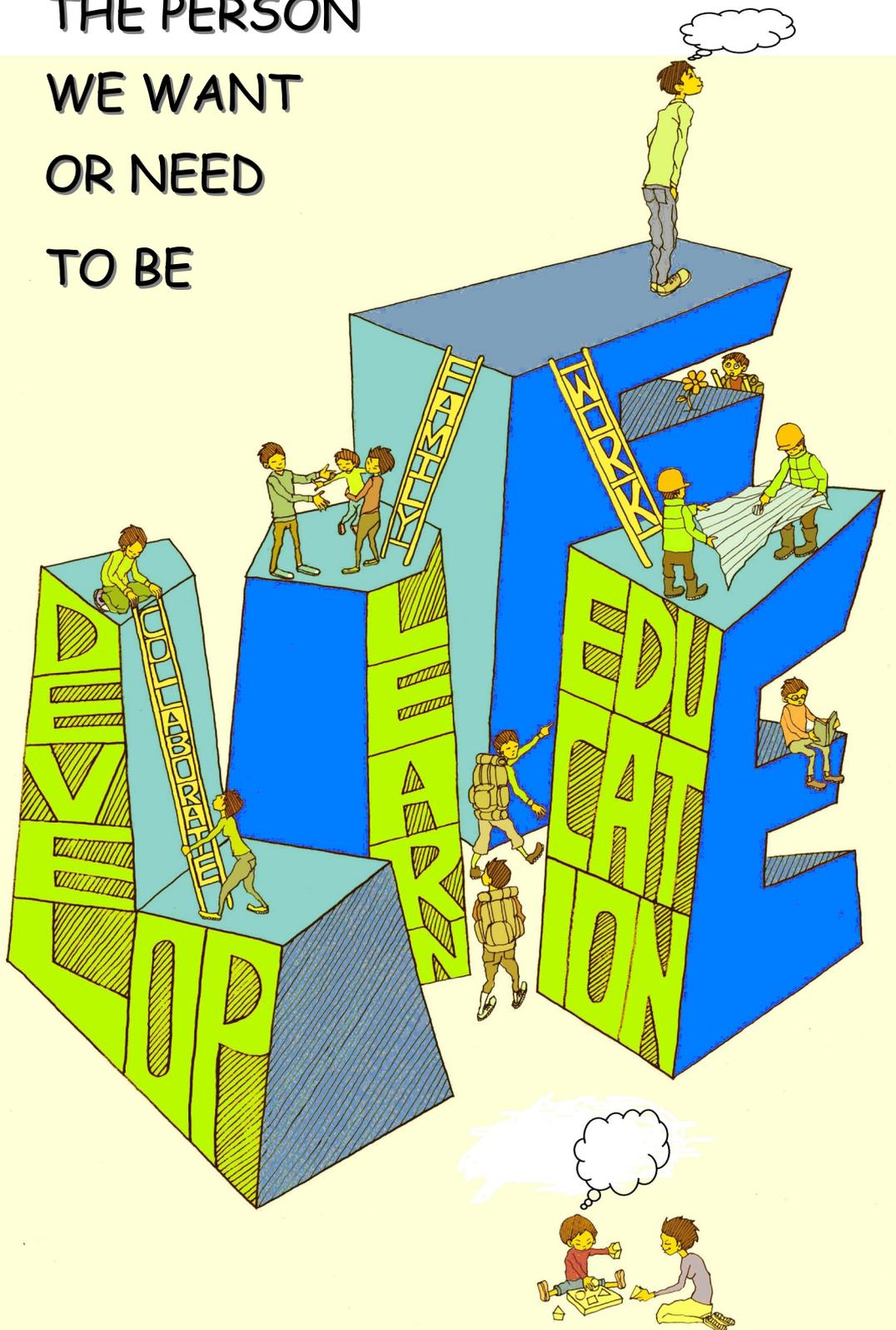




Editorial	2
Jenny Willis	
On becoming a person	3
Carl Rogers	
Possible and ideal selves	3-5
Valerie Mannix	
Authoring your life	6-8
Marcia Baxter Magolda	
On becoming me	9-11
Chloe Cowan	
Invitation: Are you explorative?	11
Becoming young entrepreneurs	12-13
Jenny Willis	
Becoming the teacher you ought to be	14-15
Sarah Campbell & N Jackson	
5 regrets of the dying	16-17
Bronnie Ware	
A girl who made a difference	18
Norman Jackson	
Lifeworld survey of everyday lives	19-20
Jenny Willis	
1 second a day: A simple tool	21
Cesar Kuriyama	
Managing needs in self-directed learning	22-23
John Cowan	
Explorativity	24
Russ Law	
Kiboko Hachiyon, a Lifeworld artist	25
1 year on: becoming a community	26-27
Norman Jackson	
Lifeworld news	28
Announcements	29

BECOMING THE PERSON WE WANT OR NEED TO BE



ON BECOMING THE PERSON WE WANT, NEED (OR OUGHT?) TO BE

An introduction from the Editor, Jenny Willis



A central idea underlying lifewide learning and development is that we use all the different spaces and opportunities that life has to offer to be the person we want to be and become the person we would like to be. But where does the impulse for self-determination come from? For developmental psychologists, it is associated with self-actualisation, an inner need to 'become more and more what one is, to become everything that one is capable of becoming' (Abraham Maslow 1943¹). In other words, we are striving, whether consciously or not, for some ideal self, an idea which is patently contentious and potentially implies mere self-indulgence. Self-actualisation was far from the mind of those who, like my grandfather, lay wounded and buried in a Flanders trench with no food and only their own body fluids to drink: his priority was to survive. But even, and especially perhaps, such dire circumstances shape us into the people we are. As some of the powerful stories in this issue show. We continue our efforts to experience and learn through life until our dying day.

As Lifewiders, we are all familiar with an inner passion for self-development and learning. Whatever the source of this wish, or need, our contributors to this edition testify to the lifelong joy of becoming—or trying to become—our ideal person.

Articles are clustered around two themes: first, the notion of self and identity. We recall Carl Roger's work *On becoming a person*, and the ongoing nature of this quest. The theme is taken up by Valerie Mannix who discusses her research into the 'explorative spaces' through which her Waterford students develop their own sense of self.



¹Maslow, A. 1943 . A theory of human motivation. *Psychological Review*, 50(4), 370-96. Retrieved from <http://psychclassics.yorku.ca/Maslow/motivation.htm>

Our second theme is how we author our lives. The internationally renowned scholar-Marcia Baxter Magolda introduces us to the idea of self-authorship through a powerful example of lifelong, as well as lifewide, self-determination on the part of a US Navy wife.

Starting out on her life's journey, Chloe Cowan tells us how being a Workforce staff member for the London 2012 Olympics has impacted on who she is and aspires to be. I take a look at how 2012's Young Apprentice candidates are preparing themselves for the competitive world of business. Sarah Campbell and Norman Jackson consider how higher education teachers become the teacher they want to be through their efforts to innovate. At the other end of life's journey and from Australia, Bronnie Ware shares some of the regrets expressed by patients receiving palliative care. Closer to home, Norman Jackson pays tribute to Alice Pyne, who not only took control of her own last months, but made an everlasting impact on the lives of millions.

In the final set of articles, we reveal the findings of our November survey into what Lifewiders do, why and what they learn from their experiences. Ceasar Kuriyama, an American born in Peru, raised in Brooklyn, with Japanese heritage, demonstrates how filming just one second a day of our experiences can both support reflection on what we do, and also create a tangible archive of our lives. John Cowan then reflects on the learning needs of a self-directed learner and Russ Law gives us a flavour of his e-book chapter on the concept of 'explorativity'.

In this Issue we celebrate our first birthday. Widening the notion of being and becoming to that of a community, Norman Jackson reflects on the past year paying tribute to the many individuals who have contributed to our success and setting challenges for the future.

To illustrate the magazine, we are delighted to welcome back talented artist, Kiboko Hachiyon.

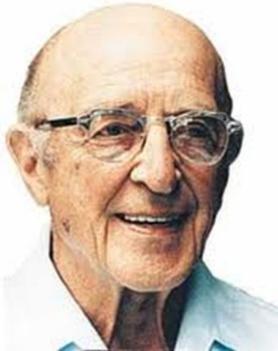
I am again indebted to our many contributors for making this a truly outstanding edition, which will, I am sure, generate much thought. Why not send us your views?

Jenny

WHAT ARE SELF AND OUR SENSE OF PERSONAL IDENTITY?

In these first two articles, we consider some conceptual dimensions before moving on to our second theme, how we attempt to author our lives.

On Becoming A Person written by Carl Rogers is not a single piece of writing but a collection of essays and notes for talks produced over a decade. The book is the accumulation of wisdom from a career in psychotherapy spanning over thirty years. Rogers summed up his philosophy of practice as: "*simply to be myself and to let another person be himself*".



At the heart of Roger's work was the view that life is a flowing process. The fulfilled person, he believed, should come to accept themselves "*as a stream of becoming, not a finished product.*"

Rogers observed that when people first came to see him for treatment, they usually gave a reason, such as issues with a wife or a husband, or an employer, or with their own uncontrollable behaviour. But invariably, these 'reasons' were not the real problem; there was in fact just *one* problem with all the people he saw: They were desperate to become their real selves, to be allowed to drop the false roles or masks through which they were living their lives. They were usually very concerned with what others thought of them and what they *ought* to be doing in given situations. His role as a therapist was to help the person to come to terms with their immediate experience of life and situations and relinquishing the rigid set of rules about who they believe they must be.

Through this process they are transformed into a person who can ask and decide easily upon the question "*What does this mean to me?*". They become the *person they want to be*, not just a reflection of the people and society around them.

One aspect of this transformation is that they begin to 'own' all aspects of their selves, to allow totally contradictory feelings. Someone who fully owns all their thoughts and emotions will not always be conventional or conforming, but we can rely on them to be a real person. Rogers loved the writings of Danish philosopher Soren Kierkegaard, who believed that the most common type of despair is to feel you are not being true to yourself. A person should always be asking, "*Am I living in a way that expresses who I am?*" It's a sobering thought but this chimes with Bronnie Ware's experience of caring for the dying whose number one regret is '*not having the courage to live a life true to myself, not the life others expected of me*'.

Carl R Rogers (1961) *On Becoming A Person* Houghton Mifflin Harcourt,

THE PURSUIT OF POSSIBLE AND IDEAL SELVES

— CREATING MY OWN WAY OF BEING

Valerie Mannix



Valerie Mannix is a Lecturer in German & Education at Waterford Institute of Technology, where she has taught for the past 13 years. Her current research interests lie in Second Language Acquisition and Education. She is particularly interested in the motivational dispositions of individuals and the notion of "possible" and "ideal" selves.

In this article I discuss how individuals may choose possible and ideal selves through their lifewide experiences and in so doing strive to create their own way of being (self-authorship). I argue that the multiplicity of 'spaces' in which we reside represent our self-determined lifewide curriculum, which directs us towards future spaces of 'being' and becoming'. I also highlight the benefits of journeys which individuals have chosen to pursue in the area of language learning and culinary arts at Waterford Institute of Technology.

