Lifewide Education: A transformative concept for higher education?
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Numbers refer to slides in powerpoint presentation which can be downloaded from this webpage http://www.normanjackson.co.uk/beijing.html

1 In the first line of Professor Ron Barnett's new book 'Imagining the University,' he writes 'Ideas of the University are hopelessly impoverished'. 'Impoverished' because they are unduly confined to a small range of possible conceptions of the university and 'hopelessly' because they are too often without hope.

His whole book is encouraging and challenging those who work in higher education to think in new and exciting ways about our institutions for developing human potential. In my talk I want to take up the challenge and offer my own imagining on the idea for a university that embraces the idea of lifewide education. A university that is ecologically in tune with a vision of learning in the modern world that is ecologically based.

2 The presentation will be in two parts

PART 1   IDEAS
 – history and influences on lifewide learning
-   a political vision for the future of learning
– an educational vision and personal context
– core ideas and relevant theories

   Questions, discussion & exercise

LIFEWIDE LEARNING QUESTIONNAIRE?

PART 2 APPLICATION
– Case Study 1 - applying lifewide learning in a university
- *Questions & discussion*

- Case Study 2 – applying lifewide learning outside a university
- *Questions & discussion*

Its always difficult for someone working in another HE system to understand whether their ideas have currency in another university system so I am keen to learn and hope that you will share your perceptions. As part of this process I'd like to invite you to complete a questionnaire so I can evaluate my ideas.

3 Where do the ideas I am going to talk about come from?
There are two different but connected sources for the growth of ideas about lifewide learning. The first and most sustained influence, relates to theorists and educators working mainly but not exclusively in the field of experiential learning and adult education and learning. The second, and politically most influential, is the growth of ideas about lifelong learning by thought leaders in the national and international policy making community.

The evolution of the lifelong/ lifewide learning idea within these different professional communities, is characterised by the interaction of educational, social, political and economic discourses and the intermingling of thoughtful exposition and critique about how we prepare people and societies for a challenging and rapidly changing world. A world in which learning rather than education has primacy and the purpose of education is to serve the needs of learners preparing themselves for a lifetime of learning and adapting.

Like all educational movements that are based on experiential learning, ideas about lifelong and lifewide learning can be traced back to the thinking of John Dewey. In the 1920s and 30s Dewey was critical of the authoritarian, strict, pre-ordained content-based approach of traditional education which he believed was too concerned with delivering knowledge and not concerned enough with understanding students' actual experiences of learning. Dewey argued that to provide education that was effective in preparing people for life we must relate education much more closely to life. He argued that before educators designed educational experiences they must first understand the nature of human experience. Such experiences he maintained arose from the interaction of two principles - continuity and interaction. *Continuity* recognises that each experience a person has will influence his/her future life for better or for worse, while *interaction* refers to the situational influence on one's experience. In other words, one's present experience is a function of the interaction between one's past experiences and the present situation. The value of the experience must be judged by the effect that experience has on the individuals' present and their future. We can see in these ideas the philosophical underpinning for lifewide learning and education.

Dewey influenced many educators and one adult educator in particular, Eduard Lindeman, who was also a friend, did much to put his ideas into practice. His inspiring vision for an all embracing form of education set out in 'The Meaning of Adult Education' published in 1926 was not bound by classrooms and formal curricula. Rather it involved a concern for the educational possibilities of everyday life; non-vocational ideals; situations not subjects; and people's experiences.

For example Lindeman wrote -

> the approach to adult education will be via the route of *situations*, not subjects. Our academic system has grown in reverse order; subjects and teachers constitute the starting-point, students are secondary. In conventional education the student is required to adjust himself to an established curriculum; in adult education the curriculum is built around the student's needs and interests. Every adult person finds himself in specific situations with respect to his work, his recreation, his family-life, his community-life et cetera - situations which call for adjustments. Adult

education begins at this point. Subject matter is brought into the situation, is put to work, when needed. Texts and teachers play a new and secondary role in this type of education; they must give way to the primary importance of the learner... The situation-approach to education means that the learning process is at the outset given a setting of reality. Intelligence performs its functions in relation to actualities, not abstractions….. the resource of highest value in adult education is the *learner's experience.* If education is life, then life is also education.

At the same time in the UK Basil Yeaxlie, an adult educator and friend of Lindeman published the first coherent account of *Lifelong Education.* In 1929 This book represents the first formal attempt to combine the whole of the educational enterprise under a set of guiding principles which embrace formal, informal and non-formal learning.

There follows a long tradition of adult learning educators and theorists who gave theoretical and educational meaning to these words. The 1960's and 70's witnessed the growth of humanistic theory around becoming a person (Carl Rogers) and experiential learning (David Kolb and Donald Schon)

We should be aware that the first explicit use of the term 'lifewide learning' (of which I am aware) was by Jost Reischmann in 1986 to represent the full scope of adult learning and development. His particular contribution was the notion of unintended learning in passing en passant.

In the last ten years we have witnessed an expansion of knowledge about how people learn and develop in work environments and what affects their performance, and also how people learn and develop in their day to day lives across the lifecourse - for example in the UK the learning lives project and in USA the work of the Life Centre Learning in and Out of School. Much of this research has been looking at how people, especially young people learn in the digital age. And this research is shaping the way people think about the future of learning.

1970's In his 1972 UNESCO report *Learning to Be,* Edgar Fauré linked lifelong education to building a **learning society**. The learning society was broadly conceived as a response to the challenges posed by major economic, technological, social, demographic and cultural shifts demanding new forms of learning to equip people with the knowledge and skills to deal with change and uncertainty. The attraction of the term 'learning society' lies in the implicit promise not only of economic development but also the regeneration of our whole public sphere. Citizens of a learning society would, by means of their continuing education and training, be able to engage in critical dialogue and action to improve the quality of life for the whole community and to ensure social integration as well as economic success.

By the 1990's the idea of lifelong education had been displaced by lifelong learning and the needs of the knowledge economy was becoming dominant in political discourses about lifelong learning. Critiques of lifelong learning policy in western countries – including the UK – argue that lifelong learning policy relies on human capital approaches seeking to provide skills for the knowledge economy at the expense of more 'holistic' or social capital approaches (Field 2002, Riddell 2005).

1996 was the Year for Lifelong Learning. Most of the large international organisations presented their own analysis: the European Commission published the White Paper on *Teaching and Learning: towards the learning society*, UNESCO made a contribution with *L'education: un trésor est caché dedans*, and the OECD held a ministerial meeting on "Lifelong Learning for All".

The 1996, the UNESCO-sponsored Delors Report (*The Treasure Within)* identified four pillars enabling individual development: 1. Learning to do, 2. Learning to be 3. Learning to understand and 4. Learning to live together. These reports have influenced the thinking of Governments ever since on the need for lifelong learning for learning societies and knowledge economies which have to view the whole of life as opportunity for learning.

Lifewide learning began to emerge as a serious idea in the policy world following publication of a report by the Swedish National Agency for Education (Skolverket 2000) which described the relationship between lifelong and lifewide learning in these terms.

> The lifelong dimension represents what the individual learns throughout the whole life-span.....The lifelong dimension is non-problematic, what is essential is that the individual learns throughout life. The lifewide dimension refers to the fact that learning takes place in a variety of different environments and situations, and is not only confined to the formal educational system. Lifewide learning covers formal, non-formal and informal learning (Skolverket 2000:18).

The idea of lifewide learning was picked up by economists concerned with measuring value in lifelong learning. Richard Desjardins (2004), utilised the idea of lifewide learning in his conceptual framework for the economic evaluation of lifelong learning and these ways of thinking were incorporated into a number of reports by the OECD. In 2011 the EU Commission published a Foresight study which concluded that the future of learning is 'lifelong and lifewide'.

This report on the Future of Learning provides a context for my talk which I will introduce in a few minutes.

4 Some important theorists

Lifewide learning draws on wide range of theorists from the fields of education, particularly adult education, developmental psychology, social and situated learning and anthropology. Theories that are constructivist, humanist, developmental, experiential, situational and social in their outlook are readily assimilated into frameworks tools and processes for encouraging, supporting and explaining the phenomenon of lifewide learning.

