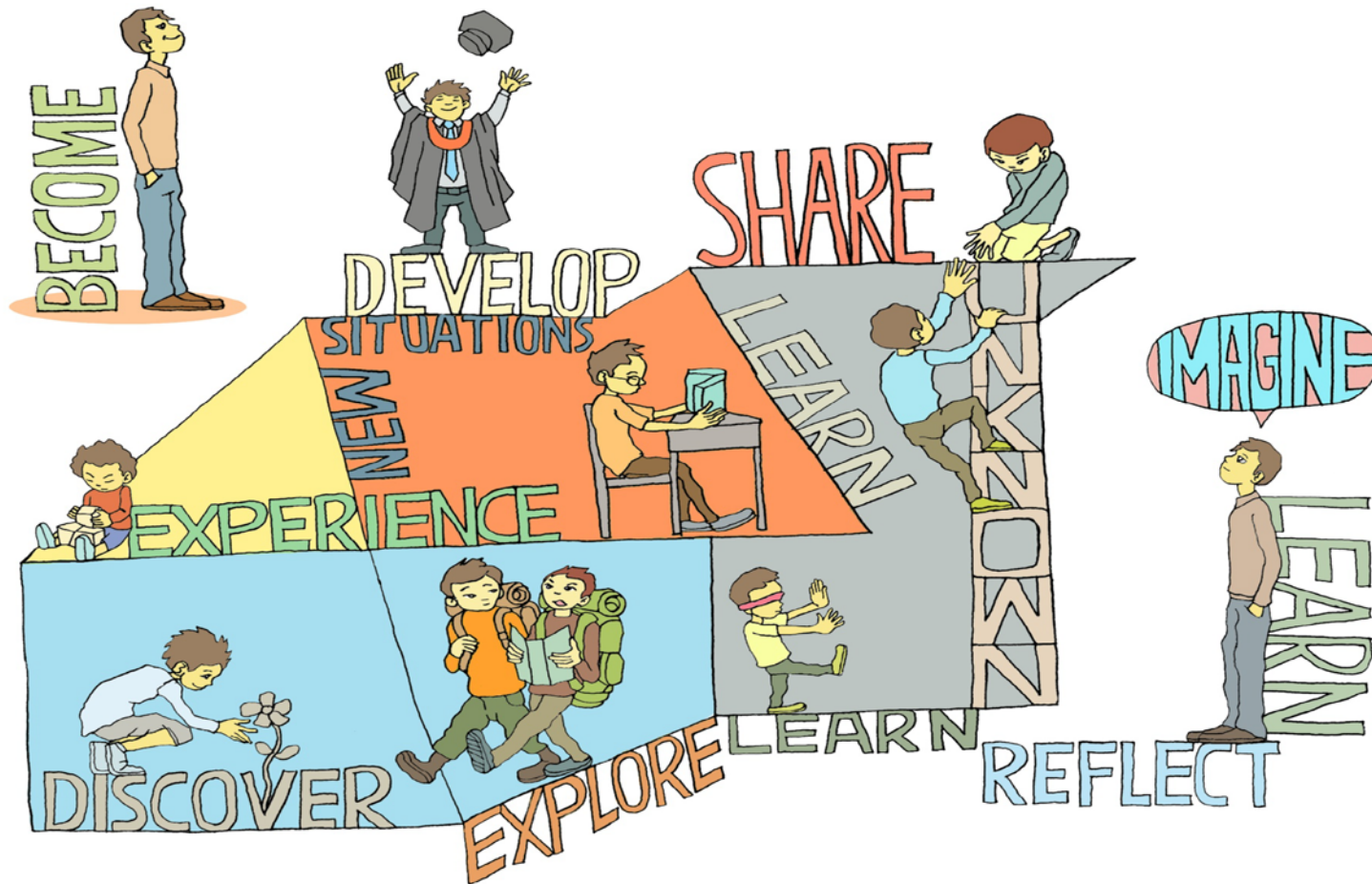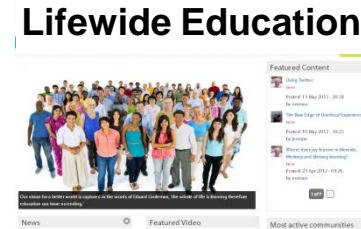# Ecology of Lifewide Learning & Personal / Professional Development

*Norman Jackson Founder Lifewide Education  @lifewider1  @lifewider*



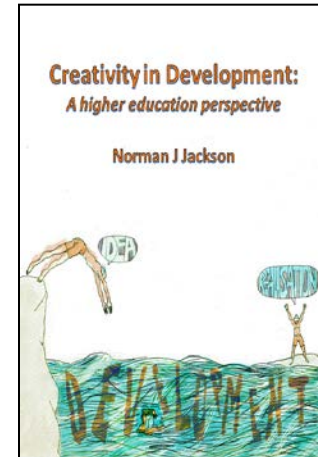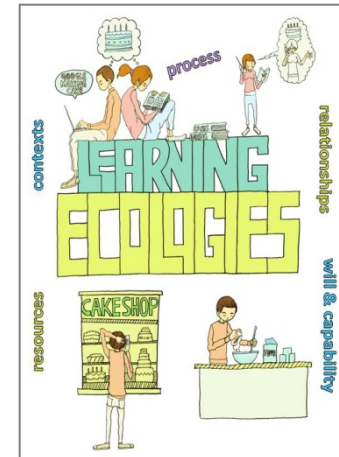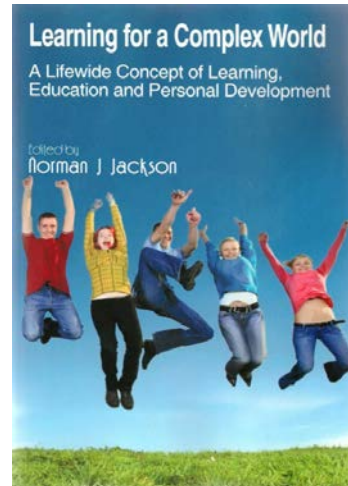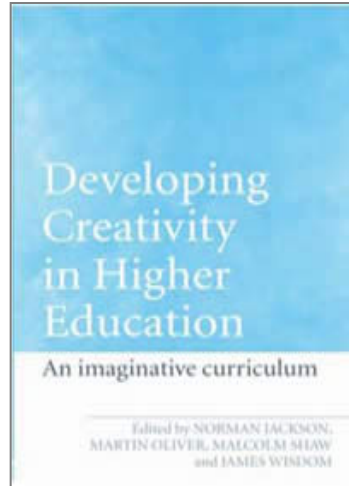**slides, working paper, survey results, videos and links
http://www.normanjackson.co.uk/hallam.html**

# Why?



University of Surrey

Lifewide Education

The Wicked Challenge of Changing a University:

Encouraging bottom-up innovation through strategic change

**Policy**   **Research**   **Development**   **&**   **Innovation**

Learning for a Complex World
A Lifewide Concept of Learning, Education and Personal Development
Edited by Norman J Jackson

Developing Creativity in Higher Education
An imaginative curriculum
Edited by NORMAN JACKSON, MARTIN OLIVER, MALCOLM SHAW and JAMES WISDOM

Personal development planning: guidance for institutional policy and practice in higher education

