



Ecology of Learning, Development & Achievement

Norman Jackson

Lifewide Education @lifewider1 @lifewider

Creative Academic @academiccreator

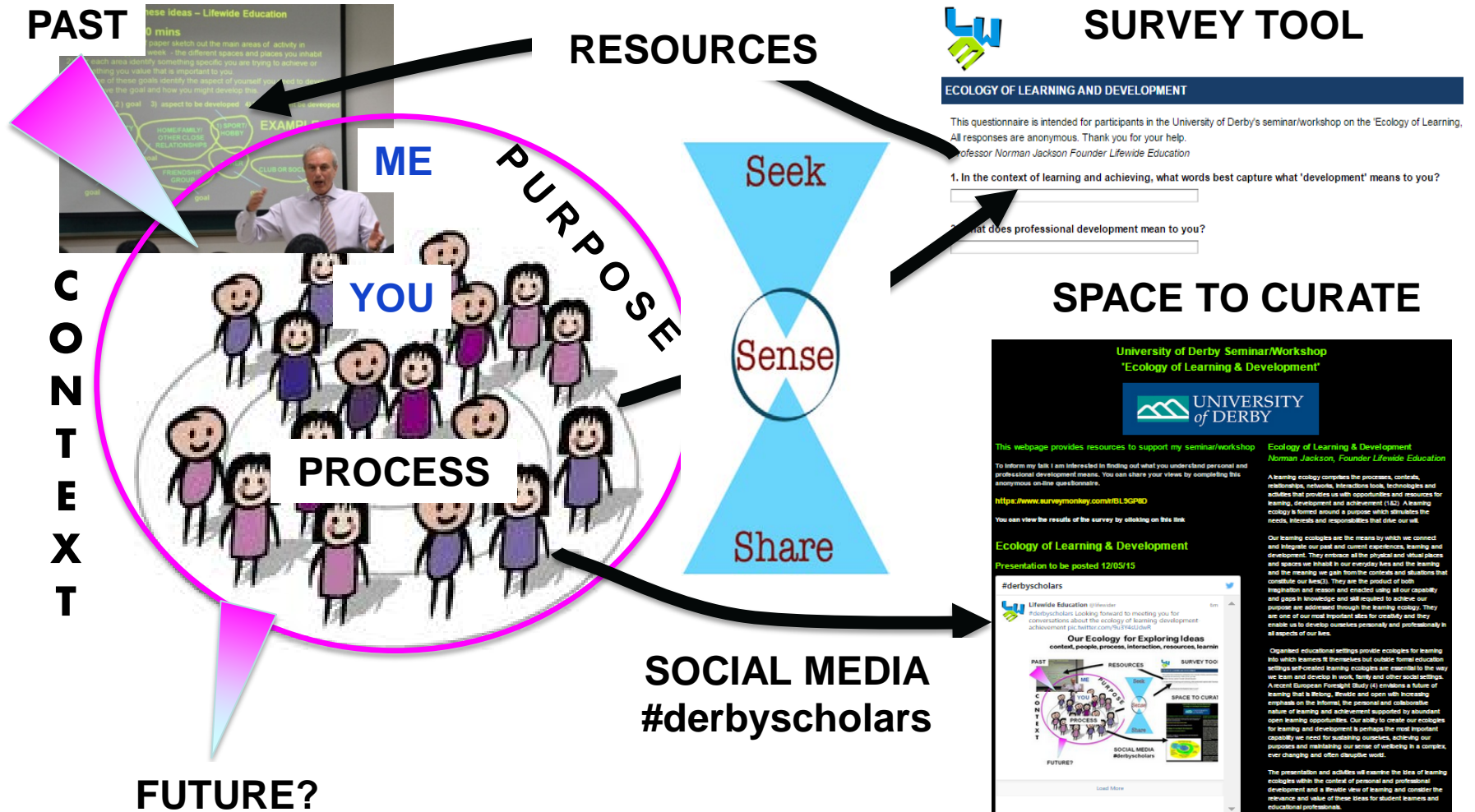
slides, working paper, survey results, videos and links

<http://www.normanjackson.co.uk/derby.html>

Twitter #derbyscholars

Our Ecology for Exploring Ideas

context, people, process, interaction, resources, learning



My interest in creativity, lifewide learning, learning ecologies



Lifewide Education



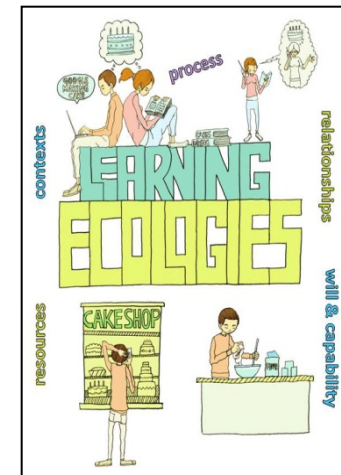
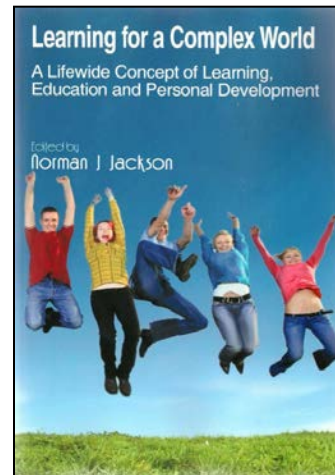
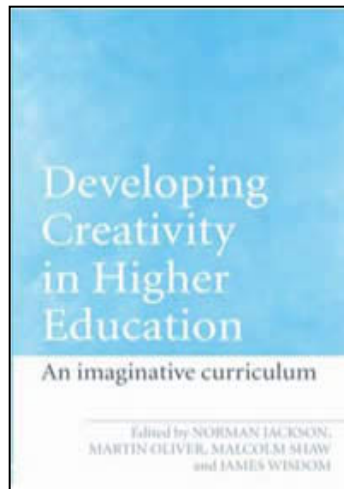
Study of 'how a university changed'

Policy/Regulation

Research

Development

& Innovation



Personal Development Planning Community

Imaginative Curriculum Network

SCEPTrE CETL

Lifewide Education Community

Creative Academic Community

1999-2000

2000-05

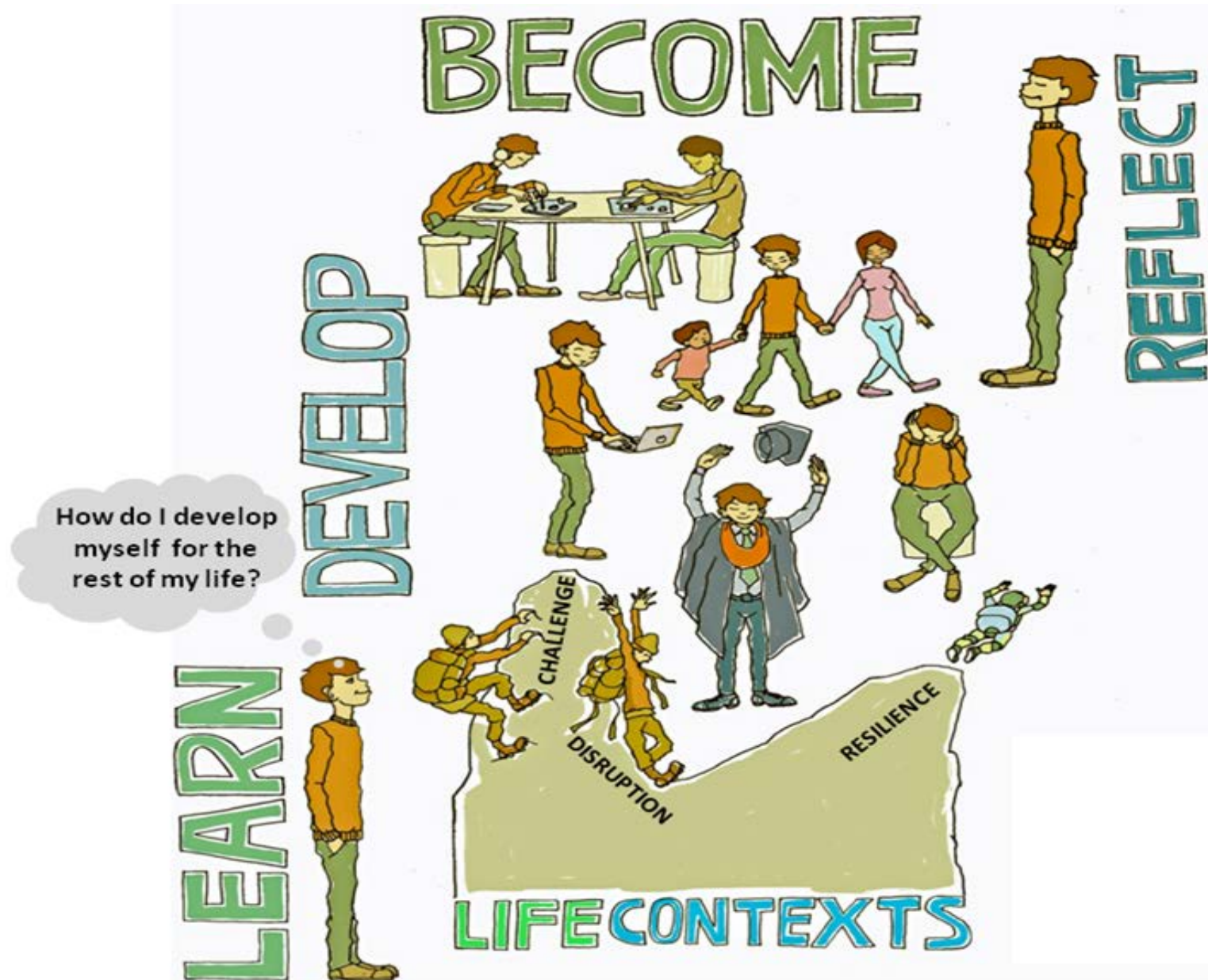
2006-11

2011- present

LEARNING FOR A COMPLEX WORLD



LIFE : A PROCESS OF CONTINUAL DEVELOPMENT





UNIVERSITY
of DERBY

What does development mean? (n=16)

Confidence Progression Problem Solving Learning
Improvement Able

What does professional development mean? (n=16)

Future Role Skills Learning Development
Able



What does personal development mean? (n=160)

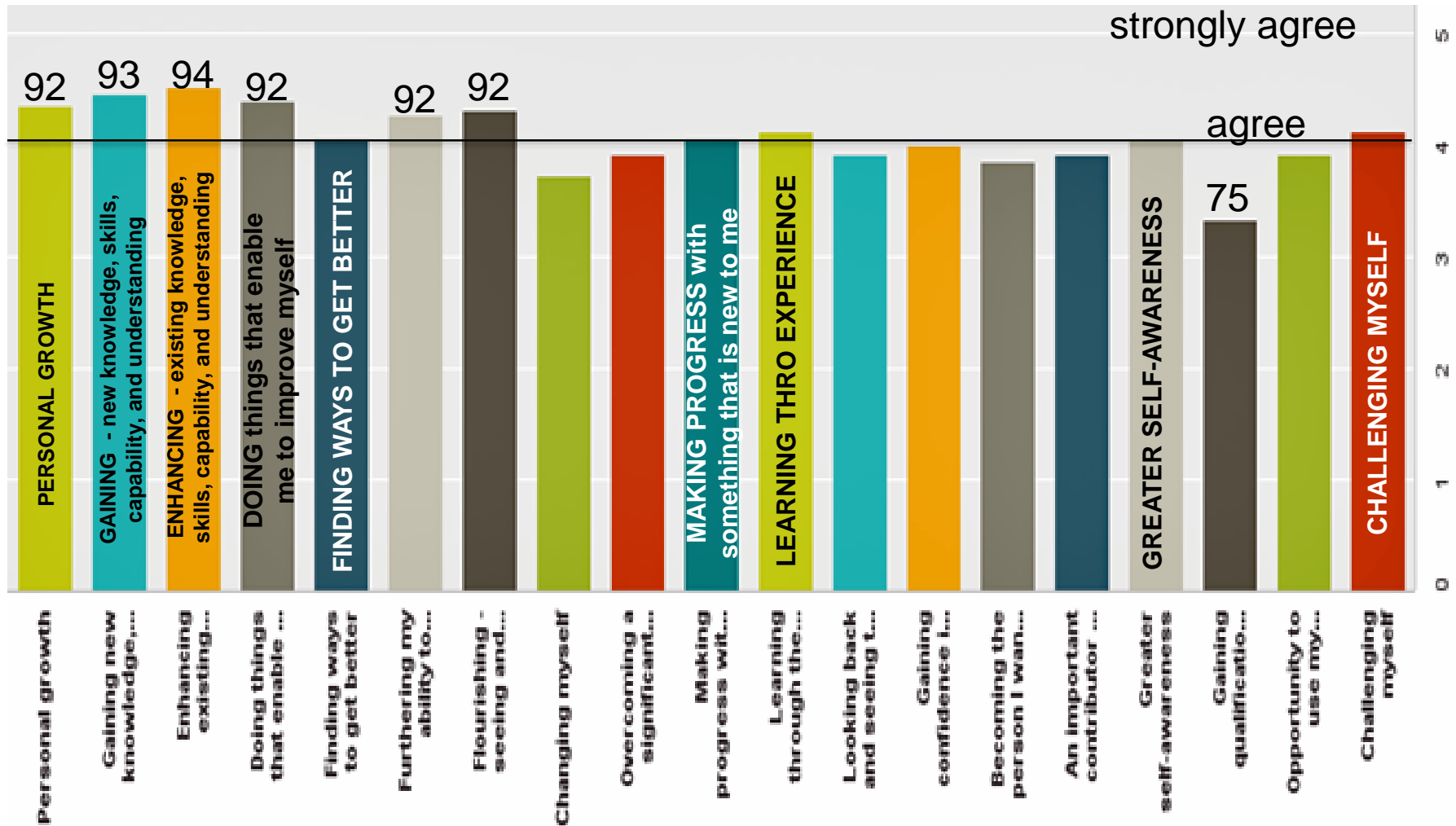
Achievement Awareness Capability Competence
Confidence Enhancing Flourishing Fun Goals
Growing Growth Improvement
Knowledge Learning Opportunity Progress
Reflection Satisfaction

What does professional development mean? (n=160)

Able Career Challenges Competence Continually
Development Encouraged Experience Improving
Job Knowledge Learning Role Skills