My initial interest in the connection between motivational

self systems and lifewide learning emanated from one particular finding of my PhD research (Mannix, 2008) and subsequently having heard an interesting talk given by Professor Norman Jackson on creativity and lifewide learning in Dublin in 2010. My PhD research investigated the perceived sources of language learner and teacher motivation at my workplace at Waterford Institute of Technology and this particular finding indicated that students pursuing language studies were more motivated and self-determined in their learning and had developed a more defined sense of

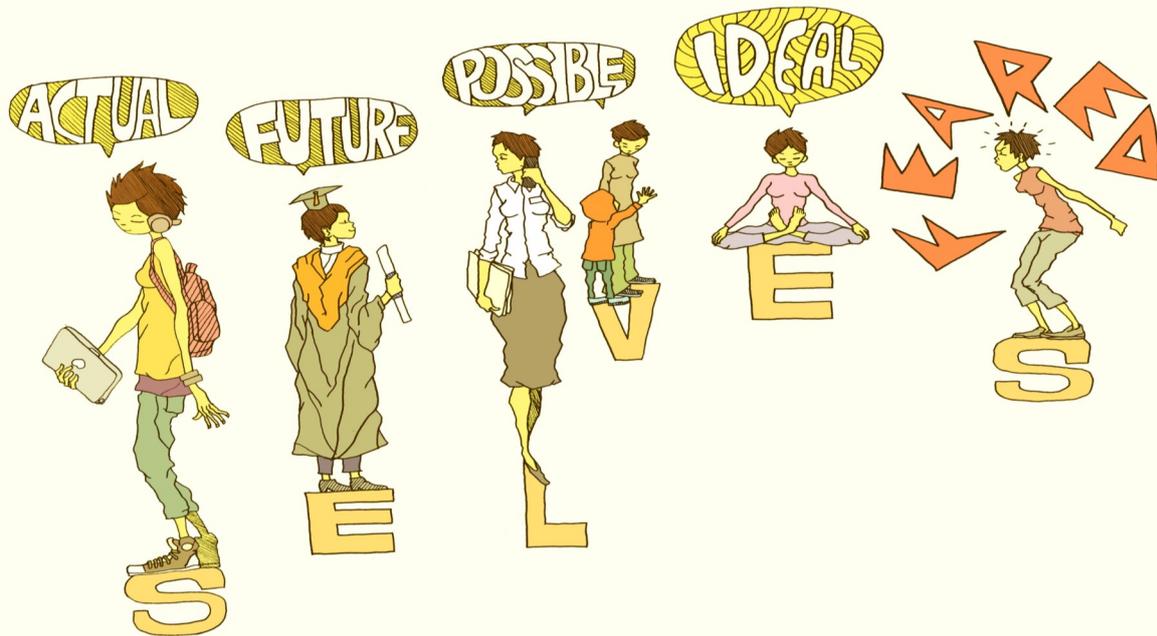
self or future self having spent an academic year abroad (alternative learning space). In sum,

Such students were more inclined to relate aspects of their previous learning experience to their current one and use creative strategies in achieving their learning goals. Furthermore, they reported being able to identify more with the second language and culture and their attitudes towards learning other languages and their perceptions of other cultures (alternative spaces of learning) had also been positively influenced (perceptions of their actual and future selves). Furthermore, having spent time in a L2 (second language) community, learners' perceptions of the difficulty of language learning and their perceptions of their ability to succeed in learning the language had also significantly changed in a positive way.

Conversely, learners who did not partake in the academic year abroad perceived the value of learning and indeed the value of language learning to be purely instrumental, for example, the completion of an academic degree course in order to enhance their employment prospects. Frequently such learners reported feeling anxious before assessments and a lack of confidence in their ability to succeed or to improve on their existing grades. Such learners also

journeys my students at that time may have undertaken, the various experiences they may have encountered and how such experiences may have enhanced their “possible” and “ideal” selves (L2 ideal selves).

On completion of my PhD in 2008, I continued to reflect on the motivational impact of the academic year abroad and I wrote and presented a paper entitled *Learning for the Future: Motivational Self Systems and Lifewide Learning* (Mannix, 2010); and an extended conceptual paper entitled *Different ways of knowing: Motivational self systems and lifewide learning* (Mannix, 2011; 2012). I presented an argument in both papers that the wider the array of spaces in which learners reside and the more learners are encouraged and facilitated in gaining worthwhile experiences via lifewide learning, the more likely learners were to generate possible and ideal selves. I based this view at the time on my understanding of the notion of “possible” and “ideal” selves, influenced by both Markus and Nurius (1986) and the work of E. T. Higgins et al. (1985) and Higgins (1987) on self discrepancy theory, drawing additionally on new and fresh research in the field of second language acquisition on L2 motivational self systems (Dörnyei, 2009) and on the work of Ronald Barnett (1985; 2010) and Norman Jackson (2010) on lifewide learning.



demonstrated a stronger reliance on lecture notes and support from their lecturers.

Although, this finding was not surprising, I did find myself reflecting quite frequently about the potential explorative benefits of the academic year abroad for students in higher education. Having more recently read the work of Russ Law (2012) on “explorativity” and Baxter Magolda’s work on the concept of self authorship, in particular her article entitled *Authoring your life: a lifewide perspective* (Baxter Magolda: 2012), it is now much clearer in my mind, as to the potential

According to Markus & Nurius (1986: 954) in their seminal paper, possible selves, “a future self state rather than a current one, represents the ideas which an individual has regarding what they could become (hoped for self), what they would like to become (ideal self) and what they are afraid of becoming (feared self)”. Information derived from past experiences also plays a significant role in this regard. While Markus & Nurius talk about multiple possible selves, including, for example, more than one ideal self, Higgins et al. talk about a single and integrated ideal, actual and ought self

for each individual, which are influenced by self attributes and by the attributes of significant others. The influence of the significant other as advocated by Higgins supports theories such as “identity work” pertaining to individuals



and organisations and the formation of individual and collective possible and ideal selves (Wieland, 2010). It also lends support for the notion of identity play (Ibarra and Petriglieri, 2010).

In both of those conceptual papers, it was also advocated that changes in the motivation to learn may partly be explained with reference to changing perceptions and the reconstruction of identities, which impacts on the choices of the learner regarding the different spaces *and* forms of learning the learner engaged in. Therefore investment in learning through different spaces and in various forms is also an investment in the learner’s complex identity.

More recently I had another interesting encounter with a colleague, who was trying to enhance the delivery, learning facilitation and assessment of an interdisciplinary module *Food, Energy and Sustainability in the Hospitality Industry* offered on the current Diploma in Restaurant Management programme at Waterford Institute of Technology. After several conversations, we reflected on the various spaces in which our learners may have chosen to reside, or could potentially reside at that time (formal, nonformal and informal spaces). We also wanted to value diversity and to produce graduates with a comprehensive knowledge of food energy, sustainability issues and practices in the hospitality sector reflecting the three pillars of sustainability – the social, environmental and economic dimensions.

The facilitation of the module was designed to foster the ongoing learning, engagement, dialectic interaction and reflection of all participants, as they resided in multiple learning spaces of “being” and “becoming” simultaneously.

Such learning spaces included learning in striated formal spaces within a course e.g. written work conducted in class, design of a creative art poster pertaining to sustainability, involvement in the coordination of a sustainability symposium as well as the coordination of the Euro Toque South East Regional gala tasting lunch which was part of the symposium.

Within a course and off-campus learning included field trips to distilleries, breweries, sustainable award winning green hotels, an award winning gastro bar and a dining experience in a Michelin restaurant. Students also had a number of options in regard to their choices of other non formal learning experiences. These included working on student allotments for fruit and vegetable growing, foraging for foods and the rearing of departmental pigs in a local farm environment, which contributed ingredients used in a sustainability symposium. Students also opted to engage in an English language

course assisting non-national students’ competences of English language with the International Office, and others choose to be involved in voluntary work.

In our paper on our experiences, *Promoting life-wide learning for sustainable development in the hospitality industry (2013)*, we highlight the main student learning points and challenges:

learners demonstrated a shift to identity-located learning stances from more generalised forms of learning and from the exercise of external formulas, giving support once again for the work of Baxter Magolda on the notion of self authorship and learning partnerships. Learners took more responsibility for the management of their own journey and the development of new skills. The notion of ‘defining my self’ and my ‘future self’ became increasingly important and of relevance to learners, as they continued to engage in multiple spaces of learning. Learners also demonstrated striving to reach a balance between identity-work (who I am expected to be) and identity-play (who I want to be).

Overall we may conclude that by enriching multiple explorative spaces through participatory teaching and learning methods, we can enable and empower individuals to make choices and decisions, individually and collectively, as well as promote competences such as critical thinking, discussion (dialectic interaction) and reflection. In so doing , we furthermore empower individuals to imagine future scenarios and to exercise the concept of self authorship.

Editor’s note:

These ideas will be examined and elaborated in more detail in a forthcoming chapter for the Lifewide Education e-book
For a bibliography , visit
<http://www.lifewidemagazine.co.uk/2013.html>

Until her retirement last year, Professor of Educational Leadership at Miami student development theory in the Student doctoral programmes. Her scholarship development in college and young adult life concept she has been instrumental in books *Authoring Your Life: Developing an* (2009) provides a comprehensive and readable continue her now 26-year longitudinal study as and friends in her retirement. Marcia is a founding member and supporter of Lifewide Education.



Marcia Baxter Magolda was Distinguished University of Ohio (USA) where she taught Affairs in Higher Education masters and addresses the evolution of learning and and pedagogy to promote self-authorship, a developing and explaining. Among her many *Internal Voice to Meet Life's Challenges* (Stylus, account of this theory. Marcia plans to well as spend more reflective time with family

LIFEWIDE DEVELOPMENT: AUTHORIZING YOUR LIFE

Marcia Baxter Magolda

I was immediately drawn to the concept of lifewide education when Norman Jackson introduced it to me in an email exchange a few years ago. The lifewide concept of simultaneous learning in multiple spaces resonates with my view of holistic development and its intricate connection to learning. I endorse the Piagetian view of constructive-developmental growth that involves the twin ideas of humans constructing meaning of their experiences and doing so in increasingly complex ways over time. Robert Kegan articulated three dimensions in which this process takes place: **cognitive** (how we come to know), **intrapersonal** (how we view our identities), and **interpersonal** (how we construct our relationships). Meaning making takes place in all of these spaces simultaneously and meaning making in one dimension mediates meaning making in the others. For example, whether we view ourselves as authorities capable of knowledge construction mediates how we come to know. Similarly, how we view our identities mediates how we construct relationships. Although learning is often linked to the cognitive dimension, the intersections among the dimensions suggest that learning and development are inextricably intertwined. Thus lifewide learning and this view of developmental growth are synergistic perspectives.

Research with young adults reveals that adolescents often make meaning by following external authorities' formulas for how to construct their beliefs, identity and relationships. However, at various points in the life course depending on one's experiences, these formulae are called into question as people encounter dissonance between them and their own experiences. Meaning making shifts over time (assuming the experiences and support to process them is present) through a crossroads, where external and internal voices compete, to a capacity for self-authorship, or the ability to internally define one's beliefs, identities, and relationships. Contemporary life demands self-authorship. I particularly like Ron Barnett's use of the term liquid learning to convey the flexibility that contemporary life requires. Robert Kegan eloquently narrated the dilemmas adults face when the

external demands they encounter require more complex meaning-making capacities than they currently hold – a condition he referred to as “in over our heads”.

