

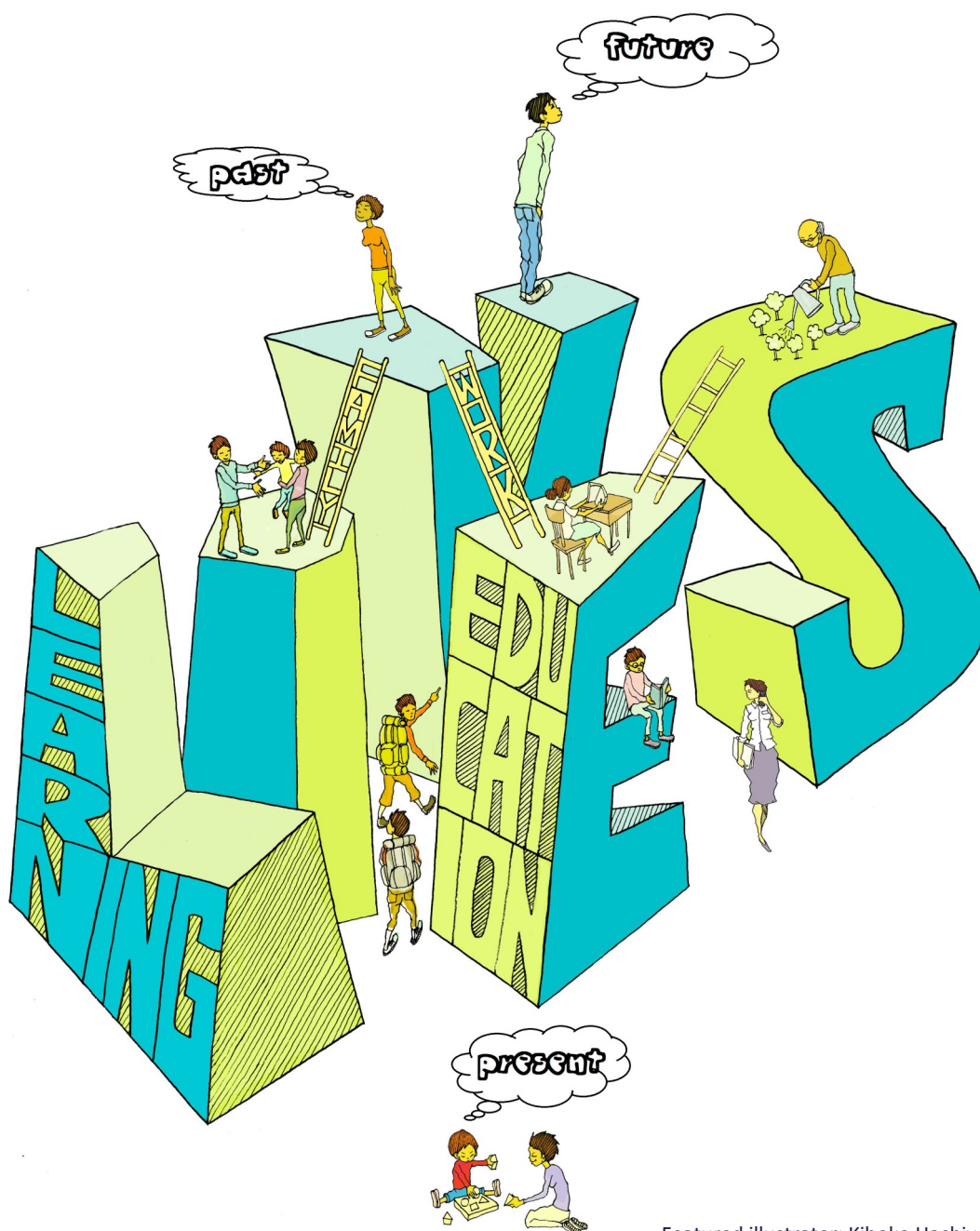


LIFEWIDE EDUCATION'S LEARNING LIVES CONFERENCE

*Encouraging, Supporting and Recognising
Lifewide Learning in Universities & Colleges*

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Featured illustrator: Kiboko Hachiyon



LEARNING LIVES CONFERENCE SPECIAL ISSUE

Welcome to this special edition of Lifewide Magazine which provides a number of articles by contributors to our conference and also showcases the contributions to our new e-book 'Lifewide Learning and Education in Universities and Colleges'.

It is highly appropriate that our first issue of 2014 should coincide with another first for the Lifewide Education Community: our very first conference! Creating an opportunity for the members of our community to come together has been a goal since we started over two years ago and the conference is enabling us to achieve our ambition. We hope that it will be the first of many such events. You can view the conference programme and speaker biographies immediately after Norman Jackson's welcome message to delegates.

Our first article is a contribution from our most important ally in north America, Distinguished Professor Marcia Baxter Magolda who is a founding member of our community. In her article 'Journey to Self-Authorship and a More Meaningful Life' Marcia draws on her significant body of research which now extends over 25 years, to illuminate the transformative developmental pathway we take as we move from dependency to mutual interdependency in the way we make decisions about important things in our life. Marcia makes the obvious but significant proclamation that 'Encouraging, supporting and recognising lifewide learning in higher education is crucial because of the central role that personal development plays in learning.'

Our second feature is by Dr Christine Redecker, who might be considered our most important European ally! Christine has been involved in a number of research studies for the European Commission Joint Research Centre, IPTS in Seville, Spain. Drawing on a foresight study that tries to envisage the future of learning and a current study on the future of open education, Christine paints a vivid picture of a future world of learning in which lifewide, as well as lifelong, learning plays a central role.

This is followed by a piece by Norman Jackson who argues that over the last decade UK higher education has moved progressively towards the adoption of a lifewide curriculum. This movement, he suggests, is one of the ways in which our higher education system is adapting to the sort of future of learning envisaged by Christine.

