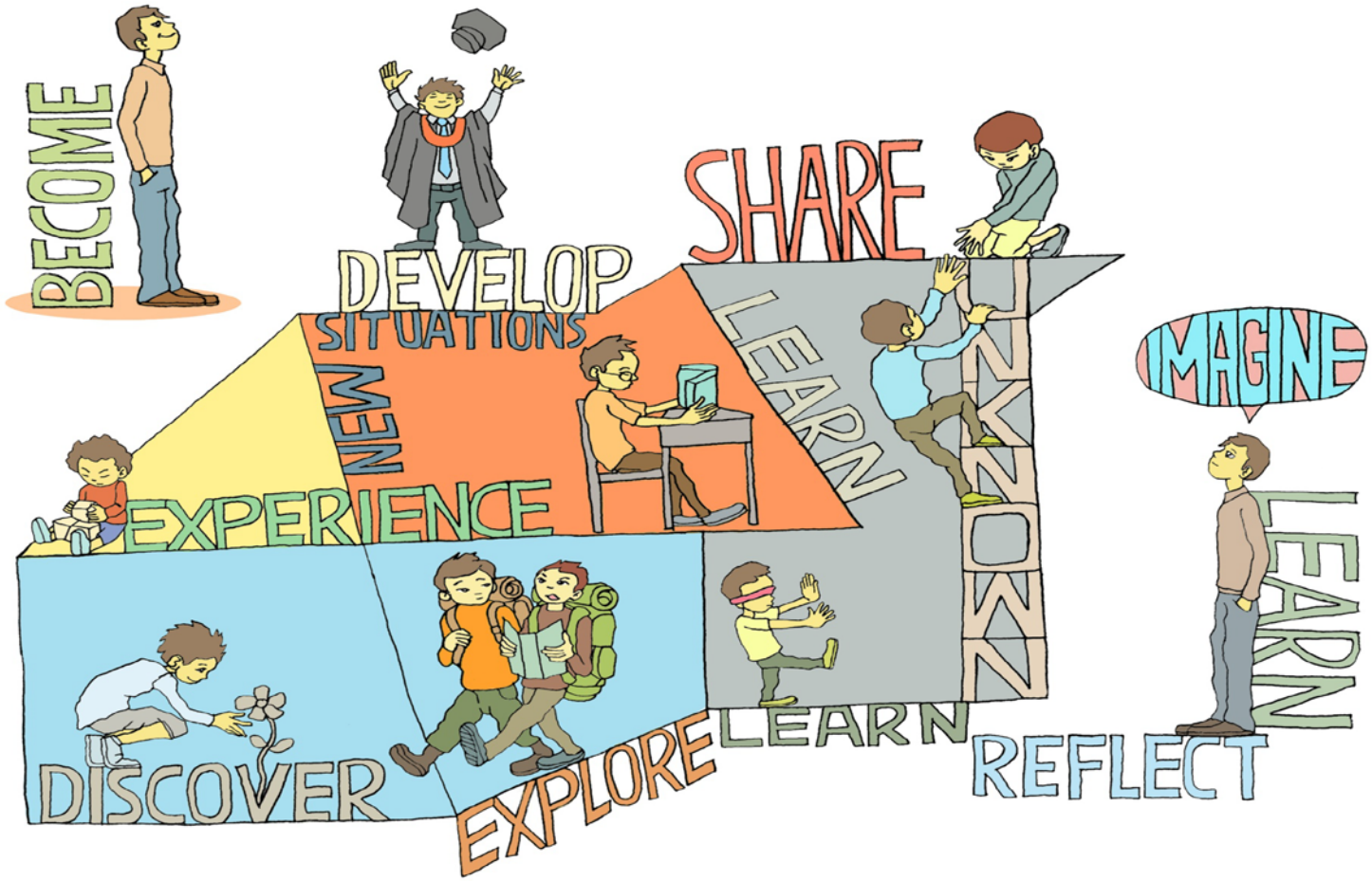
Lifewide Learning and Education in Universities: Concepts, Challenges & Practices

Norman Jackson Founder Lifewide Education



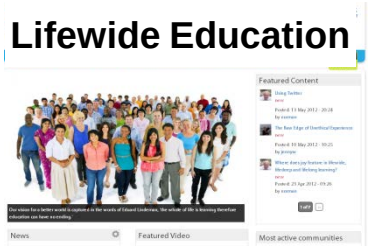
Slides, paper & videos

http://www.normanjackson.co.uk/st-marys.html

Why?

QAA

The Higher Education Academy

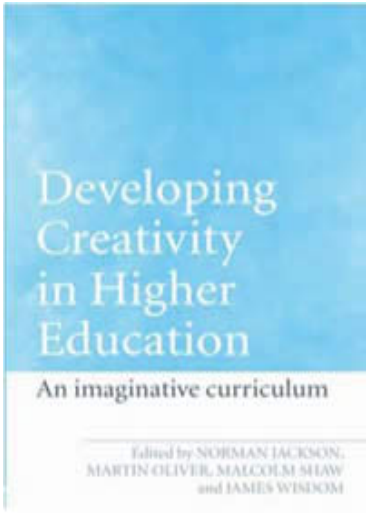


Policy

Personal Development Planning (PDP)

1999-2000

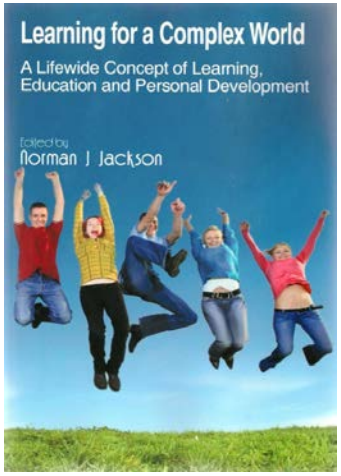
Research



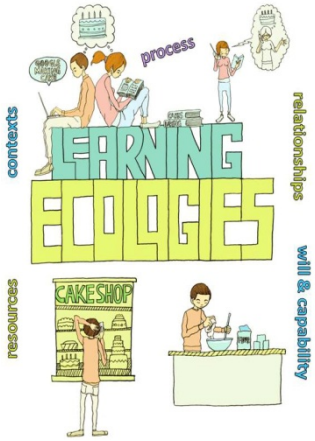
Creativity and Student Development

2000-05

Development & Innovation



Lifewide Learning & Personal Develpment



Lifewide Education Community

2006-13

Study of 'how a university changed'