My experience of teaching in higher education and my 25-year longitudinal study of young adult development convince me that many adults are, in fact, in over their heads. Following young adults from their entrance to college to their mid-forties presently, I learned that people are quite capable of self-authoring meaning making when afforded good company to cultivate their internal voices. I also learned that their education did not do everything possible to promote that journey, in part because it did not endorse lifewide education's recognition of the total learning experience. Similar research suggests that attention to the whole student experience, while widely endorsed, is not widely implemented effectively. Because readers of this magazine need no convincing that educational reform toward lifewide learning is crucial, I will focus here on the story of what kind of company – or good learning partnerships – promote the increased complex meaning-making capacity of self-authorship. Learning how we can help students author their lives and how we can increasingly author our own will go a long way toward transforming higher education.

Lydia's Story

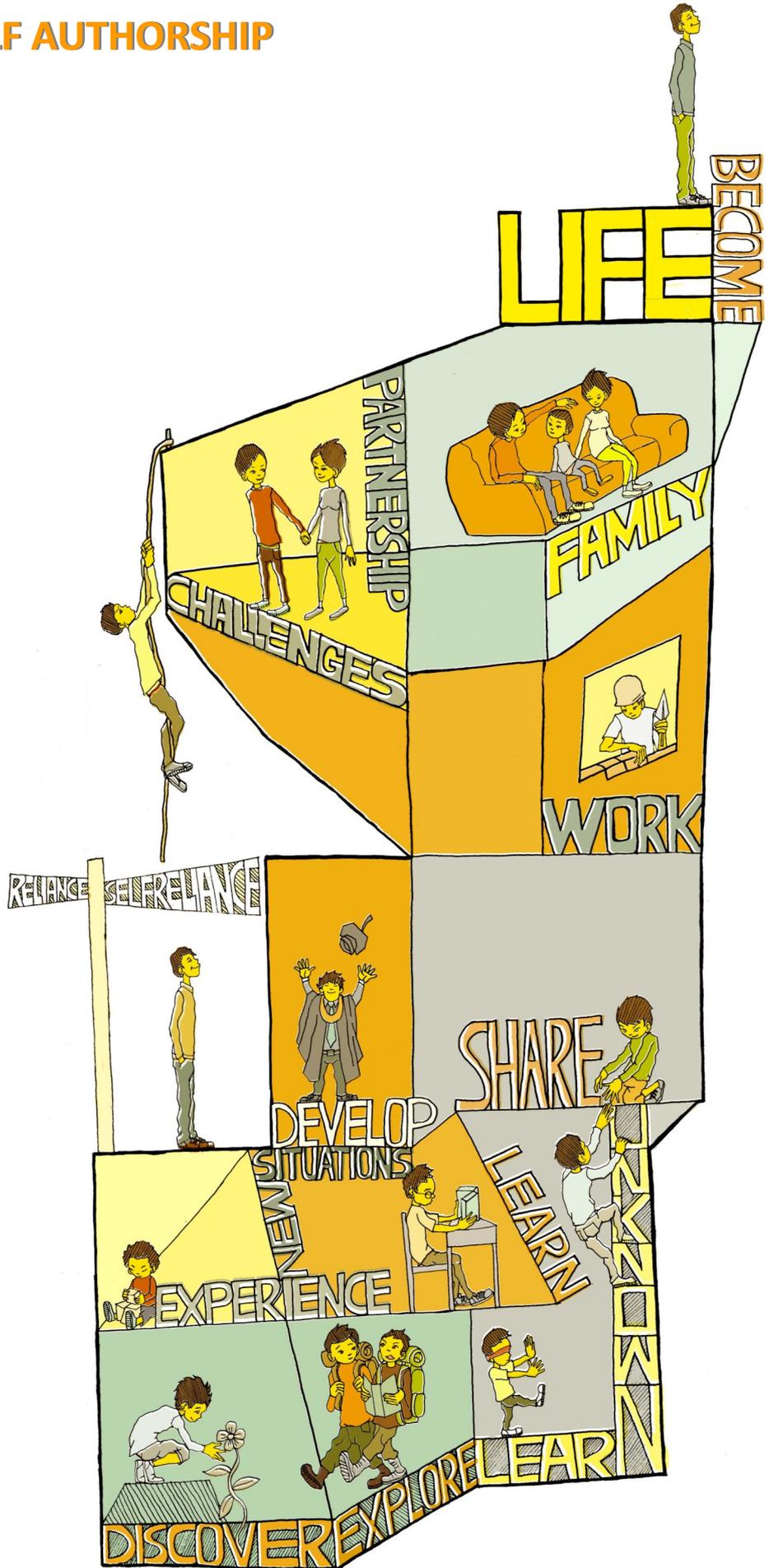
Lydia attended secondary school in the district in which both her parents were employed. She found comfort in their “always being there” and found going to college on her own challenging. She succeeded academically and socially in college, sharing that her involvement in campus organisations prompted more learning than did her coursework. She reported being aware that she needed to make her own decisions following college, but felt she had not developed her inner voice sufficiently to do so. Marrying her fiancé, who was in the U. S. Navy, a year after graduation immediately increased the demand for her internal voice. Moving regularly as his assignments changed, living alone during his deployments, and managing her career and children with an

JOURNEY TO SELF AUTHORSHIP

RELIANCE ON EXTERNAL VOICES

CROSSROADS

SELF-AUTHORSHIP



often long-distance spouse quickly challenged her to begin authoring her life. She shared the change that took place:

When I first walked on to the college campus I was so shy, so nervous; my hands would sweat when I talked to anyone. I couldn't look at you straight in the face; I had a hard time talking on phone. ... Now, I walk into a new school, none of that happens. I'm at my neighbor's classroom introducing myself, asking questions about what they teach. It is almost like I have a repertoire of things to say. What is there to be nervous about? People are fascinated with what I have done. I am very much more independent. People who've known me the whole time have just seen it – how much it has changed and brought out things in me. I never dreamt of going anywhere by myself that involved being with other people; could n't go to a meeting myself. Now, no big deal. I think that is what the military has brought to me; a gift it has given to me. I've come out of my shell. This is who I am. If you like it fine; if not, I don't worry about it. (Baxter Magolda, 2009:168)

Tracing Lydia's transformation reveals that she began to listen to her internal voice because she had no alternative. She had to acquire new jobs, meet new people, and manage her household while her husband was away. An overseas tour early in their marriage gave Lydia an opportunity to teach and live in another country yet enjoy the support of her husband as they both adjusted to a new culture. This experience furthered her ability to trust her internal voice:

I learned to be more flexible. When you experience other things and see other people deal with things, it puts your life into perspective. The more people you know and more experiences you hear about, you get stronger. I am a strong person now; we move and redo everything. I'm fortunate; I've stumbled onto things. I'm like a cat; land on my feet. Life is too short to be bothered by little things like moving and being uprooted from job and friends. There are other jobs and friends. (B Magolda, 2001:290)

Lydia was able to frame changing communities as a "little thing" for two reasons. One was her growing trust in her internal voice that enabled her to hold an internal identity to carry into multiple communities. The second was the good company her husband provided by respecting her perspective, helping her process the complexity and unpredictable nature of Navy life, and joining her in mutual decision making that valued both their perspectives. She also sought out and found good company in her numerous communities. She built relationships with other Navy wives, with fellow teachers at her schools, with peers during her masters' graduate work, and with new mothers when she had her first child. In each case, she found others who validated her thinking, helped her understand the new culture or experience, supported her in dealing with the complexity of her life, and helped her when

she needed a hand. Although Lydia literally handled things like moves and eventually children on her own, she and her husband made the decisions jointly despite being physically apart. When their second child developed a serious but rare food allergy that often resulted in emergency hospital visits, Lydia sought out new communities of medical and nutritional professionals to help her manage the situation. Her internal voice guided her in advocating for her child's health care and sustained her as she added the tasks of finding and cooking special foods to her already hectic life.

Lydia's story demonstrates the demands of everyday life in a tangible way – relocating, changing jobs, learning new communities, managing two children, managing a child's health condition, and doing it all with a mostly long-distance spouse whose schedule is controlled by the government. Her story shows that the demand in and of itself prompted her development because she had to self-author her life out of necessity. Her partners were crucial, however, in sustaining her during difficult transitions. These relationships were learning partnerships because they emphasised mutual respect, working through complexity, and supporting Lydia to make her own choices internally. While not all young adults experience these tangible demands, many experience just as much upheaval while living in same place – illness, employment problems, relationship difficulties and career disappointments. Acknowledging this complexity and providing learning partnerships to support working through it helps adults move toward self-authoring their lives.

Transforming Higher Education

Lessons from Lydia's story suggest that we should introduce more complexity into the college experience instead of enabling students to avoid it. Acknowledging complexity that already exists in the multiple spaces of their lives and integrating academic, co-curricular, and personal components of their lives invites holistic growth. Working through these multiple layers of complexity in ways that honor learners' authority helps them cultivate and learn to trust their internal voices. Engaging learners in mutual relationships enables them to blend their internal voices with those of others. These qualities of learning partnerships mirror lifewide learning. Of course, engaging in learning partnerships also requires us as educators to work toward self-authoring our lives!

Barnett, Ronald A. (2011). Lifewide education: A transformative concept for higher education? In N. J. Jackson (Ed.), *Learning for a complex world: A lifewide concept of learning, education and personal development* (pp. 22-38). Bloomington, IN: AuthorHouse.
 Baxter Magolda, Marcia B. (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus.
 Baxter Magolda, Marcia B. (2009). *Authoring your life: Developing an internal voice to navigate life's challenges*. Sterling, VA: Stylus.
 Kegan, Robert. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.

Chloe has recently completed her degree, a BA (Hons) in Broadcasting Media at the University for the Creative Arts. Her article was written during her final year of study. She is now working for a tour management company based in London and LA liaising with stars such as Jessie J, Rihanna, Coldplay which she met while working as a volunteer at the London 2012 Olympics.



ON BECOMING ME: MY JOURNEY TO SELF-AUTHORSHIP

Chloe Cowan

This issue of Lifewide Magazine is focused on how we grow into the people we are and how our current daily lives provide us with the opportunities we need to continue developing into the people we want to become. Who I am is central to my unique identity as a human being but how have I become the person I am but who exactly am I trying to become? and why do I want to become this person? These are all tough questions and I think I need to go back to my roots and work towards my answers.

When I look at myself I can see I possess several identities which together make up who I am. My family means a lot to me and my identity involves me being a daughter, a granddaughter and an auntie. I've been brought up by a loving Christian family and I am very proud to say that I still continue my walk with God, I believe he has a path for all of our lives whether that be the ups and downs, in fact this is true as it says so in the Bible! So my walk with God comes before anything as it is God who decides what direction we go in together. My faith is a fundamental part of who I am. I've travelled a lot and lived away from home fresh out of school, but it's been important to me to I keep in touch with my family. I am a very proud auntie to two wonderful nephews and so thank goodness to smart phones as I get to see them on FaceTime if I'm ever missing them too much.

“One opportunity doesn't outweigh the other; it's what you make of your experiences that count.”

I should also mention that I'm the granddaughter of Professor John Cowan who is one of the Founding members of Lifewide Education and it is really through him that I found my way to the Lifewide Education Community of which I am now a member.

But while my family have certainly shaped me and equipped me with certain values, who I want to be is also shaped by my interests and passions. I have a real love for film and I am excited about films with real meaning. Films that are inspiring and true to the characters of the people they are portraying. One of my passions is making films. I am currently living in London and for the past year I have been studying for a BA (Hons) in Broadcasting Media at the University for the Creative Arts at the Maidstone TV Studios in Kent. The commute isn't so bad if I've a coffee, iPod and the Metro in my hand! I chose this course because it seemed to me to provide me with the best opportunity to develop myself into the sort of film maker I want to be. As I near the end of my course, getting my degree has been most important to me (and my identity) in the past year; this has taken me some time now as I've travelled between University to and from America and have lost someone to cancer too. But in December 2012, I will finish University for good and hopefully I will be in my hat and gown!

