

Five Levers: The sense of being.

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The English Dictionary refers to the term Education as 'the process of receiving or giving systematic information, particularly in a school or university.' School and university are referred to in this statement as physical places or locations where a manufactured building host educational activities. Another definition of Education is the Latin term *ēducātiō* relating to the nurturing of child development. Under this term, no physical location is referred to.

Numerous theorist and pioneers of educational philosophy, models, concepts have contributed significantly to the provision of education. Blooms, Maslow, Piaget, Vygotsky, Knowles are only a few theorists who have been integral to the discourse among many academics/educationalist/vocational educators in deciding which pedagogical model to deploy in discipline-based education.

Learning is an outcome from the learner's intellectual processing of acquired knowledge. Learning takes place in many locations, over time, in a different context and through collaboration with others. And arguably this only occurs in the individual's mental space (Fauconnier 1994)

In six published papers contributing to a PhD study, by Smith the co-author of Mode Neutral pedagogy, an unintentionally empirical framework has emerged showing the association of five cognitive-conditions: Identity, Presence, Co-Presence, Emotional Intelligence and Immersion as integral to the design, delivery and discourse in the education experience. This is known as Five Levers.

Identity is the characteristics of how we subjectively view others and ourselves within the 'community' we form. Identity includes how we display self to the outside world in what we wear, our expressions and choice of language.

Presence is viewed as a sensing cognitive belief that one is present in the environment. Presence is about how we exercise our identity to convey information in both virtual and real world locations.

Co-Presence is the association formed between Identity and Presence where connectedness is present with communication flowing back and forth between community members.

Emotional Intelligence (EI) is described as being aware of one's emotions and how to channel them so that the behaviour is considered and control in different situations (Mayer et al. 1992).

Immersion describes by Slater and Wilbur (1997) as “being there” and Witmer and Singer (1998) “the psychological state characterised by perceiving oneself to be enveloped by”.

Five Levers is a framework that captures the characteristics learners require to feel engaged and to invest themselves in an activity, a discussion, or being part of an environment or other participatory tasks. The sense of being in any context is both unconscious and conscious awareness of the intrinsic characteristics that motivate people to want to be involved, invest themselves in, and immerse into.

There are six key associations within the Five Levers framework. There are potentially more connections with different combinations yet to be discovered; the six key sets are described below.



Identity + Presence + Co-Presence + Emotional Intelligence + Immersion

If all five levers are aligned and return a score of 2.7 or above, the individual feels able to express him or herself in a positive and influential manner - This is called the **Benchmark**.



Identity + Presence

The association between Identity and Presence is closely linked and born from the individual's awareness of how they wish to portray themselves and the value they bring to the experience. A Presence occurs where an individual demonstrates their identity in an active manner offering views, suggestions or opinions.



Presence + Co-Presence

Presence and Co-Presence are unified characteristics when open channels of communication are within the experience. They are easily disconnected when communication becomes fragmented when the messages/feedback is misunderstood.



Identity + Presence + Co-Presence

Alignment of Identity, Presence and Co-Presence often results in an individual showing an active involvement in the experience. Individuals at ease with expressing their views will be receptive to other diverse views.



Identity + Presence + Co-Presence + Emotional Intelligence

Emotional Intelligence coupled with Identity, Presence and Co-Presence affords the individual to influence or impact on the composite outcome from experience. An Emotional Intelligence score of 2.7 and above suggests the person is highly aware of their influencing abilities.



Presence + Co-Presence + Emotional Intelligence + Immersion

In this association, if Emotional Intelligence is below 2.7 despite the other levers above the benchmark, individuals may not be aware of how they are affecting others. Focussing only on their view of the world may result in their loss of Identity within the group membership.

Academic teacher/training designers/vocational educators can adopt Five Levers to designing an effective learning experience. Furthermore, it can measure the learners' engagement throughout the experience illustrating where adjustments are needed during the learning period to maintain engagement and cognitive development. The absence of any of the Five Levers leads to silo learning; an unstable pedagogy creates psychological barriers 'walls' for the learner's knowledge acquisition and cognitive development.

The application of the Five Levers is not restricted to the classroom or technology-centric curricula; moreover its transferable to workplace settings or any other situations that encourage meaningful learning to happen. The location is less important; mindfulness of the associations between each of the Five Levers will create optimised educational experience that will support learners acquire knowledge from anywhere at any time.

Reference:

Fauconnier, Gilles (1994). Mental Spaces: Aspects of Meaning Construction in Natural Language. New York: Cambridge University Press. p. 240.