Additional theorists that might be mentioned here include:

Abraham Maslow - theory of self actualisation.. His heirarchy of needs underpinning human development

Albert Bandura - social cognitive and agentic theory

Edward Deci theory of self determination

Barry Zimmerman - theory of self-regulation

Lev Vygotsky – holistic theory of human cultural and biosocial development

Yjro Engstrom – cultural-historical activity theory and expansive learning

Jean Lave and Ettienne Wenger's theories of situated learning and communities of practice

Urie Bronfenbrenner - ecological systems theory now influencing Brigid Baron and colleagues NSF Life Centre in USA

Amartya Sen – ideas about capability and their link to positive freedoms a person's actual ability to be or do something,

John Seeley Brown – drawing attention to the way we learn in the digital age - life full of social informal learning mediated by technology

Robert Keegan – stages of social/psychological maturity

Marcia Baxter Magoldas work on self-authorship and her ideas of learning partnerships to support learners on their journey towards self-authorship

Carol Dweck - how people develop beliefs about and how these self-theories shape their thoughts, feelings and actions.

Peter Alheit – biographical learning and his influence on **narrative learning -** the way people learn through the stories they construct about their life

Elliot Eisner - connoisseurship in making good enough judgements about the individual's narratives

Michael Eraut - how people learning in and through work- ideas of learning trajectories..

All these theorists can be drawn upon when trying to understand explain aspects of lifewide learning and personal development or the means to evaluate such learning and I will refer to some of them in my presentation.

5 A political-social context: The Europe 2020 strategy acknowledges that a fundamental transformation of education and training is needed if Europe is to remain competitive, overcome the current economic crisis and grasp new opportunities.

The strategic framework for European cooperation in education and training recognizes that education and training have a crucial role to play in meeting the many socio-economic, demographic, environmental and technological challenges facing Europe and its citizens today and in the years ahead. However, to determine how education and training policy can adequately prepare learners for life in the future society, there is a need to envisage the competences and qualities that will be relevant and how these might be developed. To contribute to this vision-building process, the EU DG Education and Culture commissioned commissioned a foresight study in 2009. The study was published in 2011 and the overall vision emerging from the study is that personalisation, collaboration and [individuals'] informal learning will be at the core of learning in the future. **The central learning paradigm is characterised by lifelong and lifewide learning and shaped by the ubiquity of Information and Communication Technologies (ICT)**.

6 So what does the future of learning look like - conceptual map
The report highlights the increasing importance of generic skills to help citizens to become lifelong learners who want to respond to change, are able to pro-actively develop their competences and thrive in collaborative learning and working environments......

The report emphasises that problem- solving, reflection, creativity, critical thinking, learning to learn, risk-taking, collaboration, and entrepreneurship will all become key competences for a successful life in the European society of the future.

While mathematical, verbal, scientific and digital literacy will remain key building blocks for successful participation in society, it will become increasingly important for citizens to have a better understanding and awareness of the natural and social environment in which they live, which will lead to a new focus on nature and health on the one hand, and on civic competences on the other.

DESCRIBE MAP

7 Challenges
The Foresight study identified a number of challenges for the future of learning.

Initial Education and Training institutions have to deal with:
- multicultural integration to address immigration and demographic change;
- reducing early school leaving to combat unemployment and to promote a better educated workforce for competitiveness and economic growth;
- fostering talent to develop a 'smart' economy based on knowledge and innovation and to let people develop themselves as reflective and responsible persons. TAKING RESPONSIBILITY FOR OWN DEVELOPMENT

The challenges for *lifelong learning* are also three-fold:
- promoting a rapid and more fluent transition from school to work in order to reduce the barriers between the worlds of work and education;
- facilitating re-entrance to the labour market, especially to tackle long-term unemployment; and
- supporting the need for permanent re-skilling to enable all citizens to keep their competences updated and quickly respond and adjust to possibly fast changing work environments.

8 A vision
The vision for initial education in school is that it will be learner-centred, rich in social interaction and lifewide – embracing informal as well as formal environments for learning.

Initial Education and Training will need to react more effectively and promptly to changing job requirements and societal trends. They will need to better address and narrow the current gap between the world of education and the world of work. In the future, learner-centred, decentralised, and tailor-made learning strategies will prevail, which will (need to) be accompanied by corresponding pedagogies and teaching strategies as well as flexible curricula, modified assessment and validation

mechanisms and closer collaboration with other societal players, including tertiary education providers and prospective future employers.

This vision for learning in schools is also relevant for learning in universities and there would be an enormous mismatch if we changed our primary and secondary education system without also changing our tertiary system.

The report identifies three key features of the future of learning and a number of assertions relating to each.

Personalisation in initial E&T. The key for unlocking the future of learning will be the promotion of personalised learning plans and tailor-made learning activities.

Personalised learning will facilitate the social and cultural integration of migrant children and help them to overcome language barriers; it will enable teachers to detect students at risk of dropping out, help them to diagnose the problems and learning needs and to offer re-engagement strategies; and it will help develop talent and foster excellence by providing more engaging and challenging learning opportunities.

A mix of different technologies will support personalisation, by allowing for a diversity of learning activities, tools and materials; by providing tools which support continuous monitoring and support diagnostic, formative and summative assessment; by making educational resources openly available; by allowing for the implementation of collaborative projects; by offering learning opportunities that are motivating, engaging and even playful; and by supporting multilingual environments.

Collaboration in initial E&T.
E&T institutions need to re-connect with society to better align learning objectives and societal needs. In the future, European societies will be more inter- cultural and flexible. Young people need advice and guidance to come to terms with the increasing rate of change and find their way in a complex world. Schools must offer them the orientation they need and promote mutual understanding and active citizenship, in direct interaction with society.

Collaboration should take place not just within the classroom, but with the community at large, and with people from other social, cultural or age groups, will become increasingly important to enable younger learners to come to terms with life in an increasingly diverse and uncertain world. Virtual study exchange programmes, internet- based intercultural exchange projects, online massive multiplayer games, simulations and other internet-based services can assist schools in allowing learners to experience, understand and reflect upon societal developments in a safe and protected environment.

Informalisation of initial E&T.
In the past, one of the major roles of schools was to make knowledge accessible to all citizens. Today information has become a commodity that is available anytime and anywhere. Thus, the future role of schools will be to guide students in identifying and selecting the learning opportunities that best fit their learning styles and

objectives; to monitor progress, realign learning objectives and choices and intervene when difficulties arise; and to implement viable assessment, certification and accreditation mechanisms. Schools will become learning hubs which offer guidance and support for learner- centred learning pathways, tailored to individual learning needs, paces, modes and preferences.

Achieving this requires flexible curricula; teachers who are trained to effectively guide and coach students in their learning endeavours; competence-based assessment strategies that are to a certain extent independent of the concrete learning content; and certification mechanisms that allow alternative learning experiences to be integrated into school education.

I think the Foresight report will prove to be influential in EU government policy making community but will probably have little impact within the educational community unless opportunities are created for people to come together to consider its findings.

9 A different sort of vision. We all need visions to guide and motivate us. Seven years ago when I began to apply my ideas in a university I did not have the benefit of the Foresight report but I framed the same challenge that is depicted in the report around the idea of learning for a complex world – which is everything we need to know and be able to do to survive and prosper in an ever more complex, challenging, changing and often disruptive world.

This is the perpetual wicked challenge that people working and studying in higher education are confronted with every day.

For teachers, the problem it is associated with a question like ' how do we prepare people for an ever more complex world?'… I don't just mean preparing students for their first job when they leave university I mean how do we prepare them so that they can face and adapt to the many challenges they will encounter over a lifetime of working, learning and living. The pattern of employment is such now that today's students are likely to have many jobs and fulfil many roles and will have to reinvent themselves over and over again during their lives.

From the students' perspective the same challenge is expressed in the question ' How do I prepare myself for the rest of my life?'… what sorts of things do I need to learn, what sorts of skills, qualities, dispositions and values do I need to develop, and what sorts of experiences do I need to have in order to develop in these ways.

Preparation for life needs to be so much more than simply studying and learning an academic curriculum.