I have studied at two universities so I'm able to compare my experiences. I enjoyed doing my Fda degree at Bedfordshire University. The tutors there were fantastic and I often talk about my experience. It was more engaging, more real than UCA, which is odd because UCA was based within a filming studio. I felt more supported at Bedford and the tutors were a lot more eager to teach me. I believe it was a tutor I had in my final year at Bedford who truly encouraged me to be who I want to be. She took a real interest in our final project and guided us one step at a time. I look back now and wish I had thanked her for teaching me. She really believed in me and I was determined from then on not to ever let her down. I do miss those days. UCA I felt was nothing like the real world. I've worked in the real world and I felt there were lots of empty promises. I remember looking online and it saying a lot of stuff

about real studio experience. As someone who transferred, I was never encouraged to work in the studios. UCA only made me see that I don't want to be a film maker. London 2012 changed my life and it's thanks to Bedfordshire University too for their enthusiasm and support that I was bold enough to go in a different direction. Thank goodness Media is a MUST for working in live events!



Becoming the person you want to be involves getting involved in things that will help you become that person. 2012 was the year of the Olympics and it provided huge opportunities for people to become the people they wanted to become.

I applied and was chosen to be one of the 40 people picked for the Ceremonies team. I had built up a good CV for myself and was selected because of my experiences with other things. During my interview they mentioned things which I thought weren't that important to me at the time, for example, they were interested to learn more about how I ran a hurricane relief centre in Texas during hurricane Katrina and was awarded for this by the Mayor of Texas. They thought



because of this I was prepared to get my hands dirty and that I wasn't in it for the glamour. They also wanted to know about my time when I became a published author and how I write film reviews for an entertainment magazine. I've met quite a few A-listers through the

magazine so I think this made them see I was professional around them and I understand they're human and all use the toilet! So, I think that all of my previous experience helped me gain that important Olympic job.

My job was to cast people for roles in the ceremony and coordinating part of the performance. Casting was a lot of fun and again it's something I'd very much like to go into as a freelance career. On the night of the opening ceremony, I looked after the Mary Poppins' and the NHS staff and helped direct them on and off stage while being invisible to the audience and cameras. The atmosphere was just amazing - electric - I really felt like I was in the best place on the planet that night. It now feels very much like a dream, it all happened too quickly but the experience left me with so many wonderful memories and gave a real boost to my confidence. I honestly can't describe it at all. It's an experience you have to go through yourself to truly feel how I felt - almost like skydiving and then explaining it to an alien.



I worked with so many wonderful people and have made some life long friends from this experience. I worked with Jessie J, The Spice Girls, Coldplay, Rihanna, Jay Z to name a few. It was by far my best summer ever! There were days I maybe wished I were somewhere else but looking back I am glad I got through the challenges as it has really taught me how to respond and act in a certain situation. The biggest lesson I learnt at London 2012 was patience! If you learn that then you're ready for anything I think.

Another part of my identity is that of a writer. I became a published author in 2008 when I won a national writing competition in Scotland and won the prize to



become a published author. I wrote my book during a sad time in my life, I had someone pass away to cancer and sadly watched them become increasingly ill. However with the sad memories there are more happy ones. It's called 'The Big C' and was based on memories I had with this person and with it I did a book tour which was fun because I was able to encourage budding authors to write but also helped them become more aware of cancer! I didn't get any more for this. I just wanted to be a voice I suppose. It helped me too through a difficult time to put pen to paper. Since then I've written for an Entertainment Magazine as a film critic. Film and writing are my two biggest passions in life and to be able to do both is a bonus! I'd like to continue with writing freelance although I'd worry if it became a full time thing in case I'd become bored of it. Whereas if I write freelance I have the option to write whenever I feel the need to.

As I look ahead to my immediate future I plan to finally work full time and to be able to fully support myself. Right now I rely on what most students do, Student Finance. So if I can get a job that is able to support me so I can support myself to find a job I'm very happy it would be an achievement. My ambition is to work for Danny Boyle, I worked for him during the Olympics and found him to be the most down to earth film maker I've ever met. He is passionate about the smallest of details and I have a real appreciation for his films, again they're

so real and nothing is fake and glitzy.

I've heard that the Commonwealth Games are looking for a creative team and I'd like to carry on with my desires to work within Live Events and to be appointed to the team for the opening and closing ceremonies of the Commonwealth Games in Glasgow. I've spent a lot of time in England and America and I think it would be a dream come true if I were to work in Scotland where all my family are.

So you can see although I am a single person I can recognise that my identity has lots of parts -some shaped and inherited from my family, some from my interests, passions and talents, and some that I am striving to achieve through my ambitions. I count my blessings and look ahead to my future with an open mind as I don't think you can afford to plan your future out like that, you'd miss out on so many opportunities. One opportunity doesn't outweigh the other; it's what you make of your experiences that counts.

You can read more about Chloe's experience at the Olympic games by following this link.

<http://www.ucreative.ac.uk/news/2012/december/olympics#.UPAW8KXfbzI>

<http://www.ucreative.ac.uk/news/2012/december/olympics/qa>

HOW DO YOU AUTHOR YOUR LIFE? ARE YOU EXPLORATIVE?

Explorative: relating to attitudes and practices that bring new information, inspiration, opportunities, experiences, connections and changes that are likely to enhance situations, states of mind, personal development, learning, relationships, environments or lifestyles.

In this issue, Russ Law introduces us to the concept of explorativity. It is one aspect of self-actualisation, the theme of the Spring edition of Lifewide Magazine. We invite all readers to join us in downloading and completing Russ' multiple-choice questionnaire. It includes the scoring system, which will let you find out just how explorative you are. Go to <http://www.lifewideeducation.co.uk/conceptual.html>.

We are collating scores and will report our findings in the Spring magazine. To have yours included, please send it to the Editor. No-one taking part will be identified.



HOW TV HELPS YOUNG PEOPLE BECOME ENTREPRENEURS: YOUNG APPRENTICE– THE OPPORTUNITY TO BE ENTREPRENEURIAL

Jenny Willis

One of the highlights of my annual TV viewing is Lord Sugar's Young Apprentice, which this year followed twelve carefully selected 16-17 year olds as they competed for a prize of £25,000 to start their own business. The programme is a good example of how powerful the media can be in helping people to become who they want to be.

But why would young people choose a career in the uncertain and unforgiving world of entrepreneurship? As I write, the UK government has just announced an extension in its Start-up Loans Scheme (SLS) to applicants up to the age of 30. The chairman of the SLS company, James Caan, suggests potential individual and social benefits: 'entrepreneurs are now seen as creative and exciting role models' and 'It is only with this renewed focus on youth entrepreneurship, that we will create more jobs and wealth and see the economy flourish once again.' A Telegraph headline of 12 December 2012 perhaps recognises a more pressing motivation: 'Youth unemployment to top 1m again in 2013,' whilst research at Warwick University (reported November 2012) found that 40% of graduates surveyed were failing to obtain graduate-level employment.



The Young Apprentice candidates 2012

To judge from the calibre of Young Apprentice candidates, we have a generation of entrepreneurs who cannot wait to launch themselves on the business world. They have honed their corporate image in imitation of their elder counterparts, and display a frightening maturity as they undertake various projects where they must balance being a member of the team with standing out as an individual. Let us explore how they have created their business personas.

Each claims to be unique. Max boasts 'I frankly don't want to be normal'; Sean says 'I'm not a normal 16 year old'; Amy believes 'Nobody is like me', while Alice explains 'I come at things from a completely different angle.' Navdeep was confident that 'They'll never forget who I am', and others described themselves as 'quirky' or 'a firework.'



A team, but in completion with each other

With one exception, they are all in full-time education, and have had to take time out from studying for A-levels or BTECs. The exception, who turns out to be the winner, is studying for a level 2 NVQ in Business and Administration, plus an evening course in accounting, and has two jobs. Only one candidate does not appear to have any experience of work; most have been working since the age of 13, often in their own business: Lucy runs a cake company; Patrick was Young Textile Designer of the Year at 13, since when he has been running his own label, creating women's clothes and accessories. David tutors younger children; Sean was the World's Youngest Publisher, aged 14; Navdeep is a Young Ambassador for the Global Campaign for Education; the list goes on.

Community enterprise and voluntary work also feature prominently in several candidates' lives. David enjoys organising events in his local community, whereas Alice is an advocate for endometriosis, a condition from which she suffers. Andrew volunteers in a nursing home, and Maria does unspecified charity work.

Some candidates even have time for further targeted self-development, learning or playing an instrument (several, in the case of Max), taking part in sport, performing or debating, watching TV or going to the theatre. In short, these teenagers' lives are teeming with diverse experiences.



Facing Lord Sugar in the boardroom

It is evident from episode 1 that many have a game plan. In her audition video, Amy thinks she would 'start off quite nice,

Show them who's the boss!

weigh up the competition. Once I've weighed them up, work alongside them until I need to sort of cut throats.' David is ruthless to the point of political incorrectness in his competitiveness: 'to me, men are like dogs. You go and then show them who's the boss. Girls quite like to be appreciated'. Sadly, Navdeep was to be proven wrong in her belief that 'I don't need a strategy to win The Apprentice'. The candidates recognise their competitive natures, both implicitly and explicitly. At one extreme, is semi-finalist Patrick, who had anticipated his 'only weakness would be that I'd be too cut-throat in my attitude towards other members of the team;' at the other is Ashleigh, the winner, who had the self-confidence to adopt a very different stance: 'I won't ever put someone down just to make myself look good.'



Pitching for a contract

As a candidate is eliminated after each project, the competitors demonstrate their skills in negotiating, selling, planning, managing a team, research, creative thinking and so on. When their profiles are analysed according to their qualifications, business enterprise, musical and sporting activities, and other pastimes, three check in all boxes, yet none of these makes it to the semi-final, suggesting that Lord Sugar is seeking something less obvious in his young apprentice. What, then, does Ashleigh's profile indicate that makes her a winner?

I won't ever put someone down

We have already learnt that she holds down two jobs, studies during the day and in the evening, revealing her determination and stamina. Unlike the others, she does not seek success through undermining her competitors, showing self-confidence in her own abilities. A plain speaking Yorkshire girl, she is down-to-earth and mature beyond her years. Her



*Young Apprentice winner 2012,
Ashleigh*

interests include dancing and going to gigs – interestingly, arguably the most academically gifted candidate was eliminated first. Ashleigh cites her creativity and belief that she can achieve her ambitions through hard work. It is her drive and determination that mark her out as being different. Most significant for Lifewiders, she says in her audition: 'I want to wake up in the morning and tell myself I'm gonna go learn something new today.' The future of UK business is safe in such hands as these.

If you would like to view the Young Apprentice programmes, they are available on the BBC i-player. Go to <http://www.bbc.co.uk/programmes/b016kgww>

PAUSE FOR THOUGHT

"There is something infantile in the presumption that somebody else has a responsibility to give your life meaning and point... The truly adult view, by contrast, is that our life is as meaningful, as full and as wonderful as we choose to make it."

Richard Dawkins. 2006. *The God Delusion*.