Current work

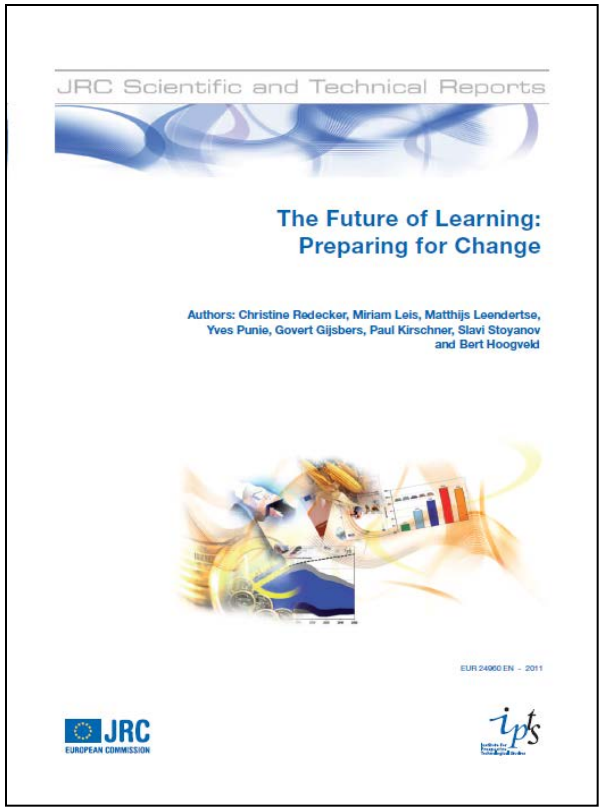
2011-14

The wicked challenge of preparing learners for their future

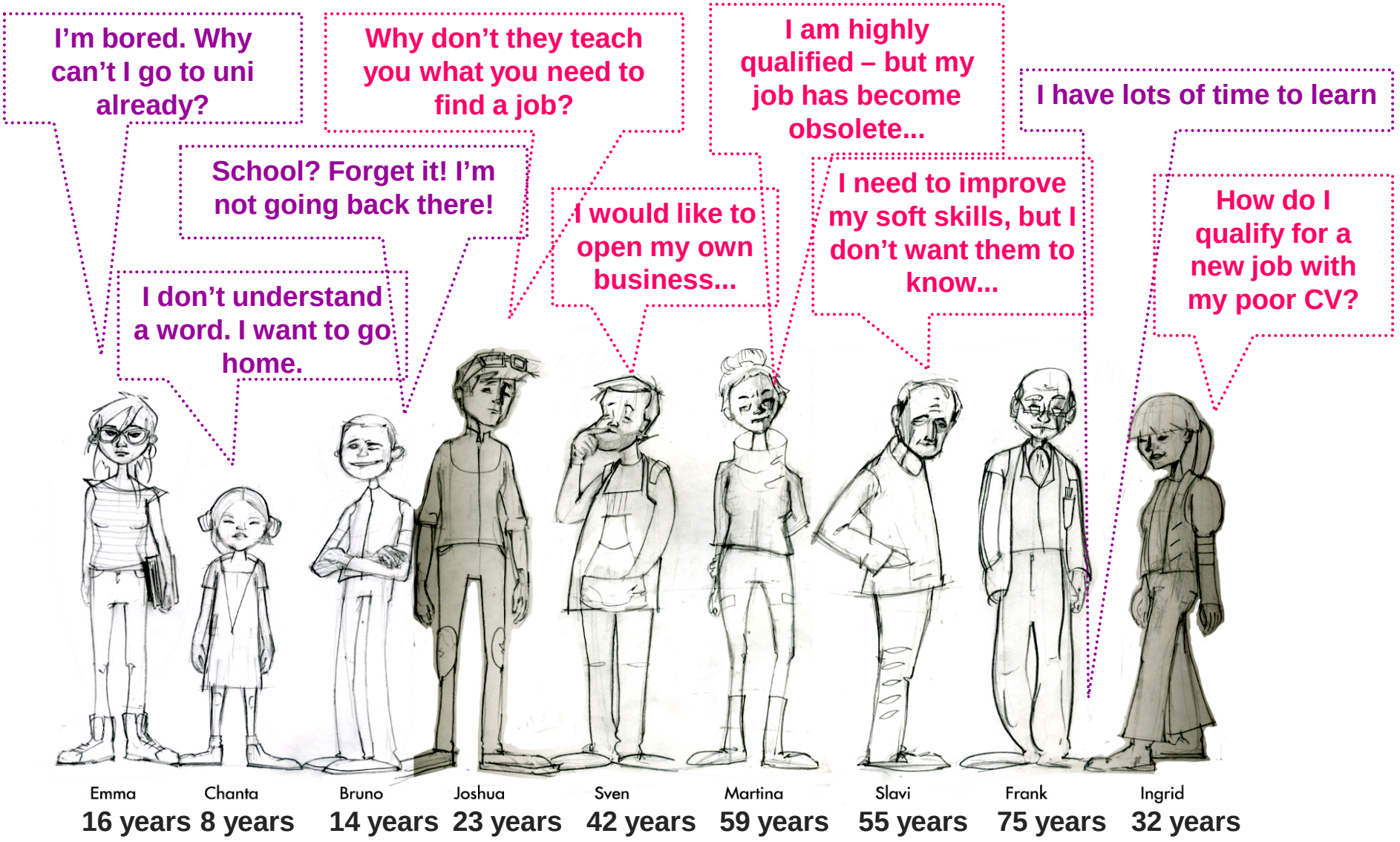
Political imperative

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

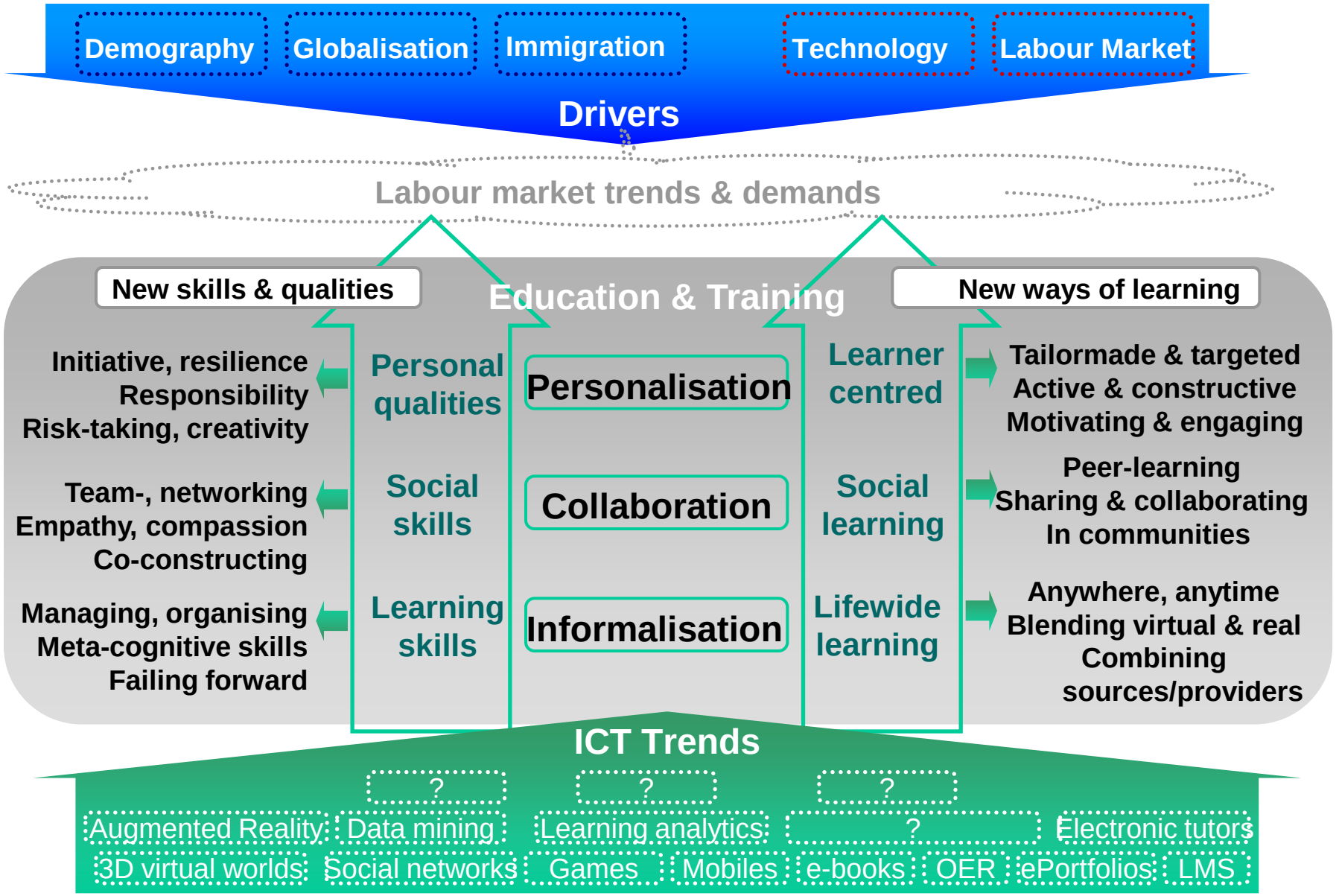
European Commission DG Education and Culture foresight study *The Future of Learning: Preparing for Change (2011)*

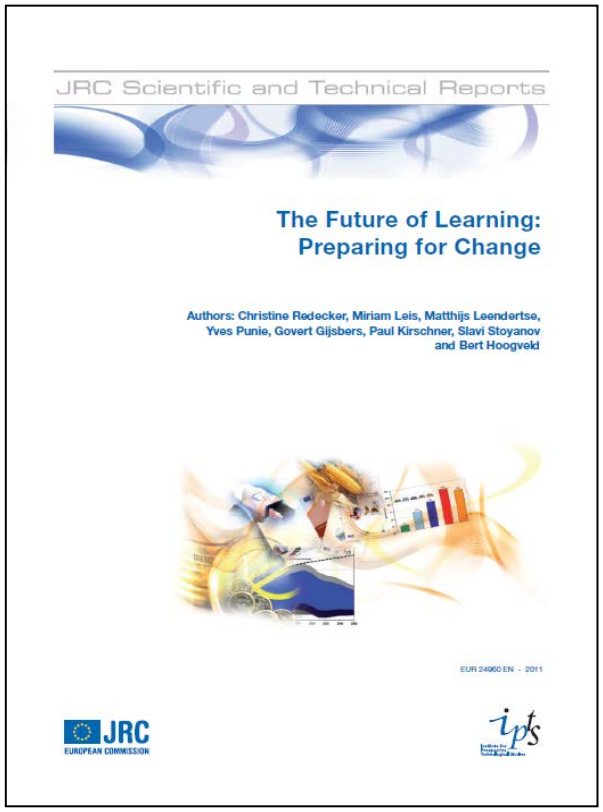


Diverse learning and development needs



Important influences on the future of learning

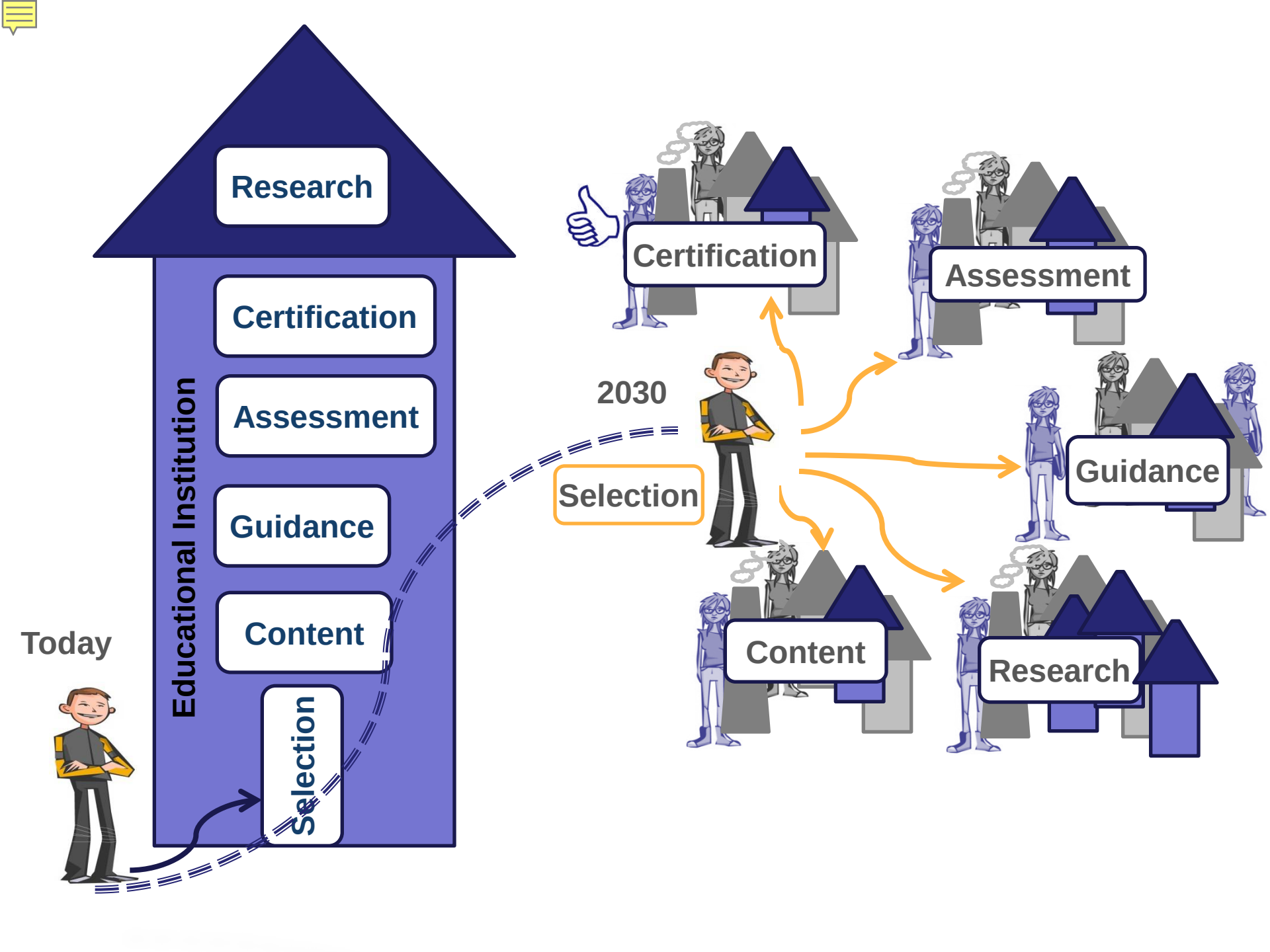




Vision of Future Learning

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

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


Research
Certification
Assessment
Guidance
Content
Selection
Educational Institution
Today
2030
Selection
Certification
Assessment
Guidance
Content
Research

Lifewide Learning
Key Concepts

50 years of work-related development!