The Quality Assurance Agency does much to encourage institutional self-regulation of learning, quality and standards in the UK. Lifewide education is a new field and QAA has played an important role in helping the sector appreciate the impact of this development through its recent survey of practice in recognising achievement beyond the curriculum

and producing a toolkit to help institutions review and evaluate their approaches to recognition. We are delighted that Harriet Barnes, who led this work will be presenting at the conference and I have written an introduction to the toolkit as background reading for the conference.

Lest we forget that students and their learning and development are at the heart of what we are doing, our student voice in this issue is provided by Ruth Barnsley, who tells us of her own transformative experience as a result of participating in a workshop which changed her view on learning in the context of her whole life. Ruth puts it quite simply, 'learning is a part of life and life is a part of learning.'

The second half of the issue highlights our new e-book Lifewide Learning and Education in Universities and Colleges, edited by Norman Jackson and myself, including nineteen chapter summaries. In the spirit of lifewide openness the book is published under a Creative Commons Licence and chapters are free to download. The book is a wonderful example of collegial collaboration and it will provide a useful resource for anyone who is interested in this field of practice or who is involved in leading or managing a university award that supports students' lifewide development. Our intention is to continue developing it beyond the conference.

Thinking of awards, it is with enormous pleasure that we award our first Honorary Fellowship to one of our founder members, Professor John Cowan. Norman pays a moving tribute to John, which will resonate with so many of us who have had the pleasure and privilege to work with him.

The final pages of this edition of Lifewide Magazine are devoted to news items. Here, you can read about the diverse interests and activities our members are involved in.

Once again, you will recognise the distinctive style of artist Kiboko Hachiyon whose bespoke illustrations enliven many of the pages of this special edition.

The immense interest we have generated in this issue's theme has resulted in a larger than ever publication. Please do not be daunted by its length! I genuinely believe that we have created an important contribution to the development of lifewide learning, which will be drawn on in years to come.

To all who have contributed to this magazine and who will take part in the conference, a heartfelt thank you on behalf of the core team.

If you have any comments or suggestions for future editions, we are always pleased to hear from you. I can be contacted at: jjenny@blueyonder.co.uk.

Jenny

Jenny Willis, Editor



Welcome to conference delegates

Norman Jackson

Conference Chair & Lifewide Education Director

The Learning Lives Conference marks an important landmark in the short history of Lifewide Education. It is the realisation of one of our founding goals, namely to provide opportunities for people who are interested and involved in promoting, managing and supporting student development through their lifewide learning experiences, to come together to share their experiences, knowledge and practices.

While some may claim that ideas change the world, it is really the people who are enthused and inspired by an idea who interpret and embody the idea in their own thinking, practices and behaviours. The very existence of the Lifewide Education Community is the result of such a social process.

The idea of lifewide learning can be traced back to the time of John Dewey and Eduard Lindeman at the start of the last century. Only recently in UK HE have we reached a critical mass of interest and acceptance in the idea as a context for student development. Having said this universities and colleges have made remarkable progress in interpreting and implementing the idea of lifewide learning in the last ten years and this conference celebrates this achievement. It is fitting that Harriet Barnes from the Quality Assurance Agency will provide the conference with the results of a recent UK-wide survey of the approaches universities and colleges are using to support and recognise achievement and development beyond the curriculum.

At a time when the world is trying to come to terms with profound political, economic, social and technological change there is growing uncertainty about the future as we try to cope with the demands and challenges of the current world, and try to comprehend the opportunities being brought about by the technologies and personal habits that fuel the digital world. But there is also a sense of dynamism and optimism as thought leaders and educational practitioners develop new insights into the future of learning and the realisation that new cultures of learning are emerging. In the words of John Seeley Brown, 'the new culture of learning gives us the freedom to make the general personal and then share our personal experience in a way that, in turn, adds to the general flow of knowledge'.

Lifewide learning and education needs to be set in the context of these emerging new cultures of learning, personal and professional development. We are fortunate to have as one of our keynote presenters Dr Christine Redecker who has been leading a number of projects at European level to help visualise and interpret what the future of learning might be. The vision of a foresight study conducted by the team she led is that:

personalisation, collaboration and informalisation (informal learning) will be at the core of learning in the future. These...will become the central guiding principle for organising learning and teaching. The central learning paradigm is thus characterised by lifelong and lifewide learning and shaped by the ubiquity of Information and Communication Technologies (ICT).



It is a useful coincidence that our conference is being held just after 'Open Education Week 2014' and there is an interesting question relating to the connection between developing students as effective and interested lifewide learners and their capability to plan and manage their own learning and development in a future world where open education may be the norm. Christine will be sharing her most recent visualisations of this aspect of the future of learning in her conference presentation.

But the conference is first and foremost for the people in our HE community who are at the sharp end of encouraging, supporting and recognising student development through their lifewide experiences. As part of the conference process we invited practitioners to contribute to an e-book 'Lifewide Learning and Education in Universities and Colleges'. There was an excellent response and we are able to launch the first seventeen chapters of the e-book at the conference. These rich descriptions and reflections on practice will help the community build a better understanding of the ways in which a new culture of learning and development is emerging in UK HE. During the conference there will be opportunities for delegates to share their own experiences and opinions 'to contribute their personal knowledge to the general flow of knowledge'.

On behalf of Lifewide Education I would like to sincerely thank everyone who is participating in the Conference or contributing to this Magazine and e-Book. Our hope is that these mechanisms for sharing personal knowledge will make a valuable contribution to our community's culture of learning and provide everyone who participates the opportunity to develop new insights and form new relationships through which new knowledge, understanding and practice will, in time, emerge.



