



INSIDE THIS ISSUE

What lifewiders have been discussing	2
Learning to live in another country Anna Vartapetian	3-4
Lifewiders' news— RSA memberships, featured artist, media	5-6
Always look on the bright side of life Nick Jackson	7-8
Engaging school children Peter Rhodes	9-10
Becoming a rap singer Joevas Asare	11-13
Mobile devices and lifeworld learning Joe Blatt & Chris Dede	14-16
Magic mystery tour assembly Russ Law	16
Plymouth Award for lifeworld learning Dave Croot	17-18
Lifeworld Twitter Seminars Nick Bowskill	19
New e-book for Lifeworld Learning	20
Next issue: 2012 London Olympics	20

Full of the Joys!

Spring greeting from the Editor, Jenny Willis

*Joy is what happens when we allow ourselves to recognise how good things are.
Joy is not necessarily what happens when things unfold according to our plans.*

Marianne Williams



The joy we associate with spring comes from a sense of renewal and optimism as we shake off the winter blues and the world around us seems to burst into life again. The contributors to this issue of the magazine seem to be good at recognising and celebrating the joy in their lives, and turn challenges into opportunities for new experiences through which they might discover new sources of joy.

PhD student Anna Vartapetian found joy in triumphing over each new situation she encountered when she first arrived in the UK. For teachers, joy stems from their passion to create good learning experiences for their students and School Leader Peter Rhodes found a new way of engaging his pupils so that they discovered the joy of learning. We also share the joy of primary school pupils, who created and performed a magical mystery tour assembly for their fellow pupils and teachers, and a university teacher, Dave Croot, who has designed a university award to enable students to gain recognition for their lifeworld learning while at university. For Harvard Professors Joe Blatt and Chris Dede joy is being realised as they help to change perceptions of how mobile

technologies can be used to help school children experience the joy of learning and close what they call the 'joygap'.

Nick Jackson, one of our members living in Australia, remembers the Monty Python song, 'Always look on the bright side of life.' His joy lies in discovering that his commitment to developing a broad range of skills and interests has helped him lead a successful and fulfilled life. Meanwhile Joevas Asare's joy comes from pursuing his passion to be a successful rap singer (J.Peace) and working with talented people in the music business, to learn from them and become a better musician.

For the editor and the Lifeworld Team, joy comes from putting together a magazine that inspires readers and encourages them to continue to try to make a positive difference in the world around them.

All of our contributors have realised that their life holds the potential for joy if they are open to the possibilities. What better definition can we find for this sublime feeling than this from a man facing the petrifying intellectual darkness of dementia:

'Joy is to fun what the deep sea is to a puddle. It's a feeling inside that can hardly be contained.' Terry Pratchett, *A Hat Full of Sky*






We hope you ENJOY this issue!



'Joy is realised through the challenge of turning abstract ideas into pictures that help people recognise the deeper meanings of life and feeling that your contribution is respected and appreciated.'

Featured artist Kiboko HachiYon

Latest discussion comments

-  [My ideal school](#)
Posted: 9 Apr 2012 - 16:25 by: [jennyw](#)
-  [Memorable lessons - far too few!](#)
Posted: 7 Apr 2012 - 09:30 by: [Russ](#)
-  [Compassion](#)
Posted: 3 Apr 2012 - 20:59 by: [John_Cowan](#)
-  [Value of Sharing](#)
Posted: 28 Mar 2012 - 14:10 by: [Anna Varta](#)
-  [Compassion, the left and right hemispheres of the brain](#)
Posted: 27 Mar 2012 - 19:22 by: [jennyw](#)
- 1 of 4 >>

Featured Content



[Where does joy feature in lifewide, lifedeep and lifelong learning?](#) new

Posted: 23 Apr 2012 - 09:26
by [norman](#)
new

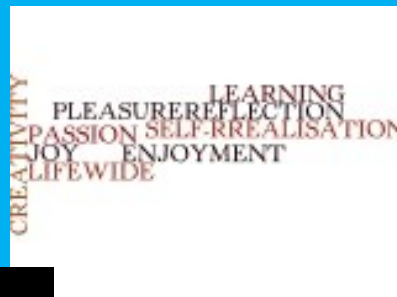
What have Lifewiders been discussing?

Our on-line discussions have provoked some profound thoughts from our loyal followers, but we still want to see more Lifewiders joining in. Over the last couple of months, we have been talking about:

- Compassion, empathy, and creative partnerships, in the Community Strategy Group
- Qualities of remarkable employees, creativity and the abuse by some employers of apprenticeship schemes, in the Learning in the Workspace Group
- University skills awards and the Higher Education Achievement Report, in the Skills Awards Group
- Constraints and freedom, schools' responsibilities and our dream schools, in the Lifewide Education for Schools forum
- The value of writing a personal statement, in the Young Person's Group

The wordles show you a summary of the themes we have been talking about. For those of you unfamiliar with wordles, the size of the letters represents the importance of a word (larger the font, greater the importance of the theme to the discussion).

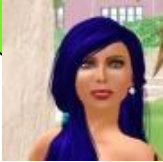
Why not join us? Go to Community, click on Discussions, and select the discussion you want to join; click on its title and you will be taken to the full exchange, where there is a box inviting you to add your own comments. NB you will need to have joined us as a member of Lifewide before you can add comments. It is free and easy to register!



Do you tweet? If you have a Twitter account, be sure to follow us and send messages to @Lifewiders



STUDENT VOICE



Anna's virtual self

My Travelling Stories: Learning to live in the UK Anna Vartapetian, BSc, MSc, MBCS



The "real" Anna

My name is Anna and I am a PhD student at the University of Surrey. My parents are from different nationalities while I was born in totally different country and have grown up in different parts of the world. That might explain a lot about my level of English; after all English is the fourth language I started to learn and the third one based on how fluent I am in it. It does mean though that sometimes I will look at one of my friends and talk in a language they absolutely have no clue about. They would happen more frequently if I am changing between the languages in multi-lingual (or cultural) gatherings.

Because of this background, my friends call me a "HYBRID"; thinking I have the best of all cultures while relatives think I am a "MESS"; never totally fitting in one particular culture. I think this picture explains who they think I am.



Calling it hybrid or mess, I had to learn things in different ways and adapt situations based on the environment I was in. Because of that, learning and re-learning things has become a major part of my life. Therefore my stories about lifewide learning can cover almost every aspect of my life.

But for now, I would like to share my experience of coming to live in the UK as an international student. Going to live in another country is one of the most challenging learning experiences for anyone.

I first came to the UK in 2007 when I was accepted to do an MSc at the University of Surrey. Coming from different cultural and educational backgrounds you might think that I would be stressed, but not really. I had the positive attitude and confidence – better to say over-confidence - that with my level of English - which was quite good by then - I should be able to survive.

It was Saturday; I arrived at Heathrow Airport and was greeted by very kind Surrey Volunteers. They were mostly international students and talking to them was a great opportunity to test my English. Everything was

very smooth and I felt on top of my game (or at least that was what I was thinking). On the journey to Guildford I was amazed to see the fields of green grass,



trees and flowers; coming from a hot dry country this was something that my eyes were not used to by any means. I can

remember that for a second I envied the British cows and the fact of how lucky they are. I soon arrived in Guildford and was placed in my accommodation. The same night I managed to become friends with a Chinese girl who helped me find my way to my room. She was an international student as well for 3 months and invited me to join her and her friends for a sushi party the next day.

"There you go" – I told myself – "not only have you managed to survive the journey, you have managed to find friends in less than 24 hours; so no more worries, your English will serve you well".

