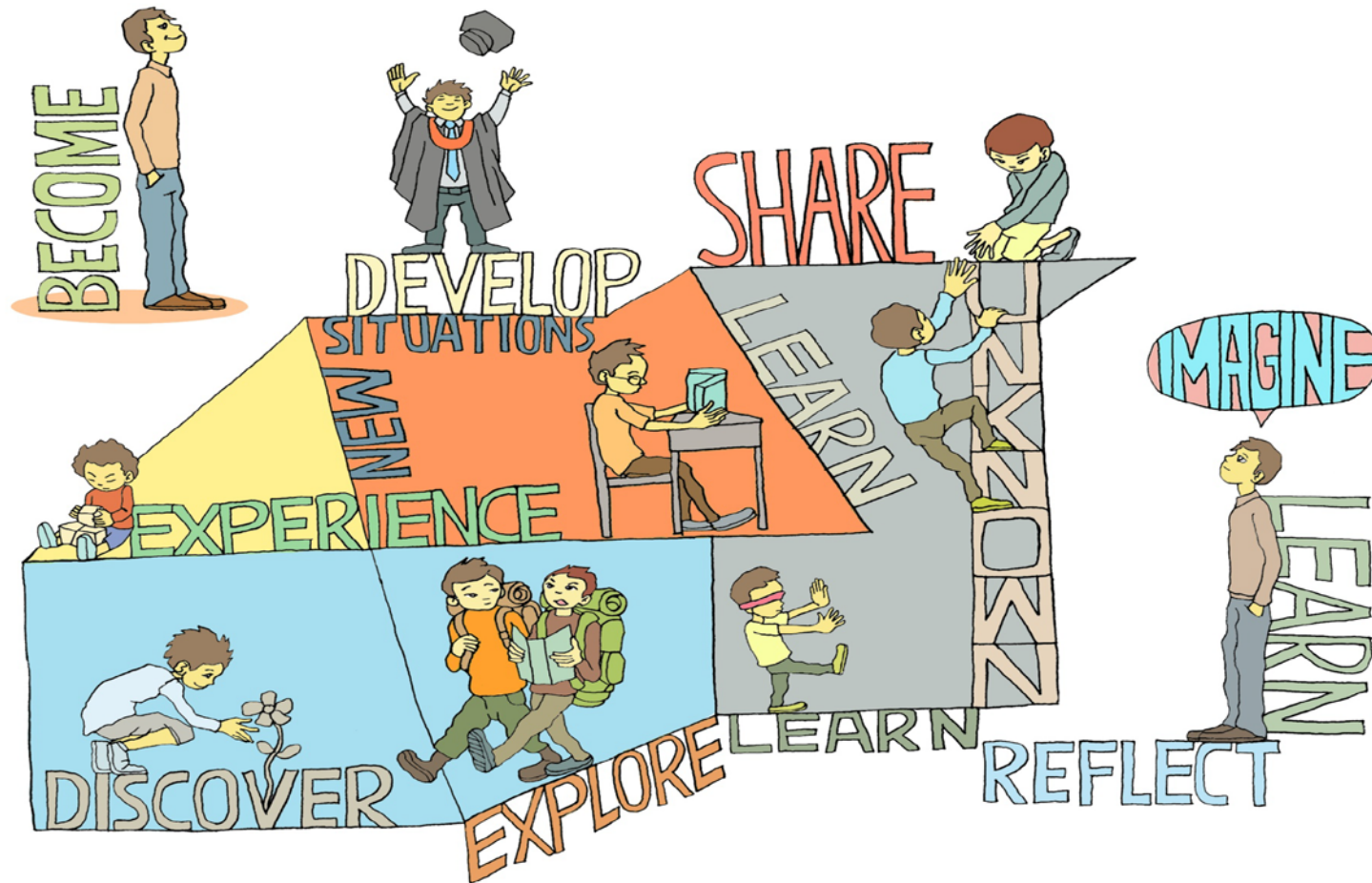


Ecology of Lifewide Learning & Personal Development

Norman Jackson

Lifewide Education @lifewider1 @lifewider



slides, working paper, survey results, videos and links

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

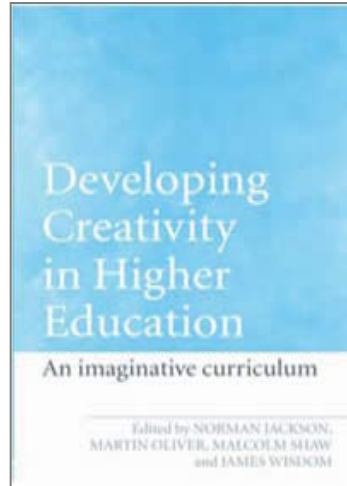
Why?



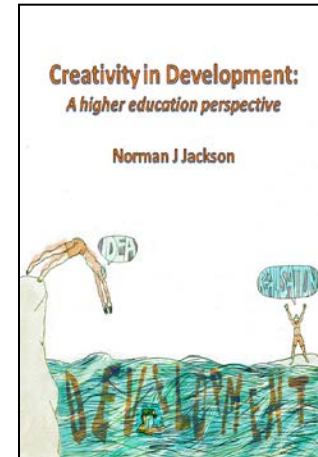
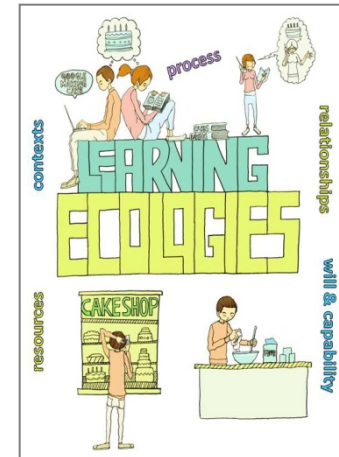
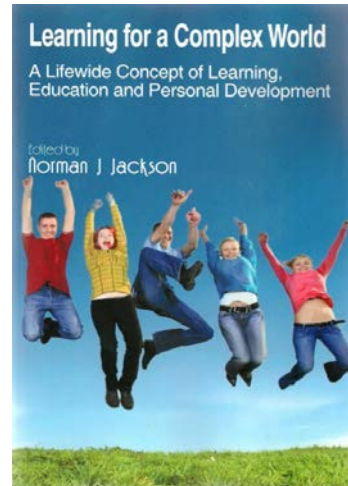
Policy



Research



Development & Innovation



Personal Development Planning (PDP)

