**OLKC SYMPOSIUM**

SENSUOUS LEARNING FOR PRACTICAL JUDGMENT IN PROFESSIONAL PRACTICE

The eroding trust in professions and professionals (bankers, doctors, lawyers) due to professional malpractices at the core of societal, economic and political crises, is a grand challenge of our times. The recent launch of a major report (*In Professions We Trust* – Bond et al., 2015)in the British House of Lords, highlights thelimited support available to professionals in dealing with professional dilemmas beyond following a code of ethical conduct. Professional dilemmas capture many of the tensions professionals experience when competing priorities make the use of judgment and choice of action critical. Improving competence in professional judgment is insufficient. Cultivating the character and conscience that underpins such judgments is equally important. This calls for the ethos of managing and leading with professionalism to be better developed and supported.

Art-based methods (ABM) are uniquely placed to address the much needed improvement in personal and professional practice, because they do not adopt a didactic approach. Instead, they foster curiosity, confidence and commanding the unknown. They cultivate not only competence, but also character and conscience. And they support the level of development that extends beyond reviewing practice and improving practice by fixing errors. They foster a mode of learning that extends beyond reflection and fosters reflexivity. All these characterizes what will mark as a new contribution to learning theory and practice – *sensuous learning* which is embedded in the practical judgments that underpin professional practice.

This symposium, brings together members of the global GNOSIS 2020 network and invites new members interested in advancing this agenda to enrich the OLKC [Organizational Learning, Knowledge and Capabilities] annual conference in Liverpool. The symposium will see the launch of the edited book collection (*Sensuous Learning for Practical Judgment in Professional Practice*) that features the ABM that members of the network have developed and share lessons from their application in a wide variety of organizational and professional contexts. The symposium will also be a platform for featuring a variety of other contributions which highlight, probe and advance the idea of learning with a difference that ABM have the potential to create.

The learning field has reached a state best described by inertia. We have not seen new and exciting developments in learning theory and practice and we remain beset by the orientation towards knowledge acquisition and behavioural change as the means of accounting for the value of learning. Existing books on learning, we would argue, are mostly written with the following limitations:

1. they promote prescriptive solutions rather than encourage asking questions
2. they are written from the perspective of the person doing the teaching or the person at the receiving end but hardly as the outcome of their interaction/relationship of learning together,
3. they take a fairly rational view of human nature, and
4. they assume that learning is happening within a reasonably well-functioning learning experience either accidental or by design but without due account for the experience of learning itself.

Our approach, in contrast, aims to offer insights that will problematize current orientations of learning and extend accounts of learning as integral to living and working (Antonacopoulou et al., 2006). This symposium will also provoke rethinking:

* Why learning with a difference matters?
* How the experience of learning takes place?
* How can learning differently (using art-based methods) can be impactful?
* What are the impacts of learning?

We envisage a range of types of dialogue within the symposium including refereed paper presentations, experiential workshops, and practice-led papers. • Proposed papers should be submitted as per the OLKC conference website • Proposals for skills-based, applied and experiential workshops should be 200 words.

Sensuous Learning Symposium Organisers: Elena Antonacopoulou and Steve Taylor who will treat the symposium as a platform for launching two edited volumes on ‘*SensuousLearning for Practical Judgment in Professional Practice’* published by Macmillan and form the foundation for a Journal Special Issue and a seminal Handbook on the role of ABM in fostering learning and leadership development across the professions.

For further Information on the Symposium please contact: Elena Antonacopoulou - eagnosis@liv.ac.uk