LEARNING LIVES CONFERENCE PROGRAMME

Wednesday 26 March 2014, 0930–1600

Clore Management Centre, Birkbeck College, University of London

0930	REGISTRATION (tea/coffee)	1400	Lifewide Education Fellowship Award Professor Norman Jackson
1000	Welcome & Introduction Professor Norman Jackson <i>Conference Chair</i>	1405	Learner-University Partnerships to help Learners Author their Lives Professor Marcia Baxter Magolda <i>Miami University of Ohio (USA)</i> <i>The presentation will be via a pre-recorded video</i>
1010	The Future of Learning is Lifewide, Lifelong and Open Dr Christine Redecker <i>European Commission Joint Research Centre, Institute for Prospective Technological Study</i> <i>How is UK higher education responding and contributing to this vision?</i>	1445	Conference Discussion : What are the Challenges & Opportunities for Supporting & Recognising Lifewide Learning & Personal Development? Panel: Sarah Jeffries-Watts <i>Programme Manager (Personal Skills Award) University of Birmingham</i> Dr Gavin McCabe <i>University of Edinburgh</i> Dr Sharon Milner <i>Employability Development Manager, University of Ulster</i> Harriet Barnes <i>Quality Assurance Agency</i> Sarah Campbell <i>PhD Student, University of Surrey</i> Ruth Barnsley <i>Undergraduate Student, University of Derby</i> Navid Tomlinson <i>Recent graduate, University of York & the York Award</i>
1100	Recognising Achievement Beyond the Curriculum: Survey of UK Higher Education Practice Harriet Barnes <i>Quality Assurance Agency</i>	1545	Imagining a University for Lifewide Learning and Development Ronald Barnett <i>Emeritus Professor, Institute for Education, University of London</i>
1130	REFRESHMENT BREAK	1600	Closing Remarks <i>Conference Chair</i>
1200	University Support & Recognition	1605	Conference closes
1205	LeedsforLife David Gardner <i>University of Leeds</i>		
1220	The Nottingham Advantage Award Dr Sarah Speight <i>University of Nottingham</i>		
1235	The STAR Award: Recognising Student Learning and Contribution to University Life Joy Perkins <i>University of Aberdeen</i>		
1250	General credit: a recognition of lifewide learning Carol Costley <i>Middlesex University</i>		
1315	BUFFET LUNCH—FOYER <i>Delegates invited to post questions or comments on a board or via texting, relating to the challenges of encouraging, supporting and recognising lifewide learning and personal development</i>		



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SPEAKER BIOGRAPHIES



MARCIA BAXTER MAGOLDA

is Distinguished Professor of Educational Leadership at Miami University of Ohio (USA) where she teaches student development theory in the Student Affairs in Higher Education masters and doctoral programmes. Her scholarship addresses the evolution of learning and development in college and young adult life and pedagogy to promote self-authorship, a concept she has been instrumental in developing and explaining through a 25 year longitudinal study of college students progressing through life. Among her many books *Authoring Your Life: Developing an Internal Voice to Meet Life's Challenges* (Stylus, 2009) provides a comprehensive and readable account of this theory. Marcia is a founding member and advocate of Lifewide Education.



RONALD BARNETT

is Emeritus Professor of Higher Education at the Institute of Education, University of London. He is a world authority on the conceptual and theoretical understanding of the university and higher education and has authored many influential prize winning books. His latest book *'Imagining the University'* opens the way for more imaginative thinking about the university in the 21st century. Ron is a founding member and champion of Lifewide Education and is contributing to the development of the concept.



CHRISTINE REDECKER

is Scientific Officer at the European Commissions Joint Research Centre, Institute for Prospective Technological Studies, where she provides research and policy advice on the potential of ICT for learning and is currently leading a Foresight exercise on Open Education Resources and Practices. Between 2009 and 2011, she led the *'Future of learning'* project which employed a series of foresight activities to develop scenarios for learning opportunities and strategies in 2020-2030. She has also been responsible for a major research project on *'Learning 2.0'* (2008-10), investigating the potential of social media for enhancing learning opportunities inside and outside formal education & training.

NORMAN JACKSON

is Emeritus Professor at the University of Surrey. and Founder of the Lifewide Education Community which promotes the value of lifewide learning and education. These concepts were pioneered by the University of Surrey's Centre for Excellence in Professional Training and Education (SCEPTre), which he Directed. His books include *'Learning for a Complex World: A lifewide concept of learning, education and personal development'*, and he is commissioning editor for the *'Lifewide Learning and Education'*, and *'Lifewide Learning and Education in Universities and Colleges'* e-Books.



HARRIET BARNES

is a Development Officer with the UK's Quality Assurance Agency. Over the last few years Harriet has worked with practitioners to develop *Chapter B4: Enabling student development and achievement* of the UK Quality Code for Higher Education. In 2013 she led work to develop a tool kit to aid institutions in evaluating the educational opportunities they provide to enable students to gain recognition for development they gain outside the academic curriculum. Part of this work involved a survey of co- and extra-curricular awards in UK HE.



CONFERENCE ARTISTS

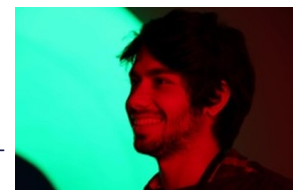


KIBOCHO HACHIYON

is a member of the Lifewide Education team and has been our community artist since January 2012. He is our illustrator for this conference issue of Lifewide Magazine.

ANDRES AYERBE POSADA

is a talented freelance illustrator and cartoonist. He will be our artist in residence at the conference - capturing ideas and discussions as they emerge and turning them into visual memories. During the conference he will be posting his drawings to the conference website <http://www.learninglives.co.uk/>.



INSTITUTIONAL SPEAKERS

DAVID GARDNER

is Head of Student Opportunity and Enhancement at the University of Leeds. He has been involved in various initiatives to embed skills development in the curriculum since 1992 including the introduction of the university's virtual learning environment, the provision of social learning spaces and establishing the very successful Student Education Conference. David has been involved in LeedsforLife from the outset, with particular responsibility for leading the development of the website, which is now moving into Phase 5 focussing on meeting the needs of Medical School and taught postgraduate community.