Creativity and Student Development

Lifewide Learning & Personal Development

Lifewide Education Community

Current Research

1999-2000

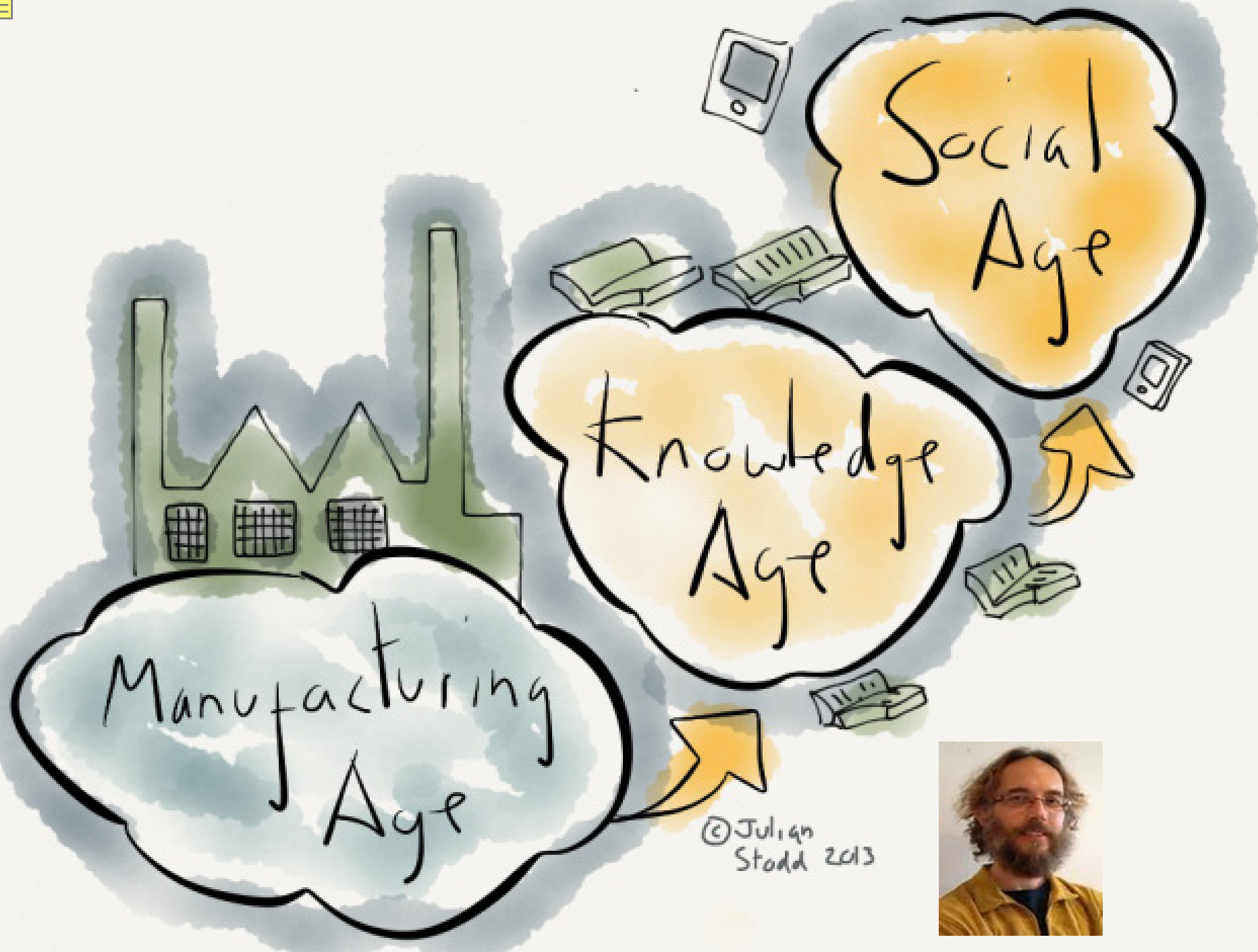
2000-05

2006-11

2011-14

LEARNING FOR A COMPLEX WORLD





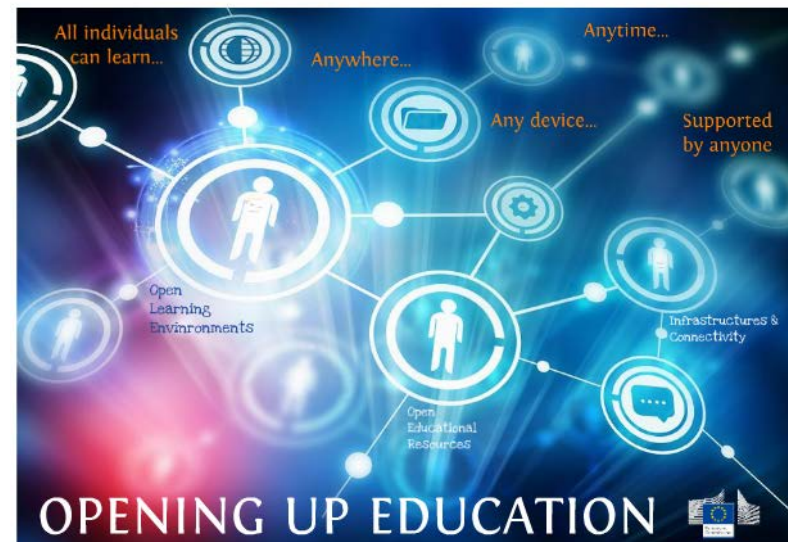
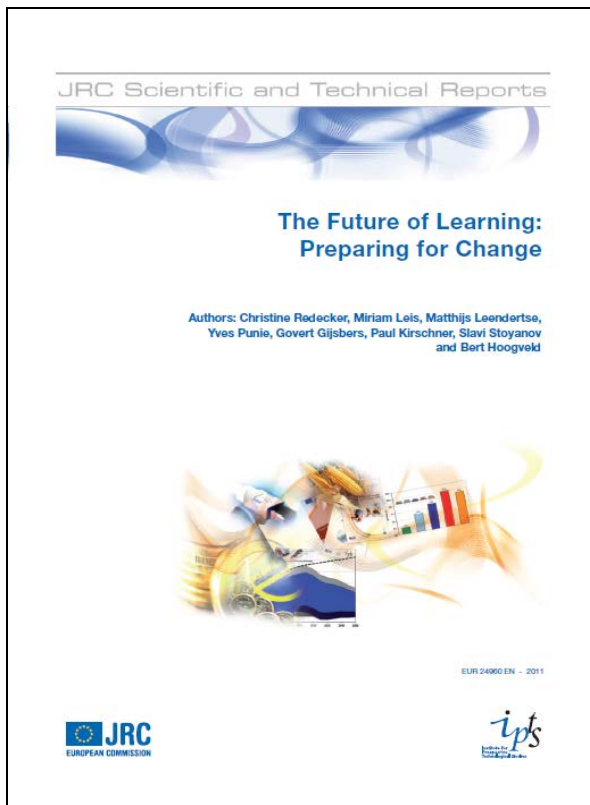
© Julian Stodd 2013



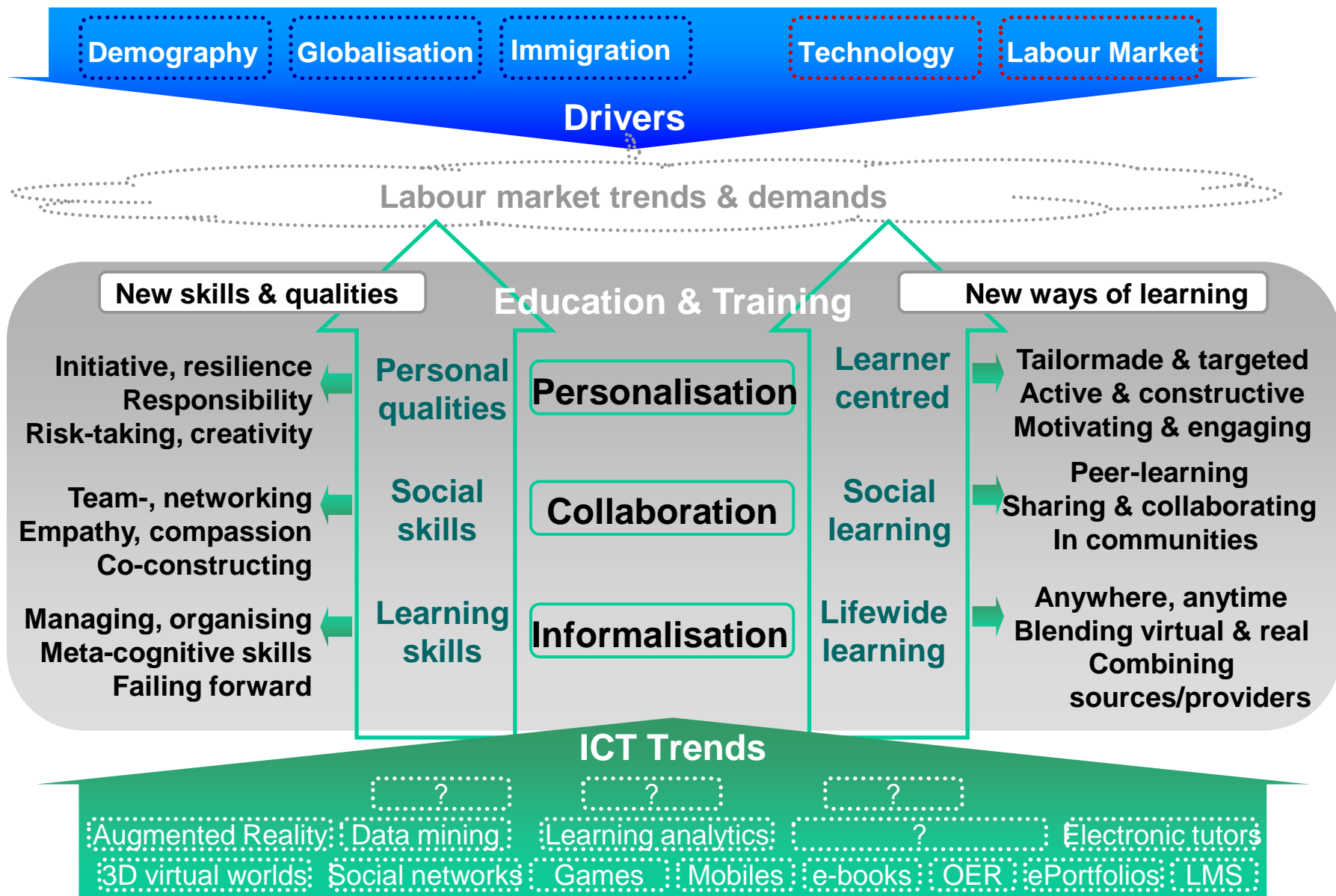
Political imperative

Europe 2020 strategy 'a fundamental transformation of education and training is needed

European Commission DG Education and Culture foresight study *The Future of Learning: Preparing for Change* (2011)



Important influences on the future of learning

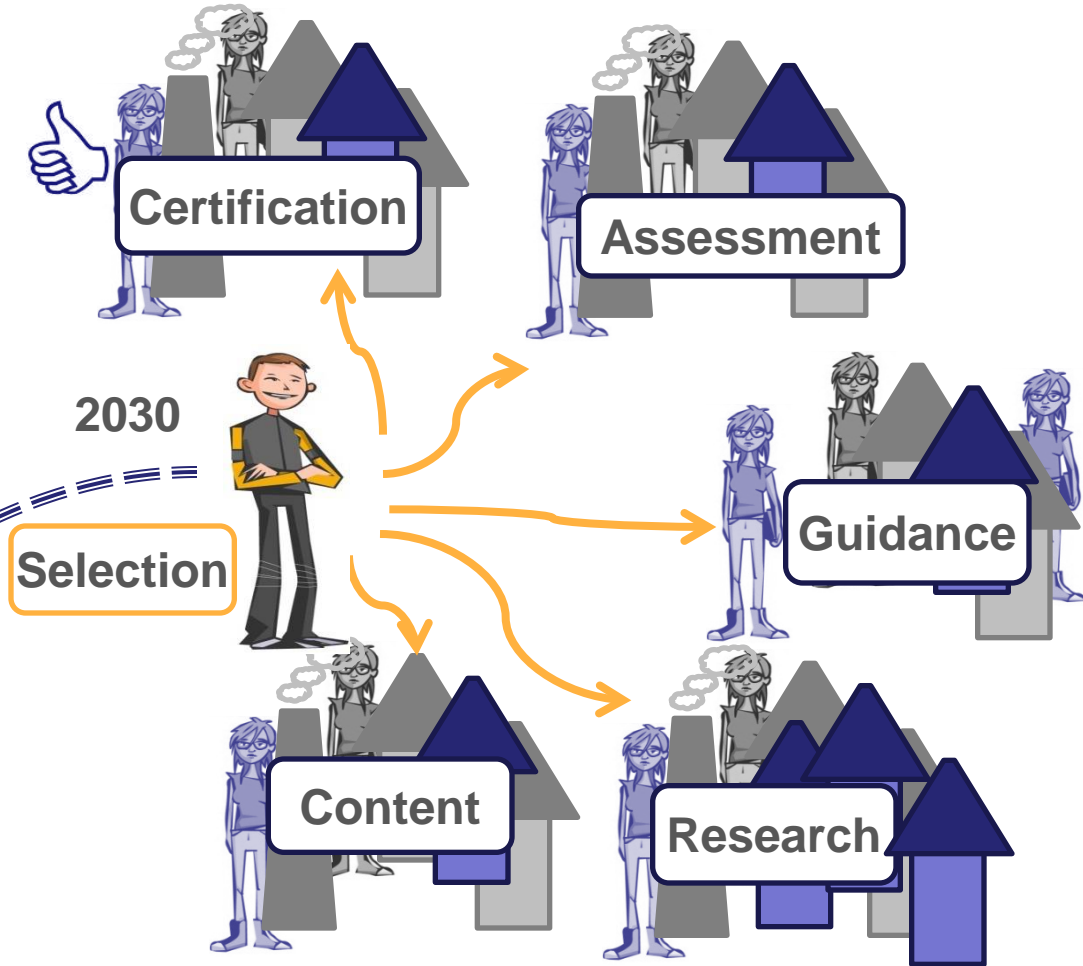
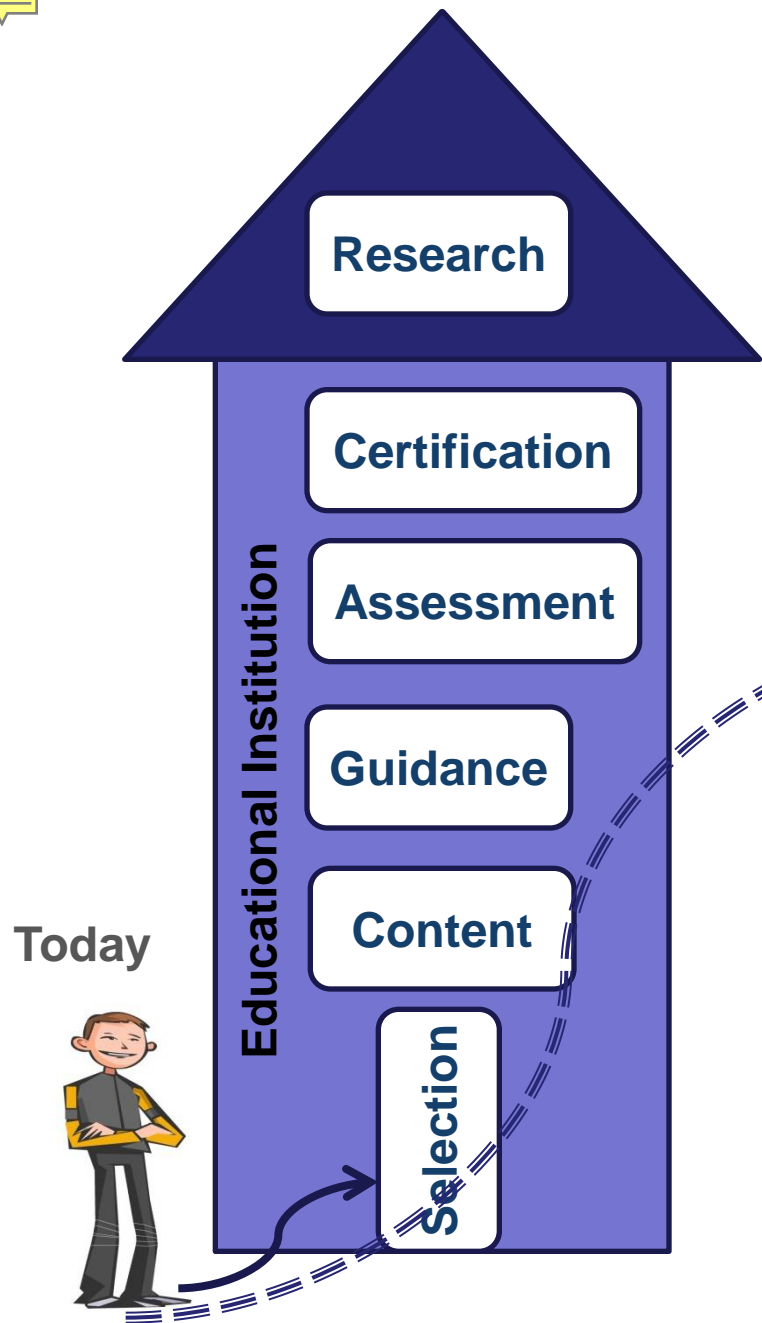