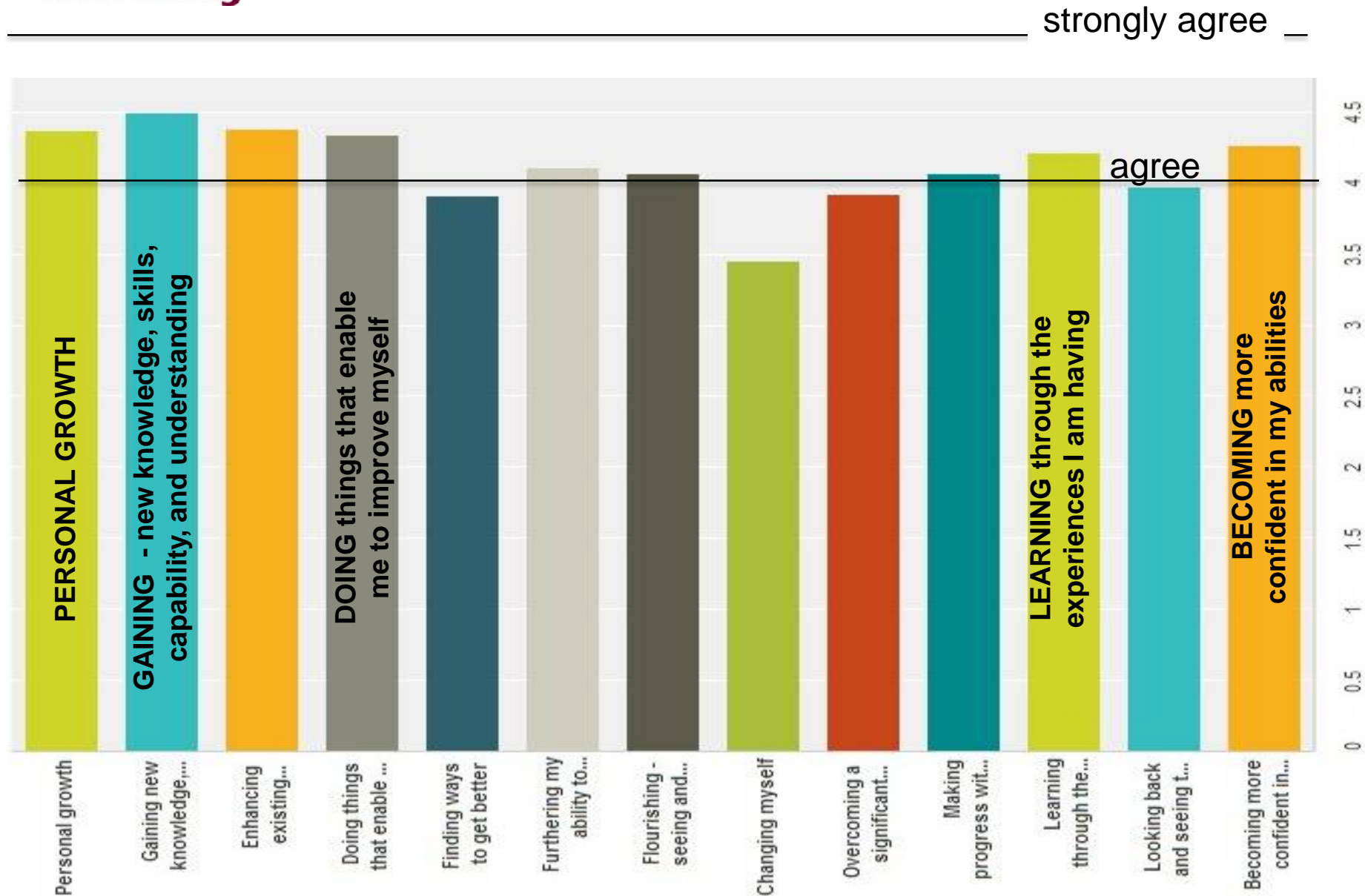
What does personal development mean? n=16

% agree + strongly agree



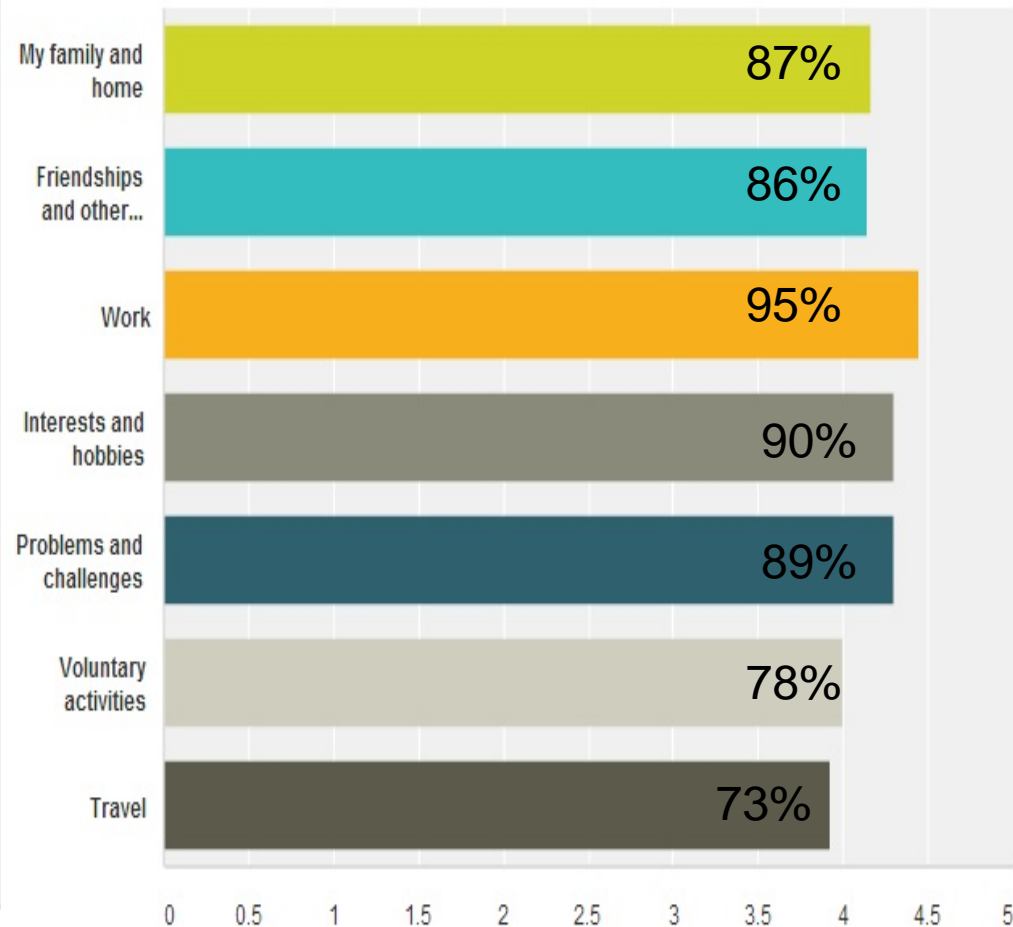
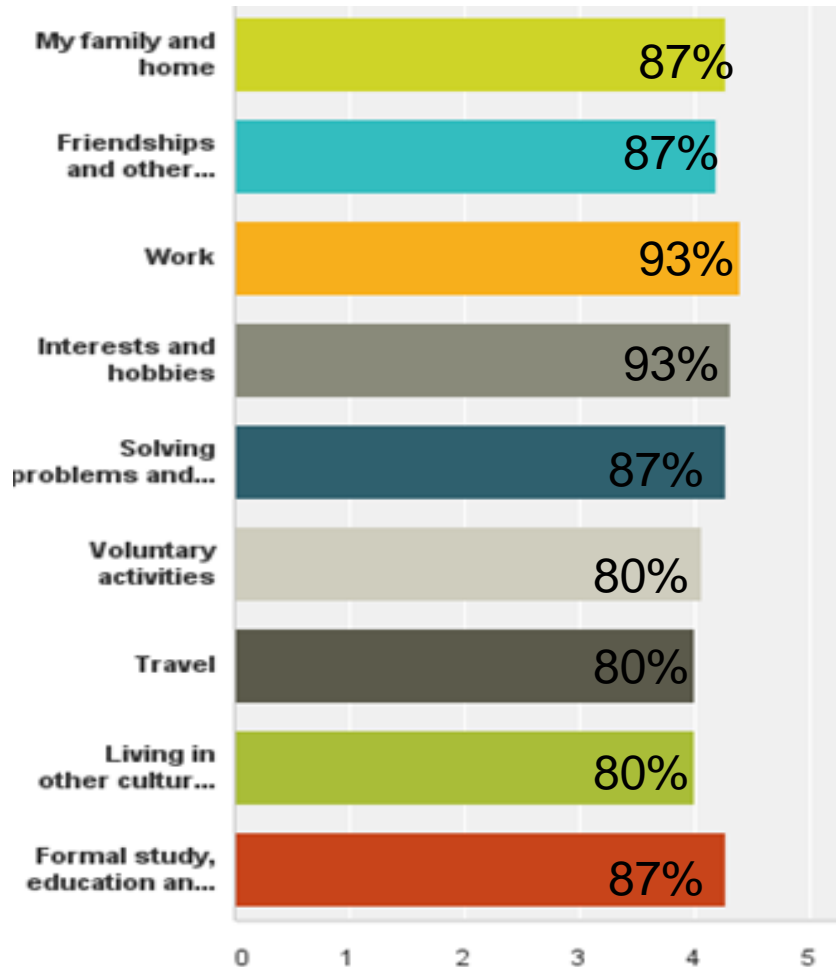


What does personal development mean? (n=160)



Contexts in which personal development can occur

% agree + strongly agree



My development can relate to

	Yes	No	Don't know	Total
Becoming more skilful in an aspect of my life	93.33% 14	6.67% 1	0.00% 0	15
Physical - becoming fitter /healthier	78.57% 11	21.43% 3	0.00% 0	14
Emotional - better able to deal with the emotions of situations	92.86% 13	7.14% 1	0.00% 0	14
Intellectual - better able to comprehend, process, analyse and reason	100.00% 15	0.00% 0	0.00% 0	15
Creativity - better able to imagine new ideas and solutions	93.33% 14	6.67% 1	0.00% 0	15
Spirituality - better sense of the meaning of my existence	80.00% 12	6.67% 1	13.33% 2	15
My confidence	93.33% 14	6.67% 1	0.00% 0	15
My identity	100.00% 15	0.00% 0	0.00% 0	15
My overall sense of wellbeing	78.57% 11	21.43% 3	0.00% 0	14
My willingness to take on risk	80.00% 12	20.00% 3	0.00% 0	15
My competency in different social / cultural situations	78.57% 11	21.43% 3	0.00% 0	14
My competence with technology	78.57% 11	21.43% 3	0.00% 0	14
My professionalism	100.00% 15	0.00% 0	0.00% 0	15

The Developmental Process of Change



Development is the process by which we convert our ideas and ambitions into something tangible

INCREMENTAL

Doing the right things
Doing things right
Doing things better

NON-INCREMENTAL / INNOVATION

Doing new things that someone else is doing
Appropriating what someone else is doing
Doing things that no one else is doing
Trying to do things that can't be done

Life a Creative & Developmental Achievement



Carl Rogers (1960)

Personal creativity is

'the emergence in action of a novel relational *product* growing out of the uniqueness of the individual on the one hand, and the materials, events, people, or circumstances of his life'

Personal development is

'the emergence in action of a novel relational *product* growing out of the uniqueness of the individual on the one hand, and the materials, events, people, or circumstances of his life'



Lifelong & Lifewide Learning

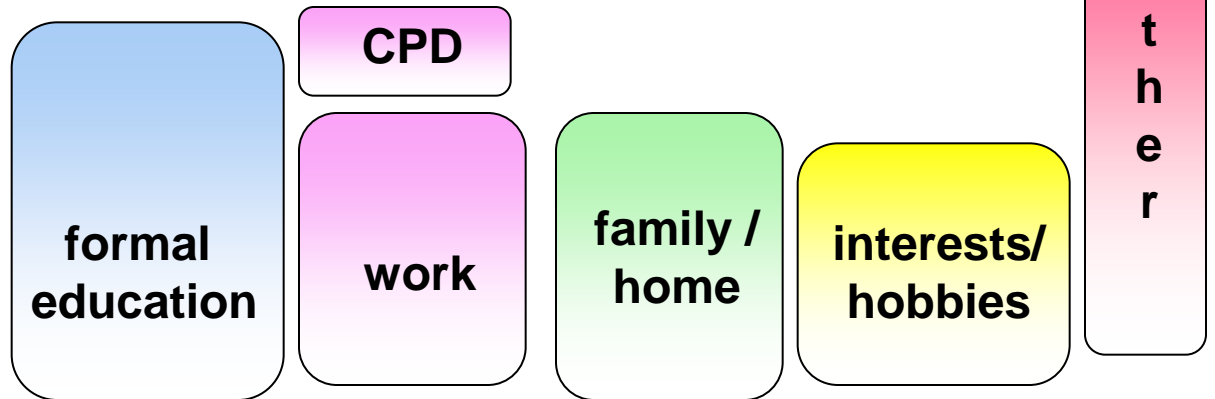
Developing through and across the contexts, situations, time frames and possibilities of our life

FUTURE

Lifelong learning:
All learning activity undertaken throughout life with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment-related perspective
(Commission of European Communities 2001)

PAST

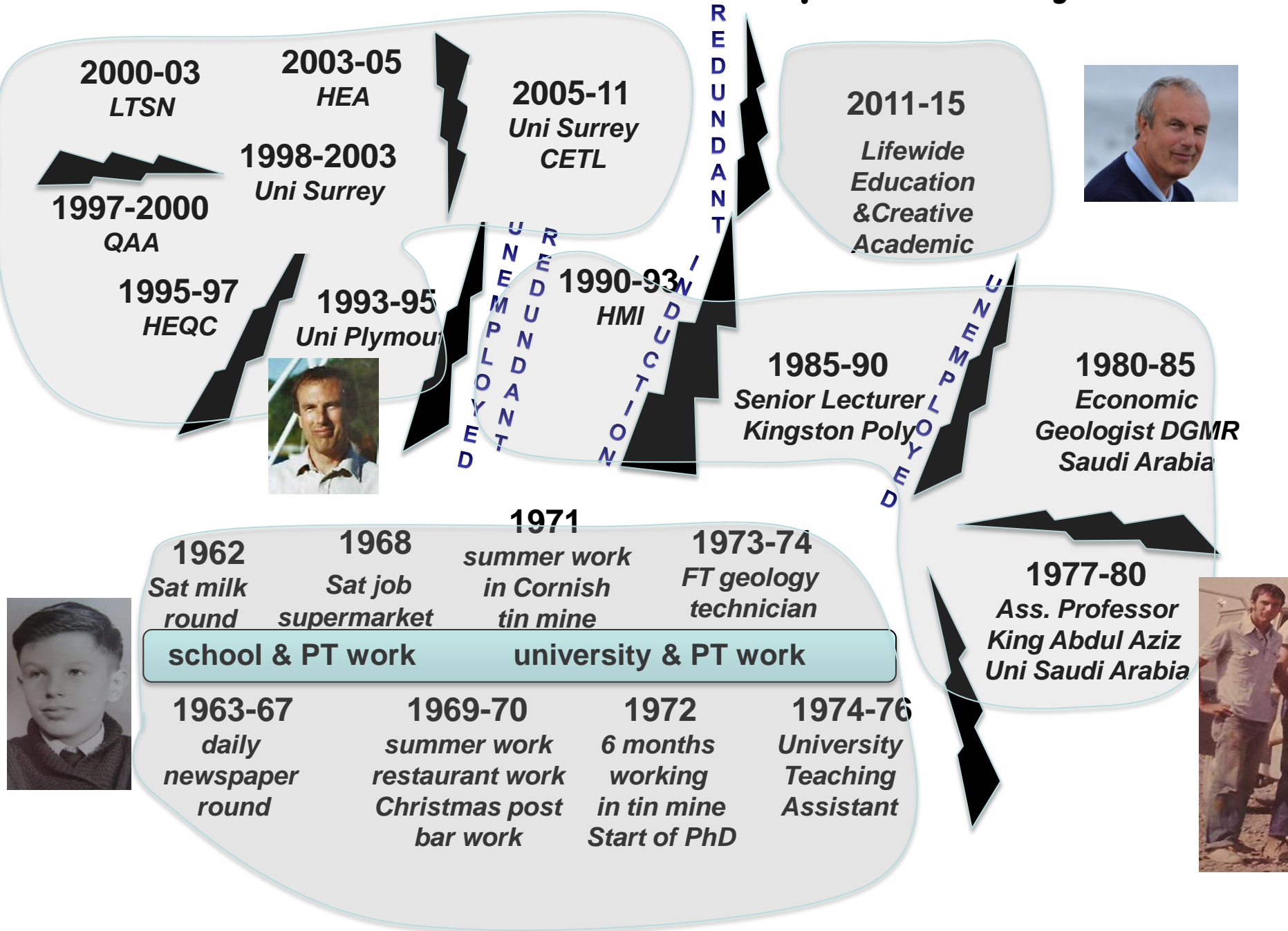
PRESENT



Lifewide learning: All learning and personal development that emerges through activities in the multiple contexts and situations we inhabit contemporaneously at any point in our life, with the aim of fulfilling roles and achieving specific goals, and continuously developing knowledge, understanding, skills, capabilities, dispositions and values within personal, civic, social and/or employment-related contexts.