DR JOY PERKINS

is Educational & Employability Development Adviser at the University of Aberdeen; her post is co-located within the University's Careers Service and the Centre for Academic Development. Her work within the Careers Service is student-facing and focuses on the development of the co-curriculum; this includes leading the development of a range of employability-enhancing initiatives such as the University's Skills Award and the integration of Aberdeen Graduate Attributes in the co-curriculum. In the Centre for Academic Development her work concentrates on developing a more employability-focused approach to the curriculum.



DR SARAH SPEIGHT

is Associate Professor of Higher Education at the University of Nottingham, Fellow of the Royal Society of Arts and National Teaching Fellow. In 2010 she was appointed as the first Academic Director of the Nottingham Advantage Award, a two-year appointment that was renewed in 2012. Currently also the university's Academic Director of Online Learning, Sarah has a keen interest in curriculum development and assessment and has worked with the Award team to make the programme innovative and 'cutting edge' within its institutional context.



DR CAROL COSTLY

is a Professor of Work and Learning and Head of Research and Research Degrees at the Institute for Work Based Learning, Middlesex University. Her research interests are in examining methodologies and epistemologies in work based learning (WBL) in higher education to professional doctorate level. She has written about WBL pedagogy and the development of WBL as a field of study, especially trans-disciplinarity, equity, ethics and practitioner-researcher issues.



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THE JOURNEY TO SELF-AUTHORSHIP AND A MORE MEANINGFUL LIFE

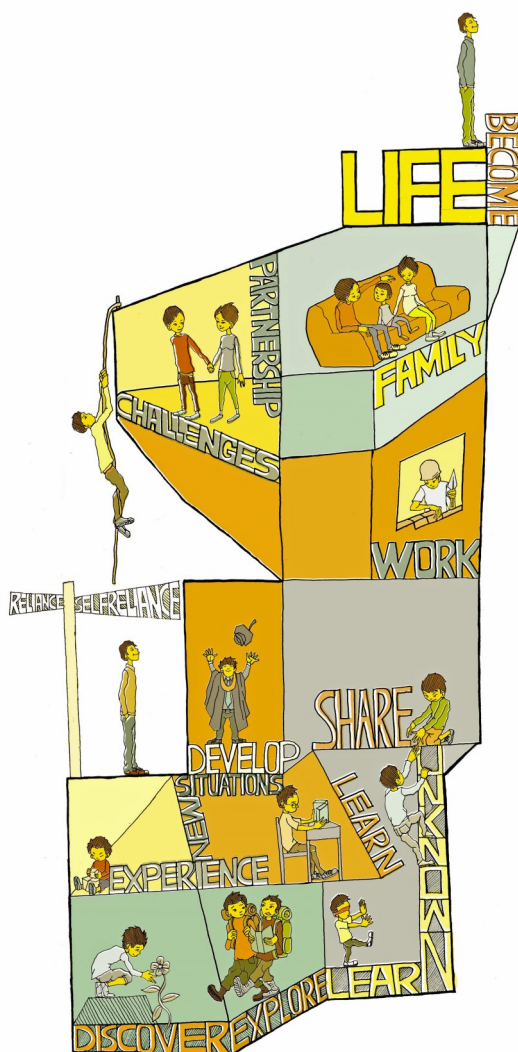
MARCIA BAXTER MAGOLDA is Distinguished Professor of Educational Leadership at Miami University of Ohio (USA) where she teaches student development theory in the Student Affairs in Higher Education masters and doctoral programmes. Her scholarship addresses the evolution of learning and development in college and young adult life and pedagogy to promote self-authorship, a concept she has been instrumental in developing and explaining through a 25 year longitudinal study of college students progressing through life. Among her many books *Authoring Your Life: Developing an Internal Voice to Meet Life's Challenges* (Stylus, 2009) provides a comprehensive and readable account of this theory. Marcia is a founding member and advocate of Lifewide Education.



Why is lifewide learning important?

Encouraging, supporting and recognising lifewide learning in higher education is crucial because of the central role that personal development plays in learning. Learning is often misconstrued as limited to cognitive functions and the acquisition of knowledge, and thus the classroom. Yet we know, from an extensive body of research on human development and learning,

that one's sense of self and social relations are key factors in how one comes to know. The constructive-developmental tradition of human development, of which Jean Piaget was a pioneer, explicitly describes three interconnected dimensions of human development that are central to our meaning making. The cognitive dimension refers to our assumptions about the nature and certainty of knowledge and how we come to know. The intrapersonal dimension consists of our assumptions about our sense of self and identities. The interpersonal dimension addresses our assumptions about the nature of social relations. We construct these sets of assumptions by making sense of our experiences. New experiences often produce dissonance that calls our existing assumptions into question, prompting re-evaluation and in many cases revision of our assumptions into more complex forms. The latter constitutes development. Robert Kegan¹ refers to this standing apart from our earlier assumptions to reflect on them and reshaping them to account for greater complexity as the "growth of the mind" (p. 34). This is the same process Jack Mezirow² calls transformational learning, or "how we learn to negotiate and act on our own purposes, values, feelings, and meanings rather than those we have uncritically assimilated from others" (p. 8). This connection between development and learning is crucial to understand if educators hope to engage learners in transformative learning.



Informational and transformative learning

Mezirow notes that learning involves both informational and transformational learning. Informational learning, or acquiring relevant knowledge and skills to solve problems and extending our frames of reference into new areas, is necessary but insufficient for navigating the complexity of today's world. Informational learning has typically taken the foreground in educational practice, as has the cognitive dimension.

Transformational learning, or shifting frames of reference to navigate complexity and constant change, is becoming increasingly important for success in adult life. Transformational learning resonates with lifewide learning because both involve bringing all dimensions of a person to bear on learning. One complication, however, is that many learners have been socialised through informational learning to rely uncritically on what they have assimilated from others. Engaging them in standing apart from those assumptions to create their own can be a significant challenge. Thus even educators who recognise the value of learning within and throughout life are faced with the challenge of connecting learning experiences to learners' existing developmental assumptions.