"If you do follow your bliss you put yourself on a kind of track that has been there all the while, waiting for you, and the life that you ought to be living is the one you are living. Follow your bliss and don't be afraid, and doors will open where you didn't know they were going to be."

Joseph Campbell and the Power of Myth with Bill Moyers. 1988:113.

BECOMING A BETTER TEACHER BY INNOVATING

Norman Jackson and Sarah Campbell

In his excellent book, John Cowan talks about the process and practices of 'becoming an innovative teacher'¹ but the process of engaging in innovation enables a teacher to become a different person - the teacher they want to become. A recent study² of how university teachers accomplish change at Southampton Solent University has identified some of the characteristics of truly Innovative higher education teachers.

People leading and enacting change appear to be a particular type of person with the will to get involved in something and stay involved until the job is done. Not only do they generate ideas, they also need to actualise these ideas and they do not want to fail so they persist until they are satisfied often overcoming many obstacles along the way. The will to complete something is as strong as the will to begin it. Innovators gain great reward from seeing their vision turn into practice, despite the significant risks and personal demands attendant with such a process. A supportive and empathic institutional environment where people feel they can take risks and not feel that they will be blamed if they do not succeed, and where people can find help when they need it, encourages people to try to innovate. As do small grants to buy out some of their teaching time, although innovators invariably invest far more time and effort than any compensation they are given.



It is the will to be and become a certain sort of person (a better teacher), or the will to help others (like enabling students to learn better), or the will to develop a better system (to improve the support given to students, teachers or perhaps external employers and businesses), that provides the deep motivational force for innovation in higher education. The combination of challenge, personal autonomy, the desire for doing something new, the invention and mastery of new practice, and the belief that people are making a valuable contribution to the educational enterprise of students, were the most important factors that caused deep and sustained engagement by teachers involved in innovation. This resonates with Self-Determination Theory, explaining that innovative practice must be motivated by intrinsic rewards, rather than extrinsic reward, such as money. Innovators innovate because they have to, driven by something that is core to who they are.

The innovators in the study were driven by a focus on the needs of others and identifying the gaps requires the ability to see the bigger picture. Innovators in Higher Education identify gaps and try to fill them, seeing the big picture and being able to see things differently. This capability requires creative imagination and skill to turn ideas into practices.

Innovative teachers viewed creation in terms of the invention of practice that was entirely new to them or existing practice that was significantly modified. They also recognised creation in new relationships and infrastructures to support new practice, and new policies and procedures to guide future practice. Building new relationships enabled new collaborations and new ways of working, allowing practice to develop beyond the constraints of existing practices. In spite of achieving, innovators often exhibit humility admitting that there is always more to learn or better ways of doing things. The real value of a university engaging in, and supporting innovation is that it enables more people to realise their creative potential to actualise themselves to become who they want to become.

Due to the fact that I was doing something new allowed a level of creativity yes, I think when you are developing any aspect of the curriculum you are being 'creative', you have the feeling that you have the opportunity to 'shape' what is available for people/students to learn and you are 'creating' that learning experience. I personally find that a creative process. It isn't entirely without edges though, there are boundaries and quality considerations to work within but still, there is room within the set frameworks to 'create' the richness of content and the teaching and learning strategies that encourage an inspirational learning process. Solent Innovator

Higher Education teachers are motivated to innovate by the idea of helping their students learn, and through this to improve their chances in life. By creating a more imaginative and more effective curriculum they are helping their learners to actualise themselves and in the process of designing and implementing a new curriculum they are actualising themselves.

People are motivated to innovate by their own beliefs and values and this includes a certain work ethic and a student-focus in Higher Education. Student-focused motivation results in innovation that is useful to students, leads to a greater sense of professional achievement and satisfaction compared to a focus for innovation that is concerned with making a job easier or more efficient.

This project allowed them [the students] to actually reach out and visualise what is possible. It is fantastic for me to see those students design and then see people wear [their garments]. People are actually paying real money then it becomes something special, I think. That is my motivation for being in it... That is my motivation for being here, otherwise I would still be working in industry. Solent Innovator



Innovation necessarily involves developing a different context for the self and to achieve this the self that is driven by the self-determination and drive to learn, develop and become different - the person the innovator believes they ought to be. Despite the risks and challenges faced by teachers attempting to innovate in a large institution, the personal satisfaction and potential benefits to the organisation from this creative process suggests that it is an essential process for the individual and the organisation as a whole.

References

- 1 Cowan, J. (2006) *Becoming an Innovative Teacher: Reflection in Action*. Maidenhead: Open University Press
- 2 Jackson, N.J. (ed) (in press) *The Wicked Challenge of Strategic Change*. Authorhouse

Illustrations

Student artist, Andres Ayerbe

REFLECTING ON HOW WE HAVE AUTHORED OUR LIFE

Much of our focus in life is on building and preserving our identity. We spend much of our adult life authoring it within the opportunities and constraints of our daily life. But for many people there is one point in their life when introspection takes a different form. It's the point at which we know we are dying. Perhaps identity takes a back seat at this stage as we reflect on the results of our authorship. Perhaps we are thankful for the opportunities we have had, the people who have meant a lot to us and the experiences we have had with them. But perhaps also there are some regrets for opportunities we hadn't taken, for things we hadn't said that we know we should have said. For mistakes we had made in the authorship of our life.

In this short but uplifting piece Bronnie Ware explains the regrets that people have when they look back upon their lives and in the process she teaches us important lessons for the way in which we might live our own lives so that when we reach this point in our life we have fewer regrets.

TOP FIVE REGRETS OF THE DYING

Bronnie Ware



Bronnie is a writer and songwriter from Australia. Through her work she weaves delightful tales of real life observations and experience. Using gentleness, honesty, and humour, Bronnie celebrates both the strength and vulnerability of human nature. Her message is a positive and inspiring one. After spending several years caring for dying people in their homes Bronnie wrote a full-length memoir, *The Top Five Regrets of the Dying- A Life Transformed by the Dearly Departing*. She also runs an online personal growth and songwriting course, has released two albums of original songs, and writes a well-loved blog called *Inspiration and Chai*, including articles that have been translated into several languages.

For many years I worked in palliative care. My patients were those who had gone home to die. Some incredibly special times were shared. I was with them for the last 3 to 12 weeks of their lives.

People grow a lot when they are faced with their own mortality. I learnt never to underestimate someone's capacity for growth. Some changes were phenomenal. Each experienced a variety of emotions, as expected, denial, fear, anger, remorse, more denial and eventually acceptance. Every single patient found their peace before they departed, though, every one of them.

When questioned about any regrets they had or anything they would do differently, common themes surfaced again and again. Here are the most common five:

1. I wish I'd had the courage to live a life true to myself, not the life others expected of me

This was the most common regret of all. When people realise that their life is almost over and look back clearly on it, it is easy to see how many dreams have gone unfulfilled. Most people had not honoured even a half of their dreams and had to die knowing that it was due to choices they had made, or not made. It is very important to try and honour at least some of your dreams along the way. From the moment that you lose your health, it is too late. Health brings a freedom very few realise, until they no longer have it.

2. I wish I didn't work so hard

This came from every male patient that I nursed. They missed their children's youth and their partner's companionship. Women also spoke of this regret. But as most were from an older generation, many of the female patients had not been breadwinners. All of the men I nursed deeply regretted spending so much of their lives on the treadmill of a work existence.

By simplifying your lifestyle and making conscious choices along the way, it is possible to not need the income that you think you do. And by creating more space in your life, you become happier and more open to new opportunities, ones more suited to your new lifestyle.

3. I wish I'd had the courage to express my feelings

Many people suppressed their feelings in order to keep peace with others. As a result, they settled for a mediocre existence and never became who they were truly capable of becoming. Many developed illnesses relating to the bitterness and resentment they carried as a result.

We cannot control the reactions of others. However, although people may initially react when you change the way you are by speaking honestly, in the end it raises the relationship to a whole new and healthier level. Either that or it releases the unhealthy relationship from your life. Either way, you win.

4. I wish I had stayed in touch with my friends

Often they would not truly realise the full benefits of old friends until their dying weeks and it was not always possible to track them down. Many had become so caught up in their own lives that they had let golden friendships slip by over the years. There were many deep regrets about not giving friendships the time and effort that they deserved. Everyone misses their friends when they are dying.

It is common for anyone in a busy lifestyle to let friendships slip. But when you are faced with your approaching death, the physical details of life fall away. People do want to get their financial affairs in order if possible. But it is not money or status that holds the true importance for them. They want to get things in order more for the benefit of those they love. Usually though, they are too ill and weary to ever manage this task. It is all comes down to love and relationships in the end. That is all that remains in the final weeks, love and relationships.

5. I wish that I had let myself be happier

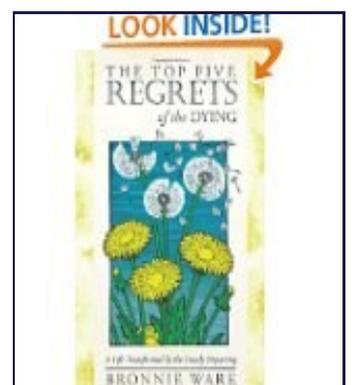
This is a surprisingly common one. Many did not realise until the end that happiness is a choice. They had stayed stuck in old patterns and habits. The so-called 'comfort' of familiarity overflowed into their emotions, as well as their physical lives. Fear of change had them pretending to others, and to their selves, that they were content. When deep within, they longed to laugh properly and have silliness in their life again.

When you are on your deathbed, what others think of you is a long way from your mind. How wonderful to be able to let go and smile again, long before you are dying.

Life is a choice. It is YOUR life. Choose consciously, choose wisely, choose honestly. Choose happiness.

**The Top Five Regrets of the Dying: A Life Transformed
by the Dearly Departing** by Bronnie Ware

*This post was originally published on Inspiration and Chai.
Please visit Bronnie's official website at
www.bronnieware.com
or her blog at
www.inspirationandchai.com.*





Alice Pyne <http://alicepyne.blogspot.co.uk/>

The internet is a fantastic tool for connecting us to the lives of people we are never likely to meet and be touched in the process. A few days ago I came across a blog called 'Alice's Bucket List' written by a 17 year old girl who was terminally ill with cancer and what proved to be her final blog was written on Jan 1st 2012. Her mum's post explained that she had died 12 days later.

I read lots of blogs but there was something special about the way Alice's blog was helping her create new meanings and purposes in her life in the eighteen months she wrote it. She realised that she might not live very long and so had created for herself a 'bucket list' of experiences she wanted to have. As Alice explains in her blog the bucket list helped her live her remaining life to the full doing the things that she wanted to do and achieving her dreams and ambitions in the process with the people she loved and who loved her.

'I've created a bucket list because there are so many things I still want to do in my life some are possible, some will remain a dream.

My blog is to document this precious time with my family and friends, doing the things I want to do.

You only have one life - live it!

This list of things to do also gave her family and friends a list of things to help her achieve and so added meaning and purpose to their own lives. You cannot help but be moved by the stories Alice tells in her blog of the way she achieved her dreams and ambitions in spite of being very ill.

But her bucket list was not just about satisfying her own needs and desires. In particular, there were two items on her list that were focused on the needs of others, and of trying to make a positive difference to the world, in the time she had left. The first was to set up, with the help of parents and friends, her own charity 'Alice's Escapes'.