Creativity in Development:
A higher education perspective
Norman J Jackson

**Personal Development Planning (PDP)**

**Creativity and Student Development**

**Lifewide Learning & Personal Develpment**

**Lifewide Education Community**

Current Research

**1999-2000**   **2000-05**   **2006-11**   **2011-14**
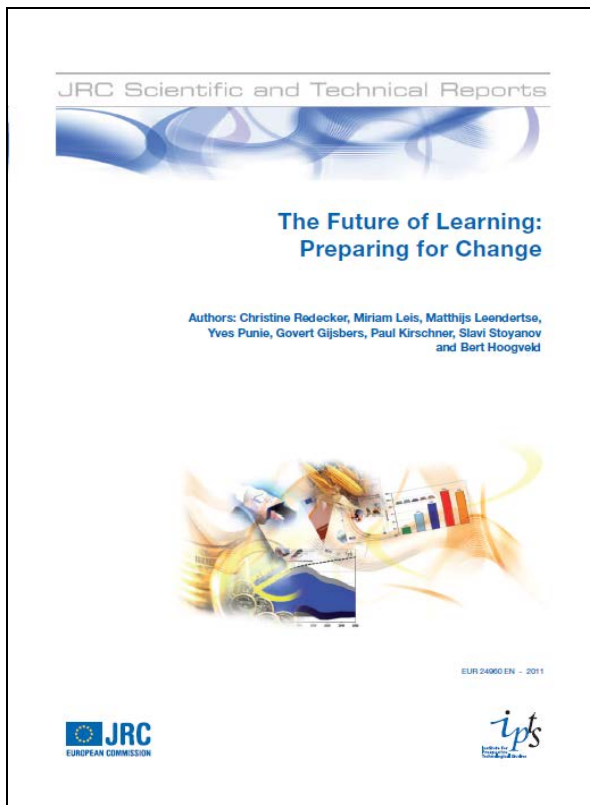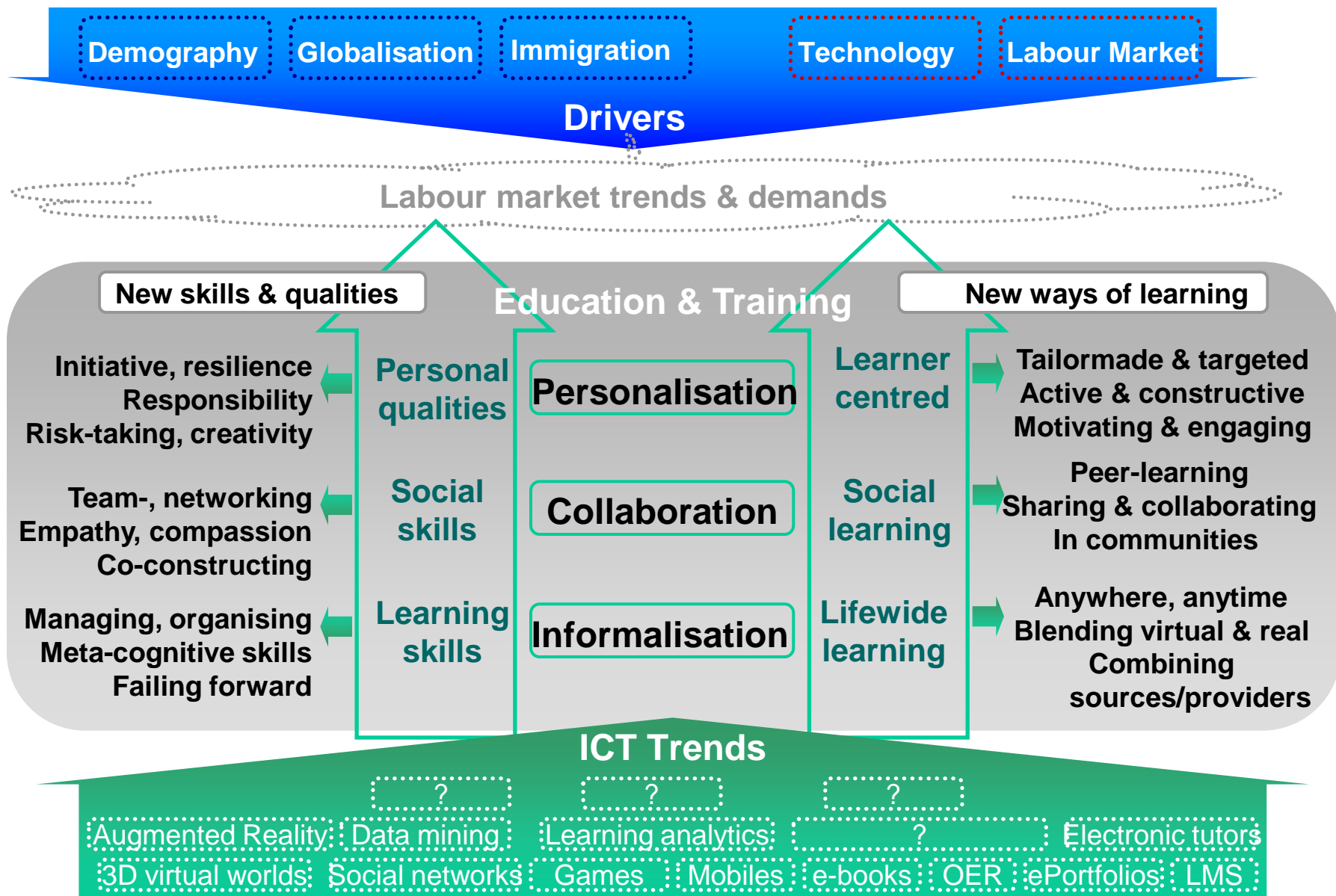
# Political imperative

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

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

# Important influences on the future of learning

**Drivers**

Demography | Globalisation | Immigration | Technology | Labour Market

*Labour market trends & demands*

**New skills & qualities**

**Education & Training**

**New ways of learning**

Initiative, resilience
Responsibility
Risk-taking, creativity

**Personal qualities**

**Personalisation**

**Learner centred**

Tailormade & targeted
Active & constructive
Motivating & engaging

Team-, networking
Empathy, compassion
Co-constructing

**Social skills**

**Collaboration**

**Social learning**

Peer-learning
Sharing & collaborating
In communities

Managing, organising
Meta-cognitive skills
Failing forward

**Learning skills**

**Informalisation**

**Lifewide learning**

Anywhere, anytime
Blending virtual & real
Combining sources/providers

## ICT Trends

? | ? | ?

Augmented Reality | Data mining | Learning analytics | ? | Electronic tutors
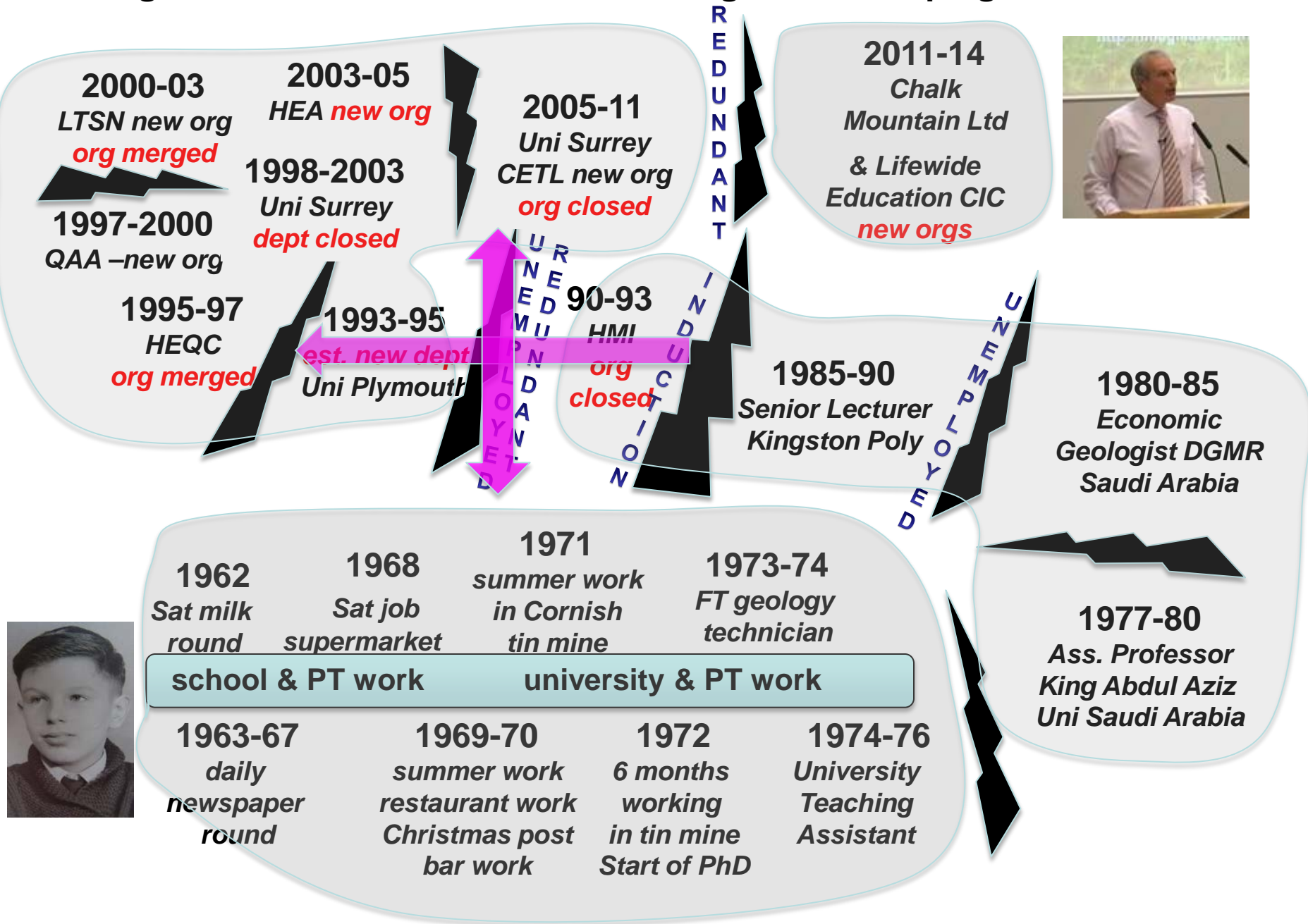3D virtual worlds | Social networks | Games | Mobiles | e-books | OER | ePortfolios | LMS

**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).

Lifewide Education is concerned with supporting the development of a lifewide perspective in education and making learners more conscious of how, when, where, why they are learning and developing.

