to take on multiple roles as mathematicians, scientists, designers, or makers, guiding the knowledge, skills, and practices they are using to solve issues. Apart from that, making enables learning to be more relevant and meaningful as it features a learning-by-demand model. Making also encourages learners to understand what makes technology work, rather than be satisfied simply consuming technology. Learning through making is a continuous, enduring and proactive learning as it does not focus on the accumulation of knowledge and skills but more on building resilience, responsiveness and change-readiness capabilities. Through making, learners learn to anticipate challenges and opportunities that might arise and develop and prepare by choice and design, leading to learning and innovation, rather than being held hostage to change and environmental turbulence. One of the central aspects that sustain learning is values and ethics. Learners should be aware of the making process, intention and purpose, cost, and consequences to the environment. It should not be purely based on profit and short-term relief but because it is needed, beneficial and has no long term negative effect on the environment and mankind.

Keywords: making, learning through making, sustainable learning, sustainable education, ethics, values