Happy with my progress over such a short time, I woke up Monday morning and went to the registration office, which took me 20 minutes to find, to finish the last bits of registration. I can remember saying *"Excuse me?"*, *"Pardon?"*, to almost every other sentence I would hear. But well, I still had my confidence and I was sure that the lady in the registration office was from some weird place and that's why she had such an accent that I could not understand her.

After a few more sentences, she wrote on a piece of paper *"AZ building"* and handed it to me; apparently that was a place I had to go to finish the registration process. If you are a new student especially on an 83 acres campus, for sure you will face problems in finding your way around; especially if you haven't checked your handouts for a map of the campus like me. So, I decided to ask people and interestingly they were giving me contradictory directions. Therefore, at some stage, I decided to go inside one of the buildings and ask a member of staff and the communication between us was something like this.

... Anna's story continues

Me: Excuse me, do you know where "A-Zee" building is?

The Lady: Walk this street, just before the end, opposite to AQA building.

Me: But I was there and there is no such a building.

The Lady: Don't you look for "A-Cee" building? I am sure it is there.

Me: No, I am looking for "A-Zee" building – showing the piece of paper I had in my hand.

The Lady: Oooohhhh, sorry, you mean "A-Zed" building, it is just next to registration office.

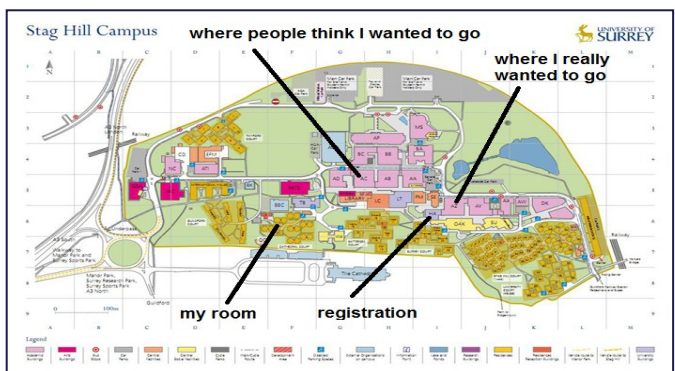


Zed or Zee? I was confused and surprised that such a small thing resulted in me wandering around for 30 minutes and explained why I was getting contradictory directions – some showing the AZ and rest showing AC I guess.

That was the moment I learned there is a big difference between the English I had learnt in my home country (American English) and the English spoken in England; which at that time sounded like a totally strange language to me. The English I learned from Hollywood movies and Eminem's songs was not the same as the English people around me were talking. To be honest, I know there is a difference but wouldn't imagine that the difference would be so HUGE.

That was quite an "Oooopss" moment for me; I could communicate with most of international students but no one local. As I was -and still am- a talkative person, I had to solve the issue of communication as soon as possible and decided to listen to English radio channels, songs and movies, and it didn't take long until I had this long list of English to English words on my room wall.

It was such a ridiculous feeling. I had to learn the same language all over again but well that was the only choice I had. But difference between the words wasn't the only



problems, it was harder to get my head around the pronunciation of words such as water, car park, cannot, matter, letter, got and words alike which have totally different pronunciation to what I was used to.

Since then, things have changed which proves that I was successful in my transition, to living here, such as:



1. People do understand me correctly when I talk
2. I now understand them when people talk to me
3. People are not calling me "the cawgirl" anymore

I can even understand and differentiate accents from different locations, such as the Midlands, Yorkshire or Scottish.

But the best thing is that I added another language to my list – did I really? I guess so, or at least that's what my Facebook profile says. :-)

Featured artist, Kiboko HachiYon



Kiboko is a freelance illustrator, painter, and the founder of Ifreecans Collective. His work at present focuses on curation, character design, narratives, self-publishing, cross-cultural collaboration, live art and large scale mural painting. In his free time, he enjoys travelling with the aim of leaving behind a body of work in each country he visits, preferably in the form of a mural or a collaborative project. He has recently become one of Chalk Mountain's illustrators on their storyshare project.

Here are some more illustrations from his on-line portfolio, which you can find at <http://kibokohachiyon.tumblr.com/>.



How a child inspired an adult to
take risks and enjoy life



Homeward journey



Diamond boy

Lifewider on TV Demands More Relevant School Curriculum, and Attacks 'Lazy' Education Policy on Truancy

*"Dock truants' child benefit,
ministers urged"*

BBC News 16 April 2012



In a BBC 'Question Time' debate on whether parents should be fined if their children don't go to school (19 April 2012), LWE community member Pete Stagg, who has spent his life working in education, criticises the idea as being 'simplistic and populist'. He points out that there are many reasons why young people might truant, including bullying, and that truancing can't be solved by this measure, adding '

You have got to look at what kind of education is being provided, and at the moment it's being narrowed to a more academic kind of education, which means more and more young people are going to find that that sort of schooling does not suit them and they just won't turn up'.

Well said Pete!

Two more Lifewiders become Fellows of the RSA

Congratulations to core team members Russ Law and Jenny Willis who have now joined Lifewide Director, Norman Jackson, as Fellows of the RSA.

Russ explains the significance this fellowship has for him:

"Now that I have started to explore the potential of being a Fellow of the RSA, my eyes have been opened to an amazing 'community of communities' with common aims, aspirations and interests. One of the first things I did was attend a lunchtime meeting of coaches, at the RSA house off the Strand. I admit to feeling like a 'stranger in a strange land' as I arrived, but by chance as soon as I went into the vaults where the meeting was to take place I was greeted by a group of other coaches – all of whom were passionately involved in the educational aspects of coaching and the educational work of the RSA. Later the same day, I was pleased to make links between these new friends and LWE, and I hope that we'll be able to report on developments in future newsletters and editions of the magazine. For me, the element of the RSA's work that looks of immense relevance is of course that of education. Imagine my interest when I read the following statement:

Curriculum innovation

We seek to develop engaging curricula that meet the learning, wellbeing and civic needs of learners, and are fit for the social and economic demands of contemporary society. This involves:

*Broadening the existing curriculum
Ensuring the social, civic and economic relevance of curricula
Meeting learners' needs in terms of educational engagement and achievement, and wellbeing*

When I explored further, I found a significant network of influential people and organisations linked to the RSA, speaking the same language as us in LWE, and going under the name of 'Whole Education'. I admit to feeling rather ignorant for having been unaware of this before. I have still to make the most of this new knowledge, but in the mean time I'd like to share this clear and unequivocal statement:

John Dunford, General Secretary of ASCL and Chair of Whole Education, said:

'Whole Education brings together a range of projects that seek to provide a broader and deeper education for all young people. For over 20 years political pressure to concentrate on the basics and use test results to place schools in a spurious rank order has created an education system that has prioritised a narrower and less exciting curriculum.'

'Whole Education has a wider view of the aims of education and of what young people need to be well prepared for their adult lives. Through the Whole Education network, we exist to encourage schools and other young people's organisations to engage with our partners and use their projects and materials to bring a richness and liveliness to learning. Beyond that practical function, Whole Education exists to influence the direction of education towards a broader experience for young people, which will both prepare them better for life in the 21st century and enrich the society in which they live.'

At this point, I am just beginning to find out the potential of the RSA. More anon!

Lifewiders' news

What does the RSA do?

