

## Knowing VS Becoming: the epistemology and ontology of learning.

*Knowledge is only called knowledge when it is shared (a um6p student).*

It was while correcting a piece of writing from a um6p student—sadly, I cannot remember his name—that I came across the quote opening the following essay. These are some reflections on learning and knowledge triggered by that same quote.

Life-long learning is a redundancy. Learning is in-itself continuous; juxtaposing life and learning is making up a sort of a dichotomy (Learning vs long-life learning). Learning does not stop at one point to say it should be life-long. This idea is clear when one looks closely at what learning is.

We live in a world mostly characterized by interaction. We live and think as beings *in the world*, not outside it. We also live in the world *with others* and not alone. No thinking and no learning are separate from the physical, spatial and social dimensions surrounding the thinking/learning subject. Of course, the mental and cognitive aspects of learning are not dismissed here but they are only one side of the coin. When you learn, you *know*, but you also *become*.

John Dewey, the famous American pragmatist philosopher explained this relationship. We will have time to have a look at his ideas in future essays. Others also tackled the intricate relationship between knowing and becoming as related to knowledge and learning; to mention Bente Elkjaer, David Kolb, Peter Jarvis among many others.

However, our starting point is going to be Descartes. Next will be John Locke and David Hume. From there, we will go through some modern responses to such classical philosophers and in what way learning has become to be viewed at the same time as both cognitive (epistemological) and social (ontological).

To be continued.....