This picture, which we drew on the wall of our Centre at the University of Surrey, is our vision of this challenge.. It's a wicked problem because its is very difficult to define and there are many views on it, it has no right or wrong answers, and no clear resolving actions. And you can also guarantee in a university that any possible solutions that are offered will be contested by faculty!!!

Thomas and Seeley Brown sum up the problem in this way

> The educational needs of the 21st century pose a number of serious problems for current educational practices. First and foremost, we see the 21st century as a time that is characterised by constant change. Educational practices that focus on the transfer of static knowledge simply cannot keep up with the rapid rate of change. Practices that focus on adaptation or reaction to change fare better, but are still finding themselves outpaced by an environment that requires content to be updated almost as fast as it can be taught. What is required to succeed in education is a theory that is responsive to the context of constant flux, while at the same time is grounded in a theory of learning (Thomas and Seely Brown 2009:1)

What lifewide learning and education offer is not so much a theory as a view of learning and personal development within which multiple theories of learning can be embraced and connected and perhaps new theories grown, particularly the self theories of the learner. Adopting this view opens the possibility of designing educational opportunities and experiences to improve learners' ability to gain recognition for the ways in which they are developing themselves and for recognising complex achievements that cannot be gained from studying an academic curriculum.

In another book by Ron Barnett he argues that 'will' is the most important concept in education. Without the will to learn nothing will happen. You will see that we have placed will at the of our symbolic picture for learning in a complex world.

The will I am referring to is the willingness to learn through the whole of life's experiences, the willingness to see self-development as a necessary, holistic and integrated process which evolves through participation in the opportunities that life affords. It is the will to be and become a certain sort of person that drives people to create their enterprises for learning and self-development.

But will alone is insufficient to engage in the opportunities that life affords. It also requires agency. At the centre of our vision for learning in a complex world is a fundamental process of thinking and action which Steven Covey captures in these words.

> 'Between stimulus and response there is a space. In the space lies our freedom and power to choose our response. In those choices lie our growth and our happiness'.

In the space where we have the freedom to choose what we do, we make decisions that are based on our beliefs, values, attitudes and how we feel, what we know and don't know, and can or can't do.

For example, we can choose to be positive or negative, to create or try something new or replicate what we have done before, to behave ethically or do something we know is wrong, or to persevere with something difficult or abandon it.

In drawing on Stephen Covey's ideas we identified a key building block in our learning for a complex world idea.. namely, that our lives are made up of multiple streams of situations that require us to make decisions and to act on these decisions, or not if we

choose this course of action. A significant part of the complexity in our lives, and the way we ultimately learn to deal with complexity, comes from our experience of engaging with the multiplicity of situations we encounter or create in our daily lives.

Other important messages we tried to convey in this representation include:
1) The multiple contexts which we inhabit and learn in every day
2) The emotional as well as cognitive nature of learning in the real world
3) The fact that attitudes, beliefs and values are important, as well as knowledge and skill
4) That much of learning is social and collaborative
5) That much of our learning is experiential and embodied in activity that is driven by needs and interests and the process of becoming
6) and that much of our learning is emergent

Several years after we made this drawing I came across the work of Eduard Lindeman and for me they seemed to capture the spirit within our picture. Writing in 1926 he said, 'the whole of life is learning therefore education can have no ending'.

10 Lifewide learning is all about personalisation, the pathways each of us take to achieve the things we need to achieve, we care about and we value… so I would like to tell you my story of how I came to be here.

In 1999/2000 I worked for an organisation called the Quality Assurance Agency whose job it is to ensure that Universities have appropriate means for setting standards and assuring the quality of their education. I was tasked to work on a policy which required all universities to produce a specification to a standard format for all their educational programmes – programme specifications.

The format was based on an outcomes model of education which was being introduced across UK HE. In the process of creating the policy I worked with many different faculty to try to understand the outcomes they were seeking from their programmes and I began to realise that the things we valued in higher education, the learning that was assessed seemed deficient in some important areas that were vital for individual and societal success. One area in particular seemed to be missing – students' creative development.

At the same time I also facilitated development of the only government sponsored policy in UK HE that directly influences teaching and learning in an explicit way. It was called Personal Development Planning. PDP's are individual learning plans created by students themselves. They encourage them to think about their educational goals, plan actions and reflect on their performance and achievements, and plan their personal and career development.

Policy was enabling rather than prescriptive – each institution decides how to apply it in ways that are most relevant for the particular educational context. Since I helped developed policy I have tried to incorporate the learning-action and reflection processes that underlie personal development planning into my educational designs. In 2000 I moved to the Higher Education Academy (a new body set up in 2000 to promote the improvement of teaching and learning, and encourage innovation). I

helped individuals and universities to develop and share their practices. In particular I helped with the introduction of personal development planning and I began to focus on students' creative development. I established a network called the imaginative curriculum network – and we began a collaborative learning process to share perspectives on this issue. This knowledge development process resulted in the book Developing Creativity in Higher Education.

In that process I examined the nature of the problem of student creative development in higher education and offered my own solution which I called a lifewide curriculum… Our creativity is manifest in all aspects of our life and often we are at our most creative in the things we chose to do..so why not embrace the whole of a student's life and recognise all the ways in which he/she is creative?

I carried this way of thinking into my next role at the University of Surrey and my current role as Director of a social enterprise called Lifewide Education – this work forms the basis for my talk.

This is my lifelong learning journey linked to my work over the last 14 years. Very little of this journey has involved me in participating in a formal educational environment in order to learn. Learning and professional development have been achieved through work and not through formal study and this is why lifewide learning is important - it is the way we learn outside formal education.

11 Patterns of learning througout our lifecourse

The same point is emphasised in this diagram produced by the Life Centre USA which shows that people spend the vast majority of their time from infancy to adulthood in informal learning settings. We can view this diagram as an initial map of the life-long and life-wide territories of human activity and learning.
For comparison I include information for two of my own children one at school Y9 and one at university (Y1)

12 CORE CONCEPTS In the next part of my presentation I want to outline some of the core concepts underlying lifewide learning and show the ways in which we might use some key theories as tools to help us explain the nature of these forms of learning to students.

Lifelong learning is a well-established concept in education. It represents all the learning and development we gain as we progress along the pathway of our life.

There is no absolute definition... but the EC definition is typical

'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'.

But learning is both a process and an outcome the gaining or development of new knowledge, skill and understanding and this definition talks about activity rather than the outcomes of activity. This definition demonstrates well that lifelong learning is a

discourse in a range of contexts. Lifelong learning is what it means to the users within a certain discourse and context

If lifelong learning is about learning enterprises at different stages of the lifecourse from 'cradle to grave', what value does lifewide learning add?

13 Inhabiting different spaces more or less simultaneously
Lifewide learning adds important detail to the broad pattern of human development by recognising that most people, no matter what their age or circumstances, simultaneously inhabit a number of different spaces .

It does this by recognising that most people, no matter what their age or circumstances, simultaneously inhabit a number of different spaces - like work or education, being a member of a family, being involved clubs or societies, travelling and taking holidays and looking after their own wellbeing mentally, physically and spiritually. So the *timeframes* of lifelong learning and the multiple *spaces* of lifewide learning will characteristically intermingle and who we are and who we are becoming are the consequences of this intermingling.

We live out our lives in these different spaces and most people have the freedom to choose which spaces we want to occupy and how we want to occupy them. In these spaces we make decisions about what to be involved in, we meet and interact with different people, have different sorts of relationships, adopt different roles and identities, and think, behave and communicate in different ways. In these different spaces we encounter different sorts of challenges and problems, seize, create or miss opportunities, and aspire to live and achieve our ambitions. It is in these spaces that we create the meaning that is our life.

14 Different spaces, different temporal rhythms, managing our lives
Because we occupy so many different spaces simultaneously we have to learn how to manage our life - juggle and prioritise competing demands.

The learning experiences that an individual undergoes simultaneously in will themselves be associated not only with different timeframes but with forms and spaces of learning that have different rhythms.

For example in the space of 24 hours we might inhabit spaces relating to work, the classroom or self-study, we might inhabit a family environment or our own home, we might go shopping, socialise with friends, travel on public transport or by car, play some sport and do any number of things in different sorts of spaces, not to mention the virtual spaces we access through our smart phones, computers or other devices.