# 50 years of work-related learning & development!



**2000-03**
*LTSN new org*
*org merged*

**2003-05**
*HEA new org*

**2005-11**
*Uni Surrey CETL new org*
*org closed*

**2011-14**
*Chalk Mountain Ltd*

*& Lifewide Education CIC*
*new orgs*

**1998-2003**
*Uni Surrey dept closed*

**1997-2000**
*QAA –new org*

**1995-97**
*HEQC org merged*

**1993-95**
*est. new dept Uni Plymouth*

**90-93**
*HMI org closed*

**1985-90**
*Senior Lecturer Kingston Poly*

**1980-85**
*Economic Geologist DGMR Saudi Arabia*

REDUNDANT

UNEMPLOYED

REDUNDANT

INDUCTION

UNEMPLOYED

**1962**
*Sat milk round*

**1968**
*Sat job supermarket*

**1971**
*summer work in Cornish tin mine*

**1973-74**
*FT geology technician*

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

**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

**2000-03**
*LTSN new org*
*org merged*

**1997-2000**
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**1974-76**
*University Teaching Assistant*

# 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**

formal education

CPD

work

family / home

interests/ hobbies

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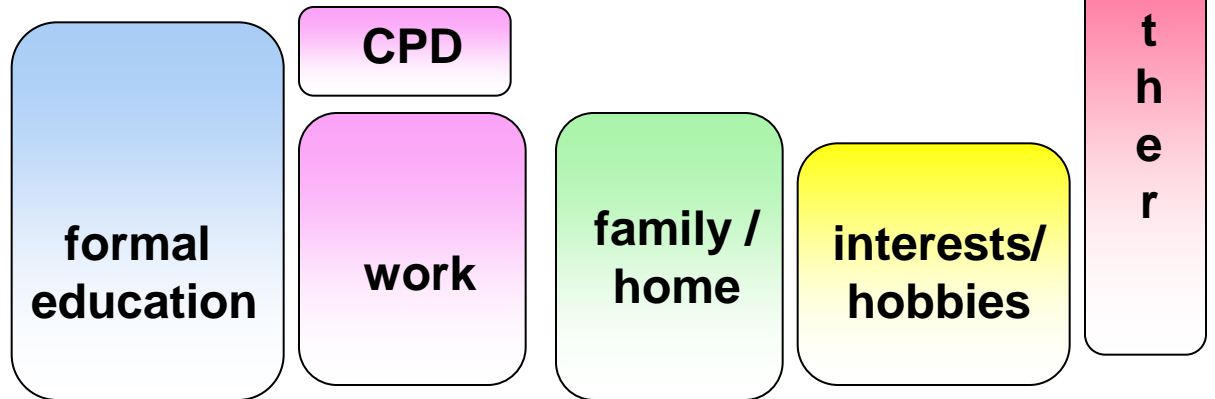
**Lifewide learning**: All learning and personal development that emerges through activities in the multiple contexts and situations we inhabit contemporaneously at any point in our life, with the aim of fulfilling roles and achieving specific goals, and continuously developing knowledge, understanding,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

# Lifewide – the most inclusive concept of learning & development

**family & home** · **travel** · **virtual** · **work** · **hobbies** · **other**

## Now, All, Personal & Significant

| Formal | AND | Informal |
|---|---|---|
| Intended | | Unanticipated |
| Need | | Interest |
| Directed | | Self-directed |
| Planned | | Emergent |
| De-contextualised | | Contextualised |
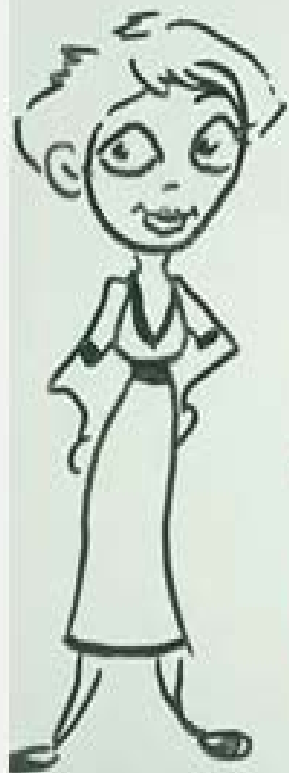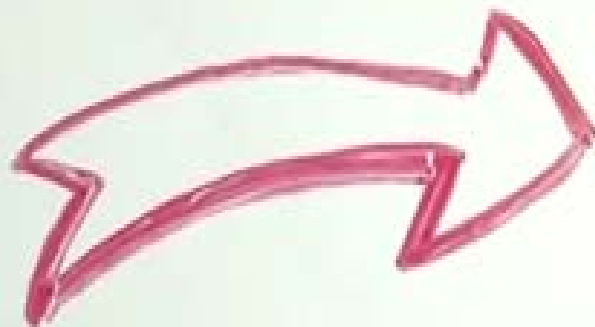
## **Personal development**

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

Carl Rogers (1960)

***PRODUCT = PERSONAL DEVELOPMENT RESULTING FROM A DELIBERATE PROCESS!***

# Lifewide/lifelong learning & personal development a philosophical perspective
*Professor Ronald Barnett*

A 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, of getting involved and a willingness to draw learning from experiences

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

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

# What three words best describe the meaning of personal development (135 responses)



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

# What does personal development mean to you?
## *% agree + strongly agree*

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| Label | Value |
|---|---|
| PERSONAL GROWTH (Personal growth) | 95 |
| GAINING - new knowledge, skills, capability, and understanding (Gaining new knowledge...) | 97 |
| Enhancing existing... | 87 |
| DOING things that enable me to improve myself (Doing things that enable ...) | 90 |
| Finding ways to get better | 71 |
| Furthering my ability to... | 83 |
| Flourishing - seeing and... | 82 |
| Changing myself | 48 |
| Overcoming a significant... | 76 |
| Making progress wit... | 87 |
| LEARNING through the experiences I am having (Learning through the...) | 90 |
| Looking back and seeing t... | 75 |
| BECOMING more confident in my abilities (Becoming more confident in...) | 90 |