2011-14
Chalk Mountain Ltd
& Lifewide Education CIC
new orgs

2000-03
LTSN new org
org merged

2003-05
HEA new org

2005-11
Uni Surrey
CETL new org
org closed

REDUNDANT

1998-2003
Uni Surrey
dept closed

1997-2000
QAA –new org

1995-97
HEQC
org merged

1993-95
est. new dept
Uni Plymouth

UNEMPLOYED

90-93
HMI
org closed

REDUNDANT

INDUCTION

1985-90
Senior Lecturer
Kingston Poly

UNEMPLOYED

1980-85
Economic Geologist DGMR
Saudi Arabia

1977-80
Ass. Professor
King Abdul Aziz Uni Saudi Arabia

1962
Sat milk round

1968
Sat job supermarket

1971
summer work in Cornish tin mine

1973-74
FT geology technician

school & PT work **university & PT work**

1963-67
daily newspaper round

1969-70
summer work restaurant work Christmas post bar work

1972
6 months working in tin mine Start of PhD

1974-76
University Teaching Assistant

Lifelong and lifewide dimensions of learning and developing

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Lifelong & Lifewide Learning

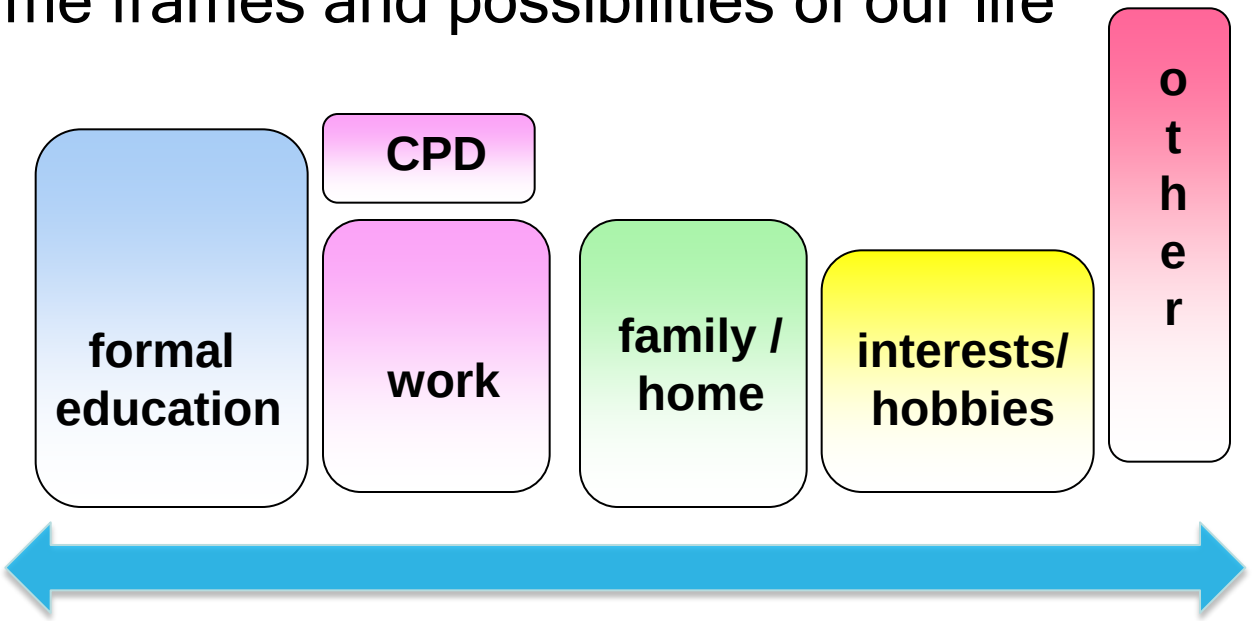
Developing through and across the contexts, situations, time frames and possibilities of our life

FUTURE

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

PAST

PRESENT



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

PERSONAL

NOW

formal education

work

family / home

interests/ hobbies

other

LIFEWIDE LEARNING

ALL

Formal		Informal
Intended		Unanticipated
Need	&	Interest
Directed		Self-directed
Planned		Emergent
De-contextualised		Contextualised

SIGNIFICANT

SARAH
CAMPBELL
0:17 / 5:14

Lifewide/long learning philosophical perspective

Professor Ronald Barnett

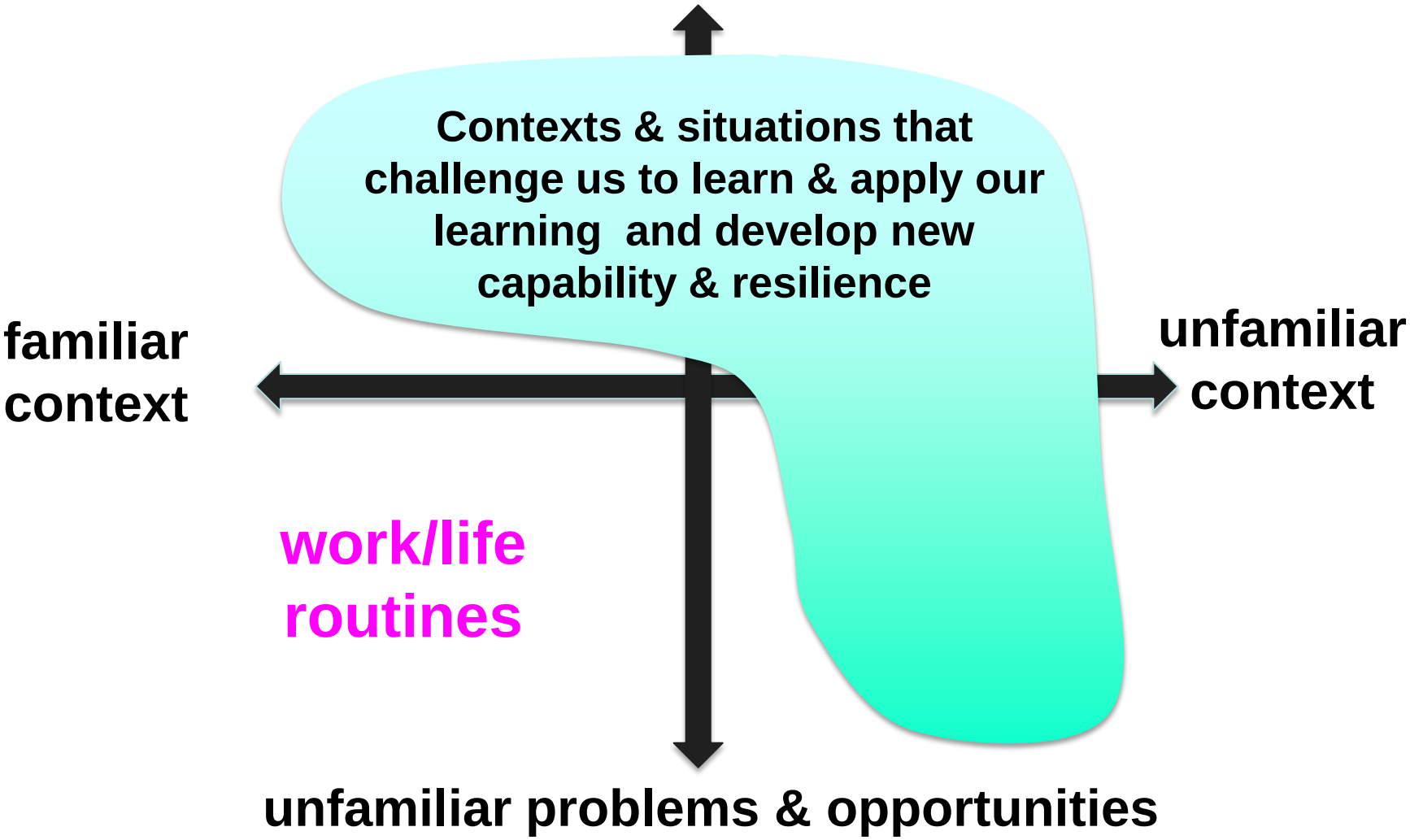
An educational philosophy of perpetual becoming driven by purpose and intent of pursuing personal growth and realising our own potential

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

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

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

Concern for Context



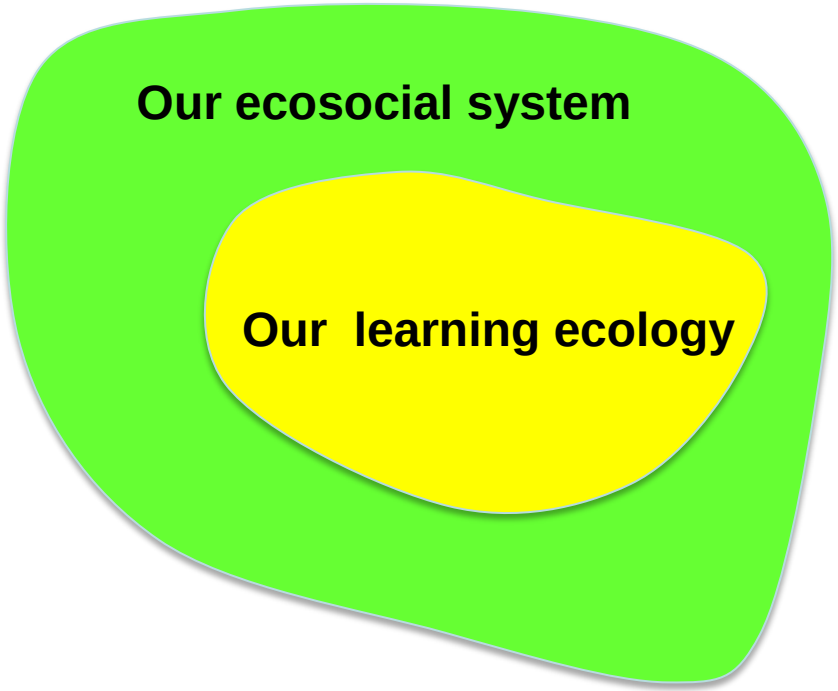
Concern for the ecology of living and learning

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

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

Ecosocial systems (Jay Lemke)

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



Learning ecology (Jackson 2013a:14)

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

Learning Ecology Components

CONTEXTS - THE SPACES, PLACES & SITUATIONS WE INHABIT

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

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

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

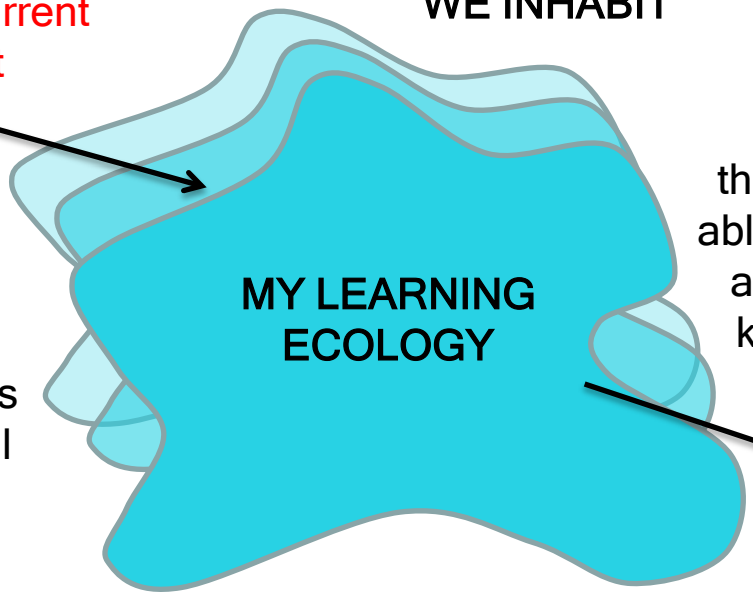
CAPABILITY, KNOWLEDGE & METACOGNITION
enable me to create a process that is appropriate for the context and to achieve my goals. My self-awareness enables me to monitor the effects I am having and adjust or change my process and performance to achieve better results

Learning Ecology Components

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

CONTEXTS - THE SPACES, PLACES & SITUATIONS WE INHABIT

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



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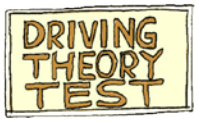
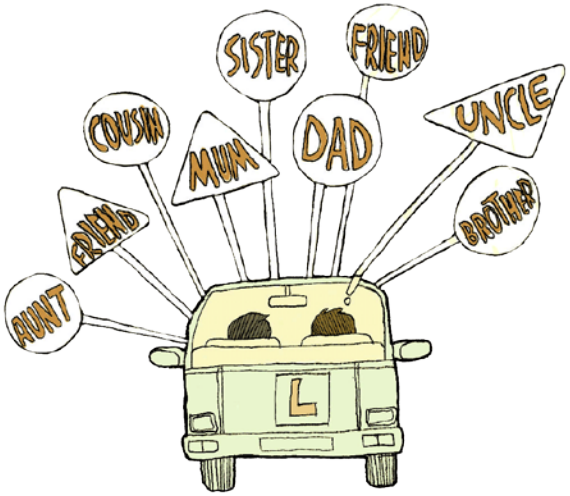
FUTURE
which may also be inspired and influenced by distant distal goals

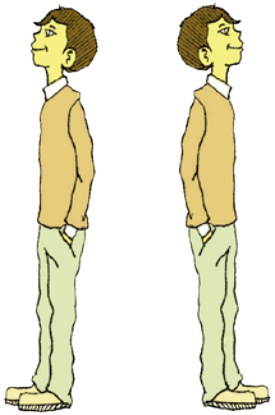
Example learning ecology

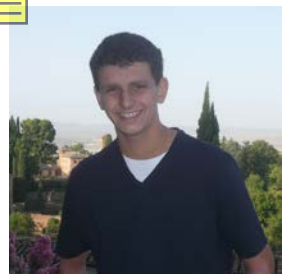




What do I need to do to learn ?