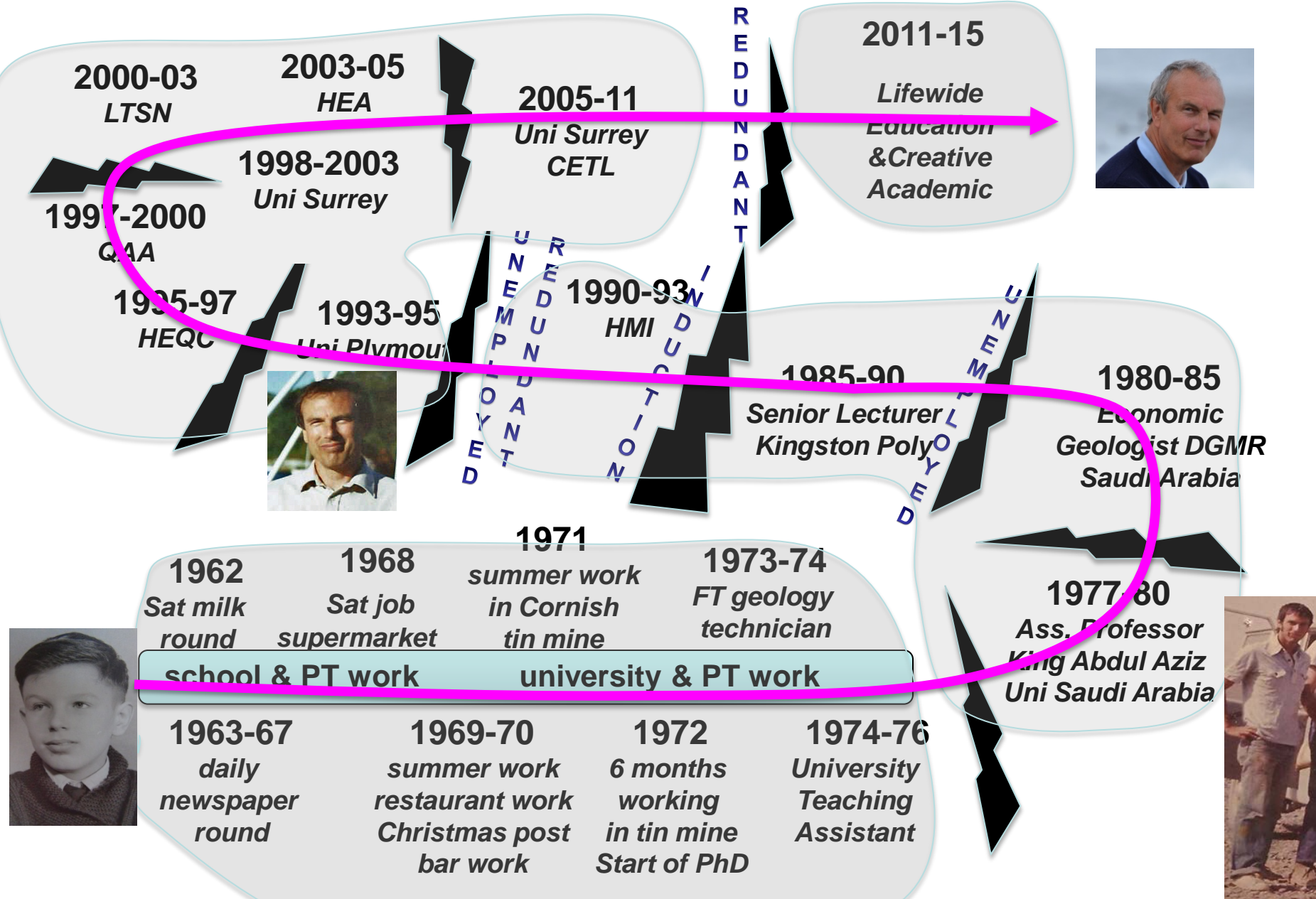


Life is a Personal/Professional Developmental Project

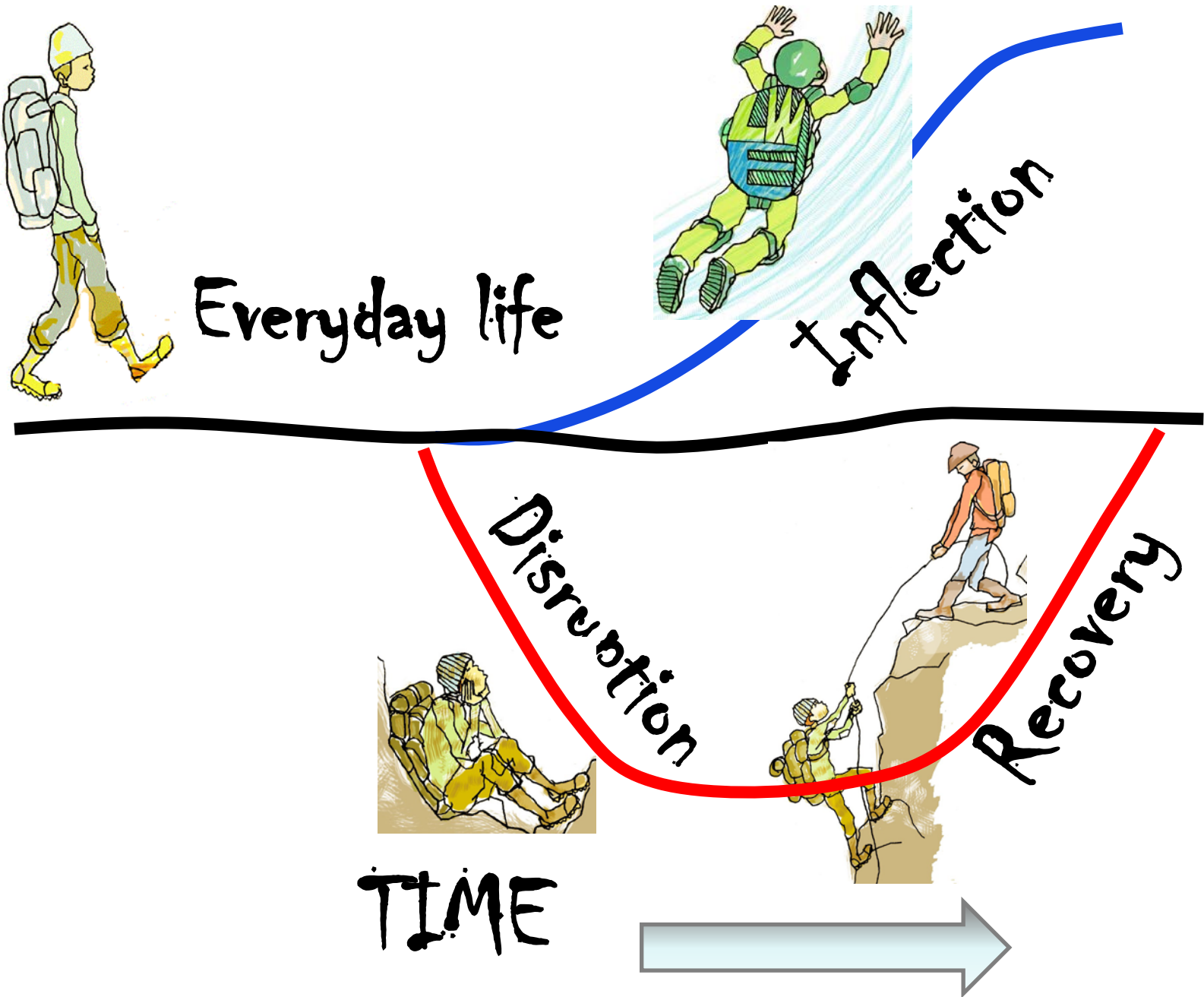




A developmental journey shaped by disruptions, inflections & transitions

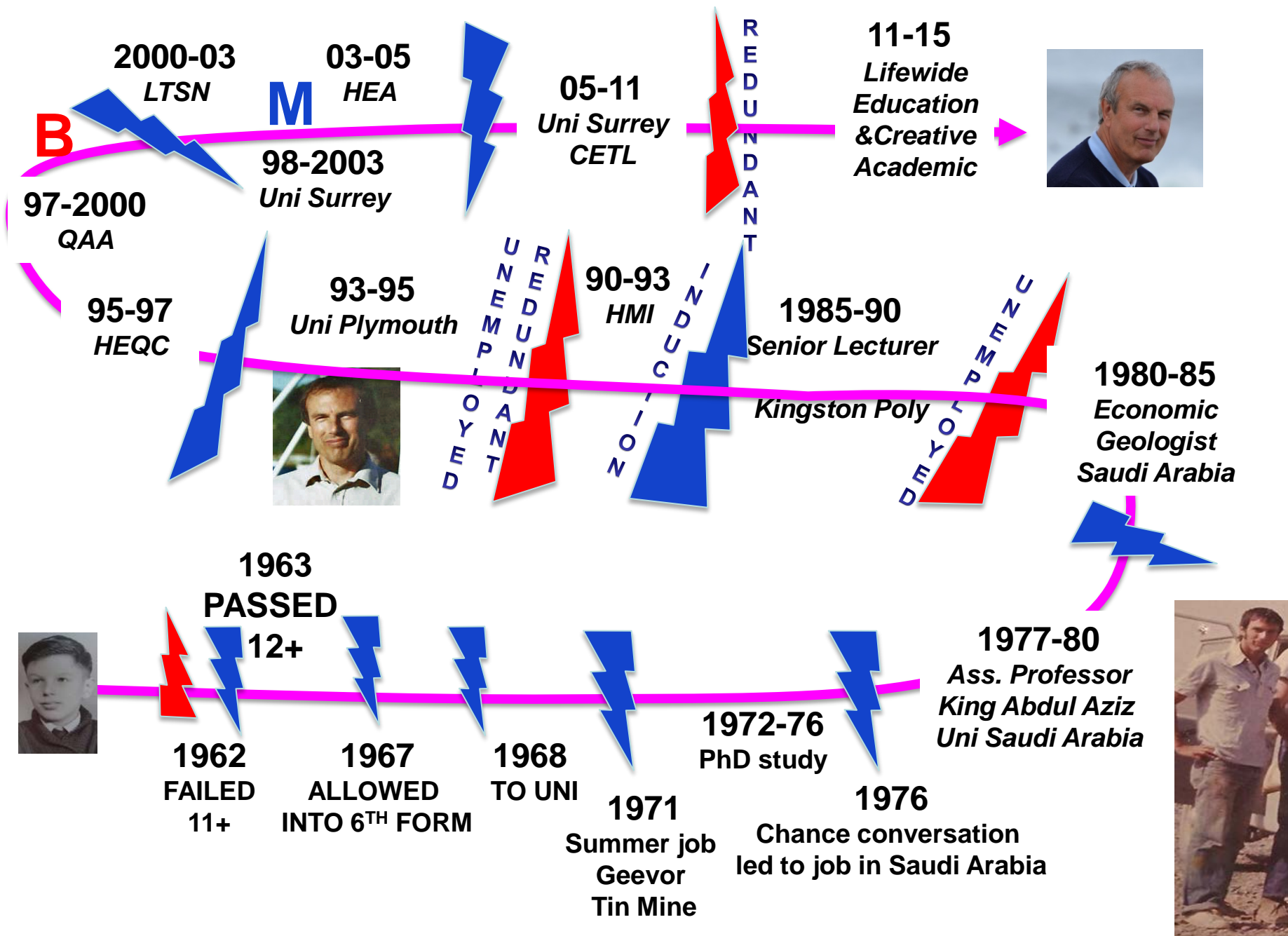


learning & development





Life as a developmental journey – of disruptions, inflections & transitions





Lifelong & Lifewide Learning

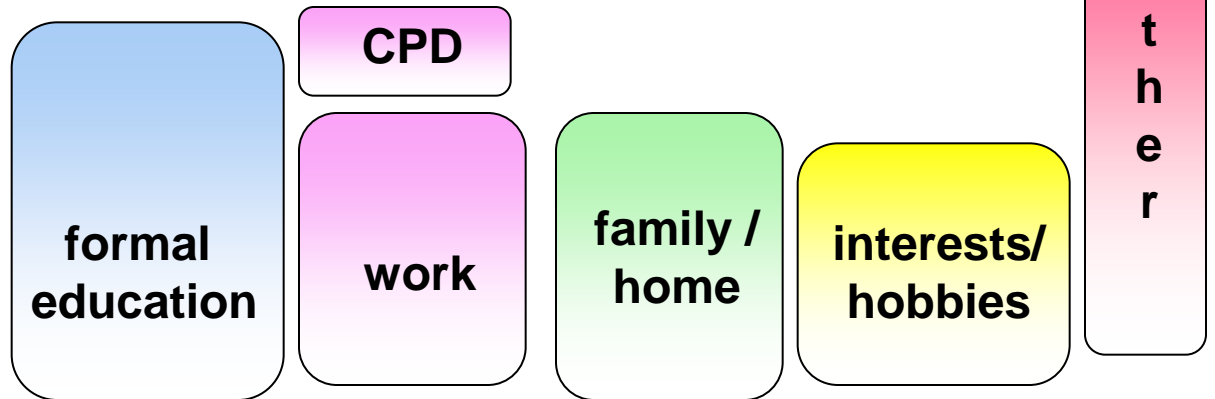
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PAST

PRESENT



Lifewide learning: All learning and personal development that emerges through activities in the multiple contexts and situations we inhabit contemporaneously at any point in our life, with the aim of fulfilling roles and achieving specific goals, and continuously developing knowledge, understanding, skills, capabilities, dispositions and values within personal, civic, social and/or employment-related contexts.