# Contexts in which personal development can occur
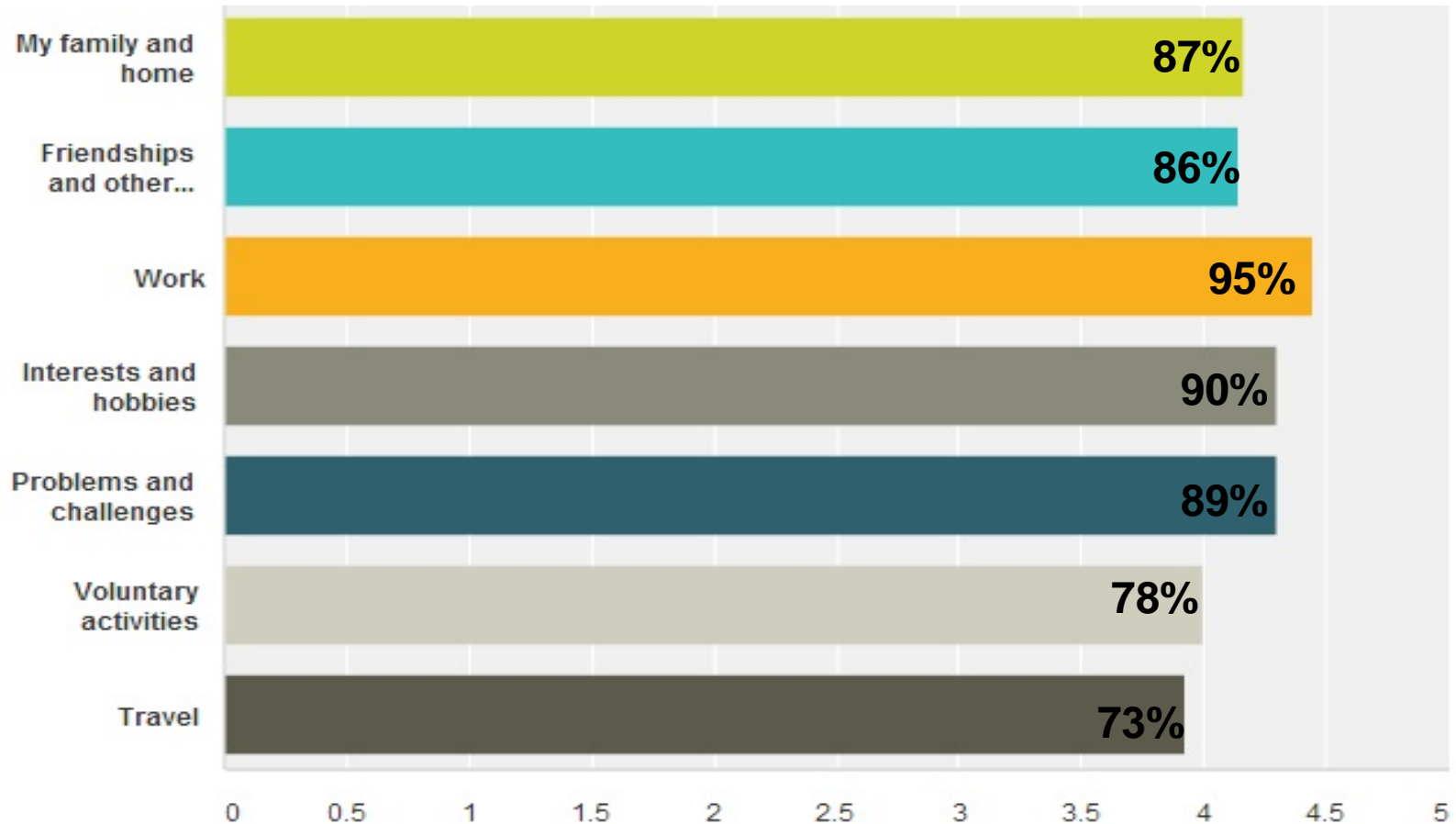
# Effects of personal development
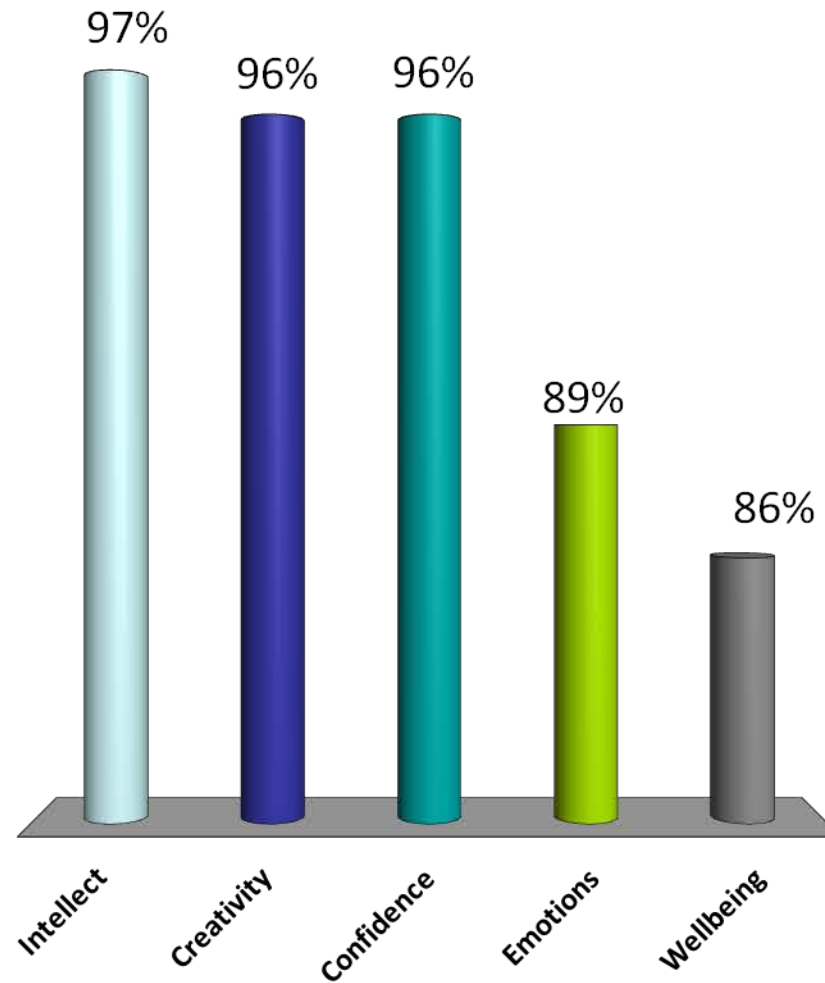
# Contexts that provide opportunity and challenge

**unfamiliar problems & opportunities**

**Situations that challenge**

**familiar context**

**unfamiliar context**

**work/life routines**

**familiar problems & opportunities**
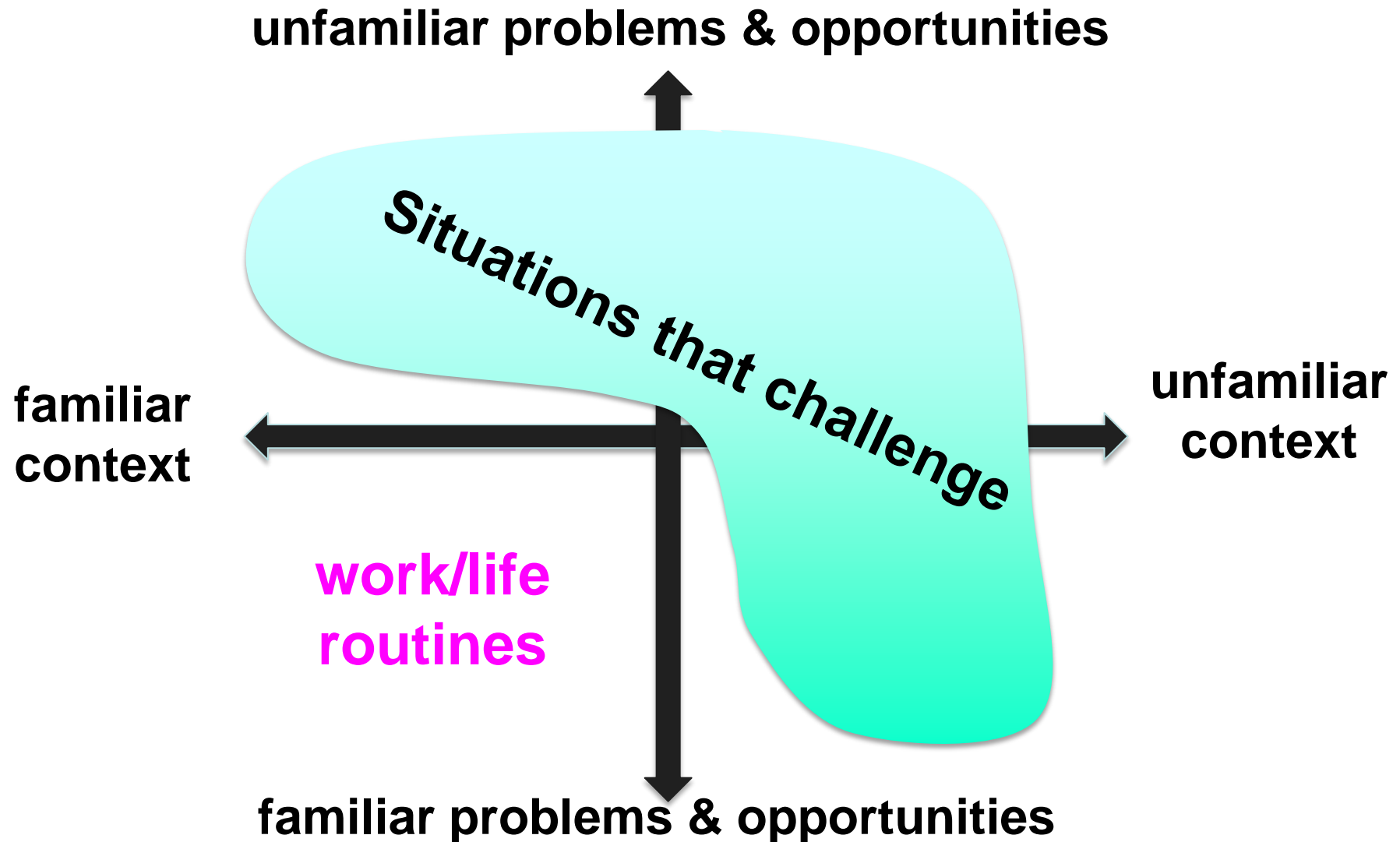
# A concern for the ecology of living and learning