Each of these activities has its own rhythm; fast and slow time jostle and compete and we have to manage our time and determine priorities as the various responsibilities are heeded.

So lifewide learning helps us develop capability to manage ourselves and our lives. Banks et al in a report for the NSF Funded Life Centre Learning In and Out of School (2007) tell us that lifewide learning includes

> 'experience in management of ourselves and others, of time and space, and of unexpected circumstances, turns of events, and crises. This learning brings skill and attitudinal frames for adaptation. Here we figure out how to adapt, to transport knowledge and skills gained in one situation to another, and to transform direct experience into strategies and tactics for future use.'

So the *timeframes* of lifelong learning and the multiple *spaces* of lifewide learning will characteristically intermingle and who we are and who we are becoming are the consequences of this intermingling.

But it is through our lifewide activity and experiences that we learn to manage our busy lives, cope with the unexpected, adapt to situations as they emerge and transfer our understandings and capabilities between different contexts, and use this self-knowledge in planning for the future.

15 Types of learning - The important characteristic of lifewide learning is that it embraces a comprehensive understanding of learning, development , knowledge and knowing and achievement. But all this only has meaning when you personalise it so here is an example of personalisation.

5min VIDEO + 10mins discussion

What does lifewide learning mean to this psychology student called Sarah who summarises six years of her life between leaving school and starting a doctoral programme?

16 Types of knowledge and ways of knowing

The significance of lifewide education lies in its potential to embrace all of learners' life spaces for thinking, knowing, and developing and using different forms of knowledge. How learners understand what knowledge is and the way they develop the knowledge and knowings necessary for being in the world is of fundamental importance as we plan our strategies to enable them to prepare for their future.

All too often higher education takes a narrow view of what knowledge and knowing are. Disciplinary education tends to value codified and theoretical knowledge and its utilisation by learners in abstract problem solving. This is not to say that handling complex information in this way is not useful – far from it: it is an essential process for enabling learners to develop the cognitive maturity required to function effectively in a modern world. Cognitive maturity (Baxter Magolda 2004a:6-10) is characterised by the ability to reason and think critically and creatively, analyse situations and consider the range of perspectives necessary to make good decisions on how to act, and metacognitive and reflective capacity to create deeper meanings and enduring

understandings. Cognitive maturity requires knowledge to be viewed as contextual recognising that multiple perspectives exist.

By adopting a lifewide concept of higher education learners can engage with the rich complexity and messiness of the knowledges and knowings that they encounter in their everyday 'doings' in all the contexts that form their lives.

Boisot (1998) provides a useful conceptual aid for viewing these different sorts of knowledge. Using the two-by-two matrix of codified/abstract and uncodified/concrete knowledges he shows schematically the relationship between the knowledge that is embodied in everyday thinking and practices – our personalised working knowledge that we use to deal with situations – and more abstract/symbolic and codified knowledge such as that which we find in books, reports and working papers.

Narrative or storytelling provides a communication medium, often rich in metaphor, that links the embodied and codified knowledge domains.

A persons lifewide learning is rich in embodied knowledge and the way such embodiments are communicated is through the stories they tell about their experiences, what they have achieved and what went wrong - their learning from mistakes or deficiencies. That is why personal narrative are so important in revealing individuals lifewide learning and development.

17 Michael Erauts study of the types of knowledge and knowing used by professionals carrying out their work again illustrates the diverse types of knowledge that learners in higher education will encounter in the work environment and their lifewide learning activies enable them to experience and participate in the development of these forms of knowledge.

He talks about personal knowledge being a combination of

Codified knowledge in the form(s) in which the person uses it

Know-how in the form of *skills and practices*

Personal understandings of people and situations

Accumulated *memories of cases* and episodic *events*

Other aspects of personal *expertise*, *practical wisdom* and *tacit knowledge*

Self-knowledge, *attitudes, values* and *emotions*

18 Dealing with situations and creating new situations
Situations are the building blocks of life and day to day living and they are fundamental to the concept of lifewide learning and developing. By being aware of how we deal with and create situations across our lives we are better prepared for dealing with more challenging and complex situations in the future

Stephen Covey says – between stimulus and response there is a space and in that space is our freedom to chose how we respond.. The choices of and process for action, including our thinking constitutes what psychologists call self-regulation and it fundamentally controls how we deal with situations in any context.

According to Zimmerman (2000). Self-regulation can be represented as a continuous process involving forethought (planning and decision making) – performance (action) – self-reflection on performance operating within a context specific environment that is structured by the learner to provide resources to enable them to achieve what it is they want to achieve.

This process is neatly summarised by Eraut (2009) in the contexts of dealing with situations in the work place.

It follows the pattern of:

Assessing situations (sometimes briefly, sometimes involving a long process of *investigation and enquiry*) and continuing to monitor the situation;

Deciding what, if any, action to take, both immediately and over a longer period (either on one's own or as a leader or member of a team); [In complex situations this stage also includes *designing and planning the action]*;

Pursuing an agreed course of action, preparing for and performing professional actions – evaluating the effects of actions and the environment and adapting as and when necessary;

Metacognitive monitoring of oneself, people needing attention and the general progress of the case, problem, project or situation; and sometimes also learning through reflection on the experience

This basic process is relevant to any context.

19 Importance of context
Situations can be categorised according to whether the context is familiar or unfamiliar and whether the problem (challenge or opportunity) is familiar or unfamiliar. John Stevenson (1998) developed a simple 2x2 matrix to explain how we utilise our capability (including our creativity) within this conceptual framework.

Much of our life is spent in familiar situations where we don't have to pay too much attention to what we are doing and we can reproduce our responses without really thinking deeply about our actions. Stephenson considered this space to be one in which we practised dependent capability and he related this to traditional teaching approaches adopted in higher education. We can, if we choose, adopt and perform the routines we have learnt in these situations with little or no need to invent.

Moving to the other domains we can appreciate that if we are confronted with a problem, challenge or opportunity, or we enter a context that is unfamiliar we have to develop new contextual understandings and / or invent and try out new practices and

ways of behaving. Through this process we are creating new understandings and new ways of performing or producing. These are the situations in which we develop (invent) new knowledge and capability.

We can use this as a tool to help learners reflect on their lifewide learning and the opportunities they have for learning in different contexts in their lives, and whether they are stretching themselves by putting themselves into unfamiliar situations and tackling unfamiliar problems.

20 Importance of intentional and purposeful activity

Our learning and development are embedded in the activities we undertake - the actions we perform in the situations we inhabit. Yjro Engestrom (1987) developed a model of an activity-based system which provides a useful framework for understanding how a wide range factors work together to influence intentional activity.

 In order to reach an *outcome,* individuals often working collaboratively, produce certain *objects* (e.g. experiences, knowledge, and physical products).

Activity is shaped by social interaction performing within accepted norms of behaviour, the unwritten rules, and in some contexts explicit rules and with the necessary tools to achieve their objectives.
In engaging in activity to create and implement new practices individuals learn, and the accumulated collective learning of many individuals expands the learning of the enterprises within which their learning is situated.

Learning to do something or to be someone is bound up in the activity we engage in, interacting with others, operating within written and unwritten rules, using tools we sometimes invent ourselves to achieve our goals and the effects of our capability and creativity are manifest in the results of our activity.

This descriptive framework can be combined with other tools to examine how our learning emerges from the activities and situations that make up our lives.

Also any educational framework for encouraging learners to learn from their lifewide experiences will be designed within this framework and will provide a set of tools to encourage certain activities and behaviours to make people more aware of the learning they are gaining through the activities they engage in, in the different parts of their lives.

20 An ecological perspective:

Ecologies are living systems containing a diversity of factors that interact with each other organically. They are self-organising, adaptive and fragile systems.

We can use this biological metaphor to describe the social systems in which we live.

Framing our experiences within an ecological paradigm underscores our connectivity and relationships with other people in our lifeworld and our physical, emotional, and

cognitive behaviours as they occur in relation to specific environmental contexts and the situations we encounter.

It is the lifewide dimension of human experience that gives lifelong learning ecological significance.

Bronfenbrenner (1979) a developmental psychologist used the term ecology to propose that human development is influenced by factors operating at different levels of a system within a broad ecological structure, in which each level interacts with and influences the others:

We can use this framework to evaluate educational designs and two of the levels are of particular interest.