Its website (www.thersa.org) summarises this:

*The RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce):
an enlightenment organisation committed to
finding innovative practical solutions to today's
social challenges. Through its ideas, research and
27,000-strong Fellowship it seeks to understand
and enhance human capability so we can close the
gap between today's reality and people's hopes
for a better world.*

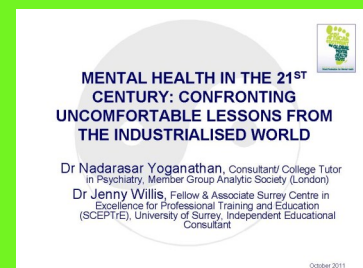
Its mission statement resonates clearly with us at Lifewide:



*In the light of new challenges and opportunities
for the human race our purpose is to develop and
promote new ways of thinking about human
fulfilment and social progress which speaks direct-
ly to our strapline - 21st century enlightenment.*

"Multiculturalism and diversity are central to my life."

In her application, Jenny highlighted her diverse interests (so unwelcome to the supervisors of her inter-disciplinary doctorate, who wanted to confine her to one box!) and lifelong pursuit of equality of opportunity. This includes her global contribution to the destigmatisation of mental illness, through which, only last year, she has become highly involved in bringing mental health services to developing countries in sub-Saharan Africa.



**Are there any other RSA Fellows amongst
our readership? Please let us know**

Always look on the bright side of life

Nick Jackson



Nick Jackson currently resides in Queensland's Sunshine Coast and is a freelance IT journalist (nick@fluent-communications.com)

In the fifteenth century morality play *Everyman*, the character of Death points out one of life's certainties: "*For we te you well the tyde abyde the no man*", more commonly quoted as "*time waits for no man*". This has always been a favourite quote of mine, and has underpinned a number of my philosophical attitudes to life. The fact that time moves inexorably forward is a great motivator to fill those finite days and hours with enrichment and pleasant pursuits, and to make the best of one's time on the planet. It is also a reminder that any intense situation will pass in due course. Indeed, I remind myself before undertaking any stressful activity - maybe an unavoidable confrontation or making an important presentation - that the next hour or so *will* pass; I just need to focus and put my best effort into this limited time slot and be through it shortly.

When I was at university in London in the seventies one of our geology professors made a point of stressing that he was not there to groom us for jobs, but to exercise our minds purely academically. I thought that was a mixed message at the time, and I still wonder whether he couldn't have expressed himself better. Indeed, we were not there to be 'trained' for a specific role, but we were definitely there to expand our horizons, and equip ourselves mentally for our various futures, whether or not they specifically involved the subject of our academic focus. During this time, I formulated my own approach to life which was based on first establishing a confidence in myself that would see me safely through any new experience, and secondly to seek and pursue as many diverse and challenging experiences as possible with the confidence that I could bounce back to my comfort zone at any time, irrespective of whether the experience had been a 'success' or not.

Armed with this mind-set, I began to cultivate interests that would build on my geology studies and my childhood interests in the natural world. Luckily my parents had afforded me an education that was disciplined and broad based, and they had never complained while my bedroom filled with the clutter of boyhood collections of rocks, bones, stuffed animals, wildlife pictures, toy soldiers and submarines.

By my third year at university I was already well on the way to

pursuing many hobbies and interests that survive today. I never went on a field trip without a camera; my notebook became full of sketches and drawings of landscapes, rocks and fossils; I took up SCUBA diving so that I could explore under the sea as well as above it. In addition I persuaded my remarkably tolerant mother to teach me how to cook; and I replaced my somewhat stilted piano practice of just three exam pieces at a time with a freer approach to jazz harmonies and improvisation.



With this open attitude to experiences and learning new skills, opportunities for further enrichment came thick and fast. I became an underwater geologist for a *National Geographic* sponsored university expedition studying the marine lava flows of the Azores. As I was the only underwater photographer on the trip my photos were published along with our paper, which was accepted by the Geological Society of Great Britain.

Shortly afterwards I took up a role studying the core samples arriving daily from offshore rigs as international companies scrambled to be part of the North Sea oil exploration boom. Again, my camera was always by my side, and I remember chortling to myself as I snapped photos from a helicopter rapidly descending on to an offshore platform while my less robust colleague was frantically covering his eyes to avoid an attack of vertigo.

What I didn't realise at the time was that I was developing myself through learning from the experiences and opportunities that life made available to me. I was in effect a lifewide learner, and this would arm me well for the future.



In the mid-eighties oil prices plummeted and thousands of geologists, including myself, were laid off. I arrived back in the UK from the Middle East in the middle of winter, with a wife and two small children, no job, no prospects, and a very large mortgage. There were plenty of agencies around at the time that, for a large fee, would write your CV and guarantee some sort of job, no matter how lowly paid but I avoided these companies like the plague. However, I did take up the unusual promise of a group of 'vocational guidance counsellors' (I had heard that phrase first from *Monty Python's Flying Circus* which is why it probably appealed). They advised that they wouldn't find me a job, which was up to me, but they would get inside my head and teach me how to get one that would be suitable. Thus followed two very strange but fulfilling months. Among various exercises and role-plays I was asked to write a 'blue sky' scenario – what would I do if money were no object? I was also asked to write several essays describing my proudest achievements, both professional and away from work. From these essays I had to analyse all the verbs used, and we found that the top verb counts included 'decided', 'researched', 'travelled', 'negotiated' and 'performed'. Thus it was determined that I was not so much an out-of-work geologist, but rather a marketing and technical operations specialist with strong international experience. Having established this focus, we then looked at industries requiring such skills. After researching super-conductors, medical equipment, telecommunications and other technologies, I eventually found a role as International Sales Manager for a company emerging in the nascent Local Area Networking (LAN) technologies. Thus I made a seamless transition from oil to IT. Many people have commented that this was a huge change, but it wasn't if you analyse the underpinning skills I brought to the new role.

This is the type of analysis that many graduates and professionals will continually have to make. People no longer stay in the same role or industry for their entire career. Change is constant, and having the preparedness and lifewide skills to adopt and adapt to those changes is now an imperative.

Through my career my family and I have lived in nearly every continent on the planet for a while, albeit sometimes for a

limited ex-pat posting. With often a short time to appreciate local cultures, business rules, driving requirements, local cuisine and so on, one learns to use limited time intelligently and to focus on priorities.

I have been fortunate discovering that having a broad range of skills and continually improving them is an enjoyable formula for success and personal fulfillment. Dale Carnegie once said that *"people rarely succeed unless they have fun in what they are doing"* and this is so true. It is also important to have diverse interests so that if you get bogged down in one area, you can take time out and 'sleep on the issue' and come back to it refreshed. Sometimes my 'sleeping' has taken the form of diving with a video camera into a shark feeding frenzy in a sardine 'bait-ball' in South Africa, or climbing barefoot up one of the severe volcanic peaks in Queensland's Glass-house Mountains, but you get the picture!

It is also important to have objectives to achieve in life. As a small boy I had always wanted to visit the Galapagos with its volcanic cones and strange reptiles. Later as a geologist and wildlife enthusiast I made this a target, and years later, when my wife and I eventually completed a spectacular diving trip there in 2005, the feeling of achievement was wonderful.

We have shared other targets involving travel, children, pets, careers, house purchases, and hobbies. When each of these has been achieved the sense of satisfaction and enrichment is empowering and helps to develop the next targets.

Finally, there are two additional values that I have always held dear. One, that my wonderful children and infinitely patient wife have had to put up with since the year dot, is a 'Positive Mental Attitude' or 'PMA'! I firmly believe in the power of positive reinforcement – again MP got it right with *"Always Look on the Bright Side of Life"*, the song that the crews of both HMS *Sheffield* and HMS *Coventry* sang while awaiting rescue in the Falklands War in 1982. The other value is that of physical health. One cannot insure against the capricious nature of some diseases like cancer, but you can bias the odds in your favour by taking regular exercise, not smoking and enjoying good food and wine in moderation. Mental fitness follows from physical fitness and having a pastime that stretches you is a great way to keep in shape. As American author and businessman John Wanamaker advised us in the early 1900s, *"People who cannot find time for recreation are obliged sooner or later to find time for illness."*



Creativity, Relevance, Engagement and Progress: interesting learning and high-quality outcomes for children

Peter Rhodes

At the time of writing, Peter Rhodes was an Assistant Head Teacher at a small primary school in Inner City London, undertaking the National Professional Qualification for Headteachers (NPQH) programme and stepping up to lead the school while the headteacher was seconded to support another school. During this challenge he was keeping an eye out for the right school to take on himself.