Uncritically following external formulas

Following a group of young adults from their college entrance at age 18 to their current lives at age 45 is enabling me to witness the multiple ways in which assumptions about knowledge, self, and social relations evolve over time from uncritical reliance on external authority to internal criteria for guiding one's life, or self-authorship^{3&4}. While learning through experiences across our lives can greatly enhance our ability to live our life within our own guiding framework of purposes, values and beliefs we must not assume that someone who leads an engaged life will automatically develop such internal authority.

One participant in my study, Kurt, offers an excellent example of someone who despite high engagement in college life (and lifewide activities beyond his academic curriculum) still uncritically followed external formulas into his twenties. By his sophomore year Kurt had acquired leadership positions in two student organisations. He described these roles as contributing to his career preparation, saying: *"I'm looking two and a half years from now and what will happen and how I'll be perceived. I'm trying to polish myself for the next step [career]."* Kurt spent his college career faithfully doing his academic work and engaging in leadership positions assuming that it would all add up to a meaningful life as an attorney.

Kurt took a position as a legal assistant in a law firm upon college graduation. He described what happened: *I was motivated by wanting to go to law school. The law firm was also motivated by prestige. Being a lawyer would be good because I would get acceptance. [But then] I got a taste of the environment, and it was not one I wanted to be in. I was torn about it. I talked to my dad. I'll remember that conversation the rest of my life! Dad said he didn't like wet weather and might move upon retirement. And I thought, "I'm staying here to be near family, then you are moving?" It was an awakening -- start living my life for myself.* (3 p. 78)

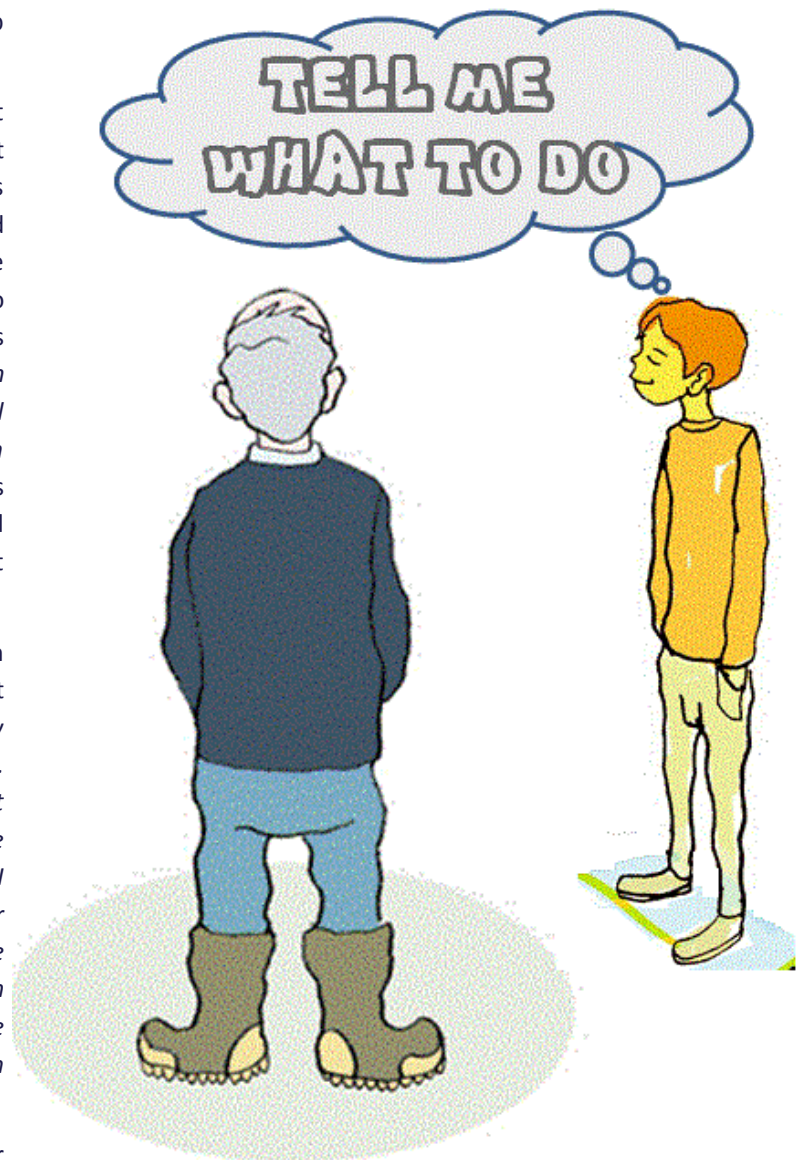
The recognition that he needed to start living life for himself was simultaneously a recognition of the drawbacks of uncritical acceptance of external others' perceptions. This moved Kurt from uncritically following external formulas to a crossroads fraught with tension between constructing his internal voice and listening to others.

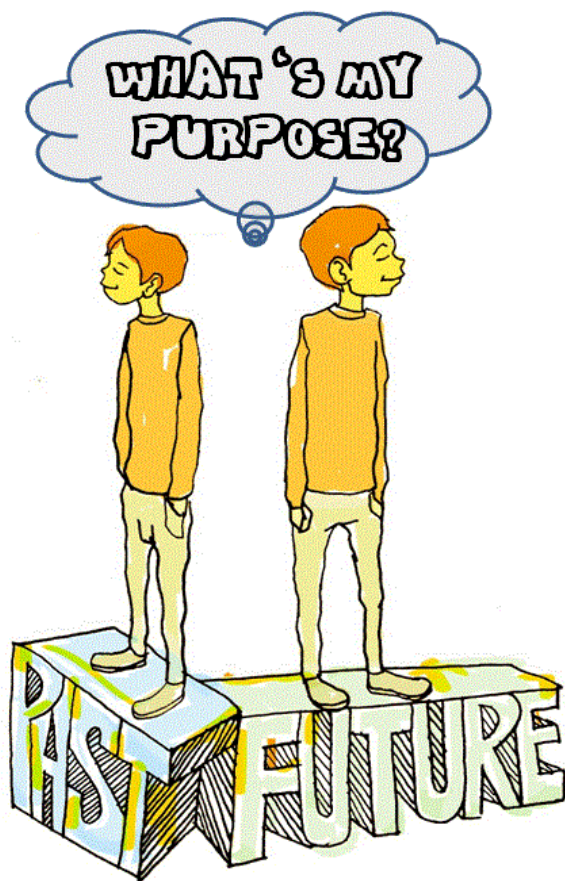
Crossroads

As Kurt soon learned, awareness is valuable but it does not yield immediate changes in long-held assumptions. Kurt reported that he learned more about his reliance on others' perceptions for his self-worth at a couple of workshops he attended in his early twenties:

The power of choice is mine; I have a choice of how I want to perceive each and every situation in my life. . . . Obviously I'm not to that point yet because I choose to make myself happy and make myself sad on what other people are thinking. (3 p.98-99)

Here Kurt sees the need to listen to his internal voice, but he has yet to figure out how to do so. A few years later, having worked at a hardware store, a youth centre, and a factory, Kurt was still exploring who he wanted to be and what he wanted to do. He offered this comment on trying to listen to and cultivate his internal voice:





What is inside impacts what is outside, but it comes from inside. The inside is not influenced by others. You have to learn that it does come from inside. For a while you think others can make decisions; you learn in the end that it comes down to you. There is a poem, something like "Man in the Glass." It talks about going through life, but the only person you answer to is the man in the glass -- the mirror, looking at yourself. I can't remember the exact lines, but one is that the most important person is the person in the glass. My parents have instilled that a lot. They never gave answers, just said, "You get out on your own and we'll support you." My experience with the law firm set me on the road to where I am now. I thought it would bring me happiness, I tried to live society's plan for me; no way! Then it was like, "Okay, I don't think there is any self-actualisation in what society has planned." In order to self-actualise yourself, you have to look inside yourself. (3 p.127)

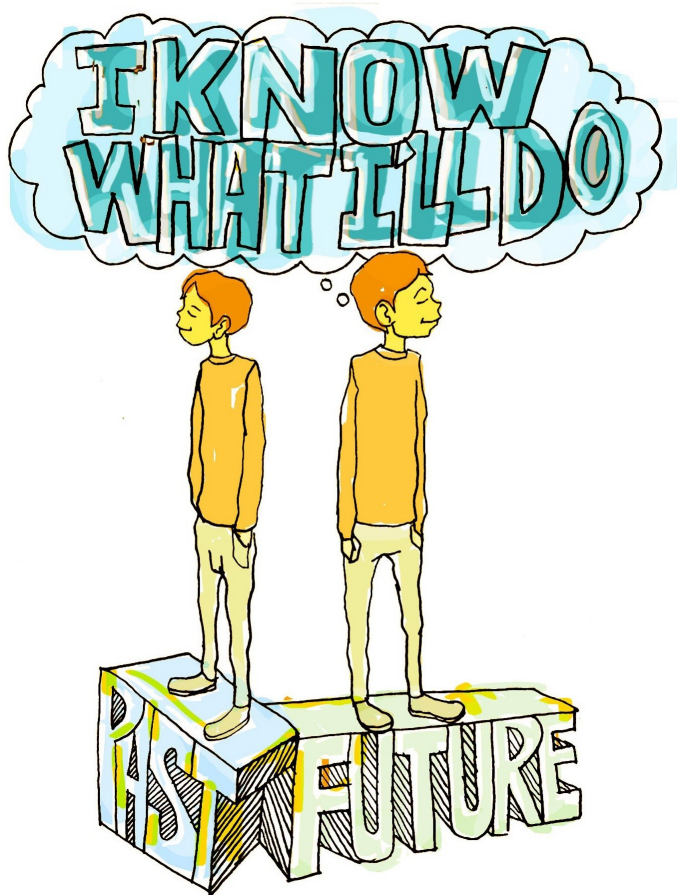
Despite his parents' encouragement to listen to himself, other societal pressures apparently were stronger in leading Kurt to try to live society's plan. Discovering that it did not work, Kurt reported spending most of his twenties trying to construct and trust his internal voice.

Self-Authorship

One of the key factors for Kurt and others in moving out of the cross-roads into self-authorship was the recognition that reality is beyond one's control but one can control one's reaction to it. Kurt explained:

It is not that you get to control the circumstances of events happening to you; I've tried to stop that and [instead] control how I think about it. ... I try to control events less, and control my perception of them more. What other people think is still a motivating thing for me. There are times when I am extremely confident, and then what people think doesn't matter. It is the power of my conviction. At that time, I am going to do it, it is going to happen. In the mode I am in right now, I am concerned about what other people think, but not to gain approval for myself. It is more where I am in a whole learning process. I have a great relationship with my boss. A lot of times I'll ask him how he'd play something. I want to know what he thinks. But it's not who I am, I'm not basing my identity off it. It is not for gaining self-worth, just for getting resources. What makes our relationship solid is that we have an understanding -- he'll come to me with the same thing. We ask what each other thinks. It is a positive mutual understanding. We aren't looking for each other's approval. My boss is not concerned about what other people think -- he doesn't define his worth on that. I take a lot of that from him -- he's a positive role model. (3 p.181-82)

Kurt relies more heavily on his internal voice here while still acknowledging that what others think does matter. He is seeking external perspectives to gain a deeper understanding rather than to support his self-worth. In self-authorship, the internal voice coordinates external influence rather than being controlled by it. Kurt's boss models this for him, becoming a good partner in mutual exchange with Kurt.