Vision of Future Learning

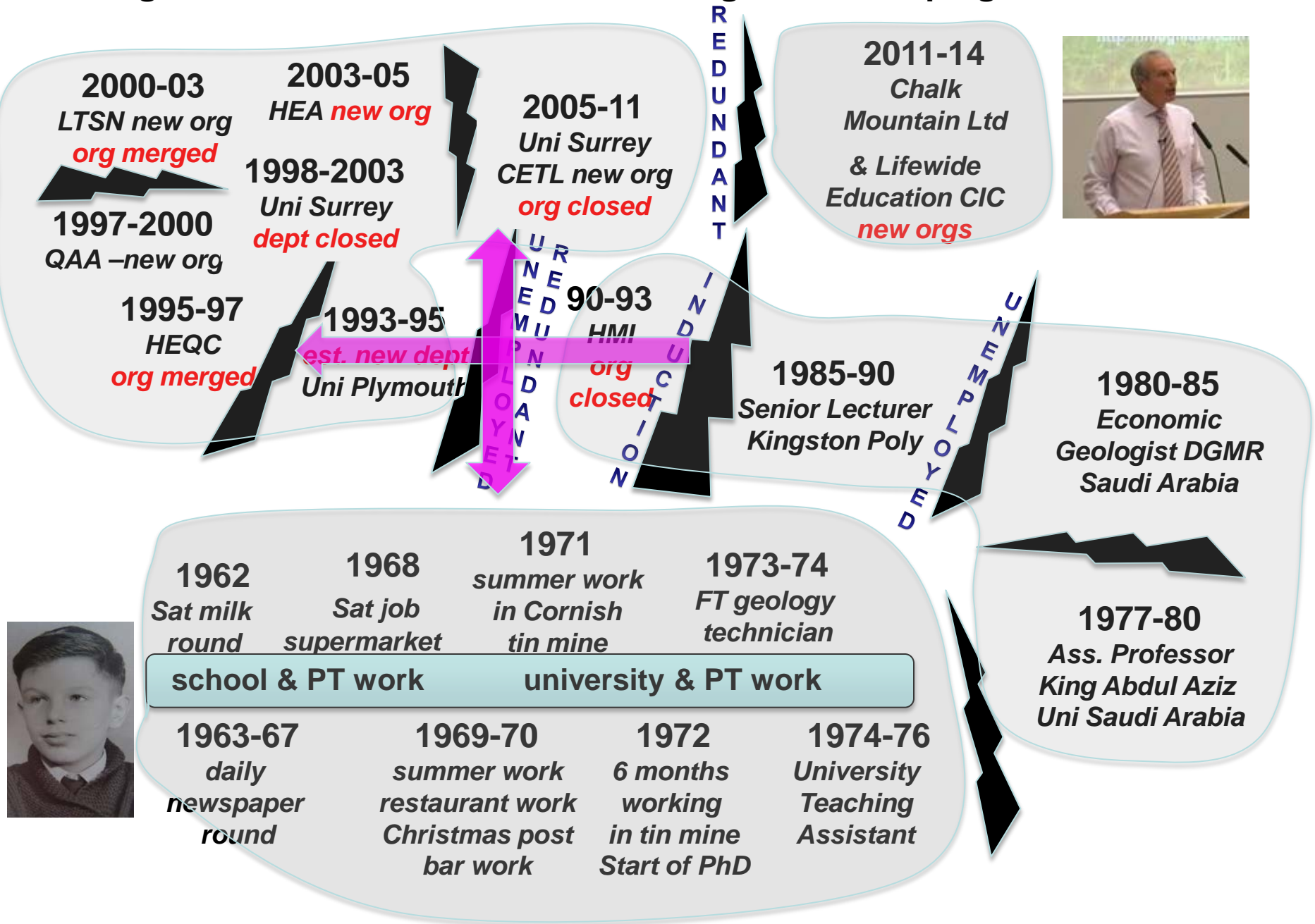
'personalisation, collaboration and informal learning will be at the core of learning in the future. **The central learning paradigm is characterised by *lifelong* and *lifewide* learning** shaped by the ubiquity of Information and Communication Technologies (ICT).

Lifelong learning now being framed within concepts of **Open Educational Resources and Practices** and **Lifewide** learning is where people utilise these opportunities and resources.





Lifelong and lifewide dimensions of learning and developing





Lifelong & Lifewide Learning

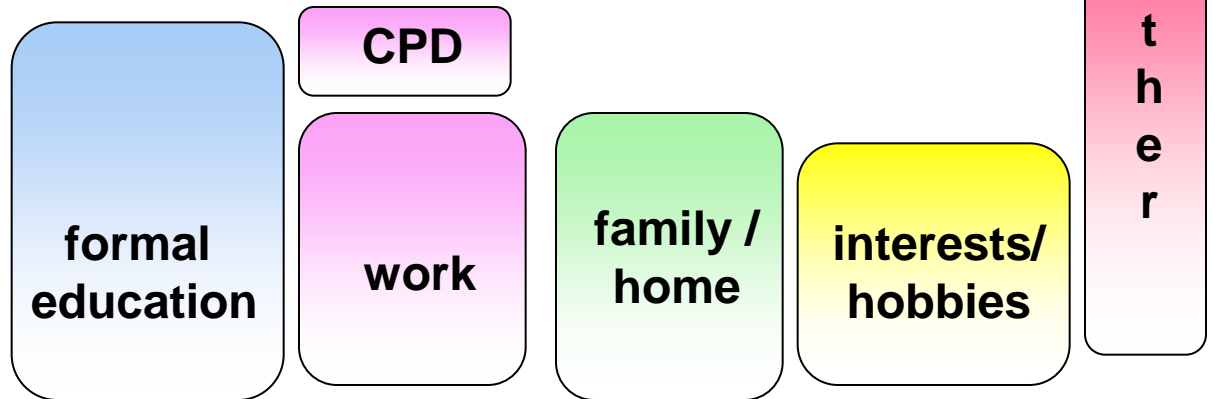
Developing through and across the contexts, situations, time frames and possibilities of our life

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.

Lifewide - the most inclusive concept of learning & development

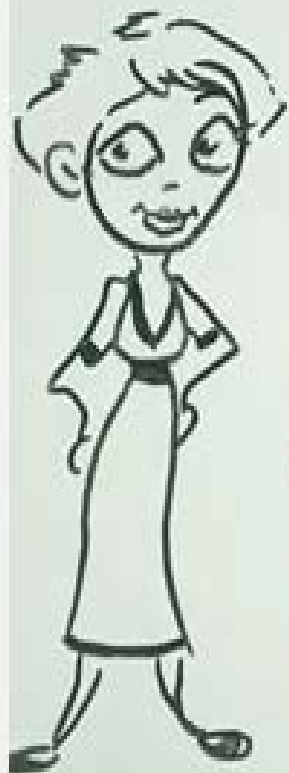


Now, All, Continuous, Personal & Significant

Formal
Intended
Need
Directed
Planned
De-contextualised

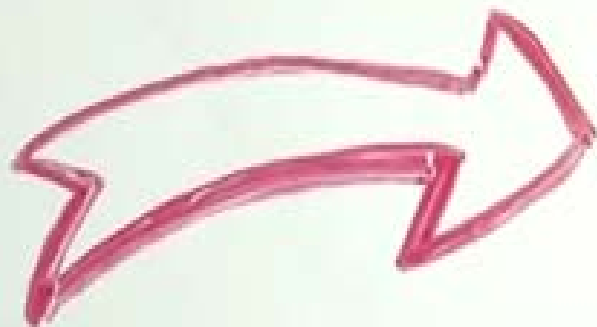
AND

Informal
Unanticipated
Interest
Self-directed
Emergent
Contextualised



SARAH

CAMPBELL





Personal development

'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'

Carl Rogers (1960)

BUT The necessity for some aspects of our development may be imposed upon us by the circumstances of our life



Lifewide/lifelong learning philosophical perspective

Professor Ronald Barnett

A philosophy of perpetual becoming motivated by purpose and intent of pursuing personal growth and realising our own potential

A philosophy of openness to self and everyday experiences, of getting involved and a willingness to draw learning from experiences

A philosophy of recreation – we have the resources to generate and re-generate our own subjectivities – our unique collection of perceptions, experiences, expectations, personal or cultural understanding, and beliefs

A philosophy in which we have responsibility to author our lives – an expectation we will develop our own frames for seeing and interpreting the world and making decisions