The *microsystem* contains the factors within a learner's immediate environment - his curriculum, the day-to-day situations he encounters and his relationships and interactions with the people he meets.

This is the level of our lifewide learning experiences, the level at which our individual situations and our responses to these situations matter.

This is the level at which greater self-awareness and reflective engagement with our experiences allows us to appreciate more deeply the how, why, when and where of our own development; and the level at which our will and our agency determines our future.

Our microsystem is nested within the *mesosystem* which encompasses the interrelations of two or more settings for example your life and the university setting. It involves people who have an interest in promoting and supporting your learning. It is the level at which guidance and tools are provided to help you fulfil the requirements for the programmes you are studying. Organised activity in the mesosystem enables you to learn more and better in your own microsystem.

The *mesosystem is nested within the exosystem* which consists of settings that do not involve us directly, but which contains events that impact on us.This is the ecological level at which an institution adopts and embeds certain policies that affect the way a programme is designed, or determine in a broad sense the types of attributes the institution wants to see as an outcome of the education it provides.

The idea of a learning ecosystem seems very relevant to lifewide learning and as we investigate the learning lives of individuals whether children, students or adults the idea of ecological microsystems as the host for our own learning, development and achievement is very useful in recognising the organic way in which everyday learning happens.

The idea of an ecological university that encourages and supports personal learning ecologies is also an interesting idea worthy of examination.

22 In 1999 John Seeley Brown wrote an influential article called learning in the digital age in which he talked about the radical changes that were taking place as a result of the increasing use of the internet and the social interactions it was encouraging. One of the concepts he talked about was new learning ecologies as gamers shared their experiences with each other in order to master a particular technology or learn a particular on-line game. Researchers began to use the ecological metaphor to look at individuals patterns of learning.

One of these researchers, Brigid Barron (2006), developed and applied the idea of personal learning ecologies to the development of digital fluency. In her paper she shows how school children develop these literacies and the ability to use them through lots of different activities inside and outside school.

We can extend this way of mapping an individuals learning life to any enterprise… whether it be learning to ride a bicycle or drive a car, serve a community or take on a new job. The idea of mapping learning lives is fundamental to the practice of lifewide learning.

23 Importance of narrative in learning from our own life
Although the stories people tell about their lives can be simply taken as descriptions of their lives, such stories may also reflect aspects of what people have learned from their lives, either in a more self-aware or in a more tacit and implicit manner. Research, such as that undertaken by the Learning Lives team, has shown that the construction and telling of such stories forms an important part of an individual's learning processes. This is captured in the notion of 'narrative learning'.

As Polkinghorne (1995, p.5) explains: "Narrative is the type of discourse composition that draws together diverse events, happenings, and actions of human lives into thematically unified goal-directed purposes" Our narratives create deeper meanings for ourselves because they help us make sense of complex situations and reveal, with the benefit of hindsight, the significance of particular events and actions.

Through the process of creating narratives about our lives we have a means of revealing to ourselves and others our learning, development and achievements. This is a fundamental process that we can make use of and honour in lifewide learning.

24 Framework for encouraging, supporting and recognising individuals' lifewide learning

Here is a simple framework, which draws on the core concepts I have elaborated, to encourage, support and recognise individuals learning, development and achievements through their lifewide activities.

1   Raise awareness of the many places and spaces in which we learn and from this awareness grow understanding of our personal ecologies
2   Encourage people to recognise their ambitions, goals, needs and interests in their different life spaces and aspects of themselves they need to develop in order to accomplish these things

3   Encourage people to plan for their development using the opportunities available in their life
4   Support the creation and recording of personal narratives which reflect their personal learning ecologies and reveal learning and development gained through the individual's lifewide activities
5   Create the means for sharing and validating these narratives

THIS CONCLUDES PART 1 OF MY PRESENTATION

Questions 10 mins

25 TASK 1 ABOUT 20MINS

PART 2 IMPLEMENTING LIFEWIDE LEARNING

26 University of Surrey

In the next part of my presentation I want to talk about the way in which we tried to apply these ideas about lifewide learning and development in a university. In other words who we tried to adopt a lifewide learning approach to education - which we called lifewide education.

The opportunity came when I became Director of the Surrey Centre for Excellence in Professional Training and Education (SCEPTrE) at the University of Surrey in 2006.

The university is a research intensive university (top 20 ranking) with a commitment to professional as well as academic excellence in the education it provides. 13,500 students - 9000 ugrad, 4500 pgrad and 27% are international. Its heritage lies in science and technology but it now has a wide range of disciplines. It's multicultural campus is distinctive and greatly enhances the experiences of students.

For nearly 60 years the University of Surrey has been at the forefront of the *work integrated learning* (WIL) movement which you might know as *co-op education.*

The university has a curriculum model that requires programmes in all disciplines to provide opportunities for learners to develop their professional capabilities through either year long work placements or a curriculum that integrates theory and practice throughout the period of study. The University's claim for excellent education is based on its excellent graduate employability record. It has been top or very near the top of graduate employability statistics over the last 15 years.

The purpose of SCEPTrE was to support and enhance the Professional Training enterprise - year long work placement and to develop a framework that would encourage, recognize and value informal learning gained through experiences outside the credit-bearing academic curriculum. This objective grew out of SCEPTrE's desire to extend the tradition of experience-based learning beyond work placements into other experience-based learning environments.

It also related to a marketing proposition that the University of Surrey provided 'a more complete education'. I dont normally like the marketing people but we latched onto this and convinced the university that our approach would support their marketing!

In 2008 SCEPTrE developed the idea of a 'lifewide curriculum' to emphasise that the whole of a person's life is brought to bear on their unique learning project that enables them to become who they want or need to become and the exploration of this idea as part of the University's Student Experience Action Plan led to the proposal for a Lifewide Learning Award.

27 Lifewide Curriculum
When designing an academic curriculum Faculty usually begin with *their* purposes and the outcomes *they* want students to achieve and what they will assess.

Then *they* think about the content they want students to learn and the process and resources they will need to use.

In their assessment they have decided what counts as learning and students' perceptions of what really matters to them don't count.

Lifewide learning turns this way of designing on its head. The educational design is based on the learner's life and their ecosystem for learning and developing themselves. The learner is viewed as the designer and implementer of their own integrated and meaningful life experience.

An experience that incorporates formal education as one component of a much richer set of experiences that embrace all the forms of learning and achievement that are necessary to sustain a meaningful life.

So we start with what the learner's purposes and the how they want to develop themselves. They determine what they need to learn and draw on their own experiences and the people they interact with as their main resources for learning.

They chose what evidence they will provide to demonstrate their success in achieving their goals, aided by some general criteria provided by faculty, and the assessment is concerned with making judgements of good enough.

This design is based on a concept of lifewide curriculum containing
academic curriculum, which may by design integrate real-world work or community-based experiences
co-curriculum: educator-designed experiences that may or may not be credit-bearing and for which learners may or may not receive formal recognition
extra-curricular experiences that are determined by the learners themselves and constitute all the spaces that lie outside of 1 and 2, above.

Experiences from all these domains have the potential to be integrated by a learner into their personalised higher education experience and be recognised and valued by the institution.

In this way a university can begin to address the vision outlined in the Future of Learning 'personalisation, collaboration and [individuals'] informal learning will be at the core of learning in the future'

Such a curriculum can be created by either designing the lifewide dimension into an academic programme (Cowan 2011) or by adding an Award Framework to validate the learning and personal development gained from experiences that are not included in the credit-bearing programme structure (Jackson et al. 2011). This was the approach taken at the University of Surrey.

Underpinning the idea of an imaginative lifewide curriculum are a set of ideals and principles.

An imaginative lifewide curriculum:
1 gives learners the freedom and empowers them to make choices so that they can find deeply satisfying and personally challenging situations that inspire, engage and develop them

2 enables learners to appreciate the significance of being able to deal with situations and see situations as the focus for their personal and social development

3 prepares learners for and gives them experiences of adventuring in uncertain and unfamiliar situations where the contexts and challenges are not known, accepting the risks involved

4 supports learners when they participate in situations that require them to be resilient and enables them to appreciate their own transformation.