Importance of Learning Partnerships

Kurt's story conveys the complexity of the journey toward self-authorship. My participants' collective stories from their college and post college lives reveal key factors that help adults reframe their assumptions about knowledge, self, and relationships. I organised these factors into the **Learning Partnerships Model**^{4&5} that I offer as one approach to support adults' growth toward self-authorship. Three components of the model support learners' current assumptions. These include respecting learning thoughts and feelings, encouraging them to use all their life experiences as opportunities for growth, and collaborating with them to analyze and solve their own dilemmas. In addition, three components simultaneously challenge learners to expand their current assumptions. These include emphasising complexity of work and life rather than simplistic solutions, drawing out learners' personal authority, and working interdependently to share authority and expertise to solve complex problems. In order to promote self-authorship, educators must engage learners in making sense of their experiences rather than just having the experience. Moreover, educators must work interdependently with learners to enable them to create their own meanings from their experiences rather than educators making sense of their experiences for them.



I have likened the Learning Partnerships Model to a tandem bike ride in which the front rider directs the journey and pedals hard to make it happen while the back rider provides encouragement and emotional and practical support. In traditional classroom teaching educators tend to take the front seat rather than placing learners in charge of directing their own learning journeys. When learners take the front seat the experience is more likely to help them encounter the dilemmas and hard choices that necessitate them to develop their internal voice. Having a learning partner on the back helps them share their experience and reflect on, analyze, and make sense of it in richer and more complex ways.

Many colleagues in higher education have used these learning partnerships in classroom and co-curricular settings with impressive results^{6&7}. These six components, integrated into a philosophy of learning and the educator-learner relationship, assist learners along the developmental journey to stand apart from their current assumptions and potentially develop more complex ones. Respecting learners' thoughts and feelings inherently entails respecting their current developmental assumptions, which tailors the partnership to the learners' development. The mutual partnership enables shifting along with learners as they reframe their assumptions. Incorporating these dynamics into all educational and informal learning experiences, and offering a holistic educational experience as Lifewide Education also advocates, helps adults integrate their assumptions about knowledge, self, and social relations. What I hope is evident here, however, is that learning and development require far more than offering experiences – even lifewide experiences. Learning and development requires making meaning of experience — a process that can be facilitated and enhanced in the company of good empathetic learning partners.

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'The Future of Learning is Lifelong, Lifewide and Open'

Christine Redecker



Christine has been working at the Information Society Unit of the European Commission's Joint Research Centre IPTS in Seville since 2008. During this time, she has been responsible for several research lines in the area of ICT and learning. Initially, her focus lay on 'Learning 2.0' (2008-2010, <http://is.jrc.ec.europa.eu/pages/Learning-2.0.html>), a major research project which investigated the potential of social media for enhancing learning opportunities both inside and outside formal education and training. She then enquired into 'The Future of Learning' (2009-2011, <http://is.jrc.ec.europa.eu/pages/EAP/ForCiel.html>), a study that developed imaginary scenarios exemplifying how learning in the future will become a more and more personalised, collaborative, and informal activity. In 2011-12, she led IPTS research on the use of ICT for the assessment of key competences. She is currently leading work on Open Educational Resources and Practices in a study that focuses on developing visions for Open Education 2030 in the three areas of Lifelong Learning, Higher Education and School Education (<http://blogs.ec.europa.eu/openeducation2030>). Christine holds a PhD in Philosophy of Mathematics and has a research profile in didactics. Before joining IPTS in 2008, she worked for several years in education: as a secondary school teacher, as a teacher trainer and as a university lecturer.

The views presented here are those of the author and should not be regarded as the official position of the European Commission. The scenario work on Open Education is work in progress. It is done on behalf of DG Education and Culture. It is intended to stimulate discussion and does not constitute an official policy position of the European Commission.

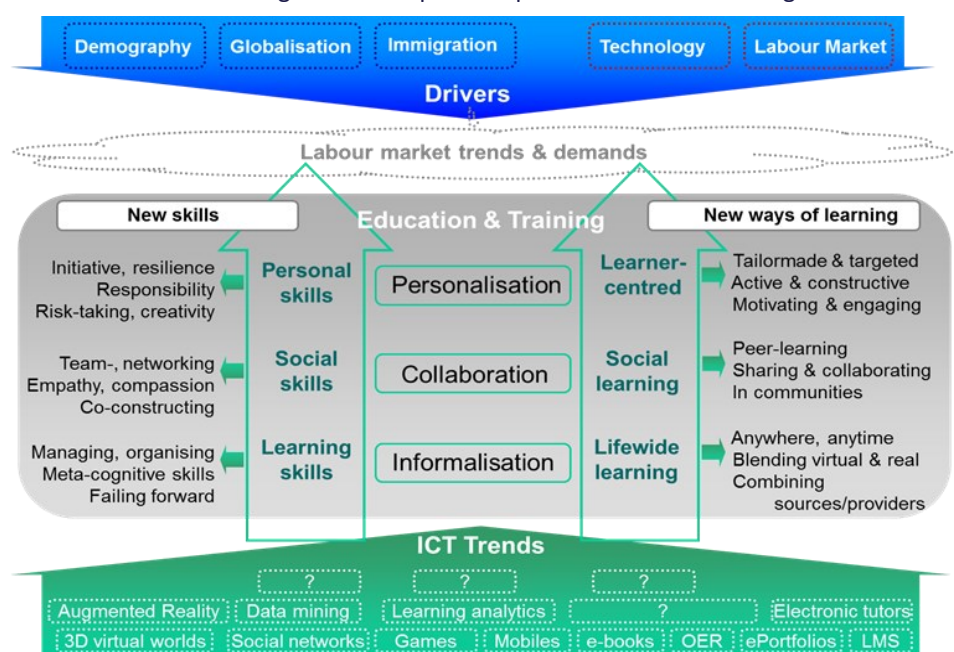
Towards a better understanding of learning in the future

The last ten years have witnessed some profound changes in the way we learn, communicate, network and collaborate primarily driven by technological advances related to the use of the internet. While the only certainty is that change will continue, the makers of social, educational and economic policy need to develop understandings of where the current pattern of change will take us in order to better support change in society for example through investments in education and training and the shaping of what and how students are taught.