I need to learn to drive





Learning ecology – becoming the archaeologist I want to be

Interest-driven learning and development

THREE YEARS LEARNING ARCHAEOLOGY & BEING/BECOMING AN ARCHAELOGIST

organising a student archaeology conference

attending archaeology conferences

The Posthole editorial team

MY COURSE

participating in numerous excavations

volunteer Young Archaeologists Club

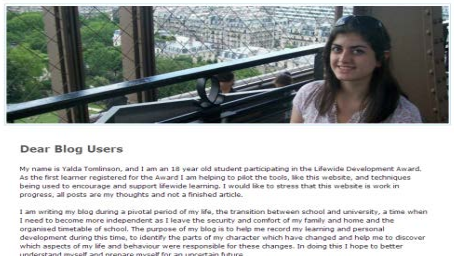
Homeless Heritage excavation & exhibition

MY GOAL
to learn archaeology

past knowledge, experience
interests and orientations

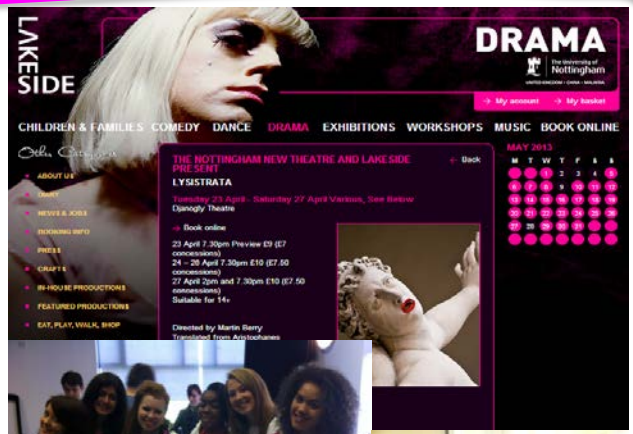
Learning ecology – becoming a radio broadcaster

Interest/career driven learning & development



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

Reporter Student Newspaper

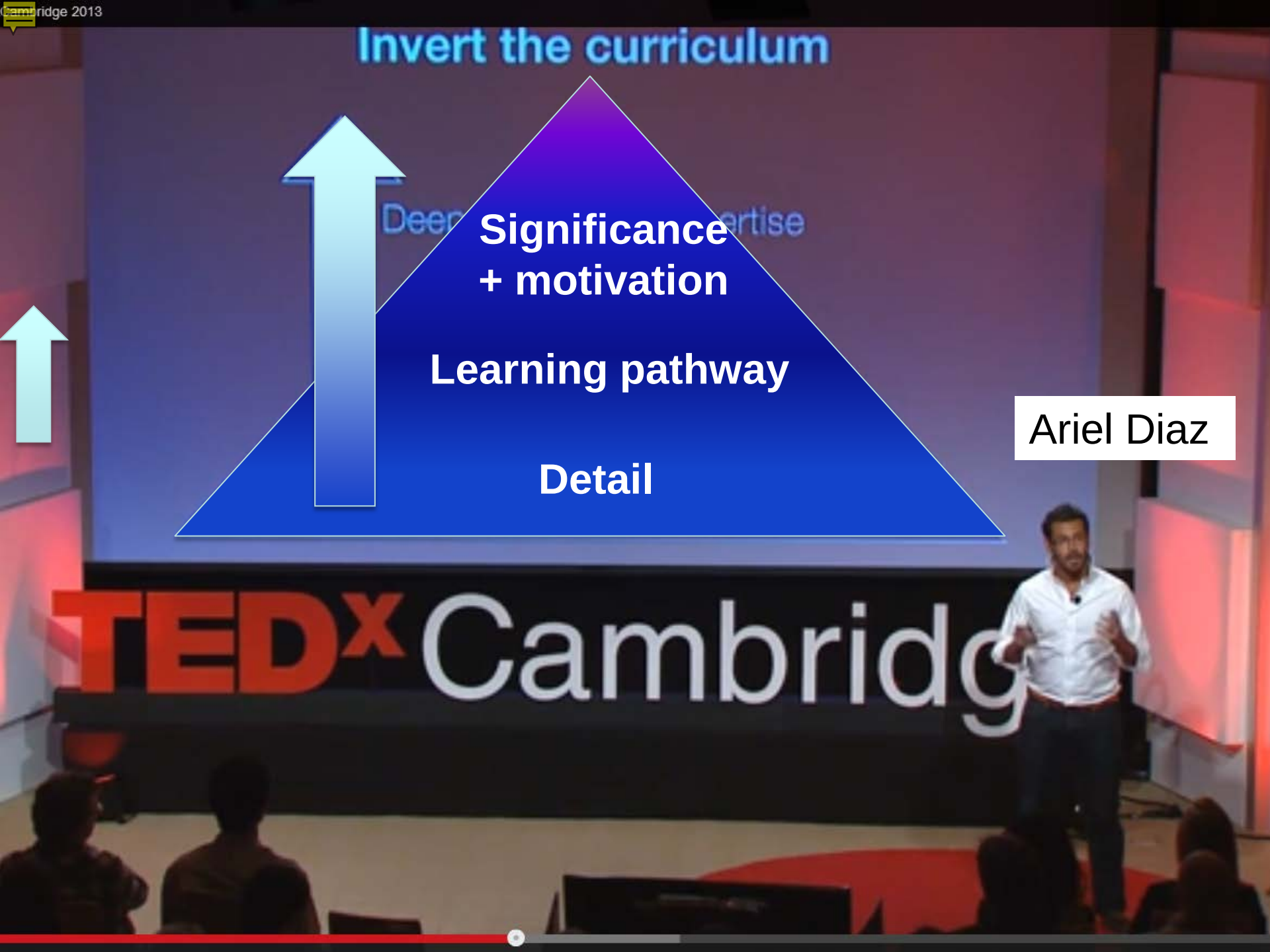


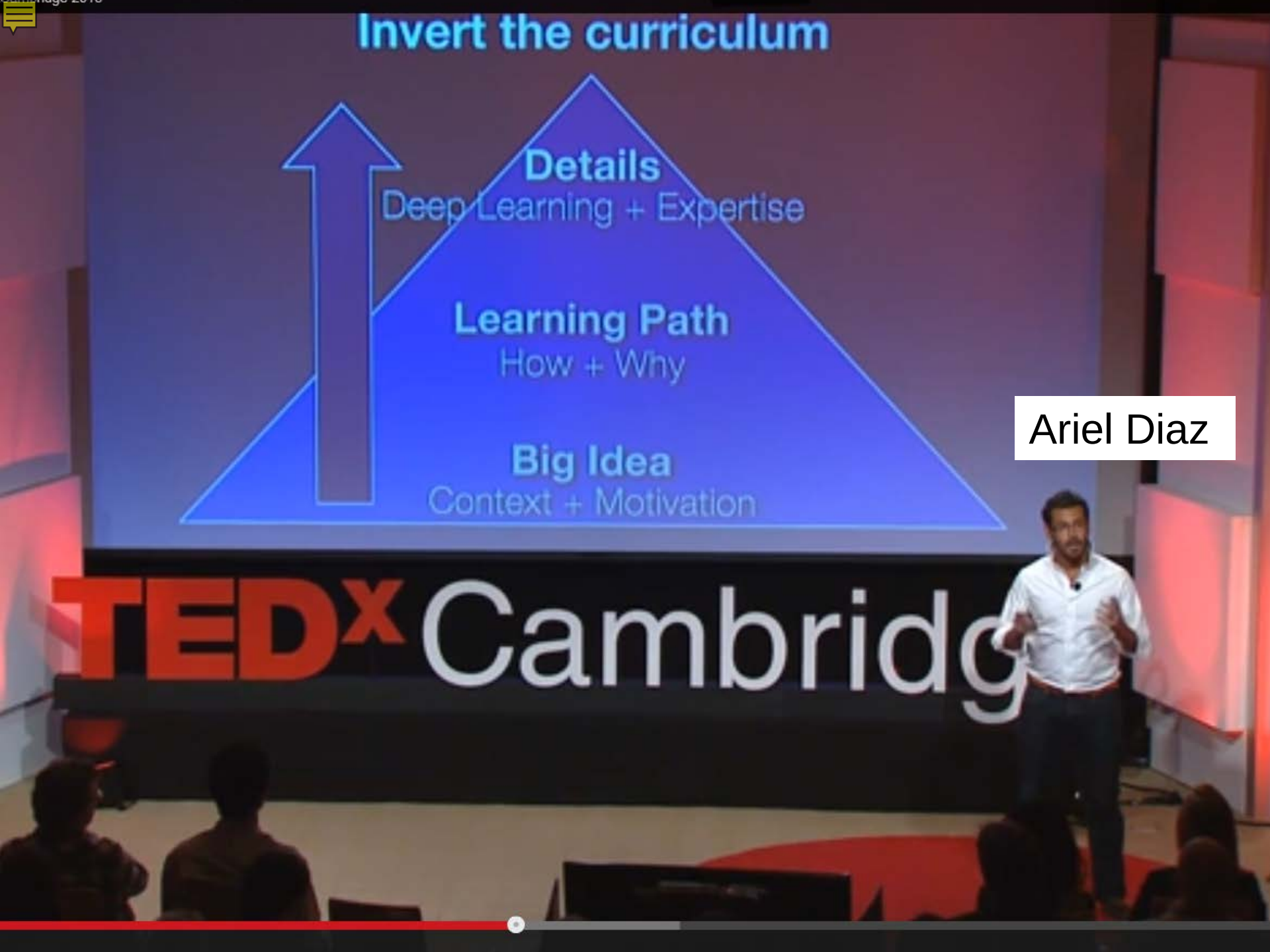
Significant role in university production of Lysistrata

Volunteer News Reader Susy Radio

Contributor student radio chat shows

Employed News Reader Jackie Radio

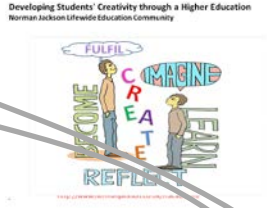

Cambridge 2013
Invert the curriculum
Deep
ertise
Significance
+ motivation
Learning pathway
Detail
Ariel Diaz
TEDx Cambridg


Invert the curriculum
Details
Deep Learning + Expertise
Learning Path
How + Why
Big Idea
Context + Motivation
TEDx Cambridg
Ariel Diaz