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

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

## Ecosocial systems (Jay Lemke)

- 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

Our ecosocial system

all the physical, social, virtual environments we inhabit day to day

our learning ecologies sit within our ecosocial system

# Learning ecology (Jackson 2013a:14)

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

# Learning Ecology Components

CONTEXTS - THE SPACES, PLACES & SITUATIONS WE INHABIT

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

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

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

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**

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

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

**MY LEARNING ECOLOGY**

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

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

**FUTURE**
which may also be inspired and influenced by distant distal goals
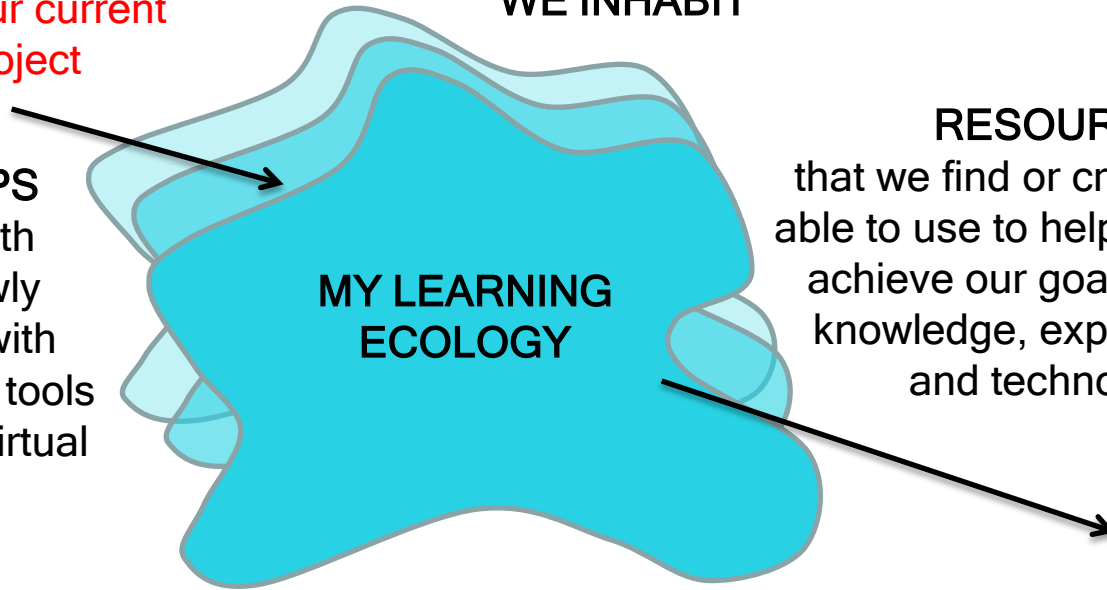
# Example learning ecology
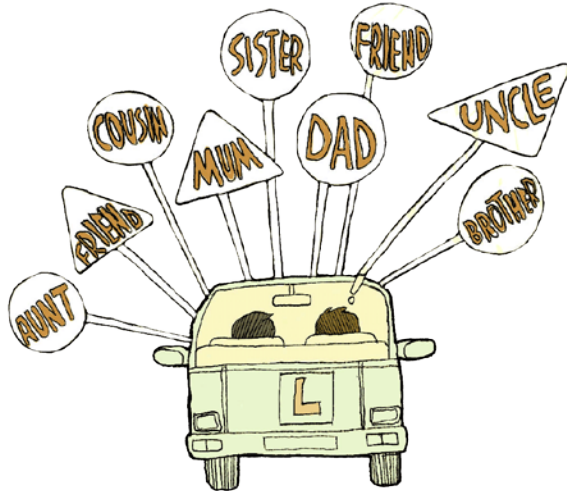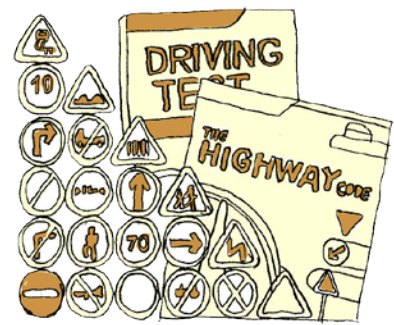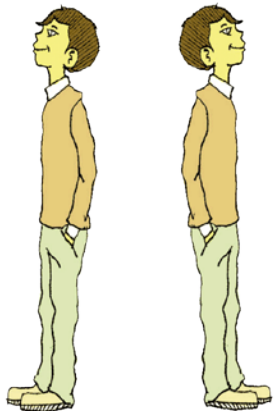
Learning ecology – becoming the archaeologist I want to be
*Interest-driven learning and development*

**THREE YEARS LEARNING ARCHAEOLOGY & BEING/BECOMING AN ARCHAEOLOGIST**

**organising a student archaeology conference**

**attending archaeology conferences**

**The Posthole editorial team**

**MY COURSE**

**MY GOAL to learn archaeology**

**participating in numerous excavations**

**volunteer Young Archaeologists Club**

**Homeless Heritage excavation & exhibition**

**past knowledge, experience interests and orientations**

# Learning ecology – becoming a radio broadcaster
## *Interest/career driven learning & development*



Reporter Student Newspaper

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

Significant role in university production of Lysistrata

Volunteer News Reader Susy Radio
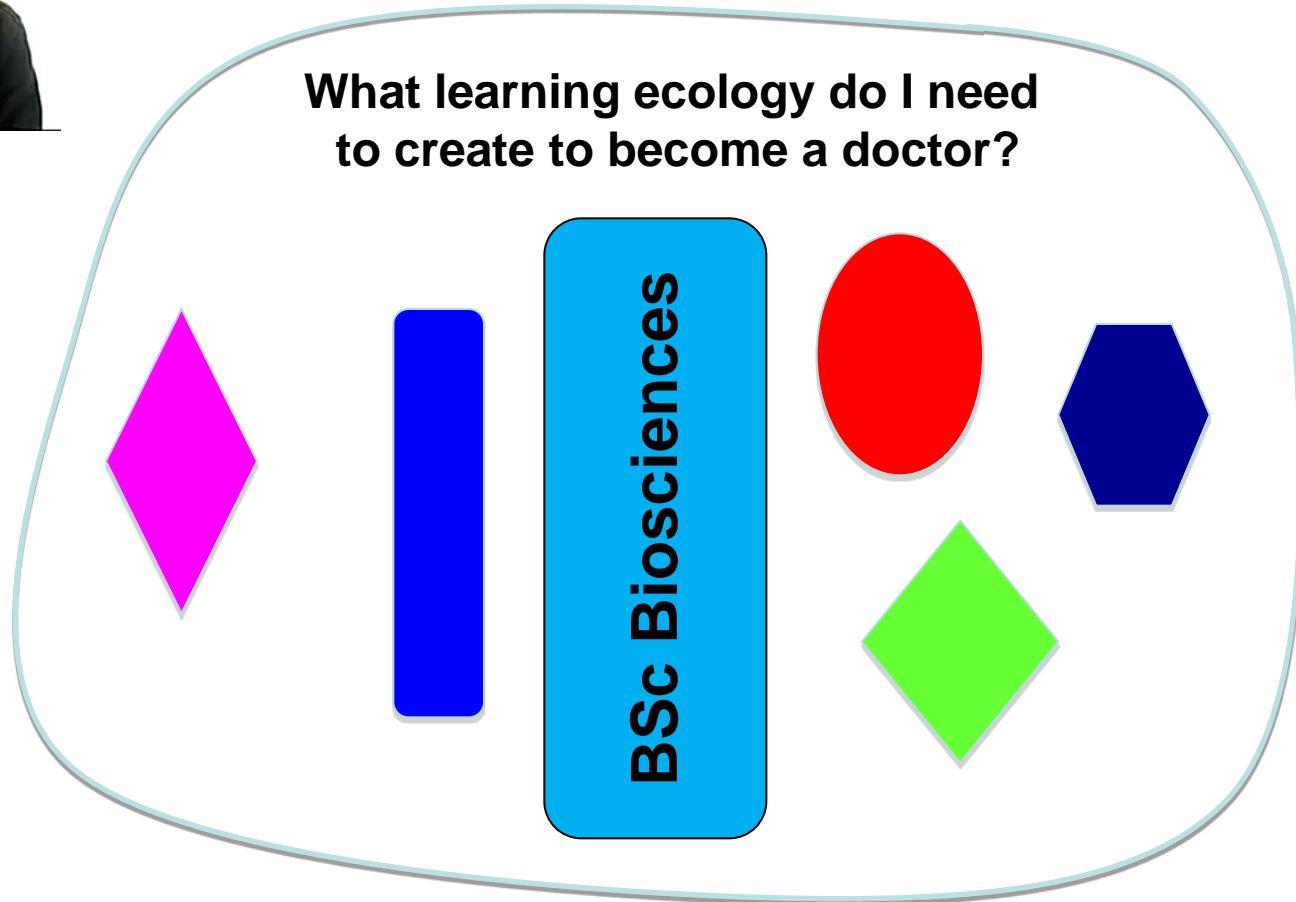
Contributor student radio chat shows