University of Brighton

**What three words best describe the meaning
of personal development (79 responses)**

Awareness Challenge Competence

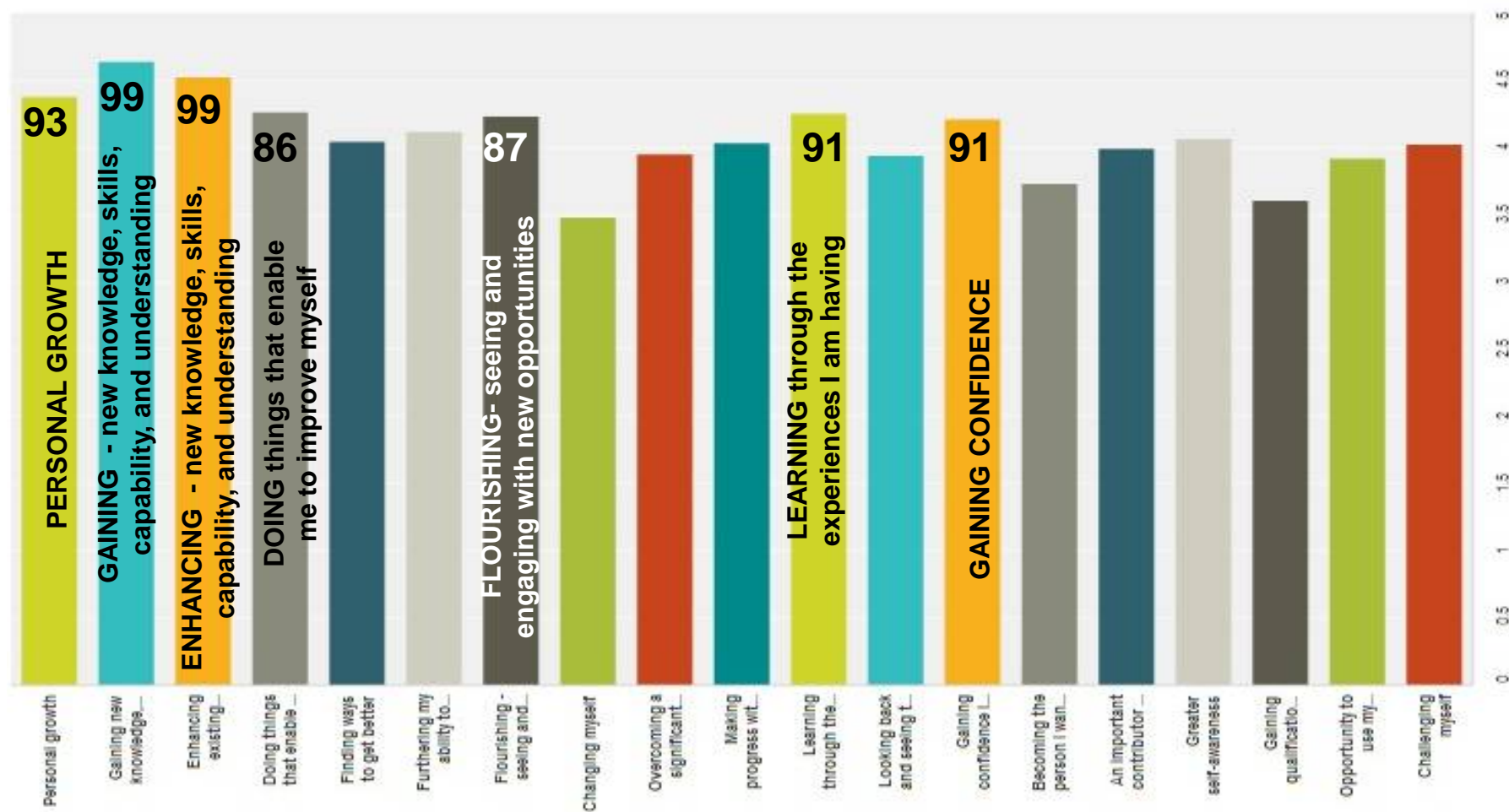
Confidence Enhancing Flourishing Fulfilment

Growth Improvement Individual Knowledge

Learning Reflection Skills



What does personal development mean to you? % agree + strongly agree (n=79)





What does personal development mean to you?

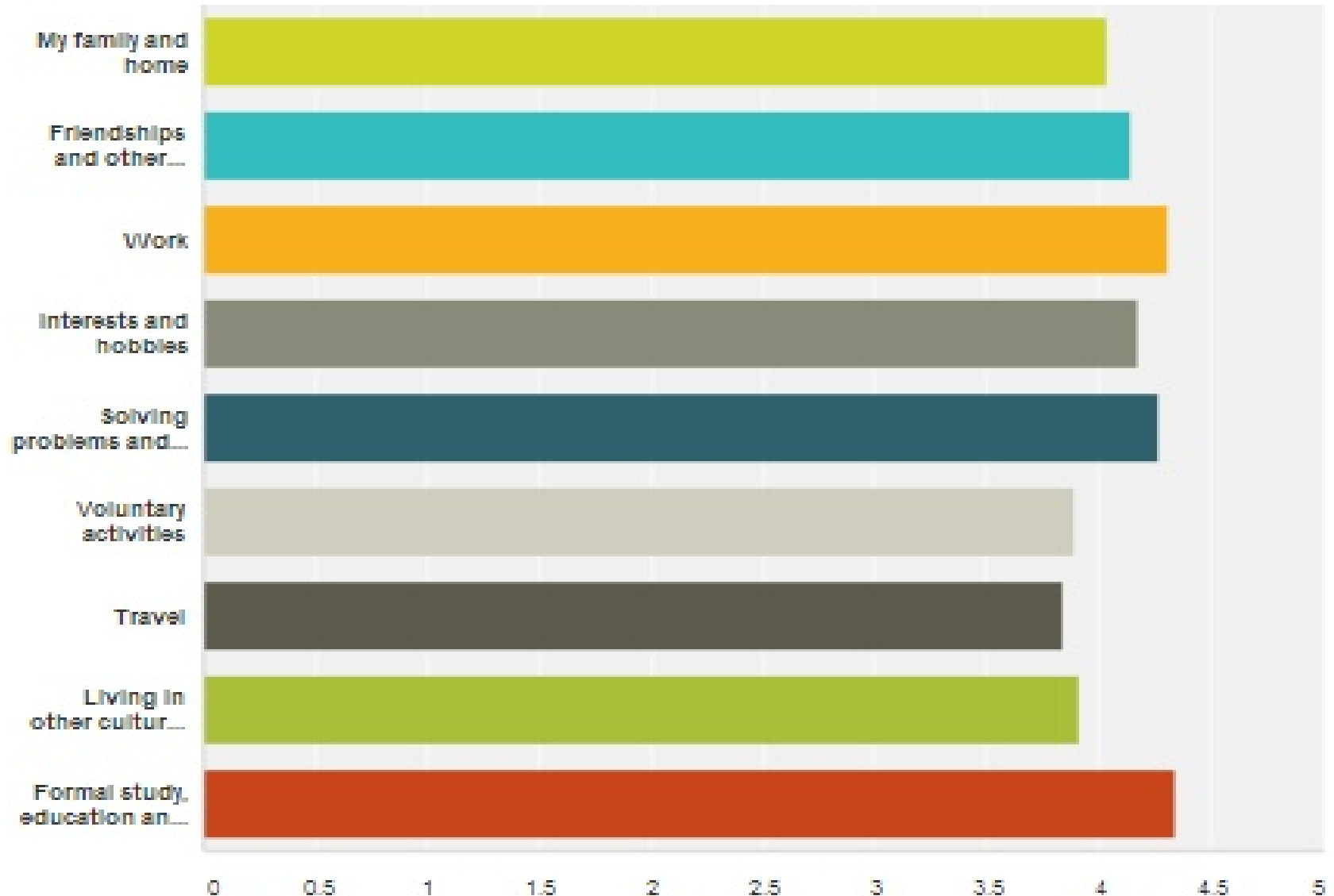
Average scores - max score 5

	BRIGHTON n=79	SHEFFIELD HALLAM n=136
GAINING - new knowledge, skills, capability, and understanding	4.6	4.5
ENHANCING existing knowledge, skill capability and understanding	4.5	4.4
PERSONAL GROWTH	4.4	4.4
DOING THINGS	4.3	4.3
LEARNING THROUGH EXPERIENCE	4.2	4.2
BECOMING MORE CONFIDENT	4.2	4.3



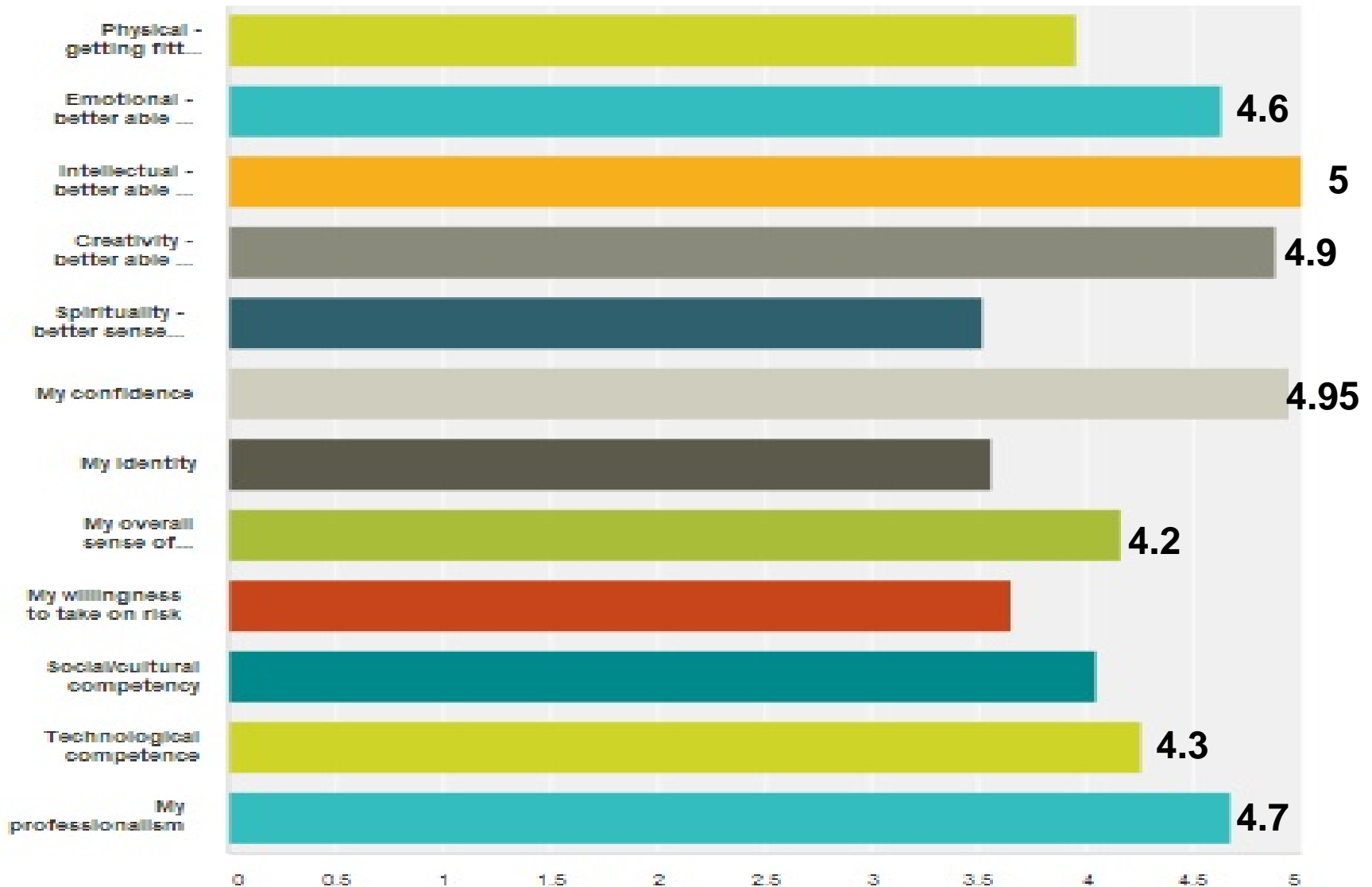
Contexts in which personal development can occur