Formerly in Catering Services with Forte Hotels for five years, he attended UWE Bristol, completing a BA QTS Hons from 1999-2003. Following this he moved to London to take up his first teaching post, progressing quickly from various subject co-ordinator roles to the Senior Leadership Team in 2006, and then Assistant Head, Acting Deputy and Acting Head.

As a child, probably of wilful persuasion, I felt systematically constrained by school. My experience especially at primary level was of a very conservative environment. Mistakes were frowned upon quite clearly and no one would dare to question anything put forward let alone suggest we might be autonomous.

This opinion linked directly into what I found in schools I worked in, both as a student and as a qualified teacher. The focus always seemed to be on teachers feeding pupils. It was this 'spoon feeding', which I have always seen as constraining creativity and slowing real learning, that has led my desire to see a move towards a more self-directed learning approach.

Researching as part of my continuing professional development has led me to agree with consistent criticism from business that we are not educating children for today. As set out in Wagner (2008), to develop life long learners requires us to develop:

Critical thinking skills

Collaboration

Initiative and entrepreneurship

Effective communication skills

Synthesising skills

Curiosity and imagination

The world is constantly changing, but

"What goes on in the classroom today is the same stuff as 50 years ago and that's not going to cut it."

A lot of the reasoning why this is not on the agenda is our true moral purpose; is it, at primary level, to prepare for Key Stage 3 at secondary level, or SATs?

Many reading this I am sure will have heard comments regarding the need to focus on x group, as y group won't make a 'level three or four' etc. It is therefore no surprise when these children are disaffected and become unemployable, ineffective citizens. The key question for me here is, and was, how do I stop this being the way things are

without dropping grades? I have a feeling teachers will ride out with me to deliver an inclusive curriculum as long as I can keep the OFSTED wolves from the door!

"Weighing the pig doesn't make it fatter"

The evidence for this being possible however is in the often profiled Asian school system where very high results are achieved with a focus shifting towards critical thinking and problem solving skills. There is no evidence testing improves standards - 'weighing the pig doesn't make it fatter.'

Left in a position following an 80% cut to capital budgets in 2011 we lost our reading recovery teacher and this alongside evidence from Hattie (2009) and Sutton Trust, led me to investigate CORI (concept orientated reading instruction), a reading programme aimed to develop the very skills that businesses state are lacking in our graduates, utilising Swan (2003). Alongside this I initiated INSET in order to engage all staff in ensuring children were clear on:

What we are learning?

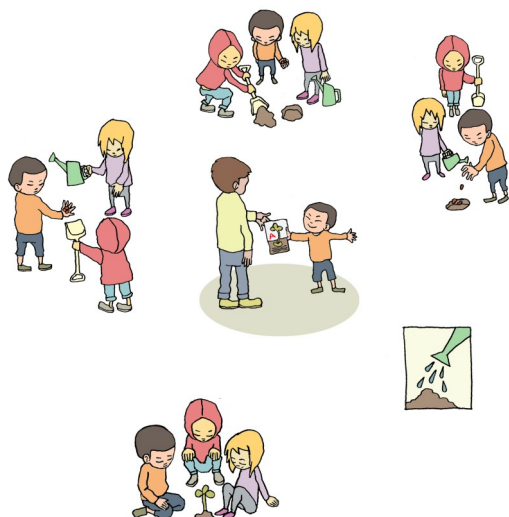
Why are we learning this?

How will this be useful? (What's the point?)

Telling children 'because I say so' is counter-productive as this disengages them and leads to low-quality work with minimal outcomes and progress. If you know why you are doing something and see it as relevant, you will give it all you have got. Think of the last time you were given a job you saw as pointless or a waste of time; how did this affect effort and engagement?

The 'Creative Learning Journey' (CLJ) approach, this can become as stiff as other prescribed schemes if life is not constantly given to it, new themes chosen and the children made part of this process. I therefore used my CORI plan to integrate this across the whole curriculum. For example, following discussion with the class we decided to focus on Weather. The children suggested ideas including installing a weather station and keeping journals, and I supported this by providing high-quality stimulus in terms of trips, visitors and

a large number of texts accessible to all children. We sat out in the rain, drew clouds, talked about decisions we had made based on temperature etc. and completed numerous hands-on experiments that the children had researched so they could lead these. This was Stage 1 of the project ('Observe and Link to Own Life'), aimed to excite and inspire questions for the next stage.



Through Stage 2 ('Search and Retrieve') the children came up with their own group and then individual questions to research and we learned together how to retrieve information using text features, search pages and so on, and how to pick out key facts, recording these on post-its under 'our questions' in our scrapbooks. Children worked independently on different questions and it was at this point evident that new levels of engagement had been reached. Children who were previously off-task wanted to research through lunch hours. Children who never did homework now produced unset work and wanted to share this with the class, and reluctant readers were engaged because this was their learning and they were in charge.

After this we moved into Stage 3 ('Comprehend and Integrate'), where the children recorded their findings as reports before Stage 4 ('Communicating'). At this point the children's parents attended far more than ever before (over 90% of them), as their children were desperate to present what they had recorded/found/learned. We spent the last week working on oratory skills, with children supporting one another to ensure clarity and engagement.

In 'OFSTED speak', however, what were the outcomes?

Children were massively engaged, leading to significant reduction in behavioural issues

Over the term of the project the Average Points Score for reading improved by 2.2 across the class, compared to 0.9 in term 1

EAL (English as an Additional Language) and lower achieving pupils made even greater gains and these impacted on the percentage of children at 'age expected level' moving from 68% to 82% in a term.

For me, however, I can leave my class this term knowing that they are more self-motivated, independent learners, able to ask good questions, to synthesise information and to communicate this clearly. They are better prepared for life and more likely to be lifelong learners as they can tell me what the point is!

With the new OFSTED framework comes a focus on children knowing what they are learning and what their next steps are. This would seem to me a perfect opportunity to give children more control over their learning. How else will children be able to explain clearly where they are in their learning, unless they are part of the planning and process? As described by one of these pupils:

'You haven't taught me, you have shown me how to learn!'

I can only hope that the next changes to the curricula truly do allow freedom and not constraints.

On Friday I leave my current school to become Head of School at a two-form entry school in Bexley. I can only hope that I can give the staff the freedom, support and expectation to deliver a curriculum for the 21st century.

***"Our job is to light the fire,
what could be better than that?"
Swan (2003)***

References

- What's worth fighting for in headship, Michael Fullan (1998 OUPress)
- The Global Achievement Gap, Tony Wagner (2008 Perseus)
- Visible Learning, John Hattie (2009 Routledge)

Russ writes:

I've had the pleasure of in-depth conversations with an amazing range of people in school leadership roles over the years. In the course of coaching and assessment for National College programmes, the theme of values, vision and conviction for a school leader has become a prominent feature, and typically our explorations will include big questions like what makes a worthwhile curriculum, and how it should be taught. I've been hugely impressed by the ways in which some leaders have managed to bring together that magic combination of improved standards in what people commonly refer to as 'the basics', and other aspects of a young person's development such as their ability to try new experiences, discuss problems, be empathetic and confident – and so on! Peter Rhodes is one of those leaders.