Employed News Reader Jackie Radio

# I want to become a doctor
*Level 1 student University of Surrey*

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

BSc Biosciences

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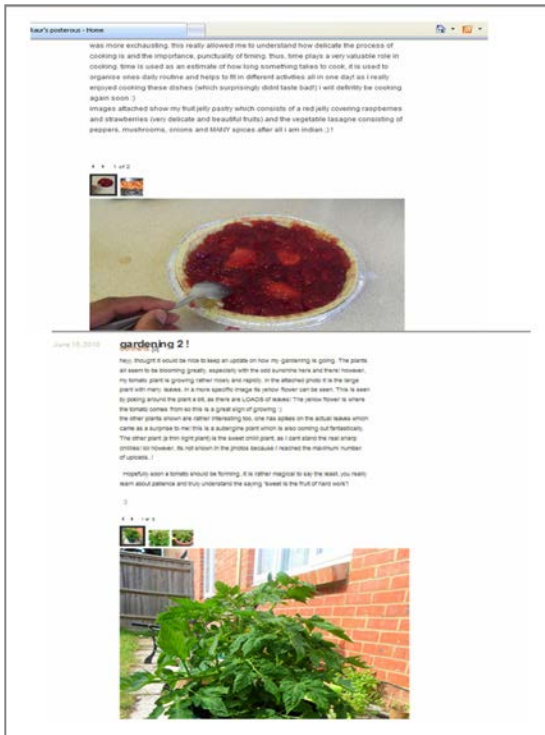
# Ecologies for learning & development are revealed in the narratives of people's lives

SHOE BOX!

BLOG

SCRAPBOOK
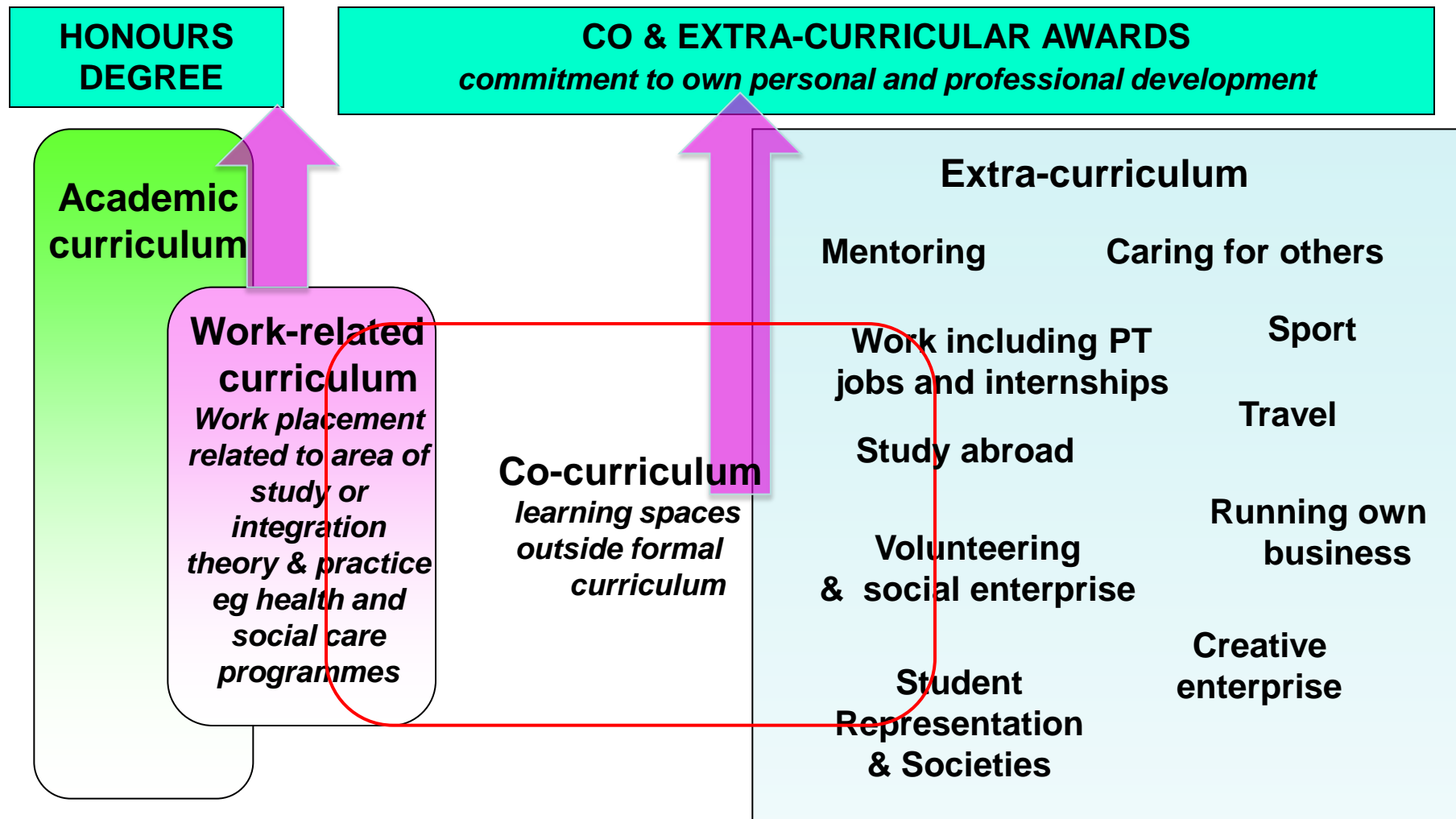
E-PORTFOLIO

VIDEO DIARY

DIGITAL STORY

VIDEO FILM

SLIDE SHOW

# Recognising learners lifewide development through a lifewide curriculum

**HONOURS DEGREE**

**CO & EXTRA-CURRICULAR AWARDS**
*commitment to own personal and professional development*

**Academic curriculum**

**Work-related curriculum**
*Work placement related to area of study or integration theory & practice eg health and social care programmes*