Source: Higher Education Research Centre



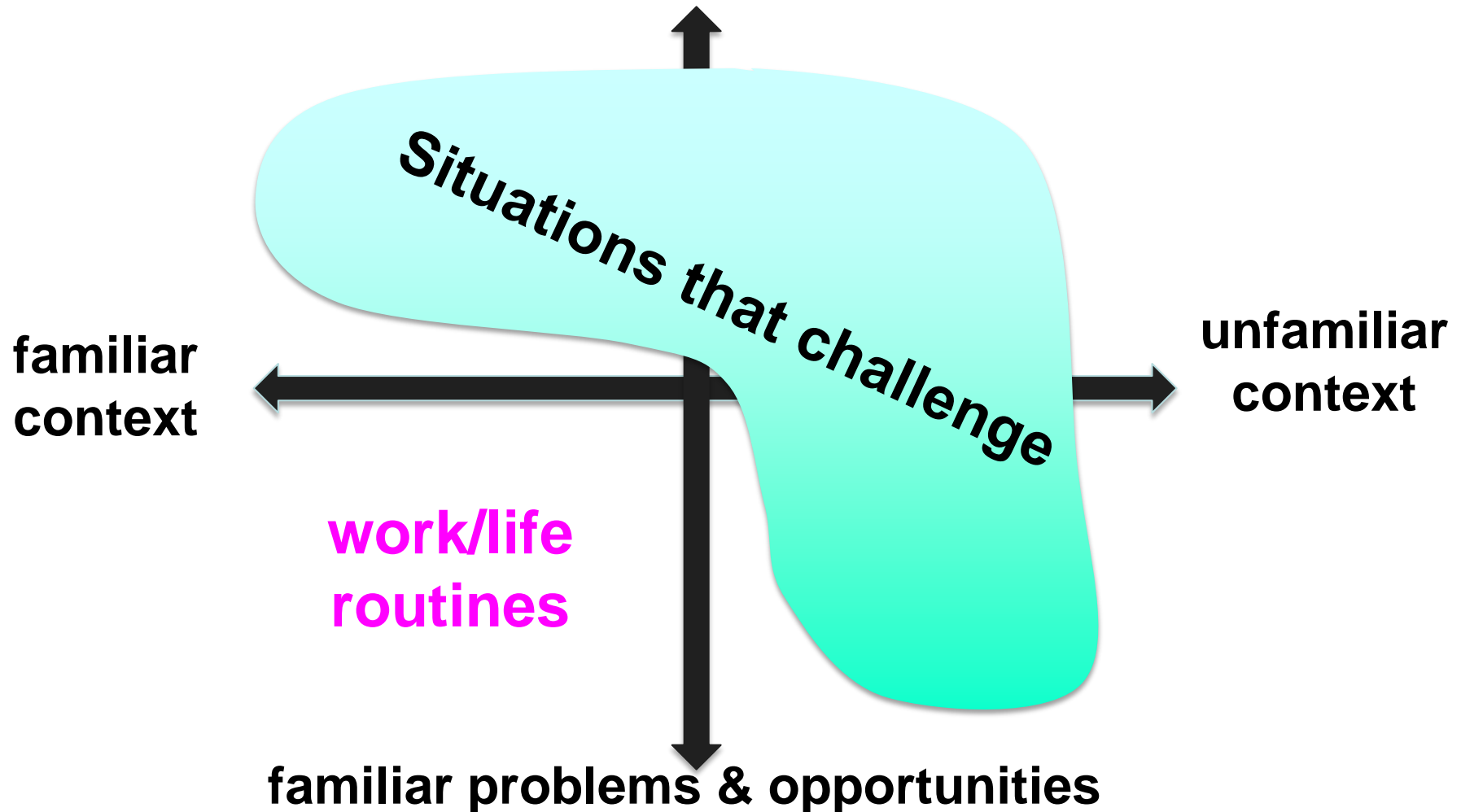


My personal development can relate to:





We develop primarily in contexts that
provide opportunity and challenge
unfamiliar problems & opportunities





A concern for the ecology of living and learning



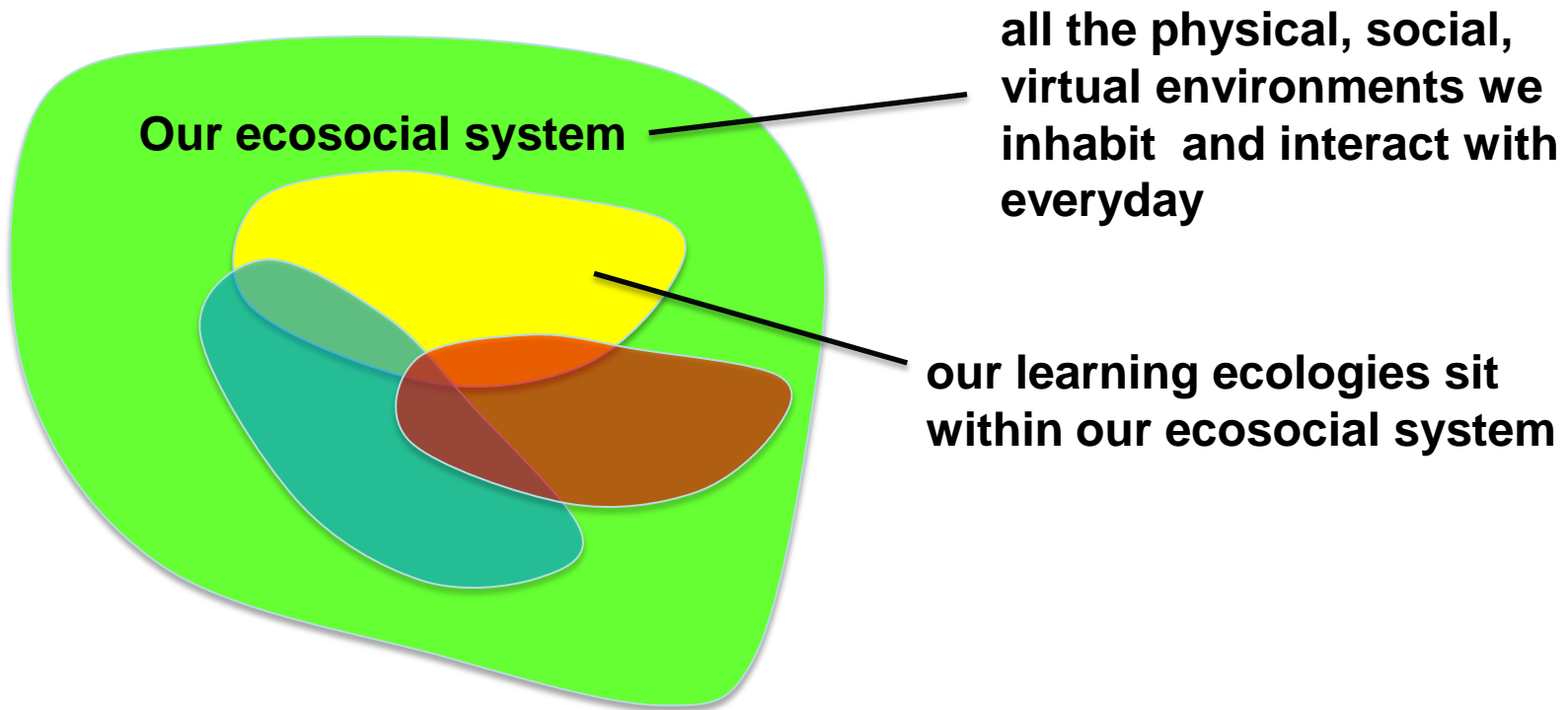
Ecology - the study of living systems the interaction of organisms with each other and their environment – it's a relational world

Ecosystem - a complex set of relationships among the living resources, habitats, and residents of an area



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 2013a:14)

'the process(es) we create in a particular context for a particular purpose that provide us with opportunities, relationships 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