FEATURED INTERVIEW Real Life Story

Norman Jackson interviews Joevas Asare - J.Peace

One of Lifewide Education's ambitions is to raise awareness of the value of lifewide learning amongst young people but to achieve this we need ambassadors who share our values and beliefs who are willing to use their talents to communicate with their audiences. We are delighted that our first ambassador for young people is Joevas Asare a talented rap singer, songwriter/composer and musician who works under the name J.Peace. 'my name means peacemaker'. You can sample his music through his website <http://jpeacemusic.co.uk/>.

Joevas graduated from the University of Surrey in 2011 with a first class degree in Business and Economics with Finance and he is now establishing himself as a professional artist. He says his ideal goal as an artist, is to create an everlasting impact within the music scene and UK rap culture by spreading positive vibes and upbeat messages through rap music and exposing the genre to an audience that isn't aware of its depth. This is one of his motivations for joining the lifewide education project. The other is his passion to make a positive difference to the lives of young people by showing them that their future is in their own hands but they have to work hard to achieve it. He believes that life has taught him to value all the experiences that life has to offer.

Joevas grew up in a tough part of south London and he thanks his parents, who helped him resist some of the 'mad stuff' that was going on around him.

It was definitely very rough. I've had friends shot, stabbed and killed, definitely a rough area. My college was like the roughest college in South London. All of the people that I grew up with. I don't know if anyone's been to university and finished it. Growing up in a tough area isn't easy. I feel that I'm blessed with good parents They grounded me from a young age. disciplined me as well, I guess the people around me, the friends who were getting involved in the mad stuff didn't influence me too much. And my mum always told me that I could do whatever I wanted, and be whoever I wanted to be, and that's something that I still believe today, and if someone challenges me I can always achieve that goal.



His mum was the first person to recognise his talent for rap singing and she gave him the gentle nudge, as only mums can do, to send him on his way.

Music was something that was around me from a young age. I started rapping when I was fourteen. I was at an event with my mum, my brother and my brother's friends, a few of my friends as well. They started rapping, they were going to go on stage to rap, and my mum said, 'You should go on stage and rap as well'. I was a bit reluctant at the time, didn't actually want to do it because I just didn't feel it was my thing. However, after being pushed several times to do it I did go on stage and do it. From there I kept rapping and started to enjoy it. It was a good way to express myself so I continued with it.

I never said I wanted to be a rapper or anything like that, I just wanted to be someone. When I was young it was just about having fun, but when I hit seventeen, eighteen, that's when I started to want to be something, not exactly sure what I wanted to be, but I wanted to be something, so anything that was given to me I put my hundred per cent into it and made sure it was banging. I also realised that I had to distance myself from certain crowds as well before I could get anywhere.

During school and college my main focus was basketball and music. I was playing basketball hard, I was doing music hard as well, and then when I started focusing on education because I thought that was a way for me to move forward in life, basketball started decreasing a little bit but music was still up there. I never let go of the music.

Norman's interview with Joevas Asare (J.Peace) continues

I wanted to get good grades and that, but I've got average GCSEs. When I hit college, I didn't get good grades in my first year because I was more interested in maybe just having fun. I decided I had to make something happen, so I just got my books together. I went to this one guy in class who was always getting good grades and asked him how he got good grades. He said that he just read the book back to front. I got the book, read it back to front, just literally went to the library every day after college, I hung around this one guy that also wanted to make something good happen and I managed to get a good grade which proved to me I could do it if I tried hard enough. I retook all my first year modules, and started studying hard, properly, and just stepped away from certain crowds as well.

At college I was studying maths, economics and graphics, at university I studied business and economics with finance. What I really learnt in university, is how I best learn. I think you have to really understand yourself and how you best learn before you can actually learn properly and get good grades. I think that's one of my strong points because I know how to do what I do.

The university I chose encouraged students to go on a work placement. My work placement was one of the happiest times for me. I studied hard for the interview, and managed to get a placement at HM Treasury. The Treasury's like the best place to do an economics work placement. It benefitted me a lot. I



met a lot of people. I was in the best economic environment that I thought I could be in at that time. I went to Downing Street three times, visited the Chancellor and had conversations with him. I met a whole load of people

that I didn't think that I'd be meeting. It was cool.

I think the most important thing I learnt at uni was how to work. I learnt how to actually work hard.

University's tough, it's actually very hard if you're trying to get the best grades, so through the studying and that, the late nights, the people that I hung around with, I actually learnt that I can work harder than I thought I could work and achieve whatever I wanted to.



But if university is tough, establishing yourself in your chosen career in the real world is much tougher. Joevas is trying to pursue his passion as a rap singer, at the same time realising that making it in this world is not easy. We hear so many statistics about how hard it is to find a job but in the nine months since graduation Joevas has applied for over 600 jobs without success. And that's after graduating with a first class degree and a year-long work placement at HM Treasury. His passion for his music is however sustaining him through this difficult period. I asked him to explain how he composed a song.

I've been doing it for a while now it comes sort of naturally, I try to write every single day which I believe is important because you have to really practise at your craft if you want to be elite at it. So I try to write every day. It depends on the particular song – if I'm writing a song for a particular project, perhaps about cars, I'll go and look at cars to gain some inspiration, so once the inspiration's there the song just comes normally. I get my inspiration from the people that I'm around, the environment that I'm in and thinking about where I want to be. So music for me's just an expression of myself literally.

But Joevas understands that music is a business and it has to be mastered like any other field in order to achieve something worthwhile.



Concluding Norman's interview with Joevas Asare (J.Peace)

I always said that music's definitely a business as well, so I really want to be able to handle the business side of music. And economics is something that allows you to apply lots of different theories, lots of different understandings to a particular subject, and that's what I'm trying to do with music, trying to understand the business and apply just things that I've learnt in university and economics to this music business.

Joevas has adopted the philosophy of working with good people who are also achieving things so he can learn from them.

Working with good people is extremely important to me. I see the way they're doing stuff and then I try it, see if it works for me, then bring some of my stuff into it and see what the best procedure is. I definitely think it's important to branch out. Even though I work with a small team of people, I'm always open-minded to seeing what other people have to offer me as well, so that allows me to see the way they do stuff as well.

I'm trying my best to work with the best people around me. I don't really like to run around asking everyone to work with me. The main producer I currently work with is Alex Pais of Nonsense Productions. I also work with D.Knights, Tremaine, Fierro, IG, El Suavo and Omer Collins, who have all had a hand in developing me as an artist. I have worked with artists such as Nina Schofields, Prophet Kid, Enjay and Brooke Bailey; these are definitely cool people to work with.

His ambition to have a lasting impact on UK rap culture and spread this message of rap music to people who don't normally encounter it came from when he realised that rap music was very stereotyped.

A lot of people stereotype rap music as a particular music that they perhaps can't relate to or can't enjoy, but for me it's a way of expressing myself. I believe that people can relate to it but they just don't give it the opportunity to.

True to his mission J.Peace has accepted the challenge of writing a song to communicate the values of lifewide learning to a new audience.

"I think you have to really understand yourself and how you best learn before you can actually learn properly"

He explains his reasoning:

It is, because lifewide learning is all about having different experiences, experiencing different cultures, different backgrounds, different things in life, and that's something I'm trying to bring about with my rap music touching a different audience.

His parting advice for any young person trying to make their way in the world is to encourage them to see that their whole life is important to finding the opportunities that will help them become who they want to be.