An ecology for professional learning

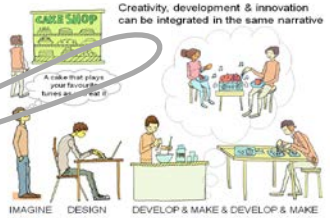
1 google

2 previous work

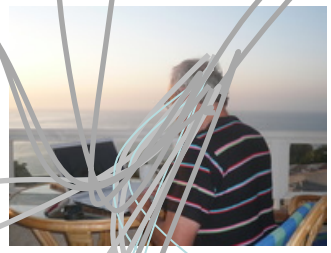


3 Creating narrative of my process for the purpose of identifying own creativity

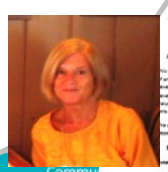
7 Interactions with illustrator to create narrative imagery to communicate ideas



4 Email survey 21 developers – products, relationships, conversations. Several developers gave me extensive feedback on the working paper providing me with the encouragement and courage to go further



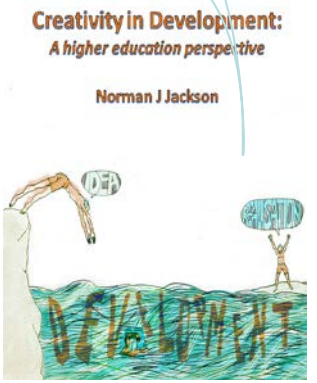
5 Created questionnaire which JW posted on-line and processed results



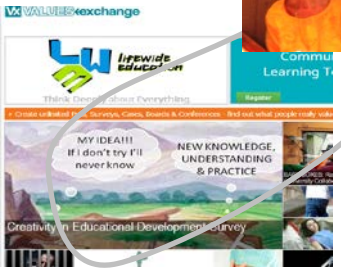
8 Peer reviews of thinking/writing Gave me valuable feedback to challenge my assertions and improve my writing

9 Created/ performed presentation. Additional data gathered

10 E-book



6 Promoted survey using mailists & social media
30 developers contributed



12 EMERGENCE – New narrative-based enquiry promoted through social media

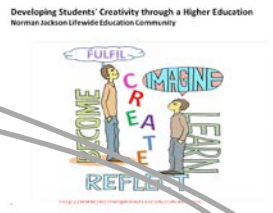
NEW ECOLOGY

11 More developers completed survey after event.

An ecology for professional learning

1 google

2 previous work



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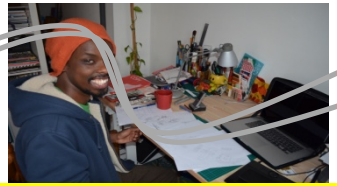

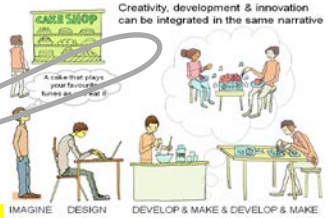

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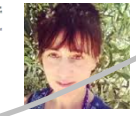

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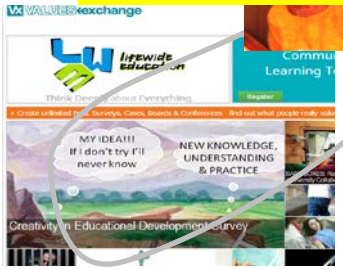
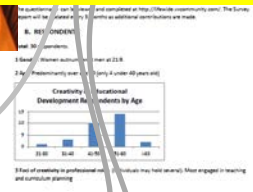
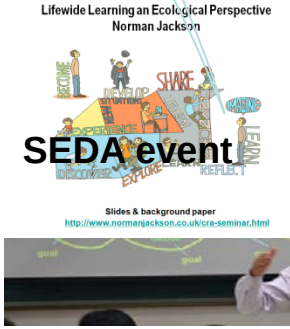




12 EMERGENCE – New narrative-based enquiry??????



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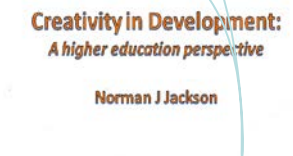
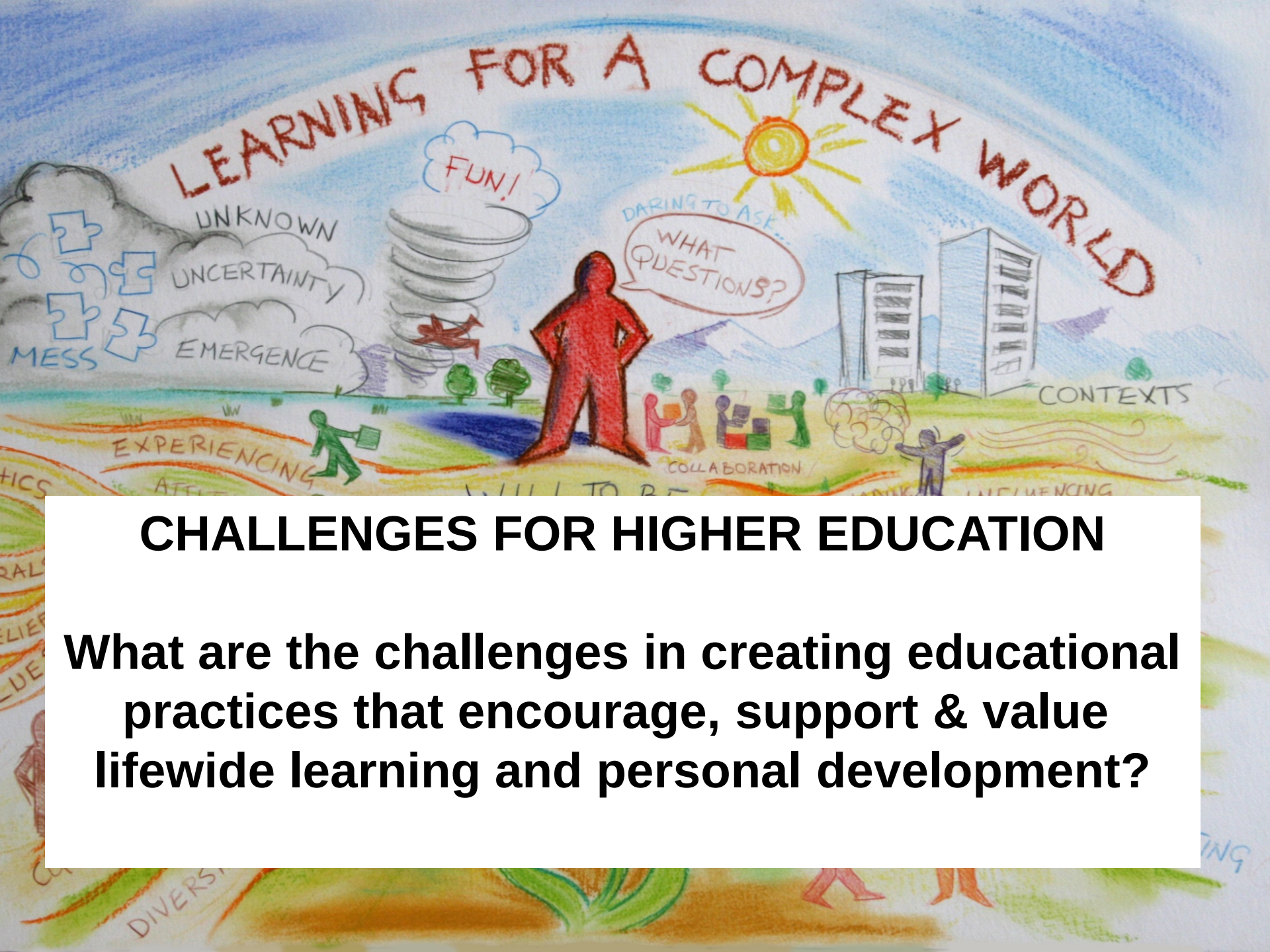




CHALLENGES FOR HIGHER EDUCATION

What are the challenges in creating educational practices that encourage, support & value lifewide learning and personal development?

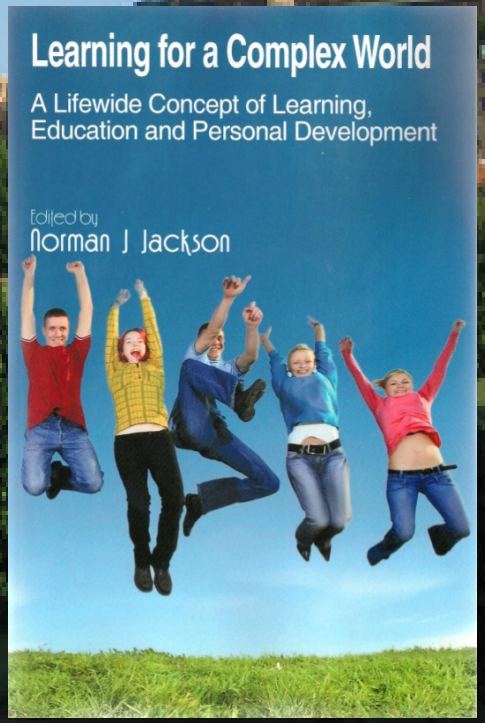
Challenges for lifewide learning & education

ENGAGING EDUCATING	MANAGING RESOURCING & SCALING
ENCOURAGING & SUPPORTING LEARNING	RECOGNISING VALIDATING & ASSURING

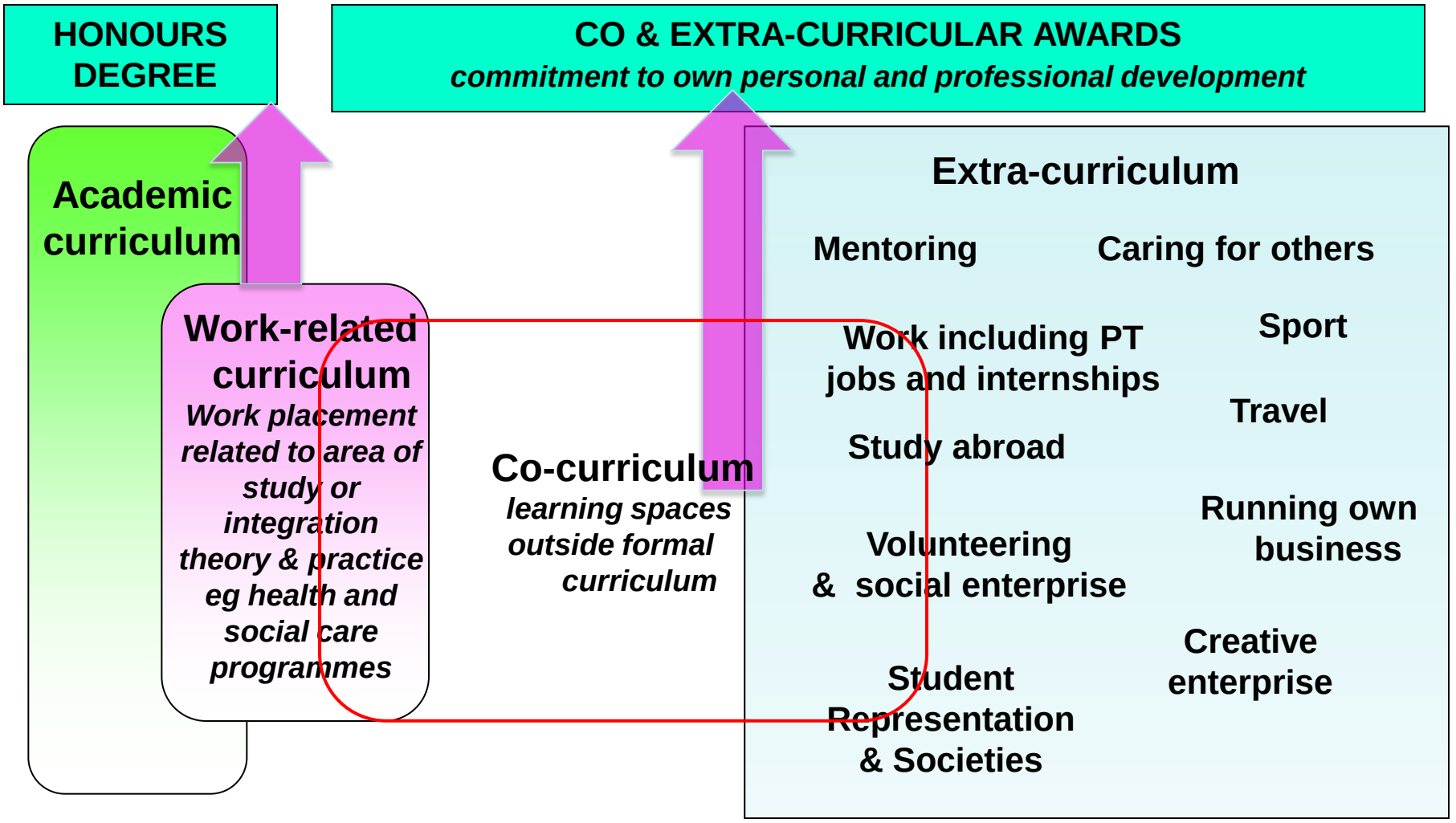
‘SCEPTrE’ University of Surrey 2006-2011

