

## **Exploring some Distinctions for the Design of Learning Systems**

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Abstract: This paper makes three reflections based on critical incidents in the lives of one or both of the authors. It does so as a means to explore how experience, the act of making a distinction, might be used in the design of learning systems. It is argued that the lack of embodiment by learners of dualities rather than dualisms poses particular difficulties for the systems educator. It is suggested that the authors' research of their experience of *enthusiasm* as theory, biological driving force, and methodology might be used as a basis for individuals to establish connections between a distinction and their own history, their tradition, and thus participate in the design (the bringing forth) of purposeful learning systems.

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