**Co-curriculum**
*learning spaces outside formal curriculum*

**Extra-curriculum**

Mentoring

Caring for others

**Work including PT jobs and internships**

Sport

Study abroad

Travel

**Volunteering & social enterprise**

**Running own business**

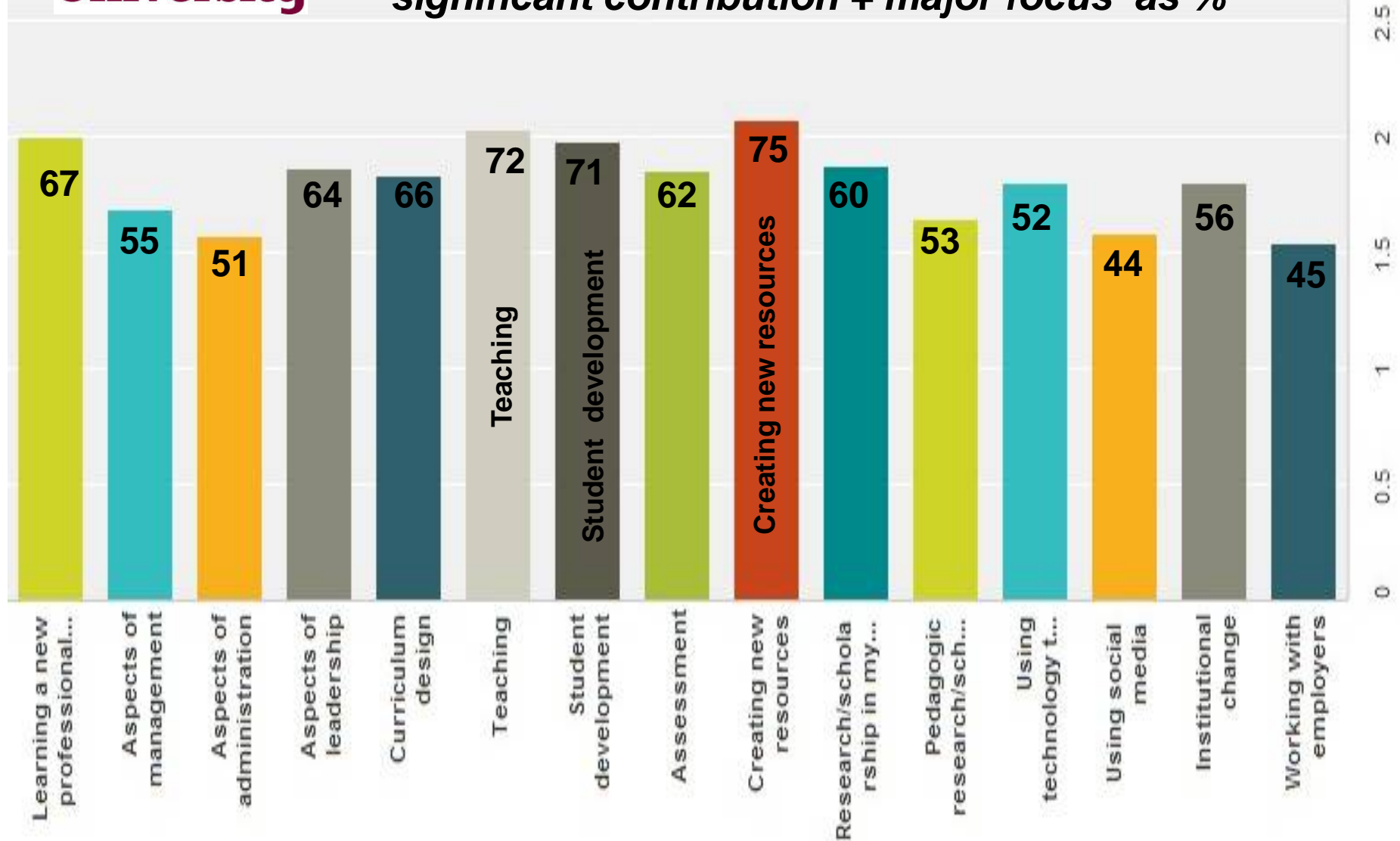**Student Representation & Societies**

**Creative enterprise**

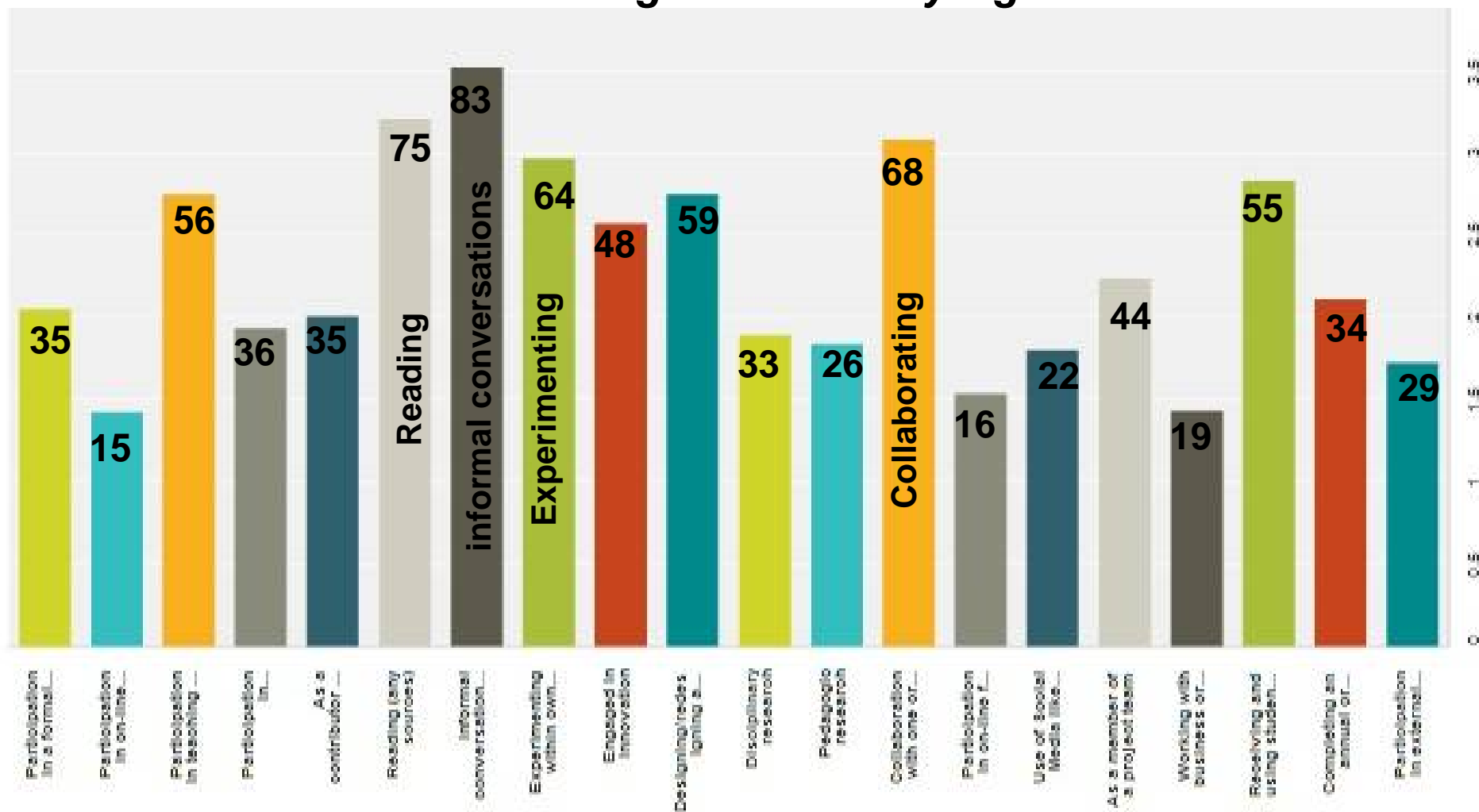# What does professional development mean?

Able Career Challenges Competence Continually

Development Encouraged Experience Improving

Job Knowledge Learning Role Skills

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

Sheffield Hallam University

| Context | Value |
|---|---|
| Learning a new professional... | 67 |
| Aspects of management | 55 |
| Aspects of administration | 51 |
| Aspects of leadership | 64 |
| Curriculum design | 66 |
| Teaching | 72 |
| Student development | 71 |
| Assessment | 62 |
| Creating new resources | 75 |
| Research/scholarship in my... | 60 |
| Pedagogic research/sch... | 53 |
| Using technology t... | 52 |
| Using social media | 44 |
| Institutional change | 56 |
| Working with employers | 45 |