Alice's Escapes is run by a team of volunteers committed to providing free holidays for families with a seriously ill child. The idea for Alice's Escapes came after Alice and her family spent a week being looked after by the Torbay Holiday Helper's Network (THHN), based in Devon. All their accommodation, food, outings and activities were given with the compliments of local businesses. After many years of gruelling treatments, Alice and her family were able to step back and experience 'normal' family life. Alice, and now her sister, who is carrying on, with the help of friends and local businesses are raising money to help the families of very sick children to have a holiday together in the Lake District. You can find out more and donate at <http://www.alices-escapes.co.uk/>

Because of her illness and treatment Alice was acutely aware of the need for bone marrow donors so top of her bucket list was her wish to raise awareness of bone marrow

TRIBUTE TO ALICE PYNE: A GIRL WHO MADE A DIFFERENCE

Norman Jackson

registers and to get everyone who was able to register. So far over 40,000 people have, after reading her appeal.

Alice not only achieved most of what she had on her bucket list, she has inspired many other people to do things that they would not have done, and she has created a legacy that, through her family and friends, especially her sister Milly, will live on and carry on making a difference to the lives of others who are going through what she went through.



In sharing her thoughts, feelings, fears and ambitions through her blog Alice has had a profound effect on the world. Reading her blog you feel her love of life and the people she cared for and who cared for her, her desire to do and to achieve and her happiness at doing the things she set out to do. But also through her words you feel her pain, suffering and despair and the way she bravely comes to terms with her own demise as she nears the end of a life in which she has created so much meaning and purpose.

This issue of Lifewide Magazine is dedicated to becoming the person you want to become. Alice had very little time to become the person she wanted to become but what she had she used in a way that enabled her to become that person. Her story is a shining example to us all of how we might create and live a life of meaning and purpose and inspire others around us to do the same.

Although I never knew Alice, through the thoughts and feelings she crystallised in her blog, I felt connected to her and her family and what she was trying to achieve. I noticed that I wasn't the only one - I was the 4,776,417th visitor to her website!!!! Why not be the next? <http://alicepyne.blogspot.co.uk/>.

Alice's bucketlist

To get everyone eligible to join a bone marrow register

To get EVERYONE to have a bucket list

To get to the Royal Garden party in May

DONE - To buy a static caravan for my charity

DONE - To actually receive my B.E.M. medal

DONE - To go whale watching

DONE - To go to my school leavers prom

DONE - To meet Take That

DONE - To design a Emma Bridge-water Mug to sell for charity

DONE - To stay in the Chocolate room at Alton Towers

DONE - To swim with sharks

DONE 'ish - To go to Kenya (got to go to Kent-ya)!

DONE - To enter Mabel in a Labrador show

DONE - Photo shoot with Milly, Clarissa, Sammie and Megs

DONE - To have a private cinema party for me and my BFFs

DONE- To stay in a caravan

DONE - To have a purple Apple ipad

DONE - To have a nice picture taken with Mabel

DONE - To have my hair done

DONE - To have a back massage

SURVEY OF EVERYDAY LEARNING AND DEVELOPMENT

Jenny Willis



What was the purpose of this survey?

As part of our endeavour to gain greater understanding of how we determine our lives and develop our personal identities, and anticipating the self-actualisation theme of this issue, we conducted a survey of lifewide learners' daily activities. We asked respondents to keep a 10-minute log 3 times a day, for the week 19-26 November, in which they recorded what they did and why, then reflected on what had learnt through their activities.

This process of recording activity and reflecting on the meaning of such activity, learning and development that emerges, is a fundamental process within lifewide learning and candidates for the Lifewide Development Award are required to keep a similar log of activities and reflections.

The survey was an opportunity for us to test the value and accuracy of such tools, as we refine the learning process underlying our Award. Findings were also analysed against a well-known theory of human needs (Maslow), and Rogers' model of actual and ideal selves. For those interested in reading the full analysis of this survey, a forthcoming chapter of our e-book explores the data.

Who took part?

All members of the Lifewide community were invited to take part in the survey, and a pro forma was provided to assist them. Whilst we were disappointed that only seven returns were received, the richness of these responses was such that we were able to make a detailed, qualitative analysis. Our thanks go out once more to those who participated.

Lance overtly recognised that

it's easier for retired or self-/ unemployed people to do this sort of thing, and we should take care not to give the impression of self-indulgence.

And so it turned out: our sample was skewed with five respondents being retired or semi-retired; one was in active employment and the other still at school. The age range was from teens to early eighties. There was a balance of 3 women to 4 men.

The timing of the survey may have impacted on responses from those in employment, especially if this was an assessment period for them. Even those who took part acknowledged that the chosen week was atypical for them, either because they were doing something unusual e.g.

attending a conference, or were unable to perform their usual activities due to injury.

Keeping the log

Two respondents were unable to keep the log for the full seven days, and one completed it in December, having been ill at the time of the survey. For David, the reflective log was an uncomfortable experience. He chose not to use the pro forma, explaining that

This exercise, to record and analyse my activities for a week, is very foreign to me. I tend just to get on with things and not be introspective about why.

He began by analysing his activities into things he has to do (e.g. paying bills, shopping for food); those which he ought to do (e.g. housework, walking the dog); and those he wants to do (e.g. voluntary work, looking after his boat).

Rab also chose to use a narrative form for his log, but in his case this was based on his considerable experience of reflective work: he apologised

I don't seem able to keep a log of this type without writing in "stream of consciousness" style.

In fact, all respondents gained insight into themselves through the log process, and became more open as they proceeded. Dawn wrote:

I also think the way in which I have used the log has changed as the week has progressed: now it is more like a diary in which I am expressing more intimate thoughts, as opposed to purely analytical examination of what I did.

What activities did respondents engage in?

One striking feature of all logs was the importance of communication technologies. 'Retirees' were able to remain actively involved in academic work through the internet and other resources, though all appeared to have an ambivalent relationship with technology. Several use the word 'frustrated' when describing an incident such as this recorded by Lance:

Found that IT had betrayed me (and others) yet again, with important online documents having vanished.

Rab regrets his 'ineptness' and bewails 'Two wasted hours! Precious hours.'

Yet these respondents persevere and gain pleasure from their success in mastering a new tool. The desire for learning and personal development is common to them, and involves such activities as learning to play the piano, explore our heritage and history, and assembling a piece of furniture. Creativity is integral to these activities, as Sally admits:

As always, creativity brings me self-fulfilment so I enjoy the hours and challenges they posed.

Given their personal circumstances, most respondents are able to choose how they spend their time, and were highly engaged in voluntary activities. Now that his children have all left home, David observes

Voluntary work now plays a significant role in my schedule, and I'm looking at further extending this activity. My responsibilities have become less determined by others and more determined by myself – an attractive proposition which I'm still getting to terms with.

For him, activities are largely practical e.g. he works as a handyman for the National Trust, whereas several others are mostly involved with scholarly tasks such as mentoring and the Lifewide Education Community.

Physical wellbeing is important to most respondents. They express pleasure through exercise:

Reconfirmed that I feel better for a jog, and worse without one. (Lance)

Some activities are also opportunities for social interaction. Relationships with others is the most highly prioritised type of activity in all logs. Dawn appreciates having good friends and neighbours:

The value of friendship is immeasurable and irreplaceable.

Mina, a 14 year old, describes how mealtimes with her parents are used for scholastic encouragement and support, and personal problem solving. Sally spends much time interacting with an elderly parent and confesses:

I have learnt over the years the importance of supporting close members of one's family.

Attending a conference brought Peter affective as well as intellectual satisfaction:

the very act of participating in this event gave my life meaning and the relationships I renewed or began will be very important.

Lance perhaps sums up the feeling of all when he says:

Reconfirmed that for a really rewarding day, ideally, there would be some purposeful interaction with other humans, preferably within an agreeable atmosphere.

What did we learn from the survey?

As the quotations will indicate, respondents engage in a vast range of daily activities but there are some common characteristics. They all enjoy learning, being creative and challenging their intellectual competence; relationships with other people are very important to them, and, for those who are retired, they are able to find ways of contributing to social enterprises which give meaning to their own lives whilst helping others.



It was clear that activities were meeting respondents' higher level needs of self-actualisation, as defined by Maslow. In only two instances did it appear that there was any incongruence between individuals' actual and ideal selves. Perhaps significantly, the two exceptions are people who do not

have constant, affective support networks.

In addition to these theoretical findings, the survey confirmed the potential for reflective logs to support our Lifewide Development Award, and the validity of the domains used in the mapping tool.

We will continue to add data to this initial survey so if you would like to contribute please download and complete the template and return it to me.

References

Maslow, A. (1954). *Motivation and personality*. New York, NY: Harper. pp. 236. [ISBN 0-06-041987-3](https://doi.org/10.1080/00223895408941987).

Rogers, C. (1951). *Client-centred Therapy: Its Current Practice, Implications and Theory*. London: Constable.

The expanded analysis of this survey will appear in Spring 2013 in Lifewide e-book:
<http://www.lifewideebook.co.uk/>
Follow links to Research

SOME PRACTICAL IDEAS

In the next two articles, we are offered some practical ideas that we can all adopt for reflecting on our activities and pursuing the ideal person we seek to be.

Ceser Kuriyama shares his simple tool for filming a second of his life every day and John Cowan discusses some of the theoretical and practical recognising and managing our needs in self-directed learning.

FILMING ONE SECOND EACH DAY—A SIMPLE TOOL TO HELP US RELECT ON EVERYDAY LIFE AND OUR IDENTITIES

Ceser Kuriyama

On his 30th birthday, Cesar Kuriyama quit his job in advertising. At the same time, he started a project: "One Second Every Day" for which he edits together one second of footage from every day of his life into an ever-expanding project. We've seen these daily-picture kind of projects before, but this is certainly ambitious. As Kuriyama explains, it's a project he plans to conduct for the rest of his life. "If I live to 80, I will have a five-hour video that summarises 50 years of my life," "At 40, I'll have a one-hour video of my 30s." Sometimes, he says, it can be difficult to narrow down his choice to just one second, but as the project has gone on, he has become ever more convinced that this is a way he will remember his life forever.



Obviously, life is filled with moments, both happy and sad. The most affecting part of his film comes with footage of his sister-in-law, who was taken ill in the last year and who spent much time, desperately sick, in hospital. "Recording these one seconds on a bad day is extremely difficult," Kuriyama admits. "We take our cameras out when we're doing awesome things; we rarely do that when something horrible is happening." Yet filming the bad times has helped him to come to terms with these aspects of his life and he concludes by wondering if it might not do the same for us all.

In watching his film you can't help but recognise some of the many identities he assumes in his everyday life over the course of a year. So perhaps this is a simple tool that we can utilise in our everyday lifewide learning project. Drawing on this idea, Lifewide Education will undertake some experiments in using this technique to document and reflect on every day experiences.

You can watch Kuriyama's film and an interview by visiting our scrap book <http://www.lifewidescrapbook.co.uk/filming-1-second-everyday.html>



I was there! Every hand held a smart phone filming the president as he went past

IDENTIFYING AND MANAGING NEEDS IN SELF-DIRECTED LEARNING

John Cowan

People who author their own lives need to be good at recognising and addressing their own learning needs. This was what prompted John Cowan to revisit some of his earlier thinking on what self-directed learning, in the context of LWE actually means. This article is extracted from a longer piece he is writing for the e-book. We look forward to reading his expanded article and tracing his evolving thoughts.

Who decides what, when, how, why to learn?