Lifewide – most inclusive concept of learning & development



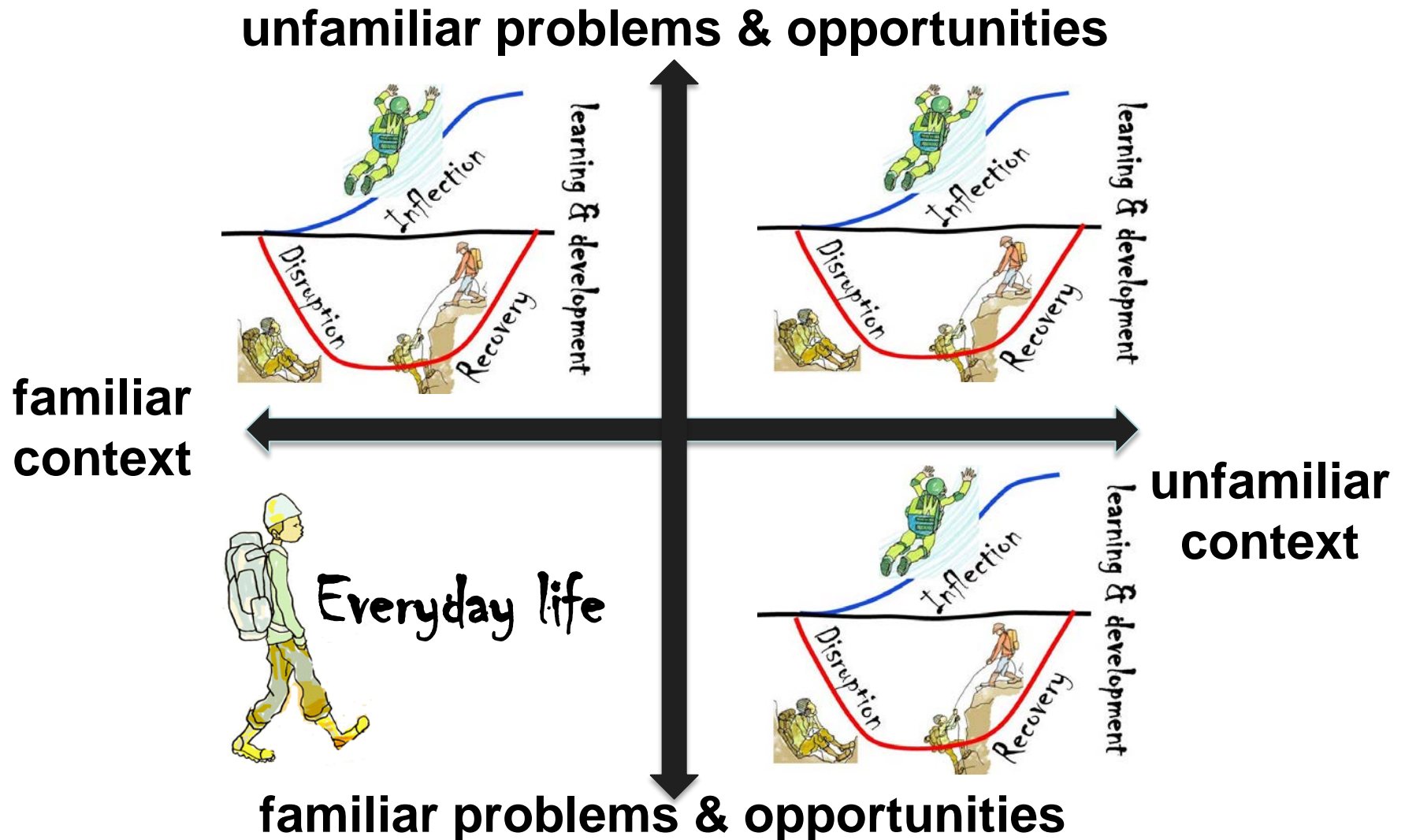
Now, All, Personal & Significant

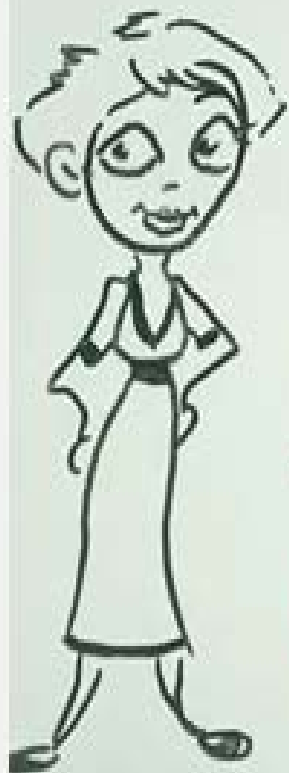
Formal
Intended
Need
Directed
Planned
De-contextualised

AND

Informal
Unanticipated
Interest
Self-directed
Emergent
Contextualised

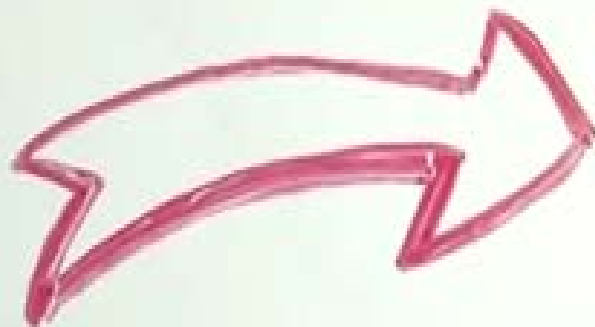
Contexts that provide opportunity and challenge





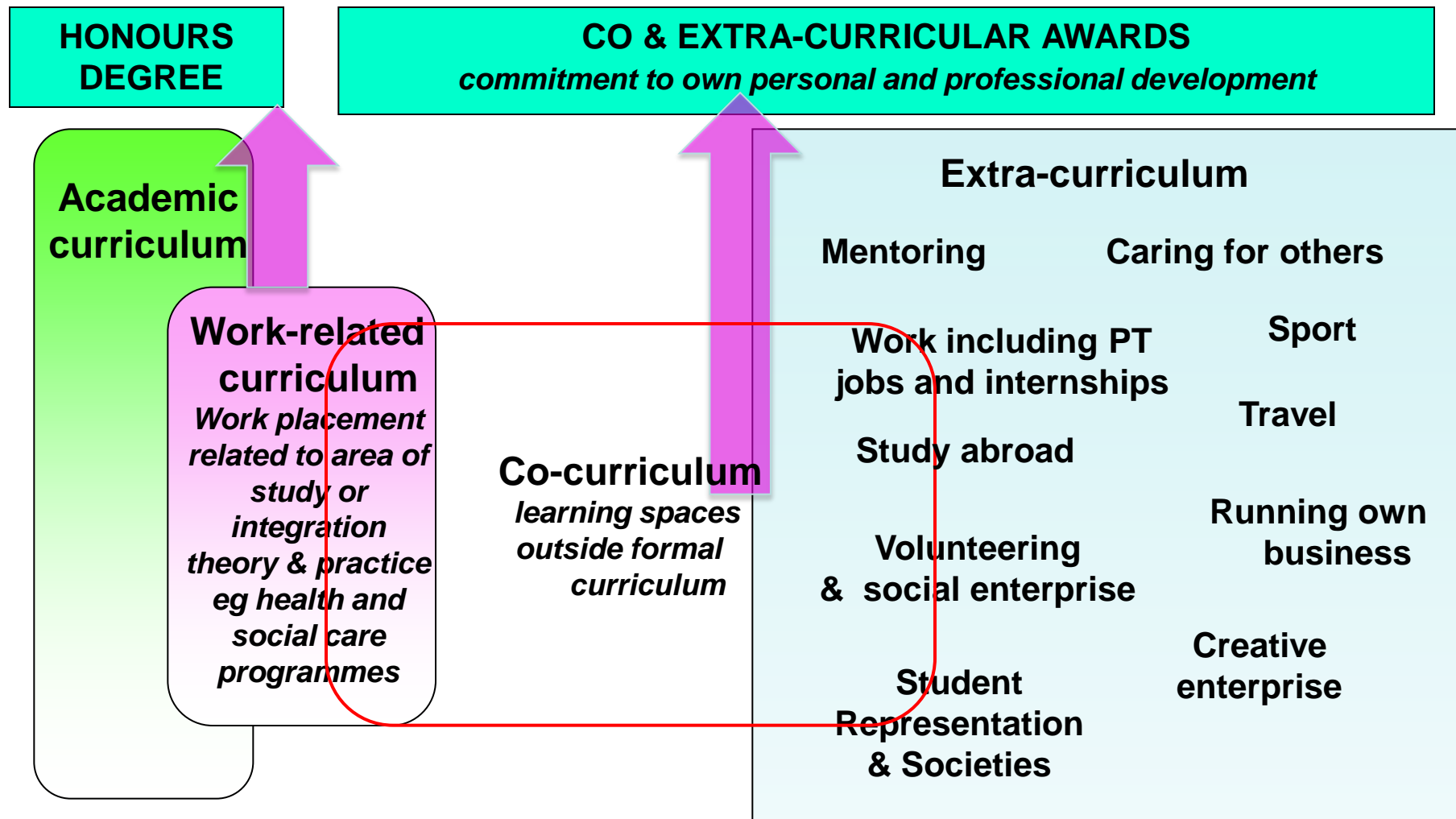
SARAH

CAMPBELL



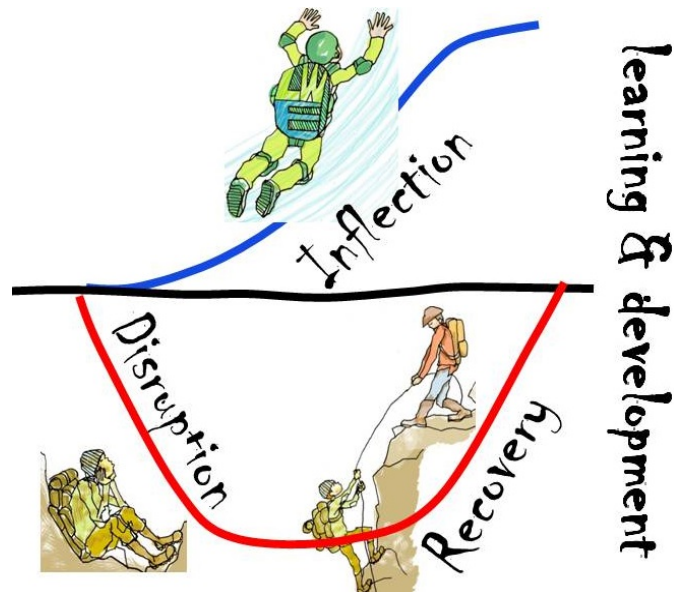
<http://limerickcreatives.weebly.com/videos.html>