5 enables learners to experience, feel and appreciate themselves as knower, maker, player, narrator, enquirer, creator and integrator of all that they know and can do, and enables them to think and act in complex situations

6 encourages learners to be creative, enterprising and resourceful in order to accomplish the things that they and others value

7 enables learners to develop and practise the repertoire of communication and literacy skills they need to be effective in a modern, culturally diverse and pluralistic world

8 enables learners to develop relationships that facilitate collaboration, learning and personal development

9 encourages learners to behave ethically and with social responsibility

10 encourages and enables learners to be wilful, self-directed, self-regulating, self-aware and reflexive so that they develop a keen sense of themselves as designers/authors and developers of their own lives appreciating their learning and developmental needs as they emerge.

28 Student development surveys We undertook three on-line surveys to try to gain a better understanding of students saw their own development. The detail on these slides is difficult to see but on the left are those areas of knowledge, skill, experience and value students believed they were developing through their programme of study (areas rated 4/5 on a 5 point scale) on the right a complementary set of skills, knowledge, qualities and experiences gained through activities outside of their study programmes. None of which was being recognised yet these are some of the most important soft skills and attitudes that employers in the UK are looking for.

Over 70% of students said they would welcome some form of recognition for learning and development gained outside the assessed curriculum.

Lifewide learning orientations

From the data we accumulated in our research about learners lifewide learning habits we identified three orientations.

Career/vocational/employability orientation: where activities focus primarily on personal development for employment, an intended career or vocation. This orientation may also involve an entrepreneurial focus for people who intend to set up their own business.

Self-actualisation orientation: where experiences are pursued mainly for personal growth, interest, passion and self-fulfilment. The self-actualisation orientation may include a strong explorative disposition in which new experiences are sought simply because of a willingness to try new things.

Or a combination of these orientations.

29 Surrey Lifewide Learning Award – a scheme to encourage, recognise and value lifewide learning and achievements

Over two years between 2009-11 we devised and piloted an award framework comprising an overarching award and a family of certificates underpinned by a lifewide learning capability and values statement.

The Award did not gain academic credit and it was not attached to any level of the UK HE Qualification Framework. Participation was voluntary and it required a learner to recognise the intrinsic value and benefit of engaging in this type of learning experience. The Award was made to a student who was able to demonstrate learning and personal development through their co-curricular and extra-curricular experiences. A minimum involvement of 150 hours of experience-based and reflective learning was required together with about 20 hours of planning, recording narratives, reflective evaluation and synthesing accounts. Most students completed the award over about nine months.

A total of 28 students completed the pilot and gained the award

28 What the students had to do

The lifewide learning award assumes that students create their own 'activity systems' to pursue their immediate needs and their longer term ambitions. Using Engstom's activity system diagram each student would be living, studying/working, socialising, playing within several different systems simultaneously one for each of their life spaces.

The Award provided students with the tools to 1) map and reveal their activity spaces and what they did in them, 2) create a development plan to achieve their goals and work towards their longer term ambitions, 3) maintain a diary/blog/portfolio of their activities and experiences and recording their narratives of what they gained from them 4) creating a more substantial narrative in the form of a 2000word reflective account that drew out the deeper meanings and learnings from these experiences.

Most participants also participated in one or more workshops to introduce the Award and to help them prepare reflective accounts.

30 The lifewide learning award assumes that students create their own 'activity systems' to pursue their immediate needs and their longer term ambitions. Using Engstom's activity system diagram each student would be living, studying/working, socialising, playing within several different systems simultaneously one for each of their life spaces.

The Award scheme recognised this and provided students with the tools to 1) map and reveal their activity spaces and what they did in them, 2) create a development plan to achieve their goals and work towards their longer term ambitions, 3) maintain a diary/blog/portfolio of their activities and experiences and recording what they gained from them 4) creating a reflective account that drew out the deeper meanings and learnings from these experiences. The process will be illustrated in the following slides..

31 The award was underpinned by a knowledge, skills, capabilities and values statement which acted as a prompt to help students reflect on their experiences and draw out significant learning. These prompts were focused on three general categories of effort.
   1) Managing self
   2) Dealing with situations
   3) Anything else that is important to the learner

32 Lifewide Learning Portfolios

The portfolio is the physical or virtual medium for students to record and represent their learning and development. Its role is intended to encourage learners to develop the habit of thinking about and recording their experiences, drawing out deeper meanings and understandings in the process through development of personal narratives

They are not intended to be showcases of best work but honest appraisals of life experiences and their own performance in the experience and learning from the experience. They are their accumulated narratives of learning formed around the goals they have determined for themselves.

Although the requirements for the award specify that a portfolio be produced containing various documentary artefacts (life space map, personal development plan, evidence of ongoing reflection, final written reflective account and updated CV), the presentation of this portfolio is entirely the choice of the individual. This *freedom to choose* reinforces the self-managed ethos that underpins the award and allows for creative self-expression.

Adopting this reasoning, participants in the Lifewide Learning Award were able to choose the format and style of portfolio but they were required to demonstrate an ongoing and regular engagement with it. The emphasis is on commitment to a process of critical reflection rather than purely listing or describing activities.

The portfolios submitted for the award pilot in 2010-11 were rich and diverse.Some students used blogs and e-portfolios, enabling them to blend or connect technologies and resources such as digital images, audio and video.

In contrast some students opted with enthusiasm to produce a physical portfolio in the form of a scrapbook rich in images and mementos of the events that they had experienced as well as the textual descriptions and reflective evaluations.

We discovered that having a conversation with students and inviting them to talk about their portfolios was an excellent way of bringing out the detail in the narrative learning. Simply because questions could be asked to gain deeper insights into why something was significant and meaningful. We recorded a number of these interviews on video to demonstrate the process to the external auditors.

Narrative themes
A number of recurrent themes can be recognised in the experiences that students describe in their lifewide learning portfolios and integrating accounts, namely:

- stories about employability and career related experiences
- personal, emotional or spiritual wellbeing / overcoming or coping with challenging situations
- travelling to other countries and being immersed in new cultures and environments
- involvement in societies or clubs either as an organiser or participant ore perhaps setting up a new society
- personal interests and hobbies
- volunteering, caring for others and mentoring

- being creative and enterprising including running their own business

33 Assessment of learning and development

Judgements were made by at least two independent assessors on a 'good enough' basis, and these judgements were audited by two independent external assessors.

Here we are drawing on Eiseners concept of connoisseurship..

Connoisseurship is the art of appreciation. It can be displayed in any realm in which the character, import, or value of objects, situations, and performances is distributed and variable, including educational practice. (Eisner 1998: 63)

Judgements as to whether a learner deserved the Award were based on learners':

- *commitment* to their own personal development through self-directed and unplanned activities over a period of time while they are studying at the University
- their *self-awareness* - their ability to recognise that they are learning and developing in different ways through their lifewide experiences.
- their *narratives* - their ability to explain and communicate their self-awareness of learning, personal development using the tools and frameworks provided and their overall perception of how they have changed as a result of participation and self-evaluation.
- their honouring of the self-directed learning process and completion of requirements demonstrating their *ability to manage their own learning and personal development*

Participants were expected to show, in their personal accounts, how their learning and development relates to the Capability and Values Statement. This was achieved by relating aspects of their account to specific items in the statement - an audit process which could be easily checked.

PROVIDE YOU WITH AN EXAMPLE OF HOW THE AWARD
ENABLED LEARNERS TO TELL THEIR STORIES OF LEARNING AND GAIN
RECOGNITION USING SOME SIMPLE TOOLS

34 This student joined the scheme at the end of her first year.

After attending the introductory workshop she prepared her lifewide activity map. Her ultimate ambition was to become a doctor although at this stage she was studying for a biosciences degree. To achieve her ambition not only will she have to perform very well in her degree, she will have to show commitment to the values that are expected to underlie medical practice and develop a wide range of capabilities, qualities and dispositions that are not necessarily developed in an academic environment. What she is doing to develop herself in ways that are consistent with becoming a doctor for the pathway she is taking is her learning ecology.

Being a doctor requires so much more than technical knowledge – skills, qualities, values and dispositions that have to be developed in ways other than a programme of study. Her personal ecology involves participating in many different activities and social groups. In engaging in this process she is beginning to represent her personal ecology for becoming a doctor.