13,500 students - 9000 ugrad + 4500 pgrad
Multicultural campus 27% international + cultural diverse UK students
Research intensive + strong commitment to professional education

Four Faculties: Management and Law, Health and Medical Sciences
Arts and Human Sciences, Engineering and Physical Sciences



Vision of a lifewide curriculum



Our solution to the problem

Surrey Life-Wide Learning Award

Valuing and recognising a more complete education

Home | How to Register | Award Requirements | News | Reflective Tools | Directory of Opportunities | Lifewide Learning Prize | Tutorials | FAQ's | Contact | Career Development Support

Surrey Life-Wide Learning Award Pilot

The value of a more complete education

The Surrey Life-wide Learning Award encourages you to make your own education more complete through the things you do on or off-campus in addition to your academic programme. It is this 'whole life' or 'life-wide' learning that enables you to become the person you want to be.

Introductory Workshop Dates (click on a date to register)

Tues 8th June 17:00- 19:30

Wed 9th June 14:00 - 16:30

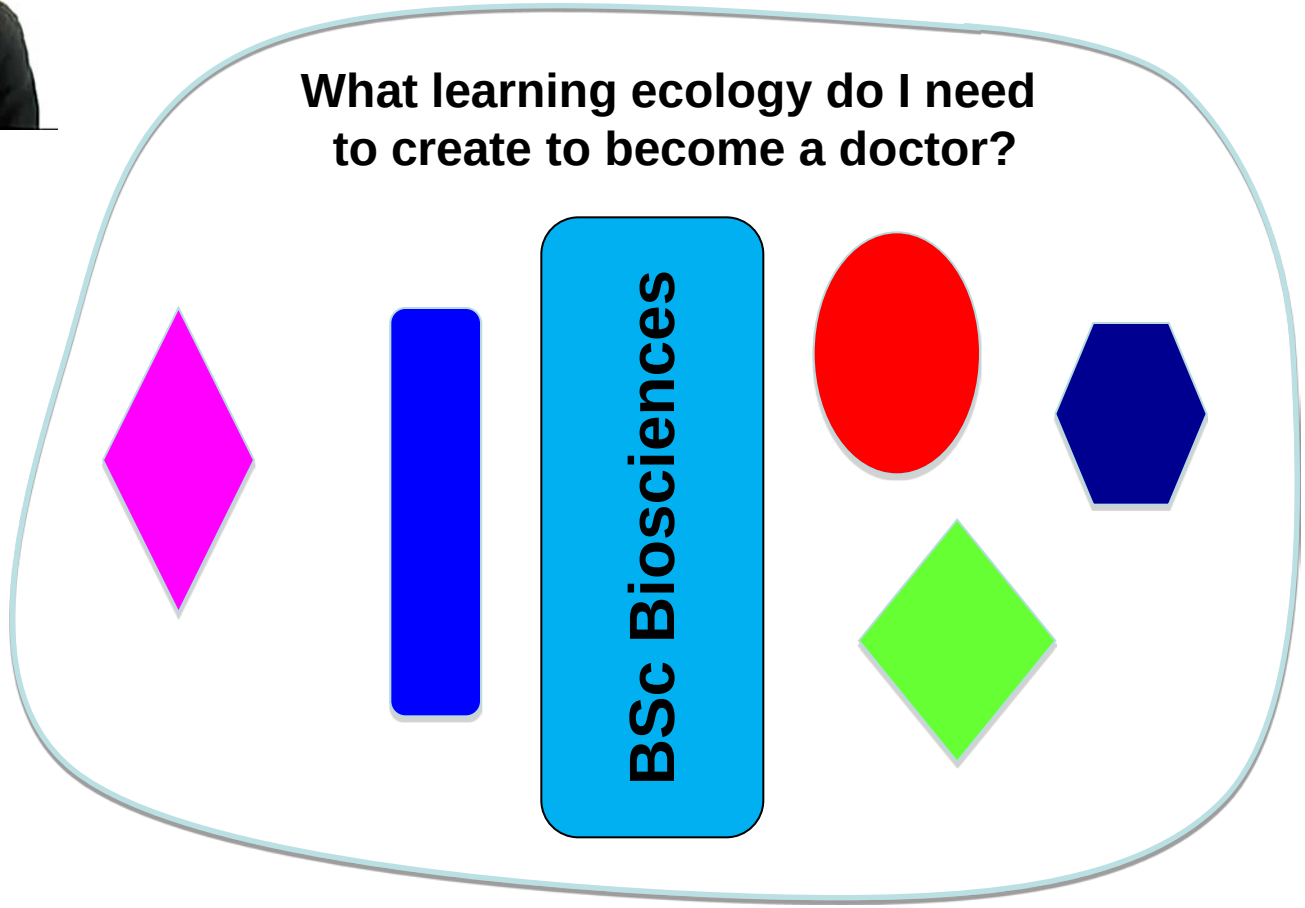
Mon 14th June 17:00 - 19:30

Wed 16th June 14:00 - 16:30

I want to become a doctor

Level 1 student University of Surrey

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



CHALLENGE FOR HIGHER EDUCATION

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

EXAMPLE LEARNING ECOLOGY
Level 1 international student (2009)

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

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

Looking after myself **Domestic chores** **Shopping**	**Entertainment** music, cinema, meeting friends

University Tutoring and Mentoring

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

Sport – uni netball team

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

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

Volunteer - St John's Ambulance service

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

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Personal Development Plan

1 Personal goals	areas of significant challenge/opportunity	
2 WHAT aspects of yourself do you want to develop?	**3 WHY is this important?**	**4 HOW do you intend to develop & demonstrate it?**
5 WHAT capabilities, qualities, values dispositions will be developed? ***Use award capabilities and values statement as prompt***		

PDP should make provision for unplanned learning

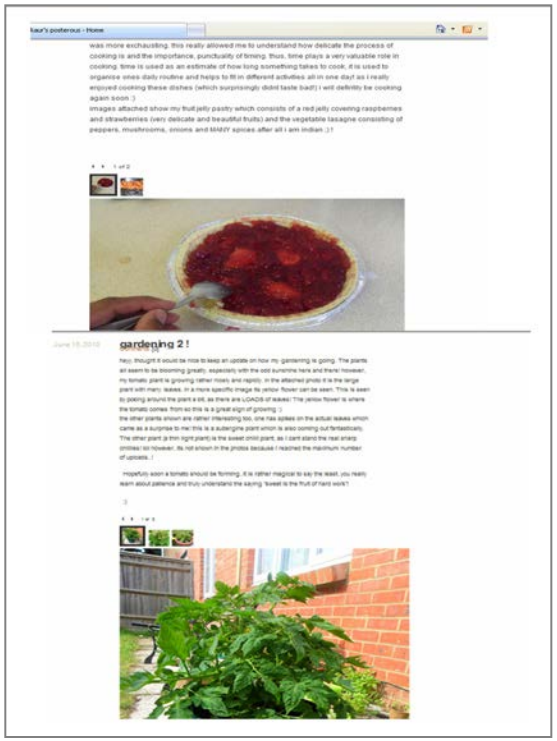
unfamiliar problems

familiar context

unfamiliar context

familiar problems

Creating and representing meaning



SHOE BOX!