Recognising learners lifewide development through a lifewide curriculum



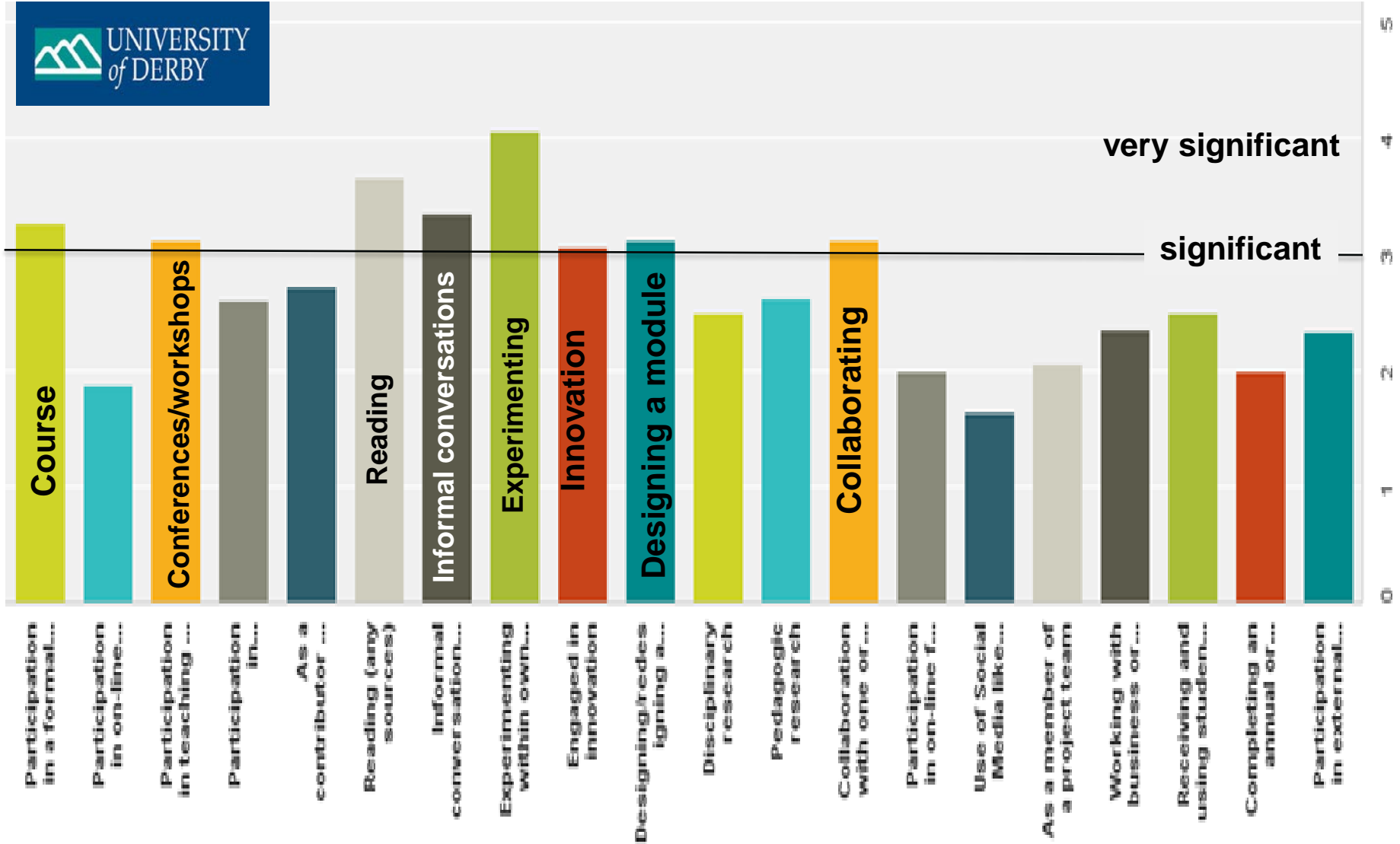


Lifewide – most inclusive concept of learning & development

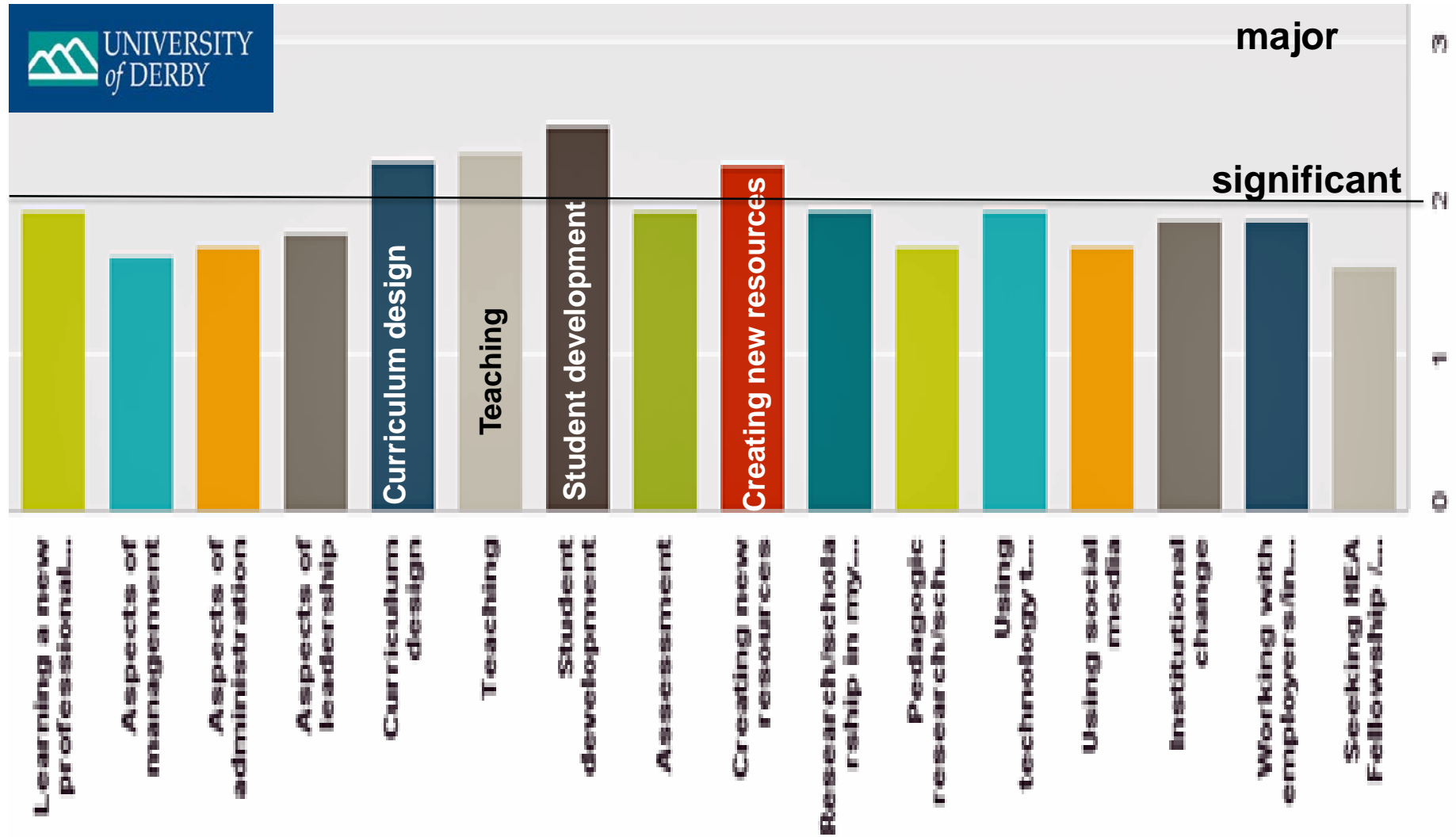


These are the everyday contexts in which incremental development and disruption, inflection and transition occur

Contributions to professional development in last 12 months



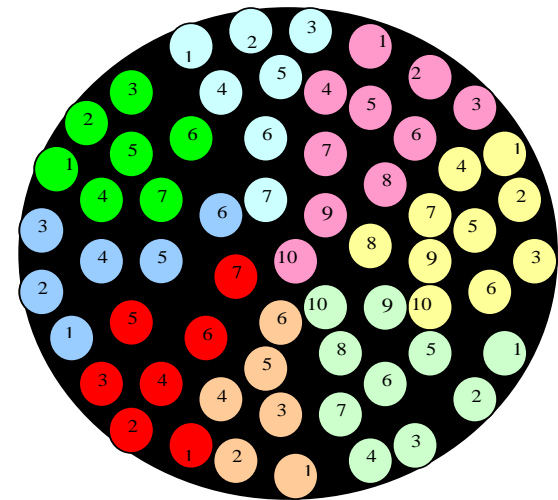
Over the last 12 months, what areas of your work have provided the focus for your professional development?





Michael Eraut 'learning trajectories'

Learning Trajectory	Details
TASK PERFORMANCE	Speed and fluency Complexity of tasks and problems Range of skills required Communication with a wide range of people Collaborative work
AWARENESS AND UNDERSTANDING	Other people: colleagues, customers, managers etc. Context and situations One's own organisation Problems and risks Priorities and strategic issues Value issues
PERSONAL DEVELOPMENT	Self evaluation Self-management Handling emotions Building and sustaining relationships Disposition to attend to other perspectives Disposition to consult and work with others Disposition to learn and improve one's practice Accessing relevant knowledge and expertise Ability to learn from experience
ACADEMIC KNOWLEDGE & SKILLS	Use of evidence and argument Accessing formal knowledge Research-based practice Theoretical thinking Knowing what you might need to know Using knowledge resources (human, paper-based, electronic) Learning how to use relevant theory in a range of practical situations
ROLE PERFORMANCE	Prioritisation Range of responsibility Supporting other people's learning Leadership Accountability Supervisory role Delegation Handling ethical issues Coping with unexpected problems Crisis management Keeping up-to-date
TEAMWORK	Collaborative work Facilitating social relations Joint planning and problem solving Ability to engage in and promote mutual learning
DECISION MAKING AND PROBLEM SOLVING	When to seek expert help Dealing with complexity Group decision making Problem analysis Formulating and evaluating opinions Managing the process within an appropriate timescale Decision making under pressure
JUDGEMENT	Quality of performance, output and outcomes Priorities Value issues Levels of work



Learning Trajectories:

1 Task Performance Cords 1-7

2 Awareness and Understanding Cords 1-10

3 Personal Development Cords 1-10

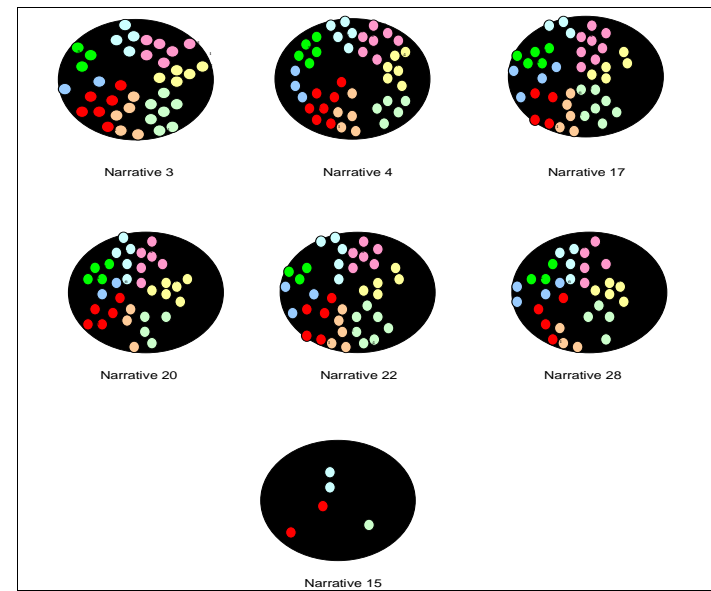
4 Academic Knowledge and Skills Cords 1-10

5 Role Performance Cords 1-6

6 Teamwork Cords 1-7

7 Decision Making and Problem Solving Cords 1-6

8 Judgement Cords 1-7



The ecological dimension of learning, developing & achieving

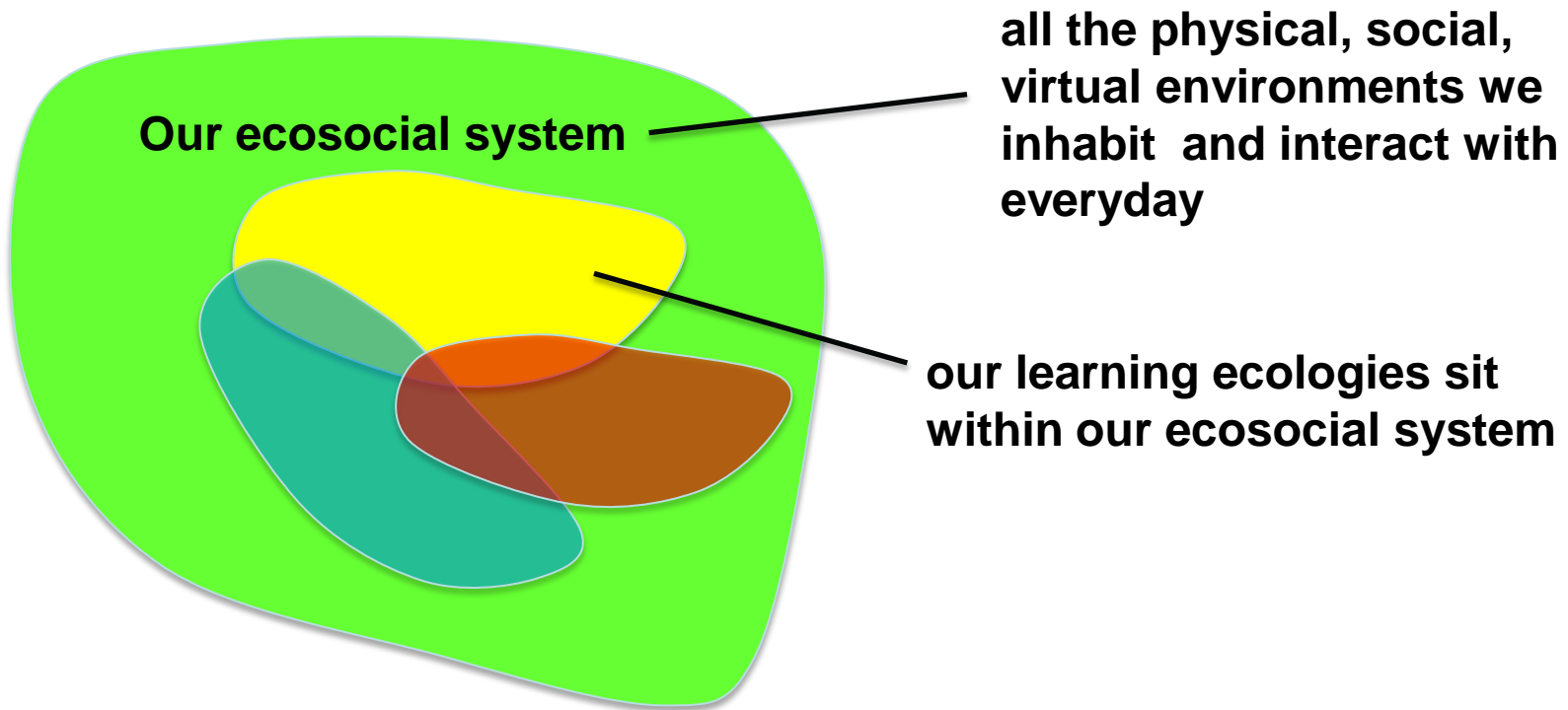


Ecologies- a complex set of relationships and interactions among the living resources, habitats, and residents of an area for the purpose of living



Ecosocial systems (Jay Lemke 2000)

- the different contexts and communities in which we co-exist in relative stability and inter-dependence
- a set of overlapping but distinct spaces/places each with its own rules, affordances and constraints
- self-organising and regulating systems that consume, recycle and create resources
- a society in which change occurs over time, modifying individuals and relationships without destroying the overall cohesion and balance - the ecosystem is adaptive and resilient



Learning ecology (Jackson 2013)

the complex set of relationships and interactions we create in a particular context for a particular purpose that provide us with opportunities and resources for learning, development and achievement




Learning Ecology Components

**CONTEXTS - THE SPACES,
PLACES & SITUATIONS
WE INHABIT**

RESOURCES

that we find or create and are able to use to help us learn and achieve our goals, including knowledge, expertise, tools and technologies



LEARNING ECOLOGY
created for a
PURPOSE
(proximal goal)
informed by
distal life goals

RELATIONSHIPS

with people - both existing and newly developed, and with things, objects and tools in my physical or virtual environment

PROCESS

created for a particular purpose. May be learning or task oriented and includes the dimensions of time, space and purposeful action.

**CAPABILITY, KNOWLEDGE
& METACOGNITION**

enable me to create a process that is appropriate for the context and to achieve my goals. My self-awareness enables me to monitor the effects I am having and adjust or change my process and performance to achieve better results



Learning Ecology Components

HISTORY

past learning ecologies that have provided experiences through which we have learnt and developed that we are able to draw upon our current learning project

CONTEXTS - THE SPACES, PLACES & SITUATIONS WE INHABIT

MY LEARNING ECOLOGY

RESOURCES

that we find or create and are able to use to help us learn and achieve our goals, including knowledge, expertise, tools and technologies

RELATIONSHIPS

with people - both existing and newly developed, and with things, objects and tools in my physical or virtual environment

PROCESS

created for a particular purpose. May be learning or task oriented and includes the dimensions of time, space and purposeful action.