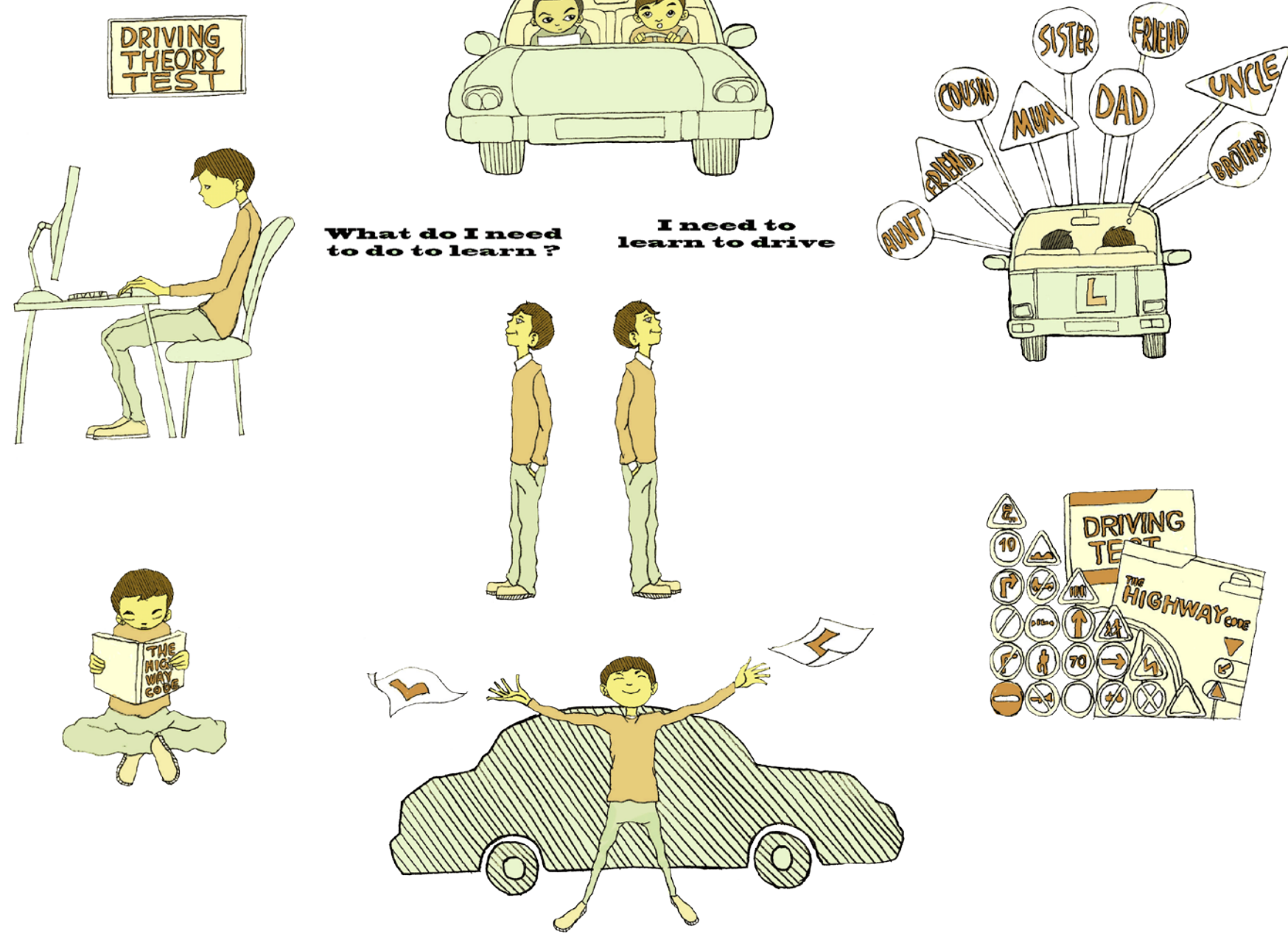
enable me to create a process that is appropriate for the context and to achieve my goals. My self-awareness enables me to monitor the effects I am having and adjust or change my process and performance to achieve better results

FUTURE

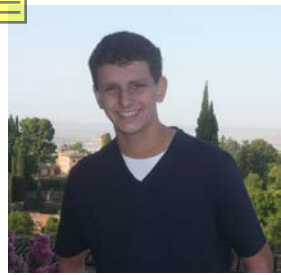
which may also be inspired and influenced by distant distal goals



Example learning ecology

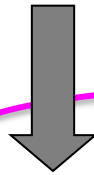


Learning ecology – becoming the archaeologist I want to be
Interest-driven learning and development



Learning ecology – becoming a radio broadcaster

Interest/career driven learning & development



Dear Blog Users

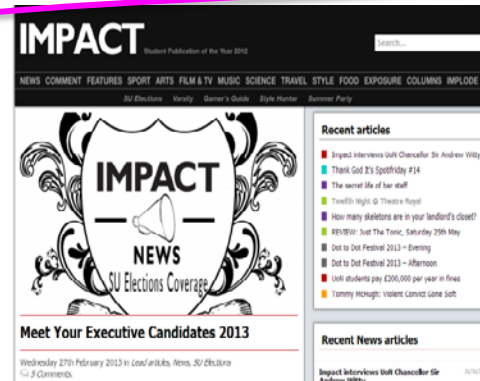
My name is Valda Tomlinson, and I am an 18 year old student participating in the Lifewide Development Award. As the first learner registered for the award I am helping to pilot the tools, like this website, and techniques being used to encourage and support lifewide learning. I would like to stress that 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

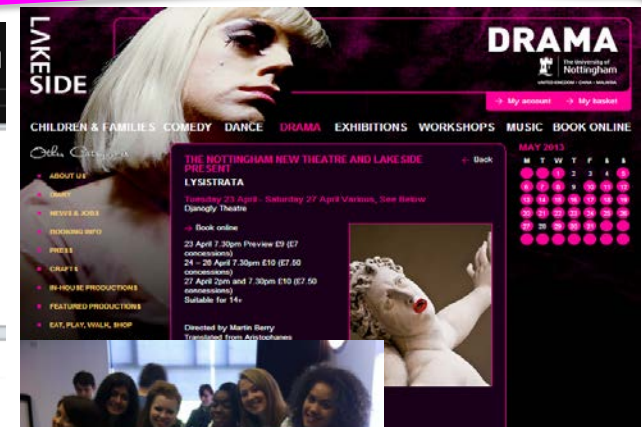


Reporter Student Newspaper

Susy Radio



Volunteer News
Reader Susy Radio



Significant role in
university production
of Lysistrata



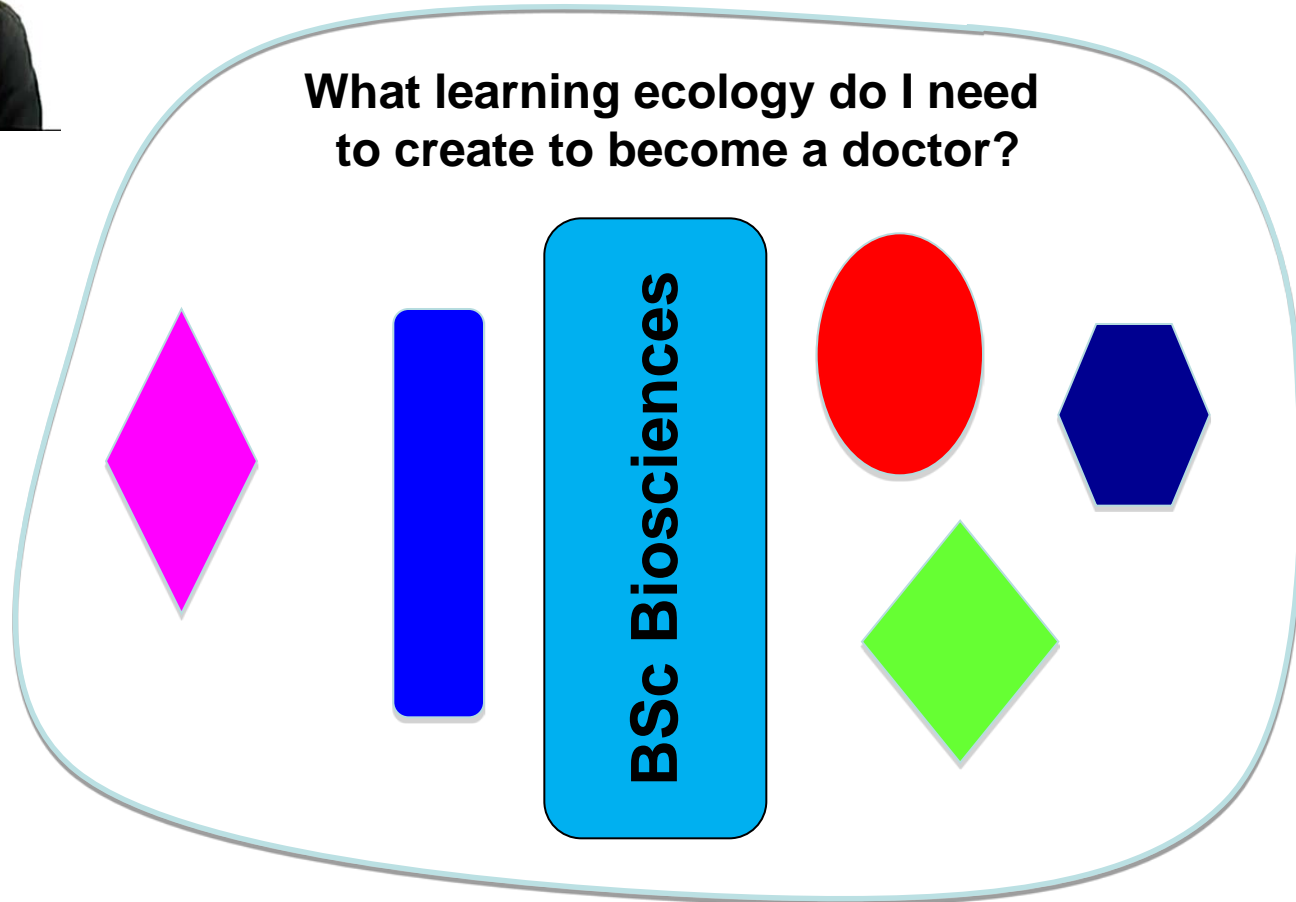
Employed News
Reader Jackie Radio



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 during the summer vacation in Uganda