33 Personal Development Plan For the award she extracted her personal goals from each of the areas of her life and identified the aspects of herself that she wanted to develop, why this was important to her and how she would try to develop it. This was her personal development plan.

We will focus on one aspect of her PDP which was to organise a group of volunteers to spend part of their summer vacation helping run a school and medical centre in Uganda. The aspects of herself she wanted to develop were related to her leadership and organisational skills and to gain some experience of working in a medical centre.

34 Using Stevenson's contexts and problems map we can see that she was pushing herself and taking the group of volunteers out of their comfort zones into cultural contexts they had never experienced before to deal with totally unfamiliar problems. There was no supervision by teachers and this is a good example where the university would deem it
unethical to put students into such a risky situation without adequate support or supervision. But the students were choosing to do this themselves.

Remember a lifewide curriculum prepares learners for and gives them experiences of adventuring in uncertain and unfamiliar situations where the contexts and challenges are not known, accepting the risks involved! This is surely an example of this.

35 5min film clip…
This story illustrates very well the wonderful interplay of life as a journey and life as a rich set of parallel and interfering relationships and situations through which people are changed and come to understand themselves better. Also shows the power of creating a narrative in a film which he students helped to make.

What do you think Francesca learnt? How did she develop? And how are these things valuable to someone wanting to become a doctor?

When she came back, with the help of other students in her third year she set up a student society to raise money to send more students to Mukono the following year.. to sustain what the first group of students had done.

36 Immersive experience – We discovered that this type of scenario where students put themselves into totally unfamiliar situations and challenging circumstances was not unusual. We termed it an immersive experience.

The expression *being immersed in* is used to describe a state of being which can have both negative consequences (being overwhelmed, engulfed, submerged or stretched) and positive consequences (being deeply absorbed or engaged in a situation or problem that results in mastery of a complex and demanding situation). Being immersed in an extremely challenging experience might be very uncomfortable but it is particularly favourable for the development of insights, confidence, resilience and capabilities that lead to adaptation or even reinvention of self. The willingness and ability to transform self is increasingly necessary in order to survive the messiness of life. It is in these situations that we need to draw on all our intellectual, practical and creative resourcefulness

When we analysed stories like Francesca's the most significant theme to emerge from the narrative is a sense of journey and transition: it underpins the sense of transformational change that is often associated with immersive experience.

DESCRIBE SEQUENCE

It would be unethical for a university to put their students through such experiences, but they sometimes put themselves into such experiences so why not use these occasions to help them recognise what they have learnt from their experiences by helping them develop their narrative learning.

Our claim is that immersive experiences, provide rich environments for developing a range of self-knowledge, understandings, dispositions, qualities and capabilities that are essential for current and future survival and adaptation in a complex, unpredictable and often disruptive world. A lifewide concept of learning and education could embrace such experiences and facilitate and recognise the learning and personal development gained through such experiences.

Francesca's conclusion to her narrative.. 'I cannot fully explain the feeling of wholeness that accompanies helping someone in a significant way. Every new experience adds to my person, and expands or alters my perspectives. I feel that it has helped me to grow in so many ways, especially in terms of confidence and my capabilities for dealing with unfamiliar situations and to create new opportunities for myself and others**.** I feel spurred on to continue what we started and more, and truly believe that I am now much better equipped to achieve these goals. Through the various activities I have undertaken while at university I have improved my understanding and insight into myself, and others. I have also realised that while an idea may start as just an idea, or may seem like just a drop in a vast ocean, it can manifest itself as a wonderful compilation of events; a tidal wave whose ripple effects extend continuously outwards.

Her story illustrates the powerful synergy between her lifelong ambition and journey towards becoming the doctor she wants to be and her lifewide learning and personal development which is propelling and sustaining her on that journey. Her story of self-actualisation is the underlying story of her own lifewide learning and personal development.

39 What did we learn?

When our pilot project came to an end in March 2011 at the same time as the external funding for the centre finished the university decided not to continue with the centre or the award. That is always the risk with innovation that is funded externally. We published the results of our work and we archived our websites so that anyone can access the tools, the examples of student learning and student testimonies of their learning and the value of the approach.

1 We developed a deeper understanding of how students developed themselves in the different spaces that made up their lives and developed a framework, tools, guidance and support to enable students to develop their own understandings about how and why they were developing themselves. In doing so we helped learners tell their stories of how they had learnt and developed in these ways – we advanced their capability for narrative learning.

2 We developed, with the help of peers who were external to the university, the procedures and criteria to evaluate student narratives and validate their learning, development and achievement. We engaged in a benchmarking exercise with four other universities and the documentary outputs and level of reflective analysis by our students was significantly better than we witnessed from other universities.

3 Most importantly, through the responses of students who participated in the process we confirmed our belief that what we were doing had significant value for students in helping them gain recognition for their commitment to their own development and in reinforcing their identity.
During the two years we developed and piloted the award we became a champion for lifewide learning across the HE sector. We held the first national conference attended by representatives from 80 different universities and also undertook the first ever benchmarking exercise to compare processes, procedures and outcomes from these types of award.

We also undertook the first survey of university extra-curricular awards and revealed to the UK higher education system that this was an important phenomenon.

37 A UK-wide phenomenon

In 2010/11 we undertook a survey across UK HE to find how many other institutions were involved in recognising extra curricular learning and personal development. We discovered over fifty universities either had a scheme or were developing a scheme this is now closer to 70 universities.

Although there is much variation in the way universities are recognising learning and development gained outside the programme there seem to me three main foci.
Holistic – whole person
Employability – major political driver
Leadership-

Our research has tried to identify the key conceptual features that underlie different schemes. While there is much variation and conceptual mixing, our sense is that schemes differentiate at the conceptual level according to whether:

- the approach emphasises whole-person education and personal/career development or attention is focused primarily on transferable and employability skills
- the environments for learning are predominantly controlled/taught or are predominantly experiential
- assessment is primarily through reflective, self-evidencing and reporting or through a tutor-assessed/competency-based assessment
- the experiences that make up the award are predominantly extra-curricular (not designed by the institution and not linked to a programme) or co-curricular (institution-designed, linked to or outside a student's programme)
- leadership skills are seen as either implicit or explicit within the scheme.

Most schemes contain a mix of these conceptual continua but some schemes tend to one or other sides of the conceptual diagram.

38 DISCUSSION

38 When our pilot project came to an end in March 2011 the University of Surrey decided not to adopt the Award framework that we had developed. The reasons behind this were complex but two factors were particularly important. 1) the recession was leading to deep cuts and staff redundancies and the university did not want to invest in a new area 2) the line manager responsible for academic development who was appointed in the final year of SCEPTrE's project was pursuing an agenda that did not fit with lifewide education.

The SCEPTrE team published the research and development work in a book and I established a new organisation outside the university to carry on the work.

PART 3 IMPLEMENTING LIFEWIDE LEARNING

42 In the final part of my presentation I want to talk about our most recent work to progress the idea of lifewide learning and education.
Anyone who invests time in developing and implementing an idea, and in the process develops their confidence and belief in the value of the idea, is not going to give up on the idea. So when our SCEPTrE project came to an end I set up a not for profit social enterprise called lifewide education.

43 Lifewide Education is a community-based organisation open to anyone who is interested in these ideas and practices. You can join simply by registering on the website.

Our aim is to promote and support lifewide learning and the growth of lifewide educational practices. We support and organise a community forum, quarterly magazine, e-book, undertake and sponsor research, put on events and contribute to other people's workshops and conferences.

We act as a networking body to connect people and ideas.

We act as an advocate to try and persuade policy and decision makers that the ideas are worth considering in any national educational strategy.

And we are developing our own award and working with universities to help them adapt the frameworks and tools we have developed.

33 The Lifewide Education community is developing and implementing a Lifewide Development Award which can be adapted by any institution.

1 Encourage the holistic development of people through a self-directed, self-managed and self-evaluated process involving the whole of the individual's life.