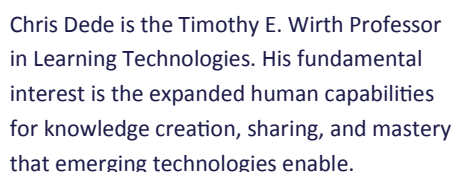
From a young age we put ourselves into a particular mindset, in a way we get trapped in a box. So for me, if I wasn't doing rapping I think that maybe I would still be in that box. But because I do rapping I'm seeing things from a lot of different perspectives. My parents are from two completely different backgrounds which has allowed me to have this open mind on things. It's really benefited me and allows me to understand that there's an importance in learning outside the box, learning about different cultures, about our backgrounds, about our history, about as many things as we can. And all of these things really benefit us and allow us to develop as a individual. And for me I think that developing yourself as a individual is so important.



J.Peace receiving his award for Economics Student Challenge 2011, University of Surrey


Technology, Innovation, and Education (TIE) Program

Harvard Graduate School of Education



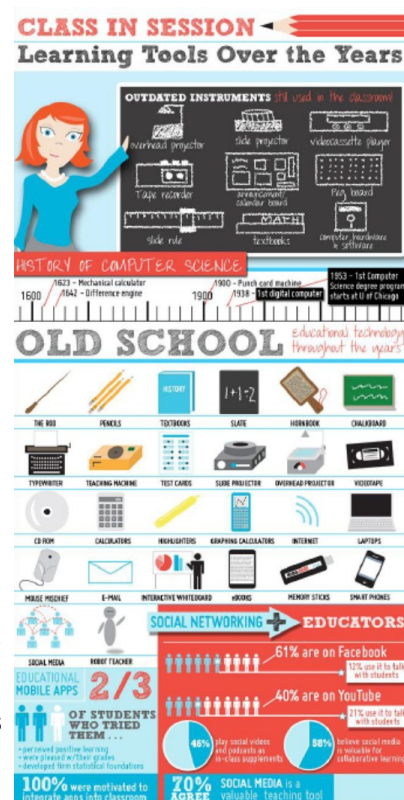
So no one needs more gaps to worry about. Nevertheless, we want to propose another one – what we might call the “joy gap.” We imagine that most readers of Lifewide Magazine have experienced the rich *pleasure* of learning – whether it’s the excitement of discovering something you didn’t know before, or the satisfaction of proving something you had only speculated about, or just the warm feeling of luxuriating in the wisdom offered by a text or a speaker or a movie.

But there is hope: Today the wall between school and the rest of life, between learning and fun, is beginning to crumble. On the school side of the wall, digital technology platforms, especially through access to the Internet and the use of games and simulations, are enabling teachers to elicit higher levels of classroom engagement from a wider range of



In the process, many long-recognised attributes of high quality learning are becoming attainable for everyone: Learning can be personalised, finely tuned to an individual's interests and progress; young people can explore their understanding of abstract concepts in real situations; educators can conduct assessment continuously, with immediately useful feedback. And while we extend the attributes of high quality learning into more settings this way, users are enjoying the well-documented benefits of situated learning, including the power of embodied experience and the ability to participate in genuine learning communities with other lifewide learners.

This convergence of digital technology and lifewide learning opportunities may be poised – finally – to bring about the next top-to-bottom shift in the governing paradigm of education. The U.S. Department of Education’s 2010 National Educational Technology Plan (NETP) presents a transformational vision for 21st century education, depicting how new technologies can help people learn lifelong and lifewide.



Mobile Devices, Lifewide Learning, and the Joy Gap (cont.)

in libraries and museums and their homes, through interactions with people in their neighbourhood and community (www.ed.gov/technology/netp-2010). We know that students' lives outside school are filled with technology that gives them 24/7 mobile access to information and allows them to participate in online social networks and communities where people from all over the world share ideas, collaborate, and learn new things. Our education system should leverage students' interest in technology and the time they spend learning informally outside the regular school hours to extend learning time in a way that motivates them even more.

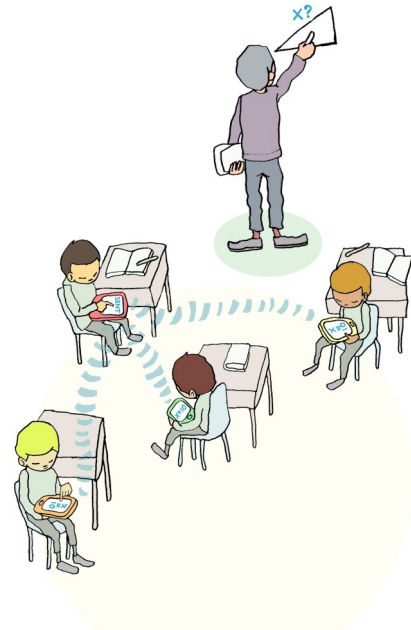
In particular, mobile devices enable learning anywhere and anytime, moving education beyond the industrial-era model where classrooms are the primary place of learning, the school day is the primary educational time, and the teacher is the primary source of information. Mobile broadband devices now have six senses:

- (1) knowing where you are
- (2) interacting with networks
- (3) sensing local content and services
- (4) highlighting opportunities that may be of interest
- (5) enhancing your surroundings with information and simulation
- (6) learning your interests, as well as how and with whom you like to learn

This new capacity for lifewide learning, infused with global information, is a powerful way of complementing the traditional model of learning, which is isolated from the world in classroom settings.

Mobile phones, tablets and other mobile devices now also provide access to a much broader and more flexible set of "educators," including parents, informal educators, and community-based coaches, tutors, and mentors. And, engaging and effective learning experiences can be personalised and customised for individual learners, paced and tailored with flexibility in content and instructional style designed to fit the interests and prior experience of each person. For example, when students are learning online, there are multiple opportunities to use technology for formative assessment. As students work, the system can capture information about their problem-solving sequences, knowledge, and strategies, as reflected by the information they select or input, the number of attempts they make, the number of hints and feedback given, and the time it takes them to solve a problem.

But four key areas must be resolved to realise the power of mobile broadband for ubiquitous learning:



Devices and infrastructure: How can we best balance educational investments between the classic infrastructure of wired computers and the emerging infrastructure of wireless mobile devices?

Safety and privacy: How can we use internet access and digital student data to enhance education, while preventing various forms of abuse?

Digital assets and assessments: How can we drive innovation in digital learning materials and services when the education market is notoriously fragmented and slow to adopt, and when the strengths and limits of mobile devices for learning are not well understood?

Human capital: How can we empower educators and other stakeholders to realise the potential of anytime, anyplace mobile learning through evolutionary, revolutionary, and disruptive transformations that move beyond the model of industrial-era schooling?

And, barriers in each of these areas create difficulties for progress in the others.

A ubiquitous technology infrastructure that supports anytime, anyplace learning can become the hallmark of a 21st century educational system. We believe that every student and educator should have a mobile broadband device, with training and support for its optimal usage to empower learning. As discussed in the NETP, policy makers should systematically explore mechanisms to fund such an infrastructure for every district, school, and student, regardless of economic status.

To understand better what lifewide learning really means, and to engage with colleagues from libraries, museums, and community and technology centres, as well as schools, we are

Mobile Devices, Lifewide Learning, and the Joy Gap (concludes)

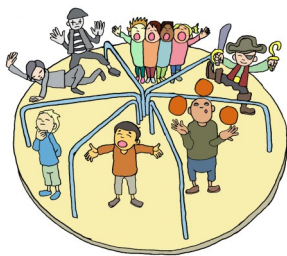
convening a week-long institute at the Harvard Graduate School of Education this summer. Our goals include:

- documenting the capacity of smart mobile devices to stimulate interest and deliver content for lifewide learning
- examining the cognitive science context for lifewide learning, including principles of effective learning and new advances in mind and brain research

- identifying potential partners for lifewide learning ventures throughout local communities
- investigating how interactive social media networks can extend learning as a peer-to-peer endeavour.