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



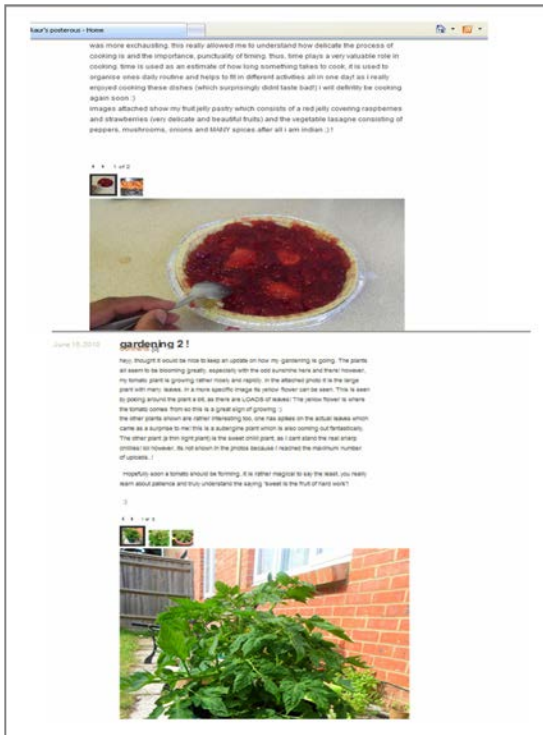
**familiar
context**

**unfamiliar
context**



familiar problems

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



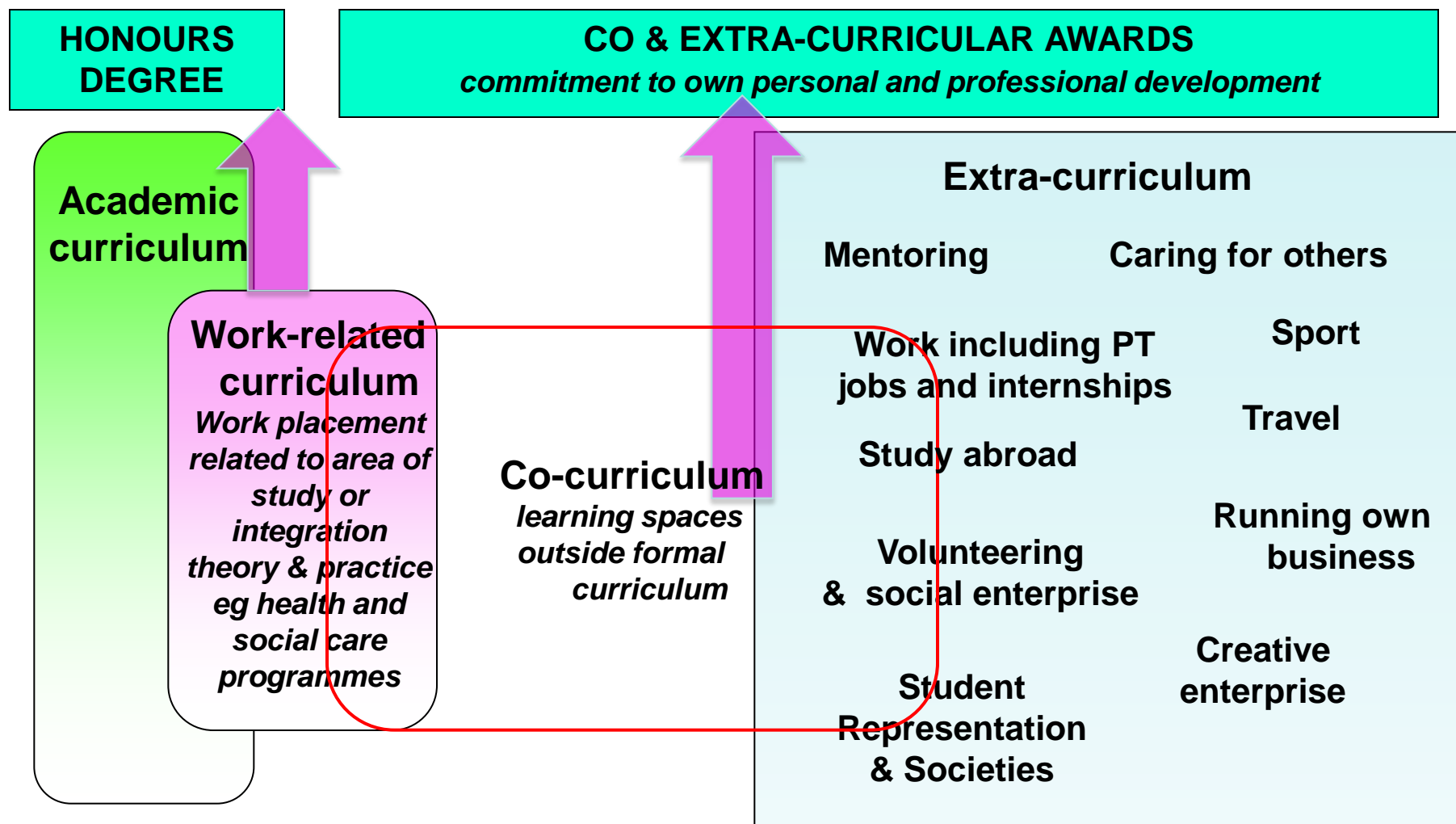
SHOE BOX!
BLOG
SCRAPBOOK
E-PORTFOLIO
VIDEO DIARY
DIGITAL STORY
VIDEO FILM
SLIDE SHOW



You Tube GB



Recognising lifewide development through a lifewide curriculum





University of Brighton

What does professional development mean?

Capability Career Confidence Continuing

Developing Enhancing Forward Getting Growth

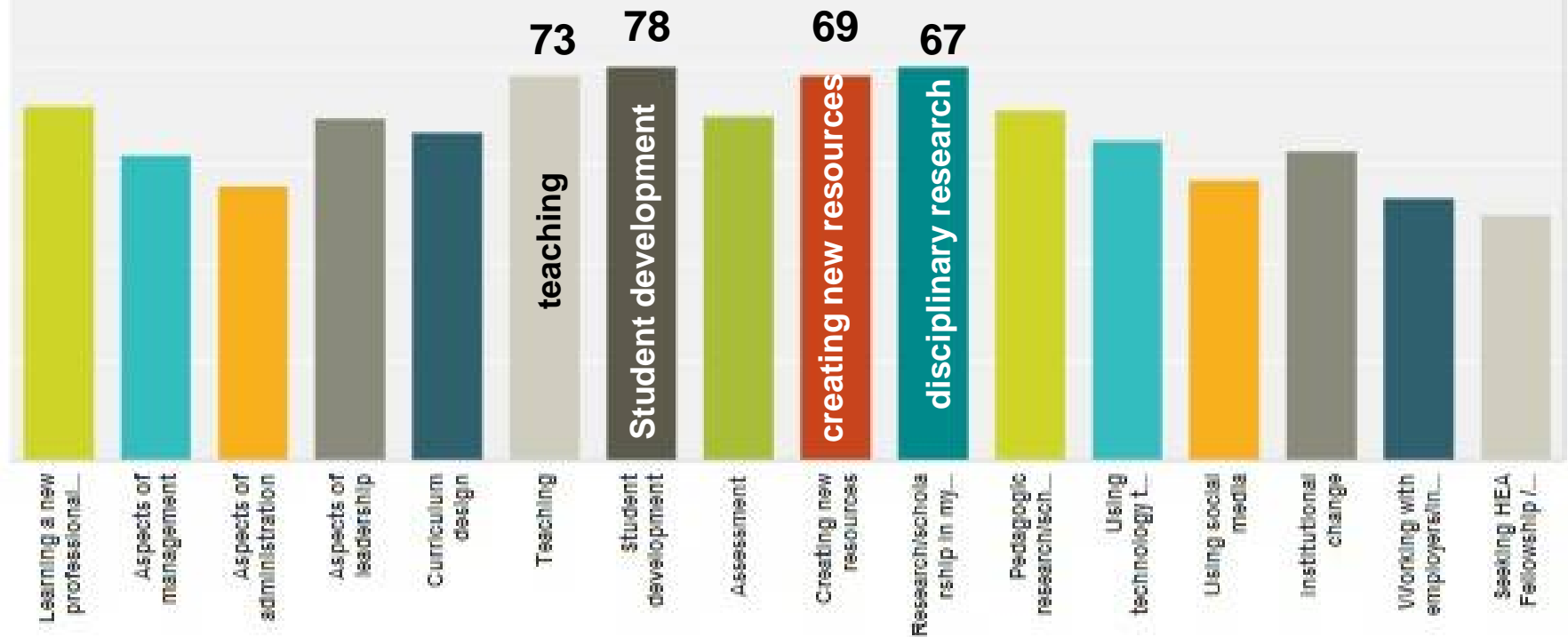
Improving Learning Opportunity

Professional Sense Skills



University of Brighton

Contexts for professional development *significant contribution + major focus as % n=79*



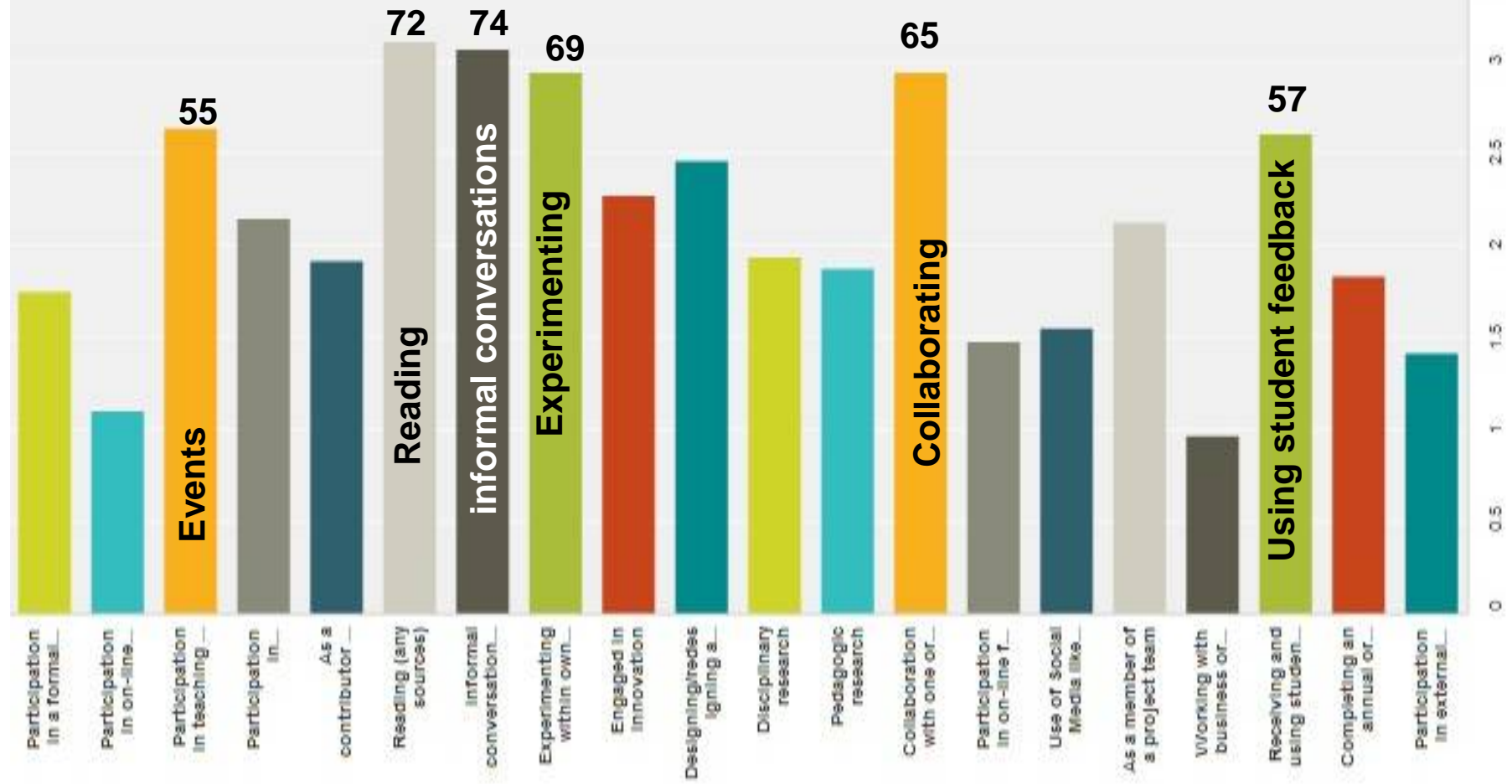
0 0.5 1 1.5 2 2.5 3 3.5 4 4.5 5



University of Brighton

Contributions to professional development in last 12 months

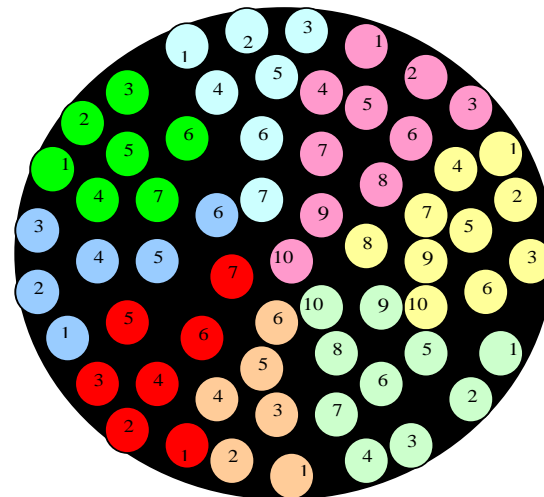
significant + very significant as % n=79