Learner-directed learning should give complete authority to the learner to select and pursue appropriate needs and aims

John is categorical, and repeats the case he made more than a quarter of a century ago (Garry and Cowan 1987), that learner-direction should encompass the identification of aims of genuine value to the learner, and the management of the pursuit of them thereafter. He fully recognised such an innovation would call for a sea change in educational practice and, all these years later, acknowledges that much still remains to be done, with 'learner directed learning' often being a misnomer for schemes where teaching people choose or must approve the intended learning outcomes. His fundamental principle is that learners must identify their own needs and plan to resolve them.

This, of course, presupposes awareness of our needs. John has anticipated this, and suggests

Different types of need are only known to the learners, call for different types of support, and so should be fully appreciated by self-directed learners when they plan their resolution

He distinguishes between four levels of awareness of our need to learn and the nature of support a facilitator can provide. Needs may be:

Perceived: the need for learning is one to which the learner is committed, is regarded as important, and has already been formulated in terms of their desired learning outcomes, hence the learner is generally open about it.

Undeclared: here, the need for learning is one which the learner can specify clearly, but is reluctant to declare other than in circumstances where they feel comfortable in exposing their need. Readers may recall Vygotsky's concern for emotional aspects of learning.

Unformulated: the need for learning entails the identification of an aspect of competence in which the learner believes or hopes that improvement should be possible and is desirable, although they cannot be specific about the precise nature of the outcome desired. Here the learner seeks support which first gives structure to their searching and tasting, until they somehow find that the search is progressing successfully. Often the newly defined need can then be treated as a need in the second or first category.

Unperceived: the need is a weakness of which the learner is blissfully unaware, which only a third party can identify and report, and reporting of which usually jolts the learner into immediate action - or adamant rejection! Such a need must



be believed and valued before it is acted on by the learner; so effective support for the learner first takes the form of frank and non-judgemental reporting of what the observer has observed, leaving it then to the learner to decide if and how to react to the now perceived need.

Catering for needs in learner-directed learning

Two points should be borne in mind:

The first active steps in learner-directed learning, and the possible contribution of a facilitator in that process, should depend upon the nature of the need being addressed.

Most self-directed learners will have several diverse aims and attendant needs in hand at any point in their development. Structuring and facilitation should take account of that.

The practice of self-directed learning: frequently asked questions

Why not trust in a motivated person to look for and achieve development, without all this formalism and fuss?

The formalism of identifying types of need, and dealing with them accordingly, is helpful in avoiding waste of time and effort on inappropriate action; and following a commitment helps us to overcome lapses and maintain momentum.

What if the aim turns out more demanding than anticipated at the planning stage?

The learner should have no compunction in redrafting aims and programmes to achieve them, with more information available about what is likely to be entailed.

How does a self-directing learner cope when they can specify their aim, but cannot see how to achieve it, or assess progress towards it?

Dealing with any problems involving formulation of a useful methodology should become a new or sub-goal, and should be addressed separately and purposefully.

Can an approach like this handle values and principles, and affective needs?

Affective needs and values are often at the heart of cognitive and interpersonal goals. Planning activity which will purposefully bring the desired development is challenging.

Is there a role in this for reflective journals, or for other personal records?

Readily maintained records which are written for our own purposes and to prompt reflection can be useful in relation to SMART goals.

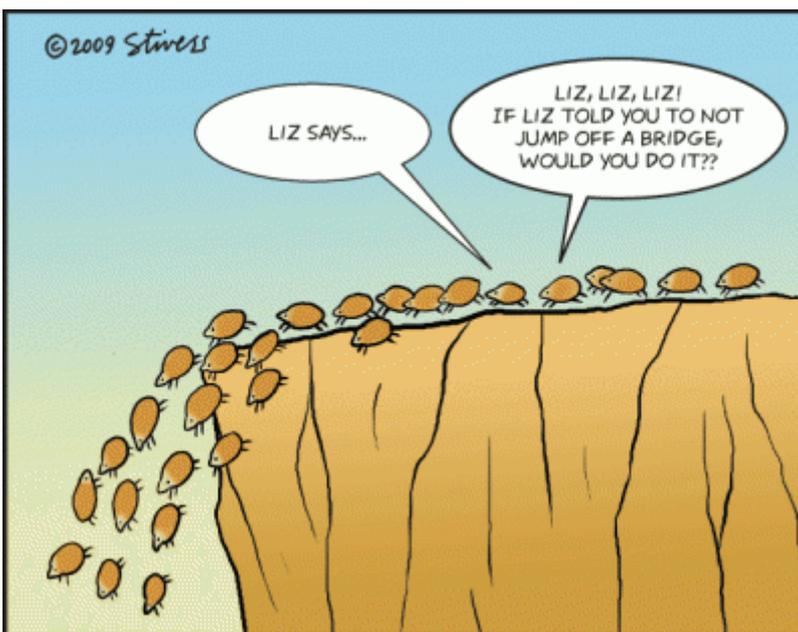
From facilitation to fully self-directed learning

As the learner develops and grows in maturity, and becomes more and more comfortable with the thinking behind the facilitative process, so will they find themselves perceiving relevant questions and comments without the intervention or support of the facilitator. Facilitators will perhaps be discarded with the frank comment: "I don't think I need you anymore."

Afterword: Some further thoughts

Maybe we need to add the type of need which often seems to occur in Lifewide Learning, which is discovered or welcomed, rising incidentally in a LWL experience? It's not really a need which we pursue, but a kind of bonus which we welcome.

LWL has some outcomes which are serendipitous and are not covered in a needs-directed learning. It's maybe important to make that stark distinction



What about the learner who loses motivation?

Self-directed learning, almost by definition, is activity chosen by learner because it matters to them. Presumably, then, at the time of choice and commitment, the motivation was there. The bottom line is that the learner who has lost motivation should reconsider, and identify what they now want to do and achieve. If they identify nothing which is motivating, then there is no role in their life at the moment for self-directed learning, and perhaps they should seek a different type of counselling.

Can one rely on self-direction and peer-interaction to enable learners to stand effectively on the shoulders of the giants who have contributed so much richness to the literature?

Yes! Many of the more sophisticated ways of developing abilities almost depend upon collaboration with peers.

John's expanded article will feature as a forthcoming chapter in our Lifewide Education e-book

www.lifewideebook.co.uk

It is easier to do one's duty to others than to one's self. If you do your duty to others, you are considered reliable. If you do your duty to yourself, you are considered selfish.

Thomas Szasz

EXPLORATIVITY

Russ Law introduces his concept

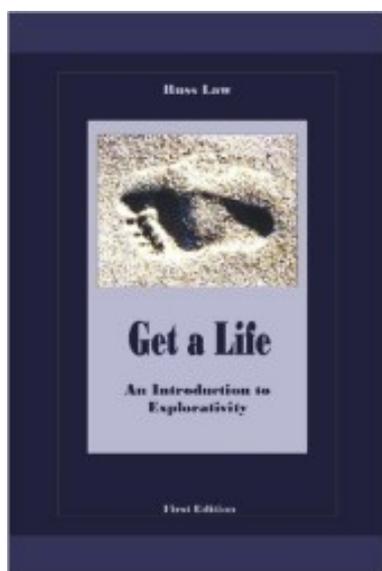
A good friend had been prompting and probing me with questions and ideas about personal learning, development, lifelong education, meta-learning and all sorts of related academic and educational things, and so had set up a kind of backdrop on which everyday events and reflections would come to be projected.

One day, I cycled to a bookshop in Jeddah with my wife, and we found, to our astonishment, exactly the travellers' guide that we needed for a planned trip through Egypt, Syria and Lebanon. On savouring the excitement of this little cycle outing, we coined the term 'explorative' to describe the process and its rewarding effect. We started to think of people we knew who always seemed to be doing and enjoying interesting experiences like this, and it emerged



that there could be a whole approach to life there.

Gradually, a definition emerged, and this developed into a series of related thoughts. On returning to the UK I had some free time on my hands for the first time in many years. Still under the influence of my aforementioned friend, I got the urge to write up some ideas that had been incubating in the zone of 'explorativity'. And then I found myself spending hours and hours drafting and setting up a slim volume that stands as a self-illustrating image.



As Norman describes in his introduction to the chapter in the e-book:



Explorativity, a concept coined and developed by the author, is a habitual means of ensuring one's lifelong learning in an informal or formal way. By exploring, he argues, we discover openings and opportunities which might otherwise be denied to us. Whilst some might be dead ends, there will be others which can be life changing. Being open to explorativity results in an attitude or approach that is likely to improve or enhance situations, states of mind, relationships, environments or lifestyles. An explorative person can bring about developments in themselves (personal changes) that make their own lives more satisfying. They see innovation and development as normal and unthreatening features of life – and are even able to see the positive potential of unavoidable change, or at least to be able to deal better with its impact.

To read Russ' full article, '**Explorativity**': implications for lifewide education and lifelong-lifewide learning and personal development , go to our:

Lifewide Education e-book

The journal of the Lifewide Education Community

Edited by Norman Jackson and Brian Cooper

<http://www.lifewideebook.co.uk/index.html>

Follow links to Conceptual, Chapter A2



KIBOKO HACHIYON A TRUE LIFEWIDE ARTIST



he has made a living as a freelance illustrator and artist.

Kiboko is one of Lifewide's most popular community artists and he has illustrated several issues of Lifewide Magazine, including this one. He was born into a small family in Nairobi, Kenya in 1984 and came to the UK when he was sixteen. Adapting to life in London was not easy but his passion for drawing and painting helped him overcome the culture and climate shocks he experienced. After college and his foundation course he studied art at the University for the Creative Arts (Epsom) and completed his degree in 2009. Since then



The strong images and vibrant colours in his paintings most definitely reflect his African heritage. For Kiboko there has always been a formal and informal dimension to his work.

'there's always been the two ways, because the formal side is a form of grooming, know your industry, this is what the industry expects of you. Whereas the informal side is more your personal voice, what do you like doing? What do you think is interesting? What do you want to show? What do you have to say? So I always try to balance it.'

Kiboko is selective about the commercial work he takes on but he sees value in working with Lifewide Education.

'Some of the assignments you give me are very challenging.. I can spend a whole day reading the piece of text, even if it's three lines, you have to really think about it, how do you illustrate something like this? Then the second day I think about it some more, but this time with a pencil in my hand to kind of try and arrange my thoughts...I don't want to simplify the drawings, I actually want them to be richer to better communicate the messages. So I look back on what I've done and I look at the piece of writing and then I look at the best way to put it forward. So now it's taken me about one day to think about it, then on the second day I'll do very quick roughs, and then on the third day, then I sit down and I start thinking, okay, I need to put solid lines down, also based on the fact that I'm working to deadlines otherwise it would take much longer.'

In composing the piece Kiboko draws on different parts of his life as he builds the content.

'That's what is so interesting about the lifewide project, because I know it's all about stuff I can relate to things like family life or partnerships'

We can see some good examples of this in the illustrations in this issue.

Kiboko's portfolio can be viewed at
<http://84thdreamchild.wordpress.com/>



BECOMING A COMMUNITY: LIFEWIDE EDUCATION IS ONE YEAR OLD

Norman Jackson

Becoming a community is rather like becoming a person: the community is born and grows as more people are attracted to it, and awareness, understanding, capacity and capabilities are developed. A sense of identity grows as the community creates purpose and meaning around the values it shares and the activities it undertakes, and confidence grows as goals are achieved. The life of the community is authored by its members as they share, engage with, adapt and implement ideas and the community as a whole begins to realise its ambitions. And in order to continue to develop a community must reflect on and analyse its past and imagine and plan for its future. The advantage of a community is that it is a collection of minds and talents that can imagine and accomplish far more than any individual.