Overall, through research, experimenting, and thinking together, we can invent ways to make lifewide learning available to more and more children and young people. By making learning more ubiquitous, more natural, and more fun, we increase the chances for everyone to discover its many pleasures – and maybe even to overcome the joy gap.

Lifewide learning in Action, observed by Russ Law



Scene: A primary school in an area of socio-economic deprivation, where 90+% of the children have English as an additional language, and attendance is always a challenge. A class of thirty are performing in an assembly. The subject of the assembly is a review of things they have been learning and doing during the year so far, and is presented as a “Magical Mystery Tour”, as the vehicle for a variety performance. The teacher has obtained from iTunes the appropriate Beatles song, the signature tune of the old “Match of the Day”, and as a bit of self-indulgence The Who’s “Magic Bus”, the wheels of which duly go round and round in artistic interpretation.

The content of the show includes quick-fire dialogue, choral and solo speaking, singing, dancing, physical theatre, poetry, corny humour, slapstick, and the revision and extension of learning from topics and school visits. Somehow, the class has found thirty different exclamations of surprise, so that each performer can deliver one – everything from “goodness!” and “incredible!” to “sacré bleu!”

The scenes move rapidly between the school, Hampton Court, snowy playing fields, India, imaginary locations, the pantomime at the local theatre, and the bus itself. A group of girls comment on the amazing costumes of the people in the court of Henry VIII and his dubious attitudes to women. Boys and girls recite haiku they have composed. Footballs are juggled. Someone impersonates the teacher (but is delayed momentarily by a lost earring). A pirate invades the stage in full costume, eliciting further exclamations (“shiver me timbers!”)

The audience, of children aged three to eleven, staff and a surprising number of parents and relatives, love it. Who is the star? Well, every child has shone in one way or another, to individual and group acclaim. But every variety show needs a good compere (just ask Brucie); who to choose? What about someone who culturally is very polite, self-deprecating and quietly spoken, and who, being from an oriental family, has had the challenge of differentiating between ‘r’ and ‘l’? On stage – or rather in front of it – our Master of Ceremonies has been transformed into a bold and highly audible performer. His perfectly pronounced exhortation “Roll up! Roll up to our Magical Mystery Tour!” is a cry of triumph.

School is fun. It’s been fun during rehearsals and especially on the day. Actually, it’s fun most days, and pupils want to come. In fact, when someone is away, there’s a gasp of disappointment. And meanwhile scores are going up rapidly in reading, ‘riting and ‘rithmetic. Progress and attainment are considered highly promising.

University Support for Lifewide Learning

How are universities supporting and recognising student development through their wider experiences?
We begin a new feature highlighting what universities are doing to support lifewide learning.

Putting Lifewide Learning into Practice at Plymouth University

Dave Croot University of Plymouth

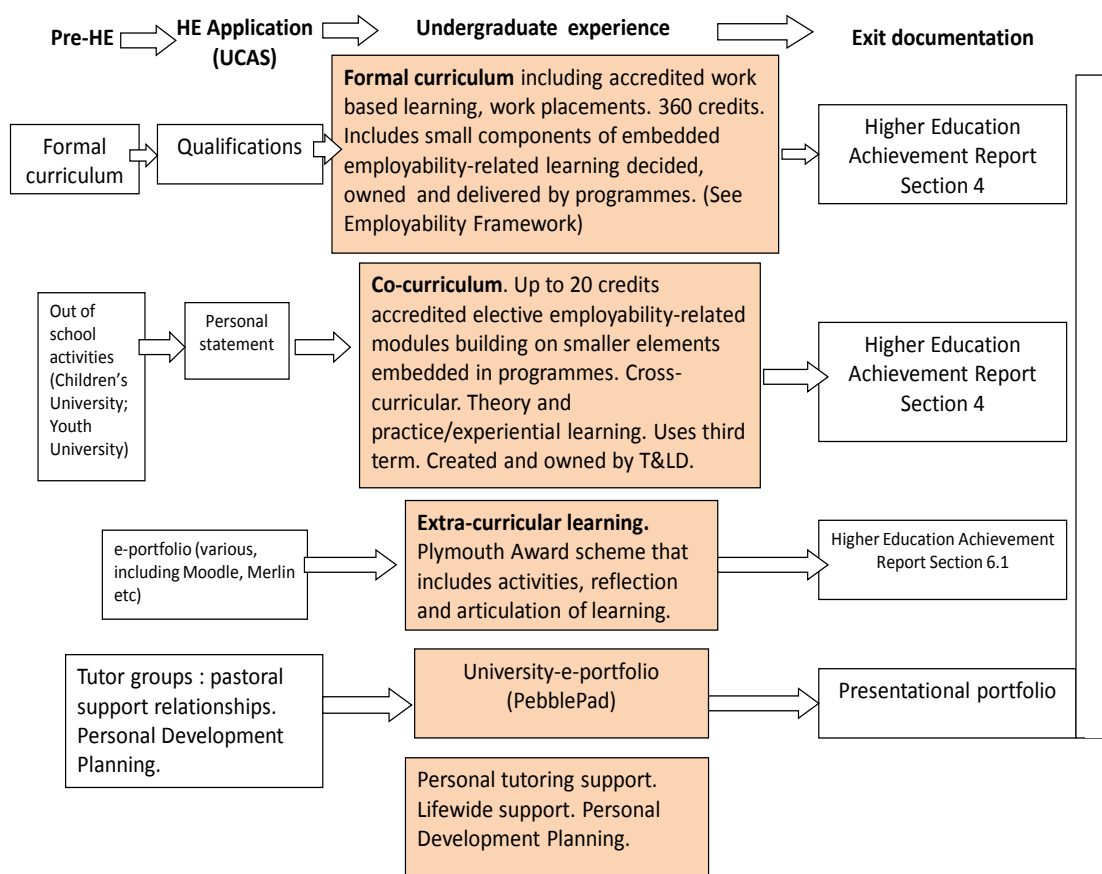
In addition to his 0.5 fte role in School of Geography, Earth and Environmental Sciences (SoGEES), Dave has an equal role in the Teaching and Learning Directorate, where he leads the Plymouth Award scheme (which recognises extra-curricular achievements), the development of the University Higher Education Achievement Report (HEAR), Learning Through Volunteering and is involved in the further development of institution-wide learning initiatives.



The concept of Lifewide Learning has been thoroughly treated by a number of authorities over the years. The most recent and authoritative UK treatment is provided in (Jackson 2011) Lifewide learning is predicated on the notion that our lives are complete experiences and that we naturally transfer learning from one "life space" to another unless we are forced into a silo mentality by cultural imperatives. Our mission at Plymouth University

is to encourage students to realise that their lives are not compartmentalised and that their personal growth and development and their employability are strongly based on a) recognising a boundary-less approach to learning, b) the ability to draw on these lifewide experiences, c) being able to reflect on these experiences and draw learning from all of them and d) the ability to articulate that learning, particularly in a career

Figure 1. Model of the pre-HE and undergraduate experience for the University of Plymouth, highlighting linkages between pre-HE, undergraduate and on-exit elements.



Putting Lifewide Learning into Practice at Plymouth University (cont.)

As the diagram implies, we believe we are building on the pre-higher education (HE) experiences of our students which are often articulated through their UCAS application. These experiences include not only academic strands (A-levels, NVQs etc), but also strong reference to their extra-curricular activities and learning through their personal statement.