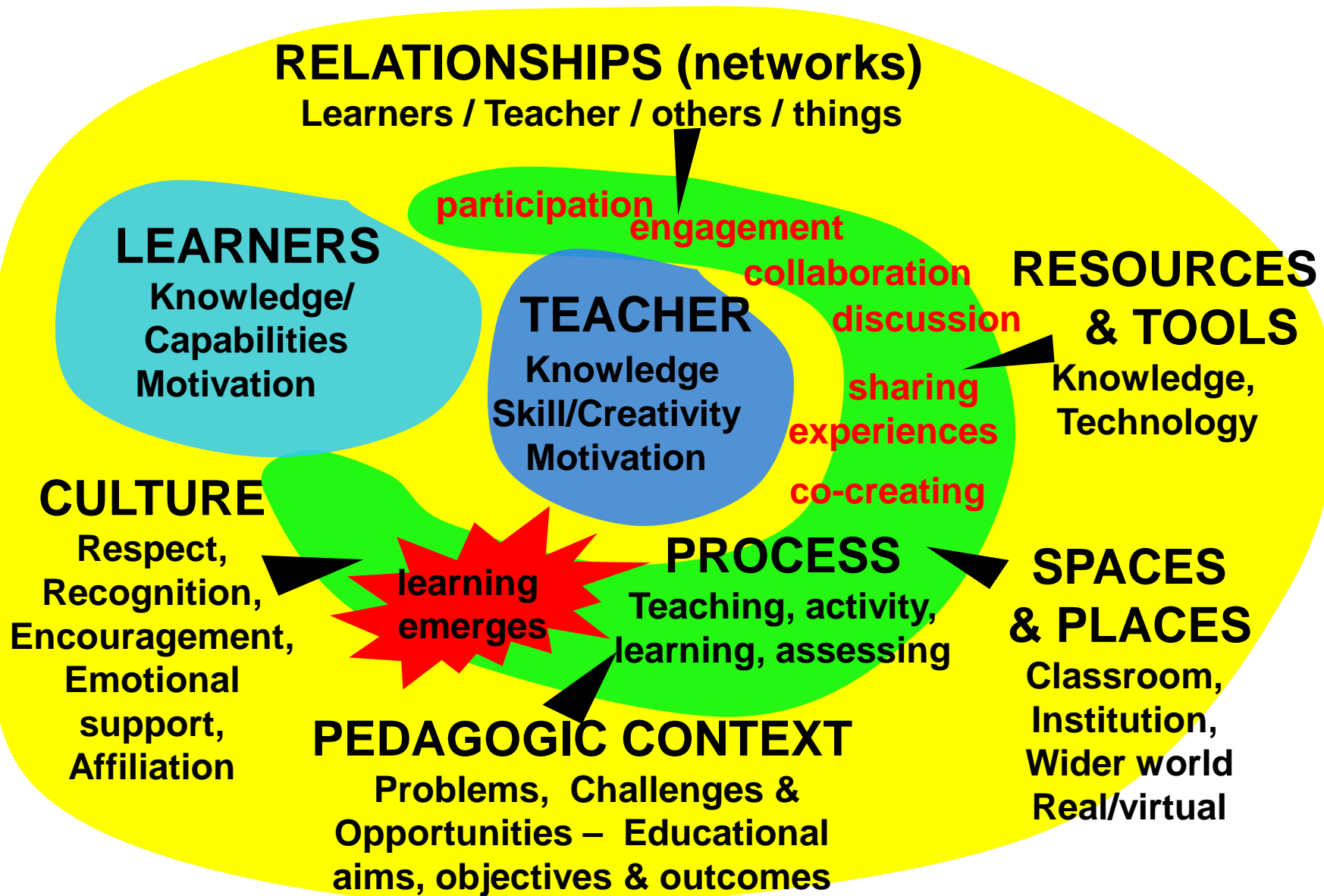
CAPABILITY, KNOWLEDGE & METACOGNITION

enable me to create a process that is appropriate for the context and to achieve my goals. My self-awareness enables me to monitor the effects I am having and adjust or change my process and performance to achieve better results

FUTURE

which may also be inspired and influenced by distant distal goals

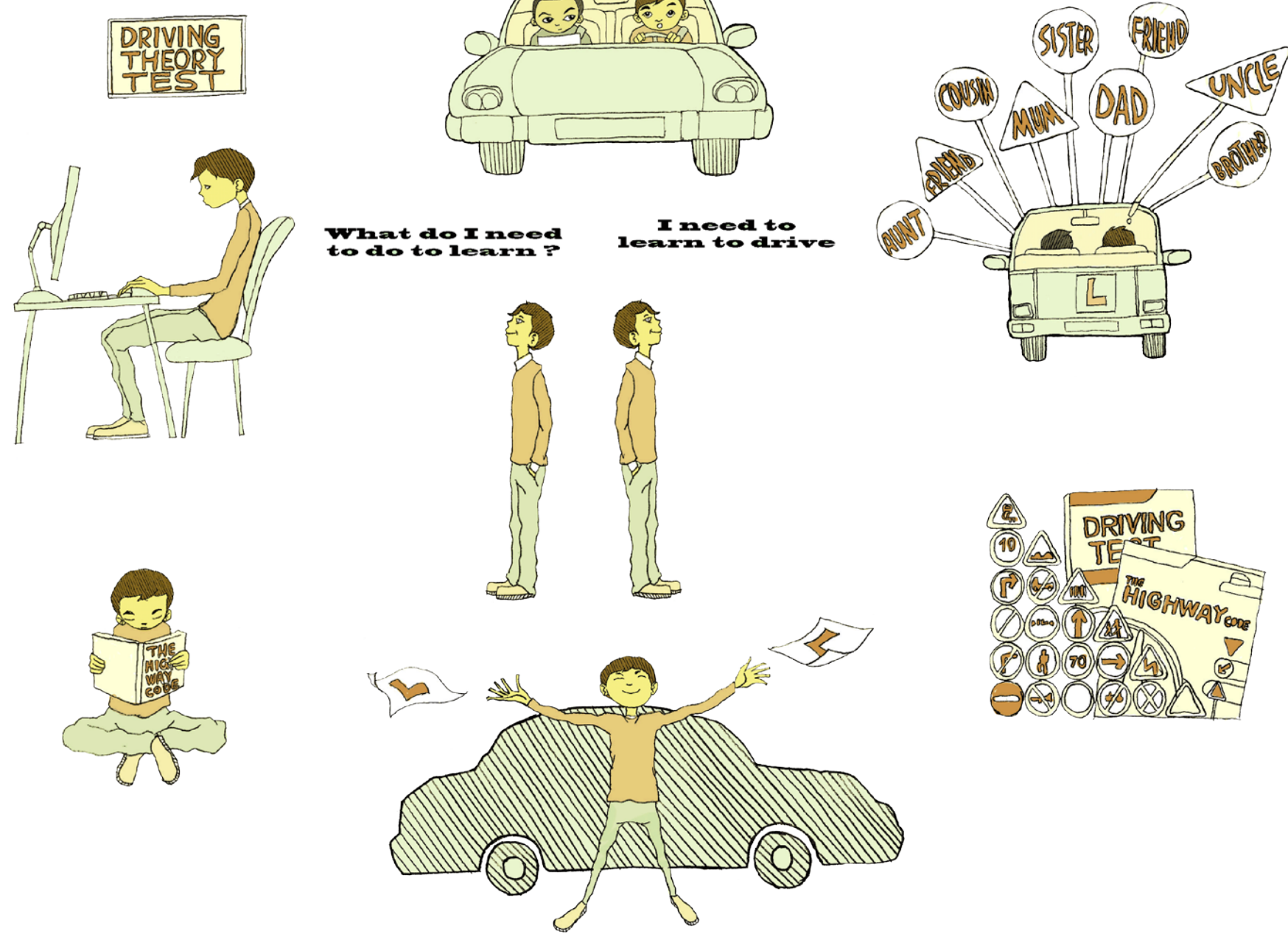
A teacher's ecology for learning & development



Ecologies for self-directed learning and development

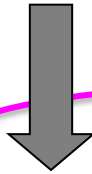


Example learning ecology



Learning ecology – becoming a radio broadcaster

Interest/career driven learning & development



Dear Blog Users

My name is Valda Tomlinson, and I am an 18 year old student participating in the Lifewide Development Award. As the first learner registered for the award I am helping to pilot the tools, like this website, and techniques being used to encourage and support Lifewide learning. I would like to stress that this website is work in progress, all posts are my thoughts and not a finished article.

I am writing my blog during a pivotal period of my life, the transition between school and university, a time when I need to become more independent as I leave the security and comfort of my family and home and the organised timetable of school. The purpose of my blog is to help me record my learning and personal development during this time, to identify the parts of my character which have changed and help me to discover which aspects of my life and behaviour were responsible for these changes. In doing this I hope to better understand myself and realise myself for an uncertain future.

Creation of own website,
written/audio/video blogs
portfolio of news casts



Contributor student
radio chat shows

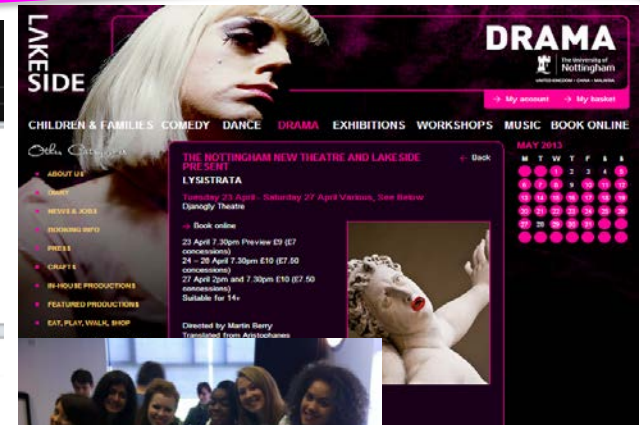


Reporter Student Newspaper

Susy Radio



Volunteer News
Reader Susy Radio



Significant role in
university production
of Lysistrata

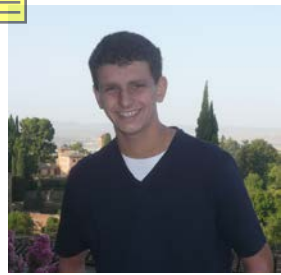


107.8 radio JACKIE

The Sound Of SW London • Close Enough To Care In Kingston

Employed News
Reader Jackie Radio

Learning ecology – becoming the archaeologist I want to be
Interest-driven learning and development

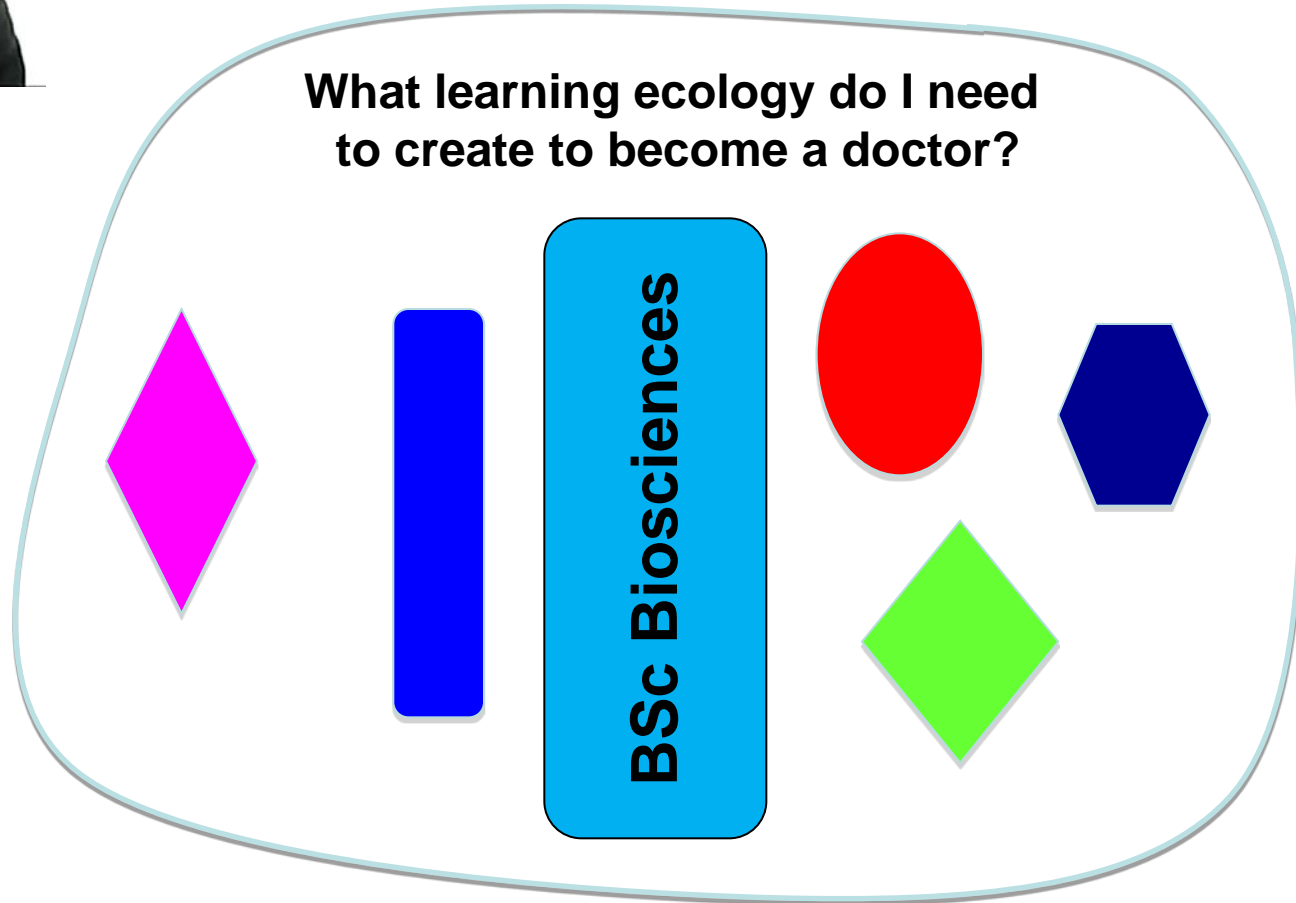




I want to become a doctor

Level 1 student University of Surrey

What learning ecology do I need
to create to become a doctor?



CHALLENGE FOR HIGHER EDUCATION

How can we support and recognise the learning, development
and achievement involved in becoming a doctor?



EXAMPLE LEARNING ECOLOGY

Level 1 international student (2009)

BSc Study Programme : *I am studying biosciences but I want to study medicine at postgrad level. I study about 20h per week learn through lectures, lab practicals, books/papers, discussions with friends*

Friends: As an international student, it is difficult to be away from my home and family. Friends, therefore, become a new kind of family...

Looking after myself
Domestic chores
Shopping

Entertainment
music, cinema,
meeting friends

University Tutoring and Mentoring

I work at a Combined Learning Centre for students with learning disabilities and/or behavioural problems. I worked one-on-one with three different students, one of whom had Aspergers Syndrome



Sport – uni netball team

Playing as a part of a team allows me to develop my inter-personal and communication skills, and always gives me a feeling of satisfaction. It lends a sense of unity and strength- when we put on our match uniforms, we know that we are no longer individuals, but part of something that is bigger than ourselves.