BLOG

SCRAPBOOK

E-PORTFOLIO

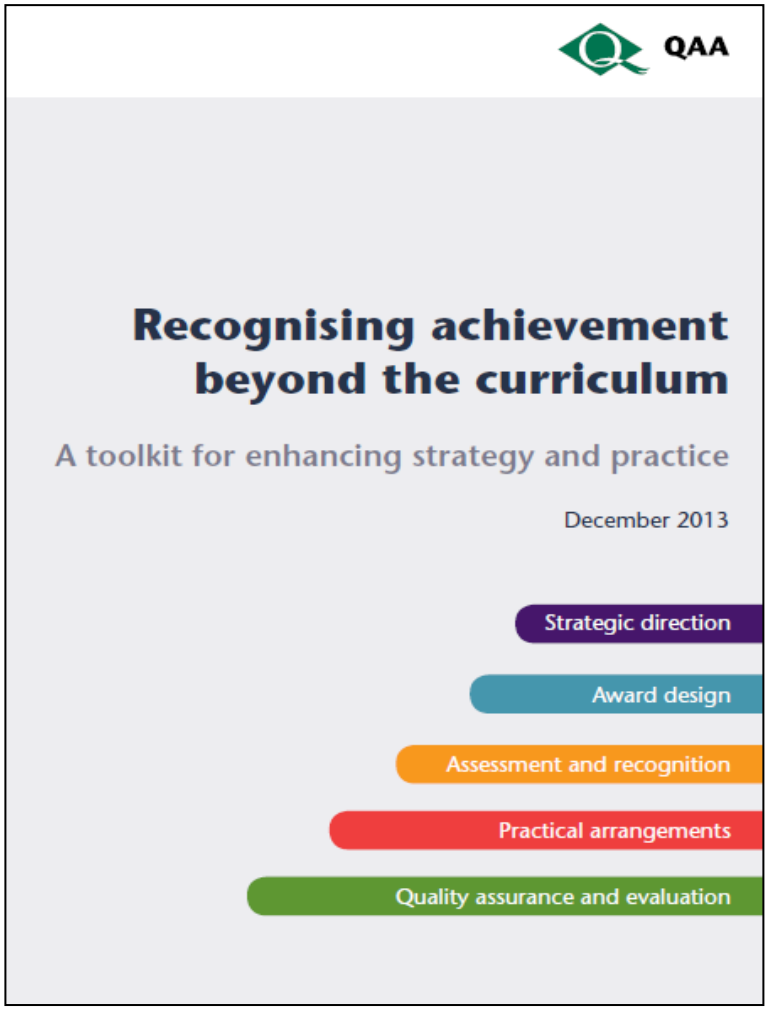
VIDEO DIARY

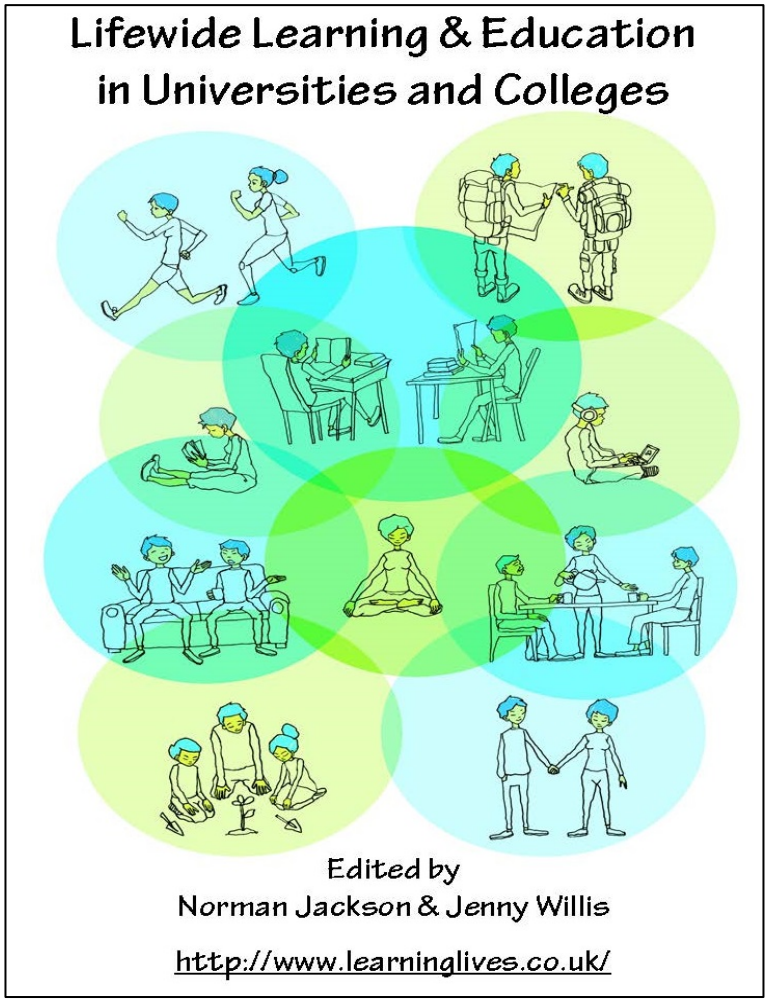
DIGITAL STORY

VIDEO FILM

SLIDE SHOW

Educational practice in the HE system

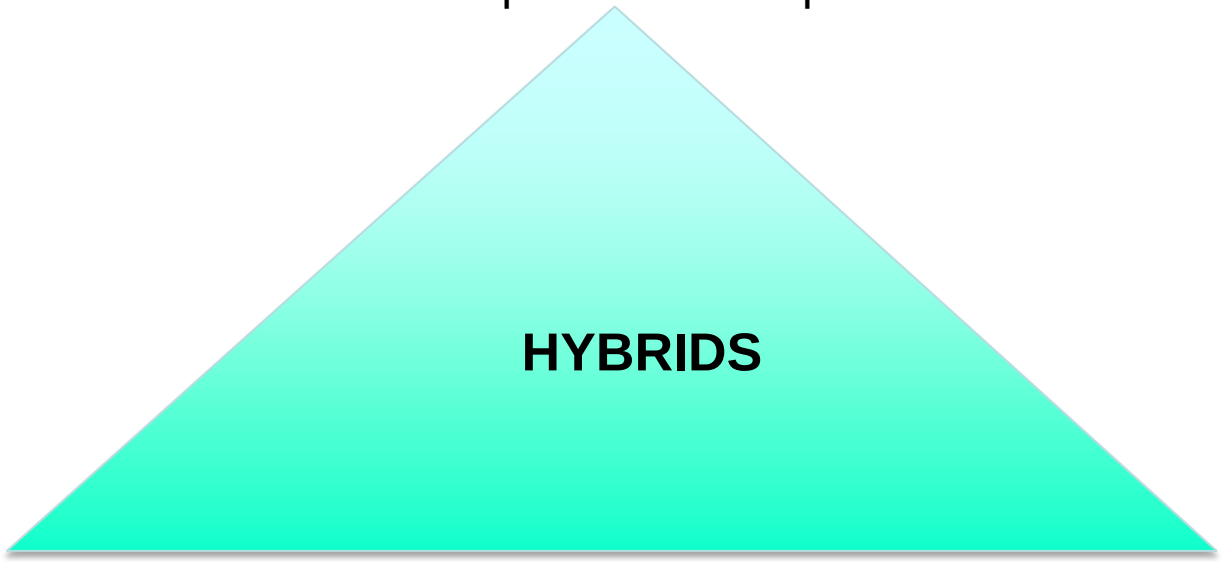




Approaches to recognising and valuing extra curricular learning
Betts and Jackson (2011) n=50 schemes

1 Holistic Focus

Underpinned by conceptions of
whole person development



2 Employability Skills Focus

Underpinned by career development
and preparation for future employment

3 Leadership Focus

Encouragement and opportunity
to develop leadership qualities

An ecological perspective

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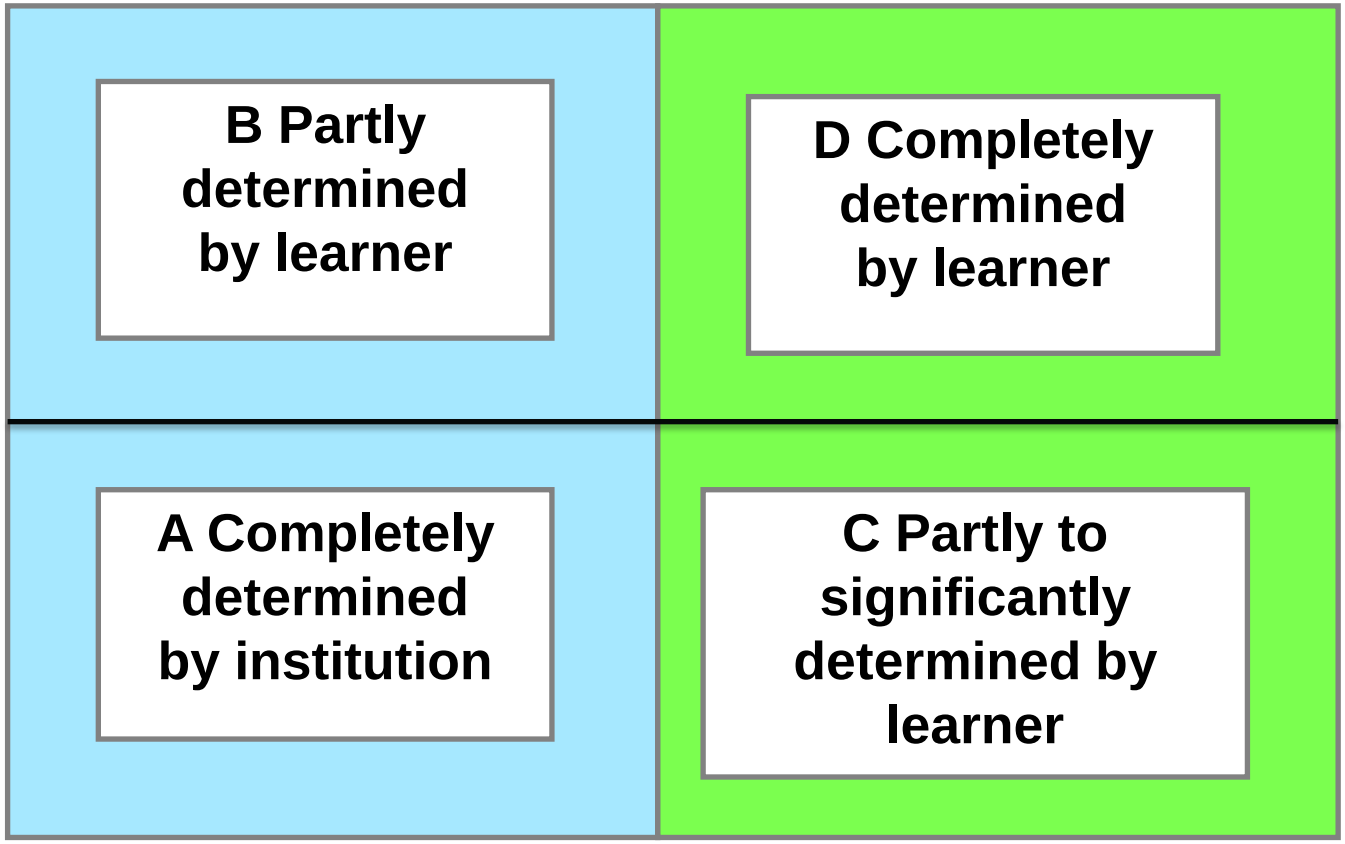
GOALS, PROCESS, CONTENT,
RESOURCES, & RELATIONSHIPS

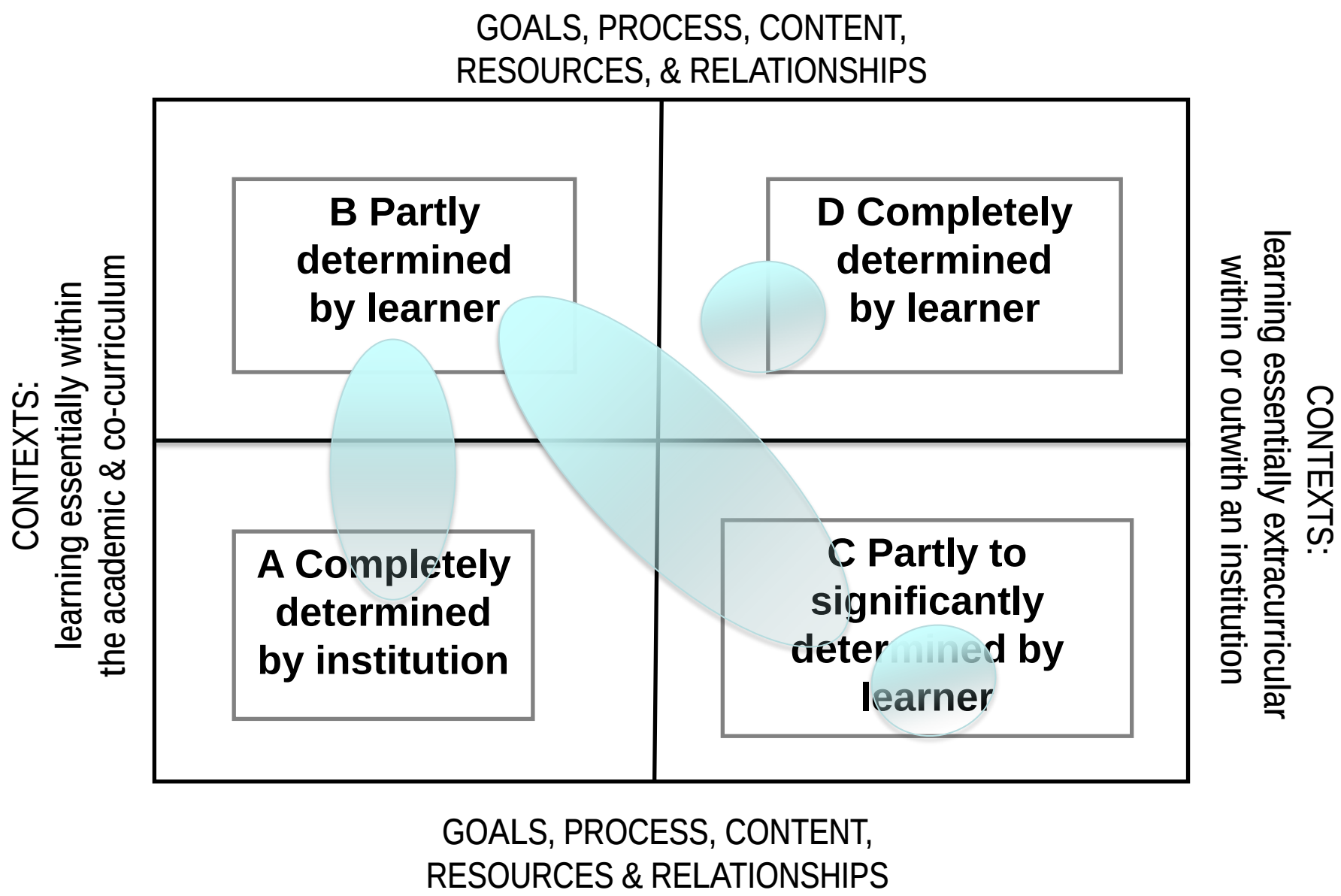
CONTEXTS:
learning essentially within
the academic & co-curriculum



