

CHAPTER A1

Lifewide learning, education and personal development: the history and development of ideas

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SUMMARY

This chapter provides a historical perspective on the origin and development of the lifewide learning and education ideas. The origin of these ideas can be seen in the educational philosophy and writings of John Dewey and Eduard Lindeman in the 1920's and 30's. In the latter half of the 20th century thought leaders developed and promoted the idea of lifelong learning within which lifewide learning was subsumed for post-industrial society. The progressive unpacking of the lifewide dimension of lifelong learning has been mainly accomplished in the first decade of the 21st century as thought leaders and educators grapple with the needs of information societies and their knowledge-based economies. The chapter concludes by outlining some of the reasons why a lifewide approach to learning, personal development and education is the necessary for the world we now live in.

BIOGRAPHY



Norman Jackson is Emeritus Professor at the University of Surrey, Fellow of the Royal Society of Arts and Director of the Lifewide Education Community Interest Company which he founded in 2011. Between 2005-11 he was Director of the Surrey Centre for Excellence in Professional Training and Education (SCEPTre) which developed and implemented the idea lifewide learning and education in a university environment. During a long career in higher education he has been a teacher and course tutor, researcher, inspector, policy maker and developer, and he has held senior positions with a number of national bodies including, Her Majesty's Inspectorate, Higher Education Quality Council, Quality Assurance Agency, Learning and Teaching and Support Network and Higher Education Quality Council. His involvement higher education universities through these varied roles led him to believe that not enough attention was being given to students' creative development or to preparing them for the lifetime of challenge and uncertainties that lie ahead. His work on students' 'creative development' and 'lifewide education', are his responses to these concerns.