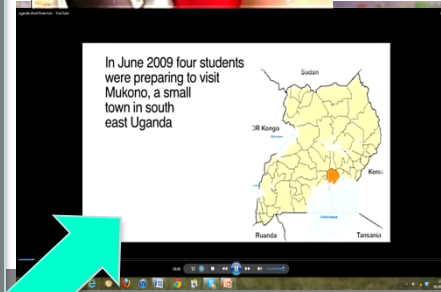
Organising and leading a group of volunteers to work in Uganda during the summer vacation

Volunteer - St John's Ambulance service

I joined St Johns' Ambulance, to learn first aid and general safety measures. I think this is an essential part of not just University life but life in general. Taking part in that course allowed me to feel more secure in my ability to deal with emergencies. As I hope to study Medicine as a Postgraduate degree, I found the course interesting and engaging.



unfamiliar problems & challenges



**familiar
context**

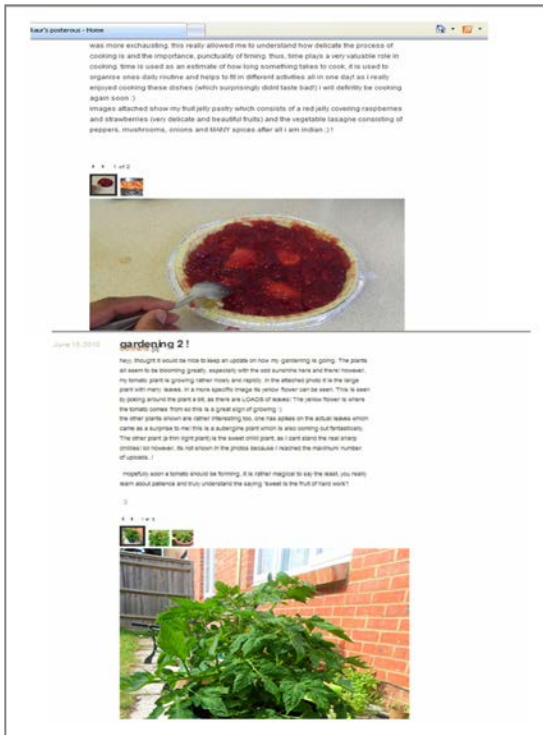
**unfamiliar
context**



familiar problems & challenges

<http://limerickcreatives.weebly.com/videos.html>

Ecologies for learning & development are revealed in the narratives of people's lives



SHOE BOX!
BLOG
SCRAPBOOK
E-PORTFOLIO
VIDEO DIARY
DIGITAL STORY
VIDEO FILM
SLIDE SHOW





DEVELOPING THROUGH OUR EXPERIENCES

Example of an ecology for learning and achieving

Try to visualise the ecology he
created **to achieve his purpose of
producing ‘more than one right
answer’ to his professional
problem**

Dewiit Jones

<http://limerickcreatives.weebly.com/videos.html>

Dewitt's ecology for learning, achieving & creative self-expression

PAST



PURPOSE

imagined

To produce a stunning image to help Dewers sell their whusky



CONTEXT

The actual situation



inquiry

RELATIONSHIPS

Gillie's local experts

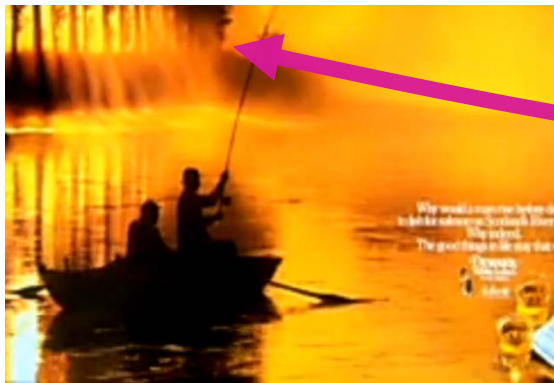


FUTURE?

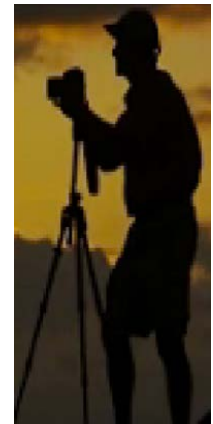
RESOURCES

people, camera, radio, boat

Contextual knowledge
'place of most potential'