FUNDAMENTALLY THE LEARNER IS THE DESIGNER OF THEIR OWN MORE COMPLETE EDUCATIONAL EXPERIENCE

2 Provide encouragement, support and validation for the learners commitment and efforts to develop themselves

FUNDAMENTALLY ITS ABOUT BUILDING A CULTURE OF LEARNING & DEVELOPMENT AND A COMMUNITY THAT SUPPORTS THIS

3 Encourage and facilitate development of greater self-awareness and enhanced capability for managing and evaluating development
THIS IS ACHIEVED THROUGH THE PROCESS AND PRACTICE OF LIFEWIDE LEARNING AND THE USE OF THE TOOLS TO HELP PLAN, MANAGE AND REFLECT

Learners can register for the award through the website.

This is very new and we have only a couple of students piloting the procedures at the moment but we are working with a university to see how our scheme might be adapted to their context.

45 The support structure we are creating is based on the idea of Learning Partnerships developed by Marcia Baxter Magolda. According to this model individuals' lifewide learning is facilitated by merging three supportive components with three challenges in the learning environment.

Support is offered through *three principles*:
1) validating learners' ability to know
2) situating learning in learners' experience, and
3) defining learning as mutually constructing meaning by the participants involved in any situation

These supports assist learners in engaging in the *three challenges* of learning environments that promote effective lifewide learning. Learners have to be aware

1) that knowledge is complex and socially constructed, - this challenges learners to move toward epistemological complexity.

2) that they are central to knowledge construction - this challenges learners to bring their identity into learning thus moving them toward construction of a stronger internal identity

3) and that authority and expertise are shared among knowledgeable peers in any learning context. The sharing of expertise and authority in the learning process engages learners in constructing knowledge about themselves or about the things they are involved in with other people and helps them develop more mature relationships.

Support for these principles and challenges is provided through the
1) support and guidance framework for the award which focuses learners on how they are learning through their own life experiences and social contexts

2) the building of personal narratives about learning and personal development within which these principles and challenges are revealed

3) conversations with a mentor whose role is to listen, enquire and validate learners' learning

The community is also important in providing mutual support to individual learners.

46 Two types of conversation are being fostered through the award – community conversations through an on-line Forum and Mentoring conversations via video conference. We have our own oovoo video conference chat room embedded in the website – but skype can also be used.

Mentors are expected to have at least three conversations with their mentees.
1) at the start of their learning process to consider their developmental goals and how they intend to achieve them and help with any issues relating to starting the learning project
2) at the anticipated mid point of the process to check on progress and consider learning
3) near the end of the process to check progress and consider the outcomes of the learner's self-managed developmental process, and to discuss their plans for their synthesising account of what they have learnt.
We are experimenting with recording some mentoring conversations as it provides another way of learners providing narratives of their learning.

47 The lifewide development award assumes that students create their own 'activity systems' to pursue their immediate needs, interests and passions and their longer term ambitions.

Using Engstom's activity system diagram each student would be living, studying/working, socialising, playing within several different systems simultaneously one for each of their life spaces.

Participating in the Award encourages learners to create new activities associated with the tasks that are required to fulfill requirements for the award. These tasks are similar to those developed for the Surrey Lifewide Learning Award.

They require the learner to:
1) map and reveal their activity spaces and what they do in them
2) create a personal development plan to achieve their goals and work towards their longer term ambitions
3) develop narratives of their learning and development by maintaining a diary/blog/portfolio of their activities and experiences and what they gained from them
4) create a reflective synthesis account that draws out the deeper meanings and learnings from these experiences. The process is illustrated in the following slide.

The form of this account is a matter for negotiation with the mentor.

We have adopted the weebly website building tool which enables learners to create their own website using drag and drop tools. For many learners this will be the first website they have ever made so it is a significant learning experience in its own right.

48 An example of a learner engaged in the Lifewide Development Award.. in this case spanning the period June 2012 – June 2013 as she makes the transition from School to University and through her first year at university.

The learner creates a lifewide activity map and a personal development plan… engages in activities to develop herself and keeps a blog / much of it as audio recordings.. She engages in periodic conversations with her mentor to discuss her development (audio records) and at the end of the process she will submit a reflective account summarising her development over the 12 months.

Total time spent in mapping, planning, recording, evaluating and synthesising learning/development and having conversations with their mentor and building and maintaining their website is about 45/50 hours over the year. A relatively small investment considering the complex nature of achievements that will be recognised and validated.

49 Open Badges are a recent innovation that have potential to change the way we recognise and value learning and personal development.

One innovation we are actively considering is the idea of introducing open badges. Badges are digital tokens that appear as icons or logos on a web page or other online venue. Awarded by institutions, organizations, communities, groups, or individuals, badges signify accomplishments such as completion of a project, mastery of a skill, or gaining experience and developing through the process.

Proponents suggest that these credentials herald a fundamental change in the way society recognizes learning and achievement—shifting from a traditional books-and-lecture pedagogy to a model with multiple knowledge streams, including new media, collaboration, interest- and needs-based learning, and experience or project-based learning. As records of achievement, badges can recognize the completion of projects within a traditional educational programme or acknowledge experience gained through personal experience, community interaction and contribution, online learning venues, or work-related projects. The idea that badges are 'open' is the fundamental principle on which the system is built. The infrastructure is open (anyone can become an issuer) and the technology is open (open source). Users control their own data and the system permits individuals to create their own badges which an issuer can endorse.

There are a number of ways in which badges might add value to what we are already doing.

1)   **As a taster :** someone who is considering undertaking the LDA might participate in an exercise to give them an idea of what its like.

2) **As a motivational force particularly in the early stages of the LDA**:

3) **As an ongoing motivational force:** eg for completing activity eg forum contributions over 10 weeks

4)   **Badge making as a learning process:** designing and justifying a badge would be e learning process in its own right

5) **A unique expression of personal learning, development and achievement**: demonstrating unique pathways, experiences and capabilities that they had developed through the LDA.

6)   **A means of recognising achievements if a learner does not complete the LDA**

50 This slide shows some initial ideas for an LWE Badge System

The Mozilla OBI talks of Large and Small badges. Large badges create significant achievements/experiences while smaller badges depict the steps on the way or

discrete elements of larger accomplishments. For illustrative purposes we might envisage a LWE Badge structure comprising an overarching badge eg LIFEWIDE LEARNER and a multitude of smaller badges covering many different aspects of the process, experience and outcomes of lifewide learning and personal development. Badges may be created and endorsed by the LWE community or be created by a learner and endorsed by the LWE community. A simple illustration of what a LWE system of badges might look like is provided in the slide.

51 Evaluation of learning and development is at two levels

A Self-evaluation of own development
The participant is responsible for evaluating and explaining in their blog, synthesis account and conversations with their mentor how they have developed through their self-directed learning process.

B Evaluation by mentor
The mentor will complete a report outlining his/her view about the evidence of personal development provided. After considering:

1 Their commitment to their own development through self-directed and unplanned activities and their commitment to the learning process

2 Their self-awareness - the ability to recognise their own learning and development through their experiences.

3 Their ability to explain and communicate their self-awareness of learning and development using the tools provided or your own tools - their learning narratives and synthesis account

4 Their contributions to the community of lifewide learners through the on-line forum or other means

52 The Lifewide Development Accreditation Board receives and considers the report and recommendations of the mentor. It also has access to the learners self-evaluation synthesising account and to their on-line narratives of learning.

If sufficient evidence is provided the Lifewide Development Award will be made to the participant and they will be entered on the register of recipients of the Award.

If the mentor is not able to form a firm judgement a second opinion will be sought from another member of the panel.

If there is insufficient evidence of development and commitment, the participant receives feedback from their mentor and they have the opportunity to continue the personal development process until they are ready to make a new submission.

53 Conclusion: Its time to close this story which is still unfolding and we arrive back where we started… Here was my vision of the challenge of helping learners prepare

for their future life seven years ago alongside the vision of a European 'think tank'..
Their symbolism is different but we have reached similar conclusions in terms of the
general direction for learning focused on learner centred personalised pathways,
social and collaborative learning and lifewide learning along an individuals lifelong
learning journey.

I am a great believer in people inventing their own solutions to problems and
challenges but also not being afraid to borrow and adapt ideas and solutions from
others. So my big question for you is – are these ideas and the sorts of practices I
have described relevant to the future of higher education in China's too?

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