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

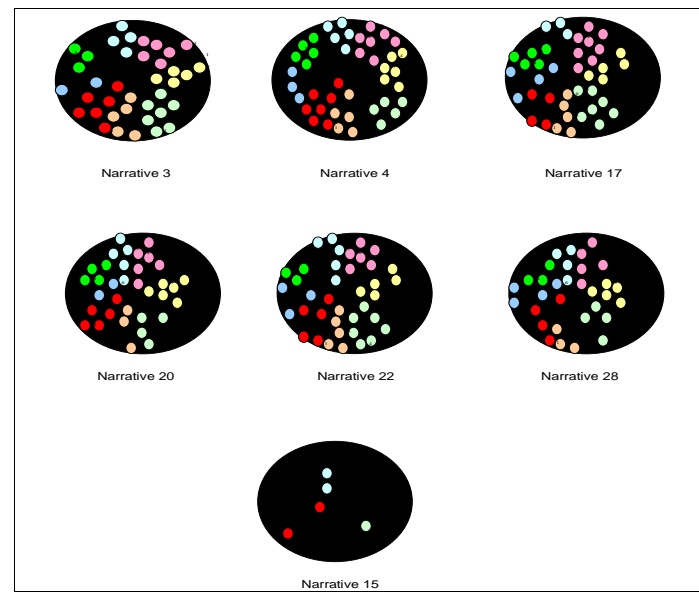
4 Academic Knowledge and Skills Cords 1-10

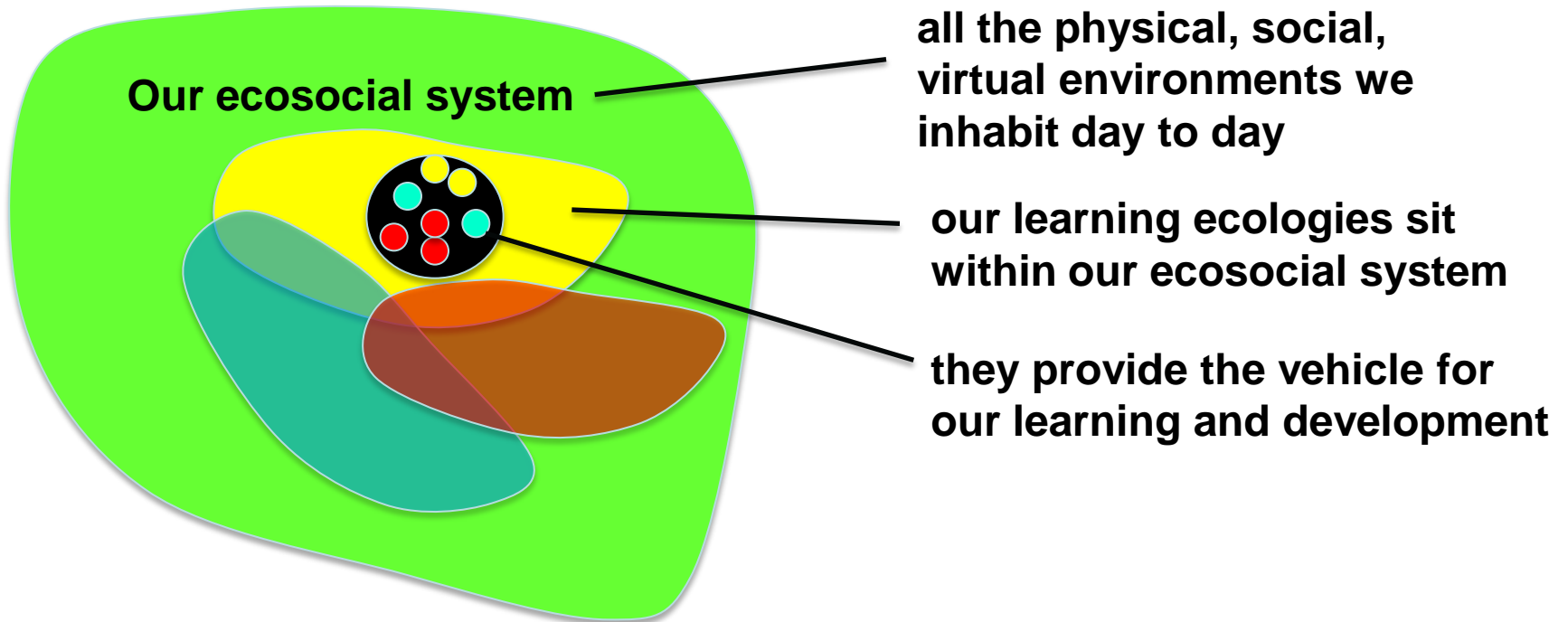
5 Role Performance Cords 1-6

6 Teamwork Cords 1-7

7 Decision Making and Problem Solving Cords 1-6

8 Judgement Cords 1-7





Learning ecology (Jackson 2013a:14)

'the process(es) we create in a particular context for a particular purpose that provide us with opportunities, relationships and resources for learning, development and achievement'.

THERE MUST BE
A BETTER WAY?



WHAT A GREAT IDEA



WHAT IF WE ?...



Behind every educational development there is a process involving imagining, reimagining, finding out, designing, finding and creating resources, overcoming challenges and problems, seeing opportunities and doing what is necessary to bring ideas into existence. **All these acts provide challenge and opportunity for professional development**



WHAT A GREAT
WAY TO LEARN

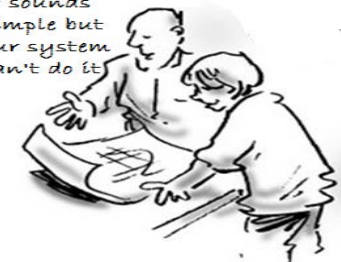


IT WILL ALL BE
WORTH IT IN THE END



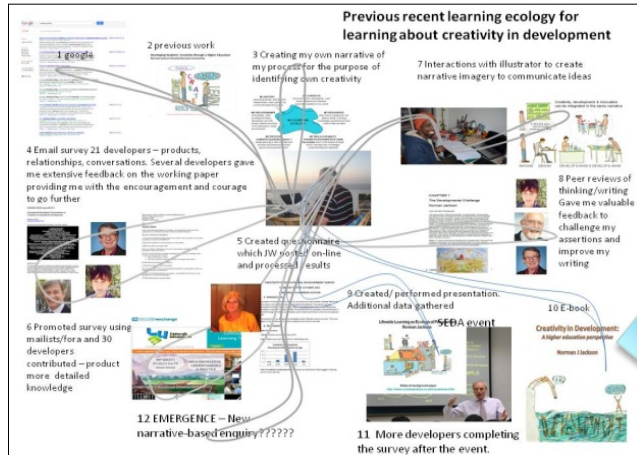
**SORRY YOU
CAN'T DO THAT!**

it sounds
simple but
our system
can't do it



My ecology for learning & development

PAST LEARNING ECOLOGIES learning about learning ecologies



ADAPTING RESOURCES



ENGAGING COMMUNITY ON-LINE SURVEY



Meanings of Personal Development University of Brighton

This questionnaire is intended for members of the University of Brighton community who are working as a lecturer/teacher, or involved in the development of students in some other way, or who are involved in staff and educational development. I will summarise the results in my keynote presentation and the report will be shared through this web page.

All responses are anonymous. Thank you for your help.

Professor Norman Jackson Founder Lifewide Education

1. What does 'personal development' mean to you in any life context? Please indicate your level of agreement with these statements

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Personal growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining new knowledge, skill, capacity and/or understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhancing existing knowledge, skill, capacity and/or understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing things that enable me to improve myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding ways to get better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think and act in any situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CREATING NEW RESOURCES

4 CONFERENCE



CURATING RESOURCES On-line Survey, Links Presentation & Videos

University of Brighton Annual Learning & Teaching Conference 2014

This website provides resources to support my keynote presentation at the University of Brighton's Annual Learning and Teaching Conference

To inform my talk I am interested in finding out what you understand and mean. You can share your views by this short anonymous on-line questionnaire. It should take no more than 10 mins. I will provide a link to the report so that you can see what your colleagues think.

Ecology of Lifewide Learning and Personal Development
Norman Jackson, Founder Lifewide Education

A learning ecology comprises the processes, contexts, relationships, networks, instrumental tools, technologies and activities that provides us with opportunities and resources for learning, development and achievement (LAD). A learning ecology is formed around a purpose which stimulates the needs, interests and responsibilities that drive our will.

Our learning ecologies are the means by which we connect and integrate our past and current experiences, learning and development. They embrace all the physical and virtual places and spaces we inhabit in our everyday lives and the learning and the meaning we gain from the contexts and situations that constitute our lives. They are the product of both imagination and reason and evolved using all our capability and gains in knowledge and skill required to achieve our purposes are addressed through the learning ecology. They are one of our most important sites for identity and they enable us to develop ourselves personally and professionally in all aspects of our lives.

Organised educational settings provide ecologies for learning into which learners fit themselves to survive. Annual education settings and created learning ecologies are essential to the way we learn and develop in work, family and other social settings. A recent European Foreign Study (4) envisions a future of learning that is lifelong, flexible and open with increasing emphasis on the informal, the personal and collaborative nature of learning and

Meanings of Personal Development University of Brighton

This questionnaire is intended for members of the University of Brighton community who are working as a lecturer/teacher, or involved in the development of students in some other way, or who are involved in staff and educational development. I will summarise the results in my keynote presentation and the report will be shared through this web page.

<https://www.surveymonkey.net/results/SM-694-656226/>

You can view the results of the survey by clicking on this link.



<http://lifewideeducation.co.uk/>

A community-based organisation whose aim is to promote and support lifewide learning, education and personal development and the growth of related educational practices

Linked in



Facebook



Twitter



A community-supported Award to encourage and help individuals develop themselves through their own lifewide activities <http://lifewideaward.com>



Quarterly magazine of the lifewide education community – each issue examines a new dimension of lifewide learning <http://lifewidemagazine.co.uk>



Slides, survey report & videos
<http://www.normanjackson.co.uk/brighton.html>