We believe that it is helpful for all our students to be able to envisage their HE experience as one which is similarly lifewide in scope and as far as possible, boundary-less. This approach has significant benefits to the student as a potential graduate, to employers and to society's cultural capital, but delivering it can be a challenge!

"Many students find reflection at an appropriate level quite challenging"

One way of achieving this is to develop the "three-stranded" model articulated in Figure 1, which has close similarities with the model of HE student experience developed by Jackson (2008).

Plymouth University is therefore committed to providing an exceptional menu of opportunities from which all students are invited to select ones to suit them and every one is strongly encouraged to avail themselves of as many of these as possible.

Our formal curriculum offer includes strong elements of employability-focussed, experiential learning many of which are core to every degree programme (self – awareness, opportunity awareness and career planning), but some of which are optional (work placements, internships, placement years and so on).

We offer two strands of opportunities outside the formal curriculum: a) the Plymouth Award scheme (see <http://www.plymouth.ac.uk/plymouthaward>) and b) a menu of co-curricular mini-modules which carry academic credit but sit outside the student's own curriculum. These co-curricular modules include for example group work, teamwork, employer/employee relations, organisational structures, representing others, cultural awareness, languages, multi-cultural societies and groups, sustainability, health and safety at work, risk analysis, environmental assessments, time management, language skills, application of numeracy,

digital literacy, effective communication skills, negotiating skills, business awareness and etc. These extra-curricular opportunities are coordinated in a consistent framework which students are able to navigate, identifying and taking opportunities that suit them and their embryonic career aspirations. Their achievements are articulated in their Higher Education Achievement Report, as additional academic credits beyond their 360-credit degree programme.

The Plymouth Award scheme is our way of recognising and celebrating the learning assimilated through the extra-curricular activities in which our students engage. Our scheme requires students to: engage in a lifewide range of activities, to capture their experiences as they progress (patchwork text approach), to collate/ synthesise these experiences into a final reflective piece and present this piece for evaluation. We currently charge a small registration fee of £25.

Only by fulfilling all these criteria can a student be given their Plymouth Award on graduation.

We provide students with a choice of 3 from 5 categories of extra-curricular activities in which they might engage to demonstrate their approach to life-wide learning: working life; supporting the University or college community; volunteering; personal health and wellbeing; cultural and social awareness. Every student must complete at least 80 hours total activity including at least 20 in each chosen category.

The reflective portfolios are submitted in the spring of the final year and are evaluated by a trained team and benchmarked by the Award Director.

Many students find reflection at an appropriate level quite challenging and we provide on-line and face-to-face support for them through this part of the process.

The Plymouth Award scheme has been running for two academic years and numbers have grown exponentially (from 200 in 2010-11 to over 400 in 2011-12). To date, every student who has engaged with the scheme has completed it, but we are anticipating a leap in numbers registering when the registration charge is dropped in September 2012, along with a fall in completions in subsequent years.

References

- Jackson, N. J. (2008) A Life-Wide Curriculum: Enriching a traditional WIL scheme through new approaches to experience-based learning. Proceedings of the WACE Symposium Sydney 2008.
- Jackson, N.J. (ed) (2011) *Learning for a Complex World: A lifewide concept of learning, education and personal development*. Authorhouse.

LIFEWIDE Twitter Seminars

Designed and Facilitated by Nick Bowskill



To recognise the broad and social dimension of lifewide learning, we are hosting a series of **Twitter Seminars** on different aspects of the concept. In these sessions, participants from any background and location will be supported by the lifewide education team, in a discussion of issues and strategies relating to lifewide learning and personal development.

Our aim is to explore with members of the lifewide community and the wider twitter community, how and why people develop themselves through their everyday experiences and how development in one part of their life can be utilised in other parts of their life.

Twitter is a real-time technology. The software is free for anyone to download and use - simply go to Twitter <https://twitter.com/> and create an account. You can participate via a smartphone or internet-connected computer.

There will be five lunchtime (13.00-14.00 London time) seminars between May and September 2012. Sessions are free and open to anyone having access to Twitter. To help organise and manage the sessions, we will use the hashtags **#LW1, #LW2, #LW3, #LW4, & #L5** for each of the five events.

For those unable to participate in real-time, an archive of each session will be made publicly available. One week before the session a stimulus will be provided on our Events Page in the form of a short paper or slides. After each event we will pull the content together and create a summary posting.

LIFEWIDE TWITTER SEMINARS <http://lifewideeducation.co.uk/page/events>

#LW1 Wed May 16

Topic - *What does lifewide learning mean to you?*

Topic Host - Nick Bowskill

TIME 13.00-14.00 London



#LW2 Wed June 20

Topic - *Where and how are you creative in every day life? What encourages/stops you?*

Topic Host - Norman Jackson

TIME 13.00-14.00 London

#LW3 Wed July 17

Topic - *What examples do you know of educational practice in schools that supports Lifewide Learning? What are the challenges to these practices?*

Topic Host: Russ Law

TIME 13.00-14.00 London

#LW4 Wed Aug 15

Topic - *'Never too old to rock' - what do older people do to develop themselves when they no longer have to work? Is learning and developing when you get older any different to earlier stages of life?*

Topic Host: John Cowan

TIME 13.00-14.00 London



#LW5 Wed Sept 19

Topic - *'What is the value of lifewide learning to the workplace?'*

Topic Host: Jenny Willis

TIME 13.00-14.00 London



What next for Lifewide?

Lifewide Education Community to launch 'lifewider' e-book

In an important early step in establishing its credentials, the Lifewide Education Community Interest Company will launch an exciting new e-book in May this year.

The e-book project will support the growth of new knowledge in the lifewide learning field, and address the growing need to view learning and development as a continuous process of self-determined and self-organised activities that stretch across (lifewide) and throughout (lifelong) an individual's lifespan.

The purpose of *The Lifewide Learning, Education & Personal Development e-book* is to advance knowledge and understanding about how and why people learn, develop and achieve through their everyday experiences. These topics embrace formal and informal learning and associated achievement; personal and professional development and associated achievement; and educational processes and practices that support these enterprises. The intention is to encourage the sharing of educational practices that support these forms of learning, development and achievement across all the situations that comprise our life that are not explicitly educational.

The book will bring together research studies, biographies and scholarly essays that provide new perspectives on lifewide learning, personal and professional development, and extend our understanding of how people learn and develop simultaneously through different parts of their lives.

The book will be a dynamic project, with no pre-determined limits on its eventual size. New chapters will initially be added on a monthly basis to rapidly grow the book into an important reference work for everyone in the broader lifewide learning community, and for those who want to learn more about this exciting educational and self-development strategy. It will comprise a series of chapters written by members of the Lifewide Education Community and contributions from interested individuals, bringing together research studies, biographies and scholarly essays that provide new perspectives on lifewide learning, personal and professional development, and extend our understanding of how people learn and develop simultaneously through different parts of their lives.

If you would like to discuss making a contribution to the e-book, then in the first instance please contact the Commissioning Editor, Norman Jackson : normanijackson@btinternet.com/ 01737843608/ skype 'jumpingjacko'



LIFEWIDE MAGAZINE, Issue 3

Living the Olympic/Para-Olympic Dream

Our Summer issue will be published around the time of the 2012 Olympics so we thought it would be useful to examine lifewide learning from the perspective of the way this 'quadrennial' global event inspires people to achieve great things and put into action the Olympic/para-Olympic ideals and values.

We welcome contributions from anyone who is involved in the games or has a particular story to share.

Please contact the editor, Jenny

Deadline for receipt of submissions of next edition: 7 July 2012

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/>