Our lifewide education community is one year old. Its purpose and values - to promote, research, develop, and apply the idea of lifewide learning, have attracted over 260 people to register their interest in being a member of our community.

Our membership is largely drawn from the UK but the fact that we have members from the Arab Emirates, Australia, Canada, China, Finland, Germany, Holland, Ireland, Kuwait, New Zealand, Portugal, Saudi Arabia, South Africa, Switzerland, Turkey and USA fills us with hope that what we are trying to do has global appeal.

Thanks to our small band of intrepid volunteers we have achieved much in our first year. The editorial talents of Jenny Willis enabled us to produce four excellent issues of Lifewide Magazine covering a wide range of topics, and the professional skills of Brian Cooper helped us edit and publish six e-book chapters including an excellent auto-biography of musician/composer Harvey Brough. These two e-publications are our primary vehicles for exploring ideas, building our knowledge and sharing understandings of what lifewide learning and education means and we hope to attract more

authors in the coming year. Our community illustrators, Patrick, Kiboko and Andreea have provided us with great images to help us communicate our ideas.

Hadi Farnoud and Nathan Clough have given us a great website and a distinctive and vibrant logo to help us communicate our identity. Our social networking website also acts as a portal to our websites that host our Magazine, e-Book, Scrapbook and Forum. During the year Nick Bowskill introduced us to Twitter and we tried to use it to stimulate discussion, with limited success although most people who were involved felt they had learnt something. And we now have a presence on Facebook and Linked in.

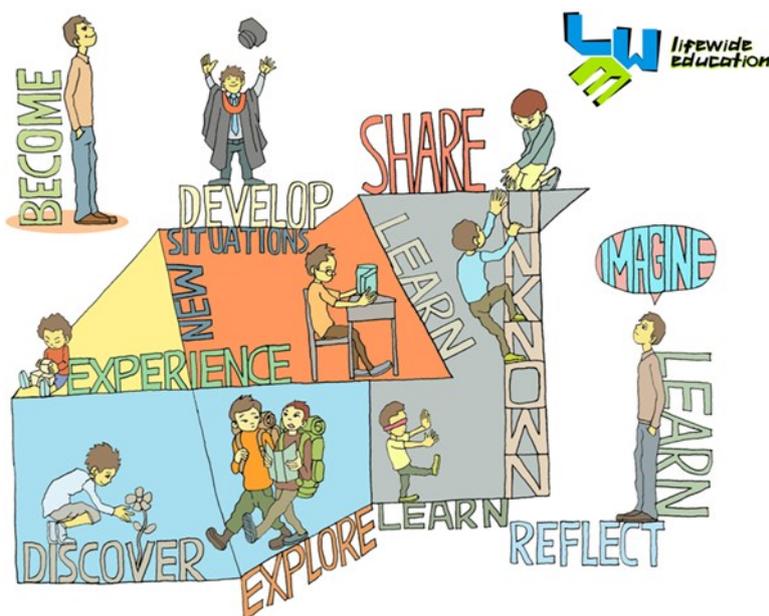
Vicki Mann, Dave Croot and Sarah Jeffries have helped us connect to the community of people involved in supporting students' lifewide learning through University Skills Awards, and Rob Ward has helped us connect with the e-portfolio and PDP practitioner communities and stay abreast of developments with the Higher Education Achievement Report

(HEAR) which was finally adopted in the UK. We participated in two webinars and the CRA residential where these awards were the focus for discussion.

Russ Law, drawing on his experience as a teacher and head teacher, and through his connections to school leaders, kept us in touch with developments in the school sector and Chris Picone helped us connect to the international movement of school

teachers using Lifewide Progress Reports and to the formation of a new International Association For Lifewide Learning (IAFL) of which we will be a member.

Our own contribution to encouraging and supporting lifewide learning was launched in September when we began piloting the Lifewide Development Award. But attracting people to participate in the scheme has proved difficult and this will be a key challenge for us in 2013. We thank Christine Fountain, Georgina Andrews and Osama Khan all from Southampton



Solent University for helping us pilot the award with their students. We hope other universities, colleges and schools will be interested in working with us in the coming year.

Our student members, Yalda, Sarah, Navid, Andra and Chloe helped us keep our feet firmly on the ground and remind us of the values in what we are trying to do through their contributions to our Magazine. Yalda in particular is helping us refine the tools we are using to support our award. John Cowan, the senior and wisest member of our team, helped us understand the meanings of lifewide learning at the other end of life and shows us that if the mind is willing and the body is able, our lifewide experiences through which we learn and develop are as important then as they are when we are growing up.

We began researching into lifewide learning through a survey of everyday learning. The results of this survey will be published as an e-book chapter later this year and we plan to incorporate the simple methodology we developed into the Lifewide Development Award.

In trying to encourage and support an educational movement around the idea of lifewide learning I am conscious of the simple rules developed by Michael Fullan (Fullan 2003: 23) to accomplish significant social change.

1 Start with the notion of moral purpose, key problems, desirable directions, but don't lock in.

Our moral purpose is to help people develop through all of their life experiences and encourage the wider acceptance of the holistic concept of lifewide learning.

2 Create communities of interaction around these ideas.

Our lifewide education community is at the heart of our enterprise and we try to engage other communities through the mail lists and direct involvement.

3 Ensure that quality information infuses interaction and related deliberations .

Our Lifewide Magazine, e-book, forum exchanges, and social network postings and responses, are all intended to infuse our enterprise with information that enriches our understandings, provokes our thinking, inspires our imaginations and triggers empathy.

4 Look for and extract promising patterns - consolidate gains and build on them .

If you attract good people to an enterprise who share your values, who are willing to share their ideas and engage with the new opportunities that are afforded, then good things will inevitably emerge. Emergence of new ideas and practices is a consequence of social interaction.

We have made a good start and created solid foundations on

which to build in the coming years.

We can look forward with optimism and anticipation to 2013. During the coming year we want to provide more opportunities for the members of the community to interact and our ambition is to hold our first face to face event. We want to examine lifewide education from the perspectives of becoming a person, building identities, authoring our lives and personal wellbeing, and we want to explore with schools and colleges whether what we are doing has value in the context of what they are doing to promote personal development through extra-curricular activity. Our priority is to grow the level of participation in our award and to help other organisations adapt our award to their situations. Every member of the community can help us grow and develop further by telling others about our work and inviting them to join the community, and sharing their own perspectives on lifewide learning and education.

We have much to celebrate and be thankful for at the end of our first year. On behalf of the lifewide team I'd like to thank everyone who has joined our community and everyone who has made a contribution to our work and given real meaning to our existence as a community. If you would like to join our core team as a volunteer, or if you have ideas that you would like to share, please get in touch.

Norman Jackson

Founder Lifewide Education

lifewider1@btinternet.com

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

References

Annual Report Lifewide Community <http://www.lifewidescrapbook.co.uk/annual-review.html>

Fullan, M. (2003) *Change Forces: With A Vengeance* London RoutledgeFalmer



LIFEWIDE NEWS

LWE in Saudi Arabia

Norman Jackson was an invited speaker at the International Forum of Innovators in University Teaching (IFIUT) hosted by the Al Imam Mohammad Bin Saud Islamic University (IMSIU) in Riyadh, Saudi Arabia - a country which is growing its university system very rapidly. It's quite clear that university teachers are grappling with the same Issues in developing more engaging forms of learning as university teachers elsewhere. Amongst the many excellent contributions was a presentation given by a medical educator Dr Ammar Attar Umm



al-Qura, who is pioneering a lifewide approach in the medical curriculum. (Students undertake a project of their choice that must relate to their personal interests and passions and then put on an exhibition for the benefit of staff and students. Students were motivated to produce books, films, poems and many different artifacts and through their creativity they connected their products to the medical disciplinary field. A great example of LWE in action.

Dr Attar kindly agreed to join our community and represent LWE in the Kingdom.



Did you know that Lifewide Education is now included in Wikipedia? A search for lifewide education will bring us up on this global site. Alternatively, just log in to:

http://en.wikipedia.org/wiki/Lifewide_education.

As we go to print, we are awaiting editorial approval of a related entry, Lifewide Magazine. Watch out for this and help us spread the lifewide education word.

New Lifewide Team Member

We are delighted that Elisabeth Dunne has kindly agreed to join our core team of volunteers. Liz is Head of Project Development at Exeter University. For many years Liz has been involved in innovative developments in teaching and learning and she is committed to helping students develop themselves. She is a teacher, researcher and scholar and she will be a great asset to the team.



www.lifewideebook.co.uk

Latest Chapters

CHAPTER D1

Extra-curricular awards: a Centre for Recording Achievement (CRA) perspective

Robert Ward

CHAPTER D2

Extra-curricular awards : Association of Graduate Careers Advisory Services (AGCAS) perspective

David Nelson, Sarah Jeffries and Vicky Mann

CHAPTER D3

Lifewide Development Awards: an emergent phenomenon in UK higher education

Charlotte E Betts and Norman J Jackson

COMING SOON

Recognising Lifewide Learning in a University. The Plymouth Award *Dave Croot*

Lifewide Learning and the Development of Self
Valerie Mannix

Further Thoughts on Facilitating Self-Directed Learning
John Cowan

Developing Personal Creativity through Lifewide Education
Norman Jackson

How Lifewiders Author their Lives *Jenny Willis*



ANNOUNCEMENTS



Alice with her sister Milly

If, like Norman, you were moved by Alice Pyne's story (see page 18) and would like to add your name to a bone marrow register, you can do so by going to any of the following:

Bone Marrow Donors Worldwide, <http://www.bmdw.org/>

DKMS Bone Marrow Register, <http://www.deletebloodcancer.org/>

British Bone Marrow Registry, <http://www.nhsbt.nhs.uk/bonemarrow/>



<http://www.lifewideebook.co.uk/>



<http://www.lifewidemagazine.co.uk/>



<http://www.lifewider.com/#/>



linked in

LIFEWIDE EDUCATION PORTAL

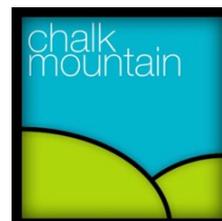
All our sites can now be accessed via a single portal, still at our original address, <http://lifewideeducation.co.uk>, or by using the hot links shown here ←

You can also find statistics on our membership and use of the site, including who has been creating material and in which forum.



Lifewide Magazine is sponsored by Chalk Mountain, a company that helps people, organisations and communities visualise and share their ideas and knowledge.

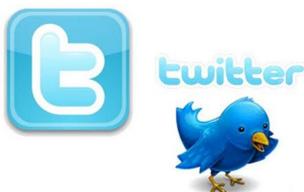
<http://chalkmountain.co.uk/>



ADVANCE NOTICE

LIFEWIDE EDUCATION CONFERENCE

Our intention is to hold our first conference for the exchange of ideas and practices in Autumn 2013 or early in 2014.



Follow us and send messages to @Lifewiders

LIFEWIDE MAGAZINE

Issue 6, May 2013

Wellbeing and lifewide living

Our next edition of Lifewide Magazine focuses on how lifewide living can enhance our physical and psychological, personal and social, wellbeing.

Contribution from readers are always welcome. Please send your ideas to the Editor: jjenny@blueyonder.co.uk

Deadline for receipt of submissions: 14 April 2013