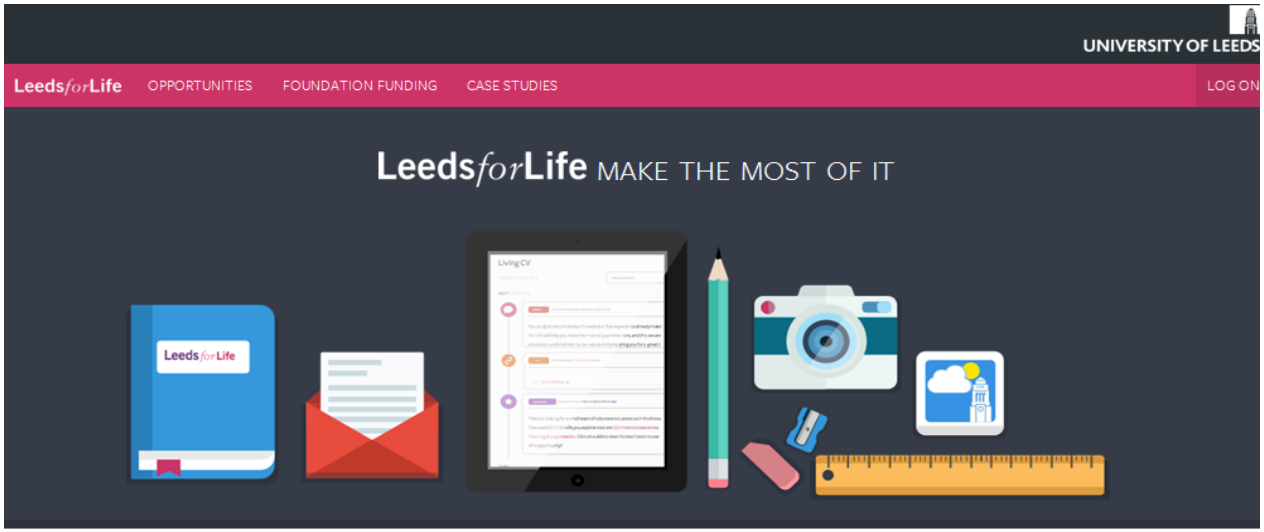
CONTEXTS:
learning essentially extracurricular
within or outwith an institution

GOALS, PROCESS, CONTENT,
RESOURCES & RELATIONSHIPS

An ecological perspective



APPROACH 1 - Leeds*for*Life website which helps students integrate their academic and co-curricular university experience and prepare for their future



Approach 2 Module within the programme

Make Your Experience Count - students use past learning experiences as a basis for 30 HE credits

Open to anyone, irrespective of educational background. Any type of 'learning experience' – formal or informal.

Online module with a dedicated website containing specially authored study materials and supported with a personal tutor

Credit awarded for the description, analysis, reflection and presentation of the *processes* and *outcomes* of past learning experiences rather than for the particular skills, knowledge and understanding derived from the experience.

Approach 3 General credit within programme

Middlesex University

HONOURS DEGREE

Academic curriculum

General Credit for Areas of Learning

The award of general credit results in a certificate of credit in the areas that have been successfully claimed

A way of formalising informal learning used as a process to recognise learning anytime, anywhere, anyhow.

Can be awarded at any level - Foundation to Doctorate

Claimants craft the titles of ‘Areas of Learning’ based upon their individual experiences with the support of an adviser.

Essentially a process of documenting, reflecting, analysing and claim making supported by evidence

Approach 4 taught & assessed co-curriculum

HONOURS DEGREE

Academic curriculum

ug Elective + **Co-curriculum Extra-curriculum**

The University of Nottingham
UNITED KINGDOM · CHINA · MALAYSIA
Achieve more
The Nottingham Advantage Award

30 credits of undergraduate level study: framed by its own 'programme specification'

Buddying, mentoring and peer support; Career skills and employability; Community and volunteering; Cultural awareness, language learning and study abroad; Employer-led; Enterprise, events and project management; Sustainability; Sports; Internships, placements and work experience.

Reflective logs, learning diaries, blogs, SWOT analysis, skills audits used to assess student learning

Approach 5 Activity-based co-curriculum

HONOURS DEGREE

Academic curriculum

Co-curriculum
Extra-curriculum

Students complete 4 activities – min 30h each activity from two or more categories of activity

Category 1 Accredited co-curricular modules
Category 2 Work Experience, Study Abroad and Enterprise
Category 3 Internal & External Opportunities
Category 4 University-wide Opportunities

68 activities on offer

Activities linked to 'Graduate Qualities'

Student reflects on experience via a log, video diary, poster or PowerPoint presentation

Certificate of Achievement Awarded

Approach 6 Devolved activity-based schemes – 'what it means to excel'

HONOURS DEGREE

Academic curriculum

Co-curriculum
Extra-curriculum

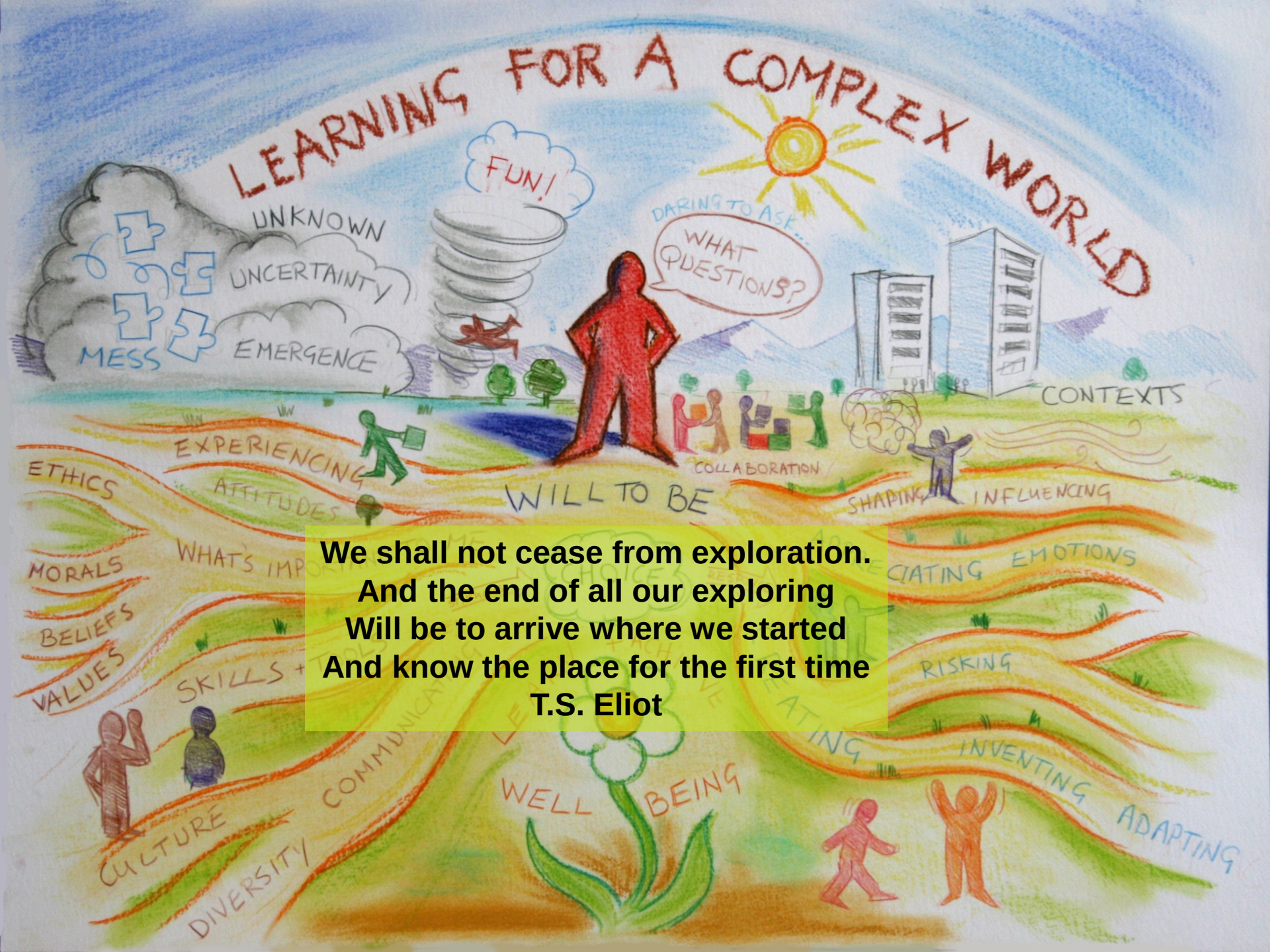
Different versions run by different academic/ non-academic units tailored to one type of activity, e.g. part-time work, volunteering, peer-assisted learning, sports committees, student representation, or global citizenship.

Linked to University Graduate Attributes *Enquiry and Lifelong Learning*, *Aspiration and Personal Development*, *Outlook and Engagement*

Students encouraged to
- identifying what it means to excel in context
- work purposefully and strategically towards this, applying learning and abilities between situations; and
- maximise their positive impact

Document, reflect on and evidence impact

Certificate of Achievement + recognition on HEAR



We shall not cease from exploration.
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time
T.S. Eliot

lifewide education

http://lifewideeducation.co.uk/

e-book

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

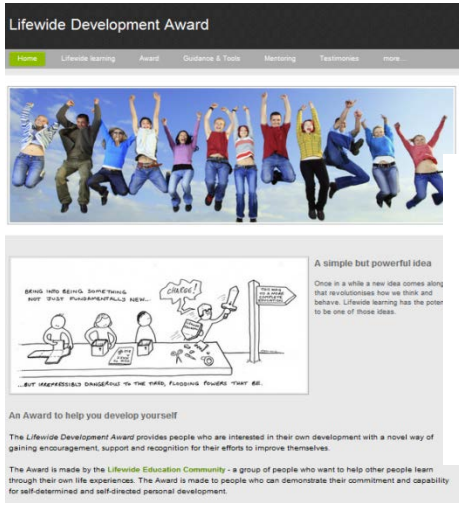
Linked in

Facebook

Twitter

lifewide development award

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



magazine

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

Slides, paper & videos
http://www.normanjackson.co.uk/st-marys.html