# Michael Eraut
# *'learning trajectories'*



| Learning Trajectory | Details |
|---|---|
| TASK PERFORMANCE | Speed and fluency<br>Complexity of tasks and problems<br>Range of skills required<br>Communication with a wide range of people<br>Collaborative work |
| AWARENESS AND UNDERSTANDING | Other people: colleagues, customers, managers etc.<br>Context and situations<br>One's own organisation<br>Problems and risks<br>Priorities and strategic issues<br>Value issues |
| PERSONAL DEVELOPMENT | Self evaluation<br>Self-management<br>Handling emotions<br>Building and sustaining relationships<br>Disposition to attend to other perspectives<br>Disposition to consult and work with others<br>Disposition to learn and improve one's practice<br>Accessing relevant knowledge and expertise<br>Ability to learn from experience |
| ACADEMIC KNOWLEDGE & SKILLS | Use of evidence and argument<br>Accessing formal knowledge<br>Research-based practice<br>Theoretical thinking<br>Knowing what you might need to know<br>Using knowledge resources (human, paper-based, electronic)<br>Learning how to use relevant theory in a range of practical situations |
| ROLE PERFORMANCE | Prioritisation<br>Range of responsibility<br>Supporting other people's learning<br>Leadership<br>Accountability<br>Supervisory role<br>Delegation<br>Handling ethical issues<br>Coping with unexpected problems<br>Crisis management<br>Keeping up-to-date |
| TEAMWORK | Collaborative work<br>Facilitating social relations<br>Joint planning and problem solving<br>Ability to engage in and promote mutual learning |
| DECISION MAKING AND PROBLEM SOLVING | When to seek expert help<br>Dealing with complexity<br>Group decision making<br>Problem analysis<br>Formulating and evaluating opinions<br>Managing the process within an appropriate timescale<br>Decision making under pressure |
| JUDGEMENT | Quality of performance, output and outcomes<br>Priorities<br>Value issues<br>Levels of work |
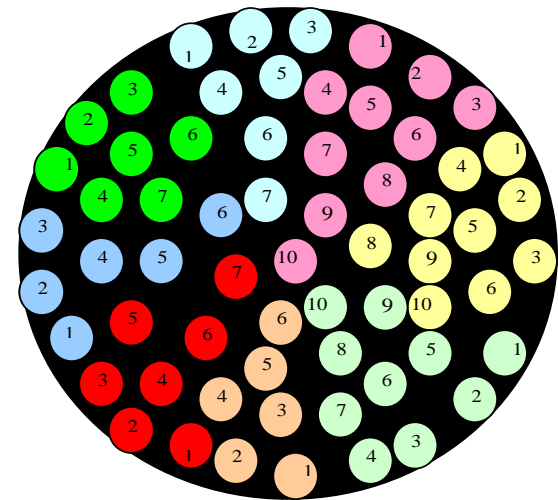
Learning Trajectories:
1 Task Performance Cords 1-7
2 Awareness and Understanding Cords 1-10
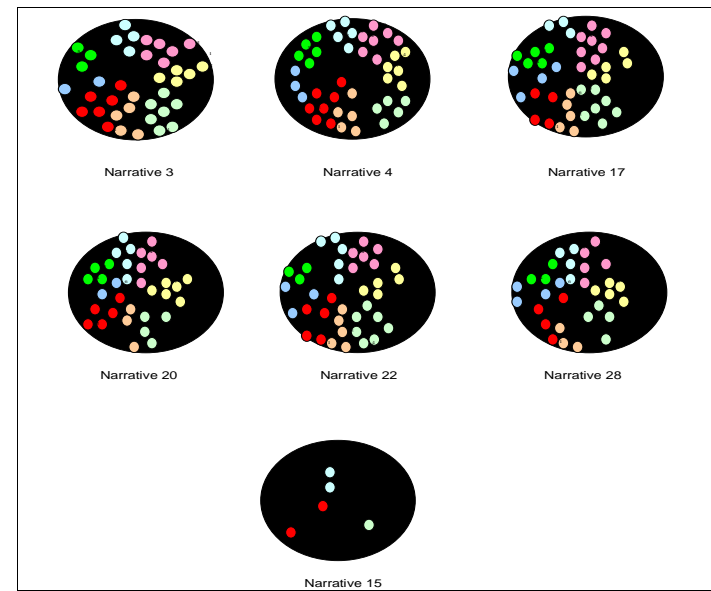3 Personal Development Cords 1-10
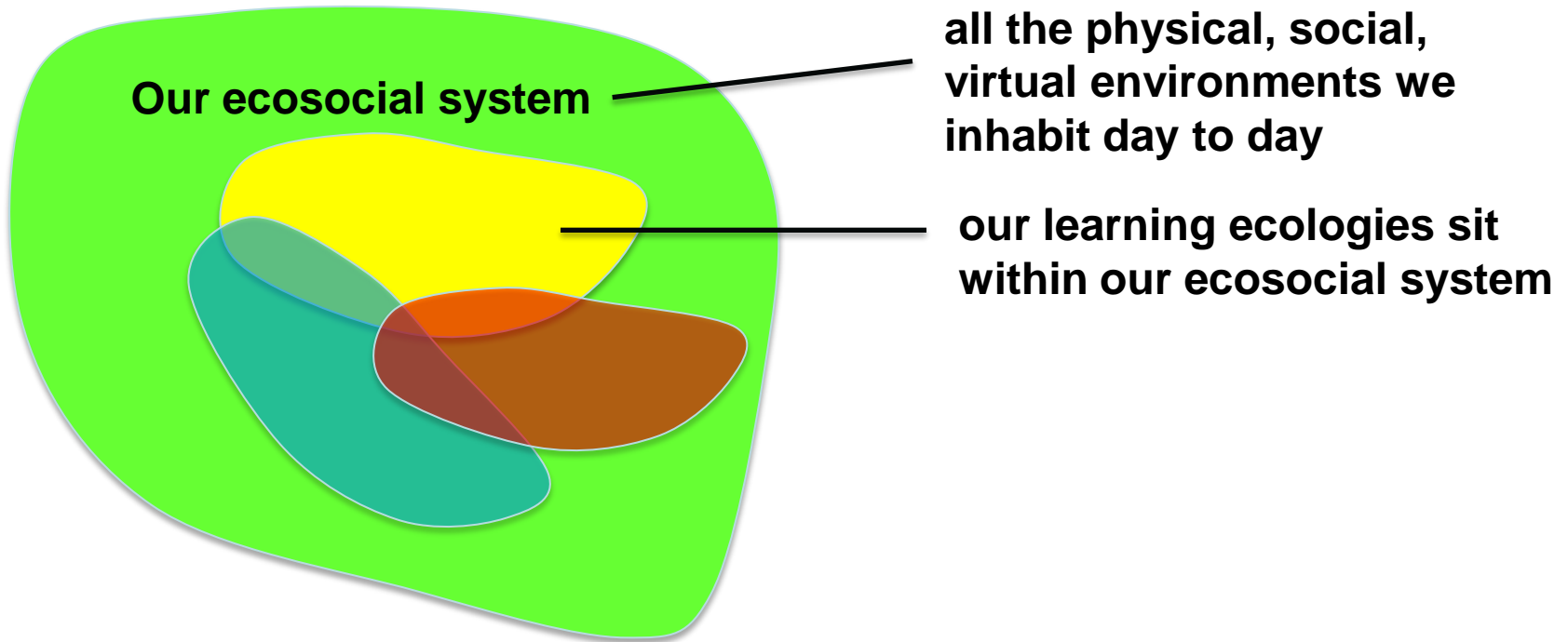4 Academic Knowledge and Skills Cords 1-10
5 Role Performance Cords 1-6
6 Teamwork Cords 1-7
7 Decision Making and Problem Solving Cords 1-6
8 Judgement Cords 1-7



Narrative 3    Narrative 4    Narrative 17

Narrative 20    Narrative 22    Narrative 28

Narrative 15

**Our ecosocial system**

all the physical, social, virtual environments we inhabit day to day

our learning ecologies sit within our ecosocial system

# Learning ecology (Jackson 2013a:14)

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

THERE MUST BE
A BETTER WAY?

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

WHAT A GREAT
WAY TO LEARN

WHAT A GREAT IDEA

IT WILL ALL BE
WORTH IT IN THE END

WHAT IF WE ?...

SORRY YOU
CAN'T DO THAT!

it sounds simple but our system can't do it

# Ecology of Professional Development – personal narratives

**CHALLENGE:** to share experiences of how we build our own ecologies to develop ourselves in our own professional or educational contexts

**INDIVIDUAL TASK**
**Think about a developmental project you have undertaken in the last two years.**
 **and create a visual representation of your learning ecology**
• explain what you were trying to achieve and why
• describe the process you created or got involved in to develop yourself/project
• identify what you did to develop/achieve, when you did them (timeline)
   where you did them (contexts) and who was involved (people/relationships)
• summarise most important achievements/outcomes from process

**IN PAIRS  (preferably people you don't know very well)**
•share and discuss your narratives of learning, development and achievement
•using the ecology metaphor - identify three important characteristics
   that can be recognised in your professional developmental processes

**WHOLE GROUP**
share and illustrate common characteristics of professional learning ecologies

# My collaborative ecology for learning & development

**1 PAST LEARNING ECOLOGY**
learning about learning ecologies
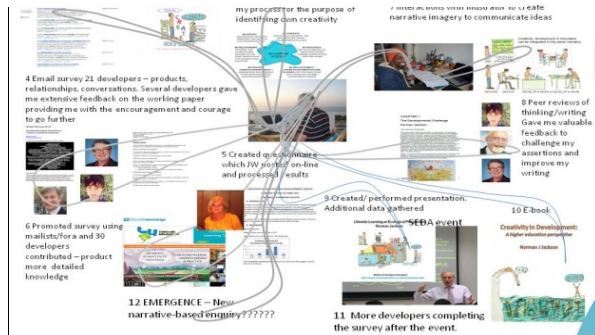
**CREATING AN ECOLOGY FOR LEARNING & DEVELOPMENT**

**2 FACE TO FACE MEETING**
Andrew Middleton & Conference organising team

**6 On-line survey 130 respondents**

**3 Email survey - MEANINGS OF DEVELOPMENT**

WORKING PAPER JUNE 2014

**Sheffield Hallam University** Some Perspectives on the Meanings of Personal and Professional Development

NORMAN JACKSON
http://www.normanjackson.co.uk/

**4 WORKSHOP for facilitators**

**8 CONFERENCE/WORKSHOPS**

**5 PERSONAL NARRATIVES learning & development**

**7 CURATION/SHARING NEW RESOURCES**
Working paper
On-line Survey, Links
Presentation & Videos

**Sheffield Hallam University**

**9 NEW RESOURCES AND LEARNING**