PROCESS

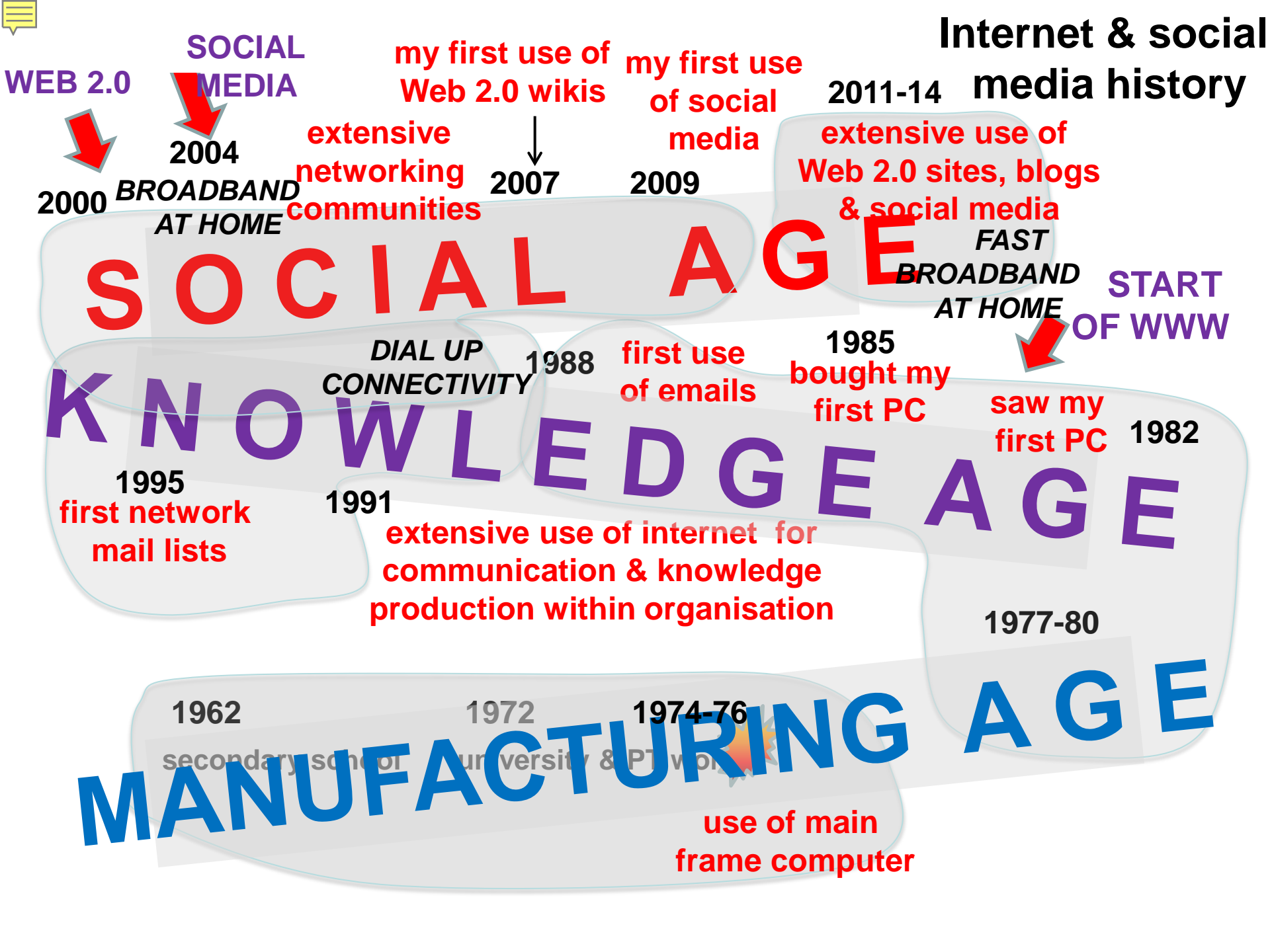


RESULTS – more than one right answer

EXPERTISE

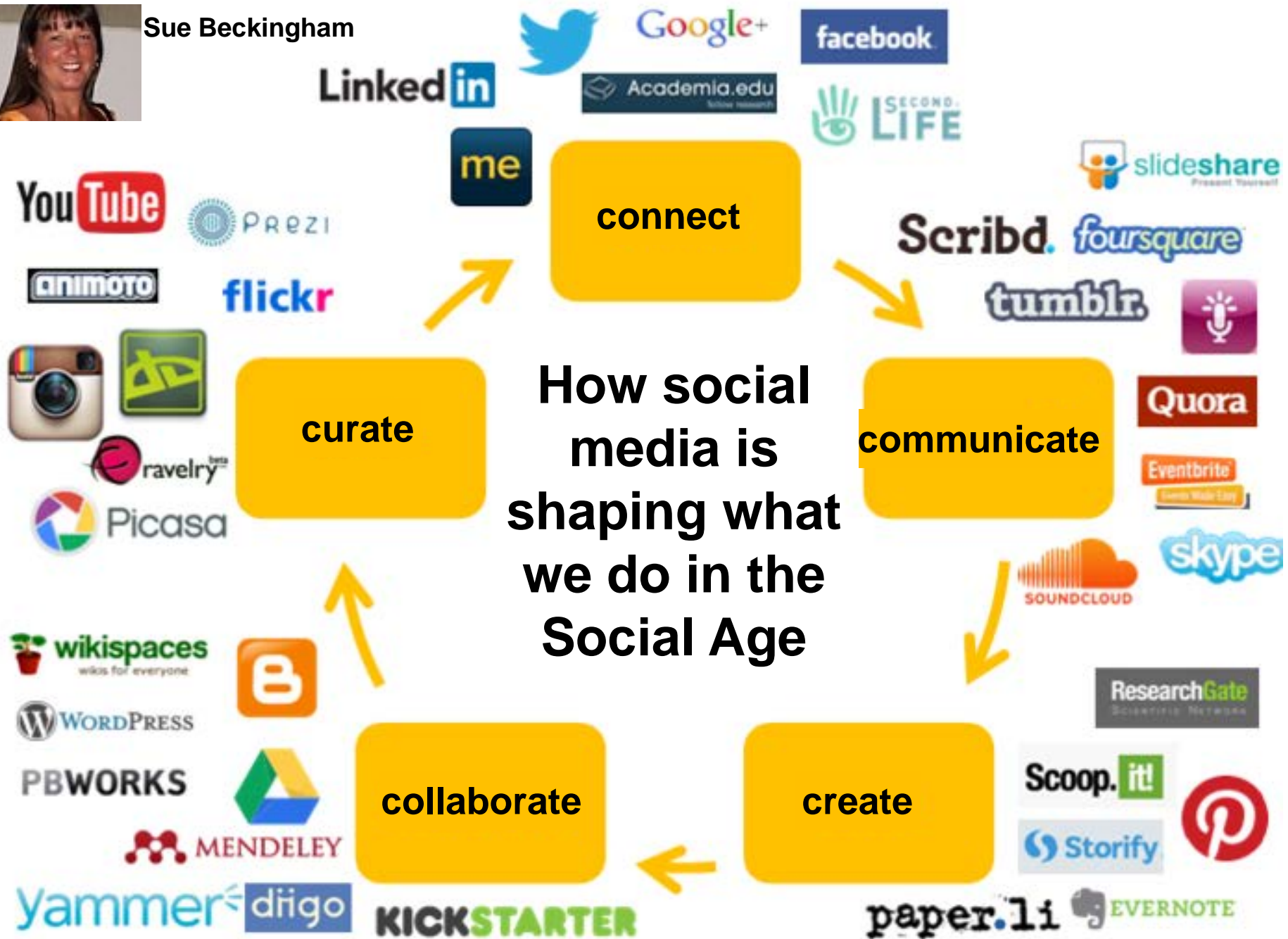
Learning Ecologies in the Social Age







Sue Beckingham

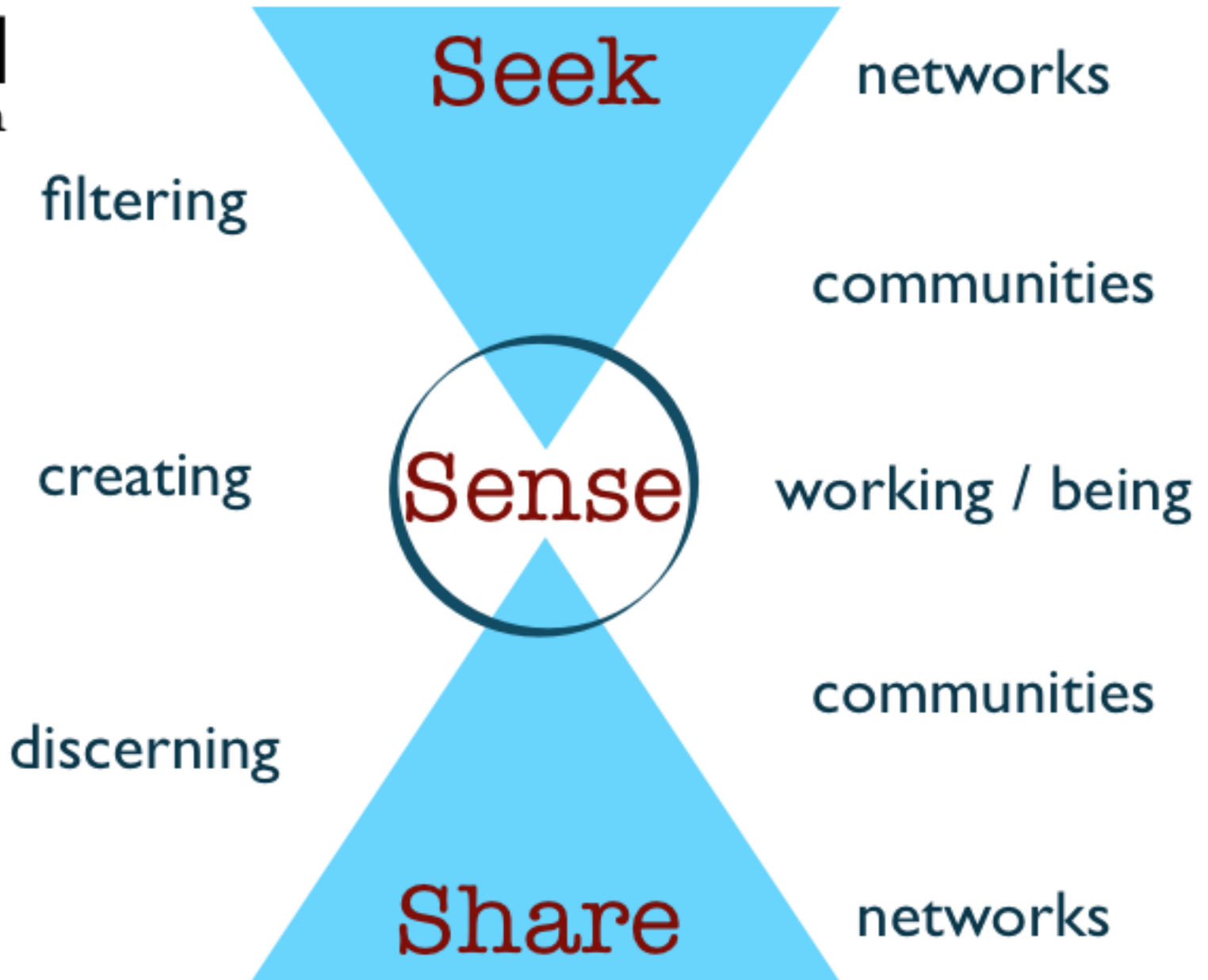




PKM
jarche.com

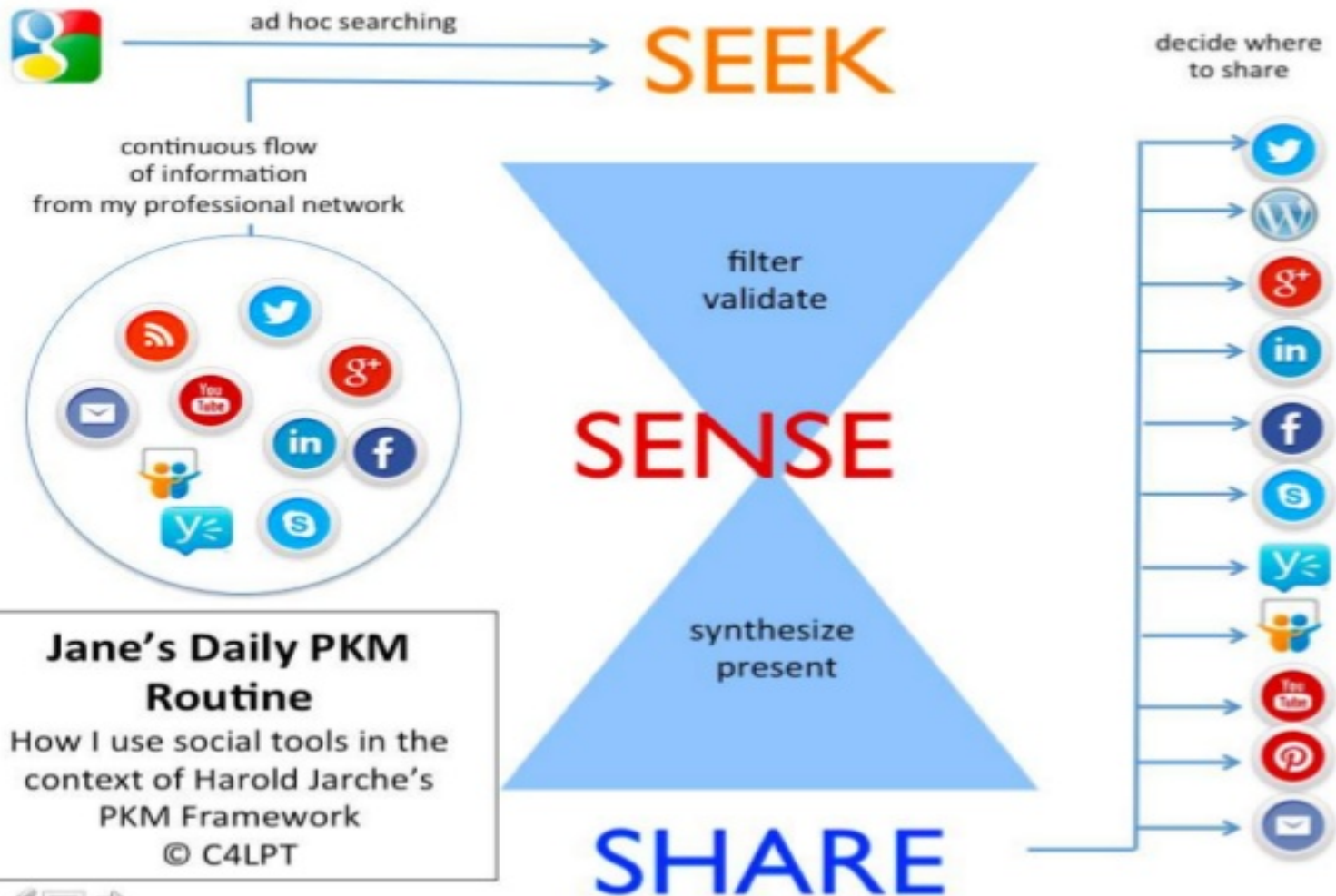


Harold Jarche



Learning Flow

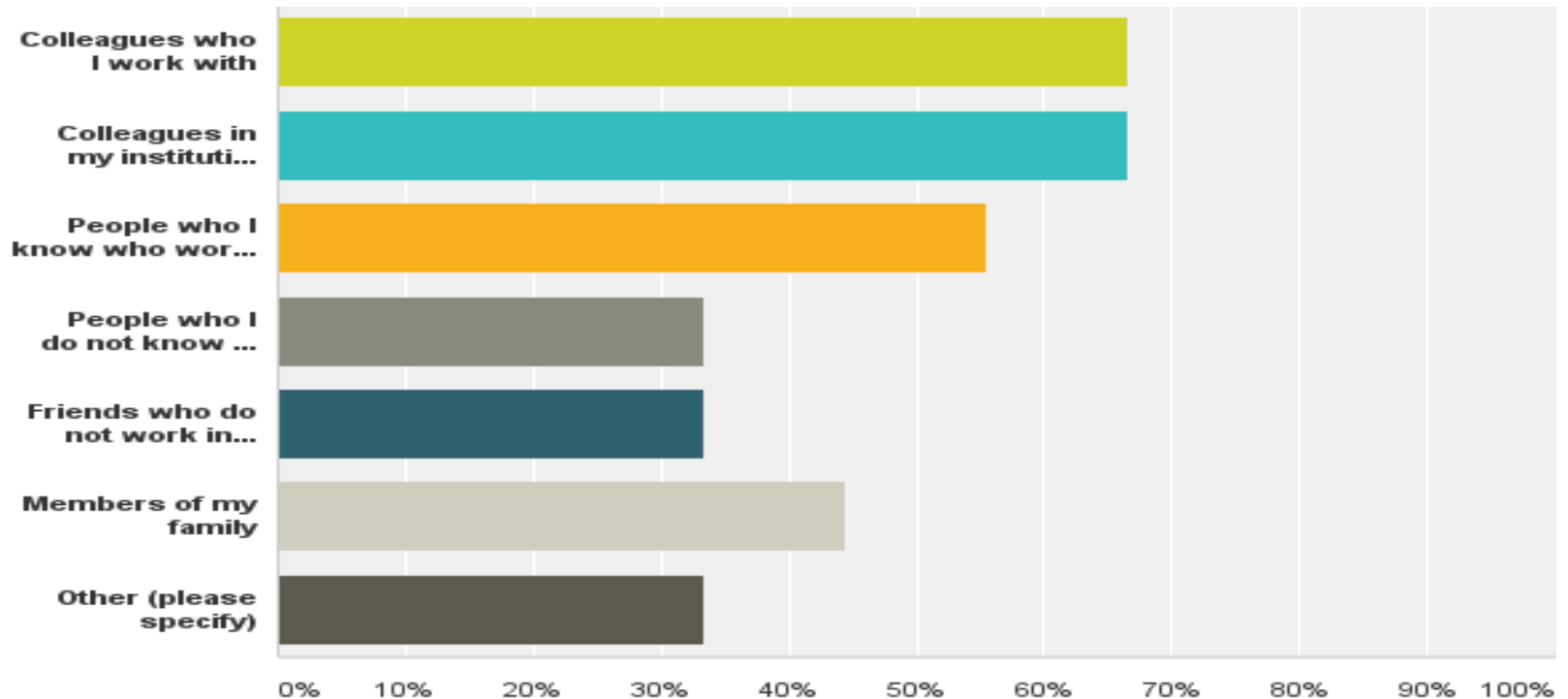
a continuous steady stream of social micro- learning activities –
accessible from the web via mobile devices – anywhere/anytime



Jane Hart

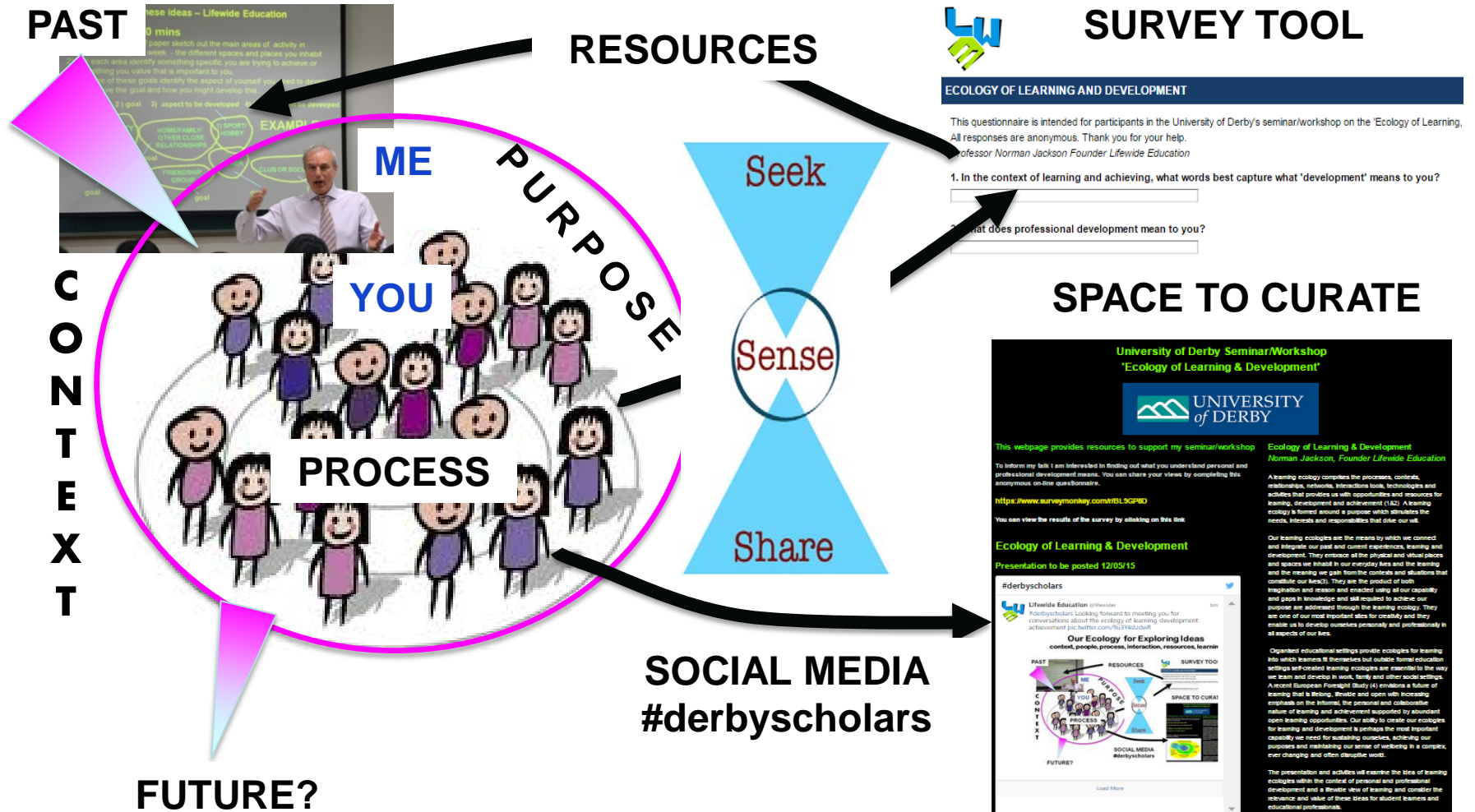
Q How important is your Personal Learning Network to your development in your professional role(s)? (n=14)

I do not have a PLN	I have a PLN but it does not make a significant contribution to my learning and development	My PLN makes a significant contribution to my learning and development as a professional	My PLN is essential to my learning and development as a professional	My PLN supports me in all aspects of my learning and development - both personal and professional
50.00% 7	64% 14.29% 2	21.43% 3	36% 7.14% 1	7.14% 1



Our Ecology for Exploring Ideas

context, people, process, interaction, resources, learning



THERE MUST BE
A BETTER WAY?



Behind every significant educational
development there is an ecology for
learning and development

*the complex set of relationships and
interactions we create in a particular
context for a particular purpose that
provide us with opportunities and
resources for learning, development
and achievement*

WHAT A GREAT IDEA



WHAT IF WE ?...



WHAT A GREAT
WAY TO LEARN



IT WILL ALL BE
WORTH IT IN THE END



SORRY YOU
CAN'T DO THAT!

it sounds
simple but
our system
can't do it



CREATIVE ACADEMIC



[HOME](#) / [RESOURCES](#) / [DISRUPTIVE THOUGHTS](#) / [CREATIVITY COURSE](#) / [FORUM](#) / [MORE...](#)

Search



Creative Academic is a not for profit, voluntary and community-based educational social enterprise. Our purpose is to champion creativity, in all its manifestations, in higher education in the UK and the wider world. Our goal is to become a global HUB for the production and curation of resources that are of value to the higher education community. Membership is free and open to anyone who shares our interests and values.

Our activities are focused on:

- 1) The creativity of teachers and other professionals who support students' development
- 2) The creativity of students and how their creative development is encouraged and facilitated by teachers and other professionals who contribute to their learning and development
- 3) The creativity of universities - the ways in which institutions encourage, support and recognise the creativity and creative development of students and staff.

[Read more](#)

If you would like to join our community of professional interest please
[REGISTER YOUR INTEREST HERE](#)



OPPORTUNITY FOR PROFESSIONAL LEARNING & PERSONAL DEVELOPMENT [Creativity for Learning in Higher Education](#)

An Open Learning Ecology designed and facilitated by Chrissi Nerantzi (MMU)

BEGINNING
JANUARY 19TH 2015
chrissinerantzi@googlemail.com

Co-Founders & Volunteers



Norman Jackson



Chrissi Nerantzi



Alison James



'the whole of life is learning therefore education can have no ending' Eduard Lindeman

Lifewide Education is a not for profit, community-based, educational enterprise whose purpose is to champion and support a lifewide approach to learning, personal development and education. We welcome everyone who is interested in the ideas and practices that we care about.

GLOBAL COMMUNITY



NEWS & EVENTS

The next issue of [Lifewide Magazine](#) will be published on 24/09/14. It will be guest edited by Julian Stodd and explore the theme of Exploring the Social Age & the New Culture of Learning

The June Issue of [Lifewide Magazine](#) explores the theme of Using Social Media to support learning, development and achievement

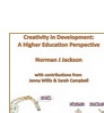
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