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Journey Through the Inquiries of Learning: Can Society Embrace the Nature of Ambiguity?

The nature of learning is one of fluidity in which mutability is a norm. When the rate of change socially as well as politically and economically is exponentially higher than expected we must question how recent is our understanding? At what rate do we change our understanding of learning and adapt to the nature of learning, a necessary entity to life that breaths uncertainty just as fervently as it entices growth? If social change occurs at a faster rate than society's ability to understand what it means to learn, where does this leave our education system today? There is a parody within that final question because the nature of learning is transforming as we speak, thus can we even adapt to the nature of something uncertain and in flux?

Given the inquiries above; navigation of the meaning and nature of learning amidst uncertainty requires persistence in question, analysis, and valuation. Societal perceptions and cultural roots are the foundations unto civilization; society and culture additional create a pendulum of tension, contributing to and activating uncertainty worldwide. Whether you go back to the Aztec and Mayan empires or look towards the protests occurring around the world today (United States and England alike), the underlying decree of culture as a paradigm of power and social norms as subconscious rules is unprecedented. Uncertainty in such dimensions is not uncommon nor is it a foreign concept (Barthes & Lavers, 1972); examination of how learning handles ambiguity is at the core of this discourse. Professor Lisa Randall gave an impactful speech focused on particle physics in which she shared; "If you are not looking for something you often miss it," which connects to learning in an uncertain world. When social and cultural uncertainty cloud human judgement and mind, there is a domino effect into all other worldly dimensions of improbability. With the world at bay, people tend to stray from 'meaning' as a construct and what it means to learn is no longer or maybe never was the forefront of human significance.

Additionally, the meaning and nature of learning can be shackled to the term 'education', compartmentalized by a department, field of study, or particular grouping. Furthermore, learning cannot be contained to what theory says or what practice does for the meaning of learning is versatile and multidimensional. From the zone of proximal development (Vygotsky, 1978) to learning communities (Lave & Wenger, 1991), education experts have continually argued in favour of social networks in schools and practical group experience for learning engagement. In order to decipher the nature of learning, community involvement is necessary as communal discernment is the only constructive way to gain new insight and mutual understanding on the meaning of learning in a modern, ever fluctuating world. Communal Constructivist Theory stresses growth in knowledge is due to environment and community engagement (Holmes & Gardner, 2006; Leask & Younie, 2001). Learning may indeed require ICT or technological sources now yet learning has always required communication and meaning or terminology filtering seeks simplicity. Learning is a past, present, and future movement, which necessitates community involvement to combat uncertainty and disillusion those thinkers, policymakers, scholars, and even civilians who are too inwardly focused.

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