In an attempt to look over the horizon at what learning will be like in the future, the EU commissioned a Foresight study in 2009. This study aimed to identify, understand and visualise major changes to learning in the future. It developed a descriptive vision of the future, based on existing trends and drivers, and a normative vision outlining how future learning opportunities should be developed to contribute to social cohesion, socio-economic inclusion and economic growth. Figure 1 summarises the most important components of this vision¹.

The overall vision is that personalisation, collaboration and informalisation (informal learning) will be at the core of learning in the future. These terms are not new in education and training but they will become the central guiding principle for organising learning and teaching. The central learning paradigm is thus characterised by lifelong and lifewide learning and shaped by the ubiquity of Information and Communication Technologies (ICT). At the same time, due to fast advances in technology and structural changes to European labour markets related to demographic change, globalisation and immigration, generic and transversal skills are becoming more important. These skills should help citizens to become lifelong learners who flexibly respond to change, are able to pro-actively develop their competences and thrive in collaborative learning and working environments.

Figure 1 Conceptual map of the future of learning



Source: IPTS (2011): „The Future of Learning: Preparing for Change“, <http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=4719>

© European Commission, 2011

It is worth drawing attention to the explicit role played by lifewide learning in this vision of future learning. It is connected to the ideas of learning anywhere/anytime, informal learning and the capabilities to plan, manage and self-regulate own learning and development. These capacities will be key to being an effective learner in this vision of future learning. But lifewide learning is also connected to the ideas that learning is both personal and individual, yet also social and collaborative. As Jackson shows, lifewide learning provides a conceptual framework that enables the learner to view themselves 'as the designer of an integrated, meaningful life experience. An experience that incorporates formal education as one component of a much richer set of experiences that embrace all the forms of learning and achievement that are necessary to sustain a meaningful life' ^{5 p115}

Growing out of the foresight study was an awareness of the importance of 'opening up' our current educational systems, approaches, resources and practices to enable society to realise the potential contained within the vision.

The paradox of education in a digital world

We are currently confronted with the paradox that although digital technologies are embedded in all facets of our lives and there is a worldwide expansion of on-line (open) educational resources that allow easy access to knowledge and learning, education systems have been so far unable to systematically exploit the potential of ICT to modernise teaching and learning practices. The recent rise of Massive Open Online Courses (MOOCs) in particular has drawn attention to the fact that a vast range of high quality learning opportunities are available to (almost) everyone at virtually no cost.

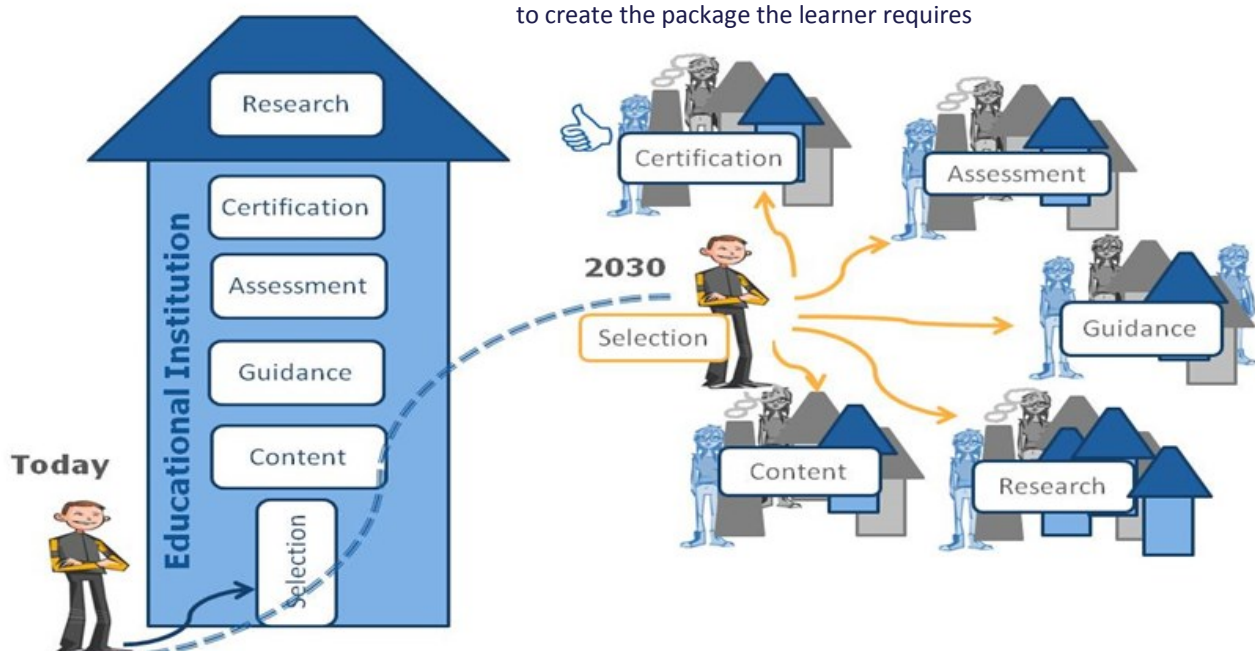
The great promise of "Open Education" is to provide every citizen with exactly the kind of learning s/he needs, when, where and how s/he needs it. This is a fundamental shift from most of formal education today where learners generally comply with the when, where and how an institution chooses to provide its educational opportunities.

To better understand how such an ideal education system could be developed for the medium-term future, a participative foresight study is being conducted by the Joint Research Centre IPTS. The process is 'open' to contributions from anyone who is interested in submitting their views and it has involved engaging a high number of highly knowledgeable experts in developing visions and scenarios for "Open Education 2030" for the three sectors: School Education, Higher Education, Adult Learning². The aim of the study is to guide and direct policy making beyond the timeframe of 2020 and support current policy efforts at European level to Open Up Education³. It continues the work completed under the previous foresight study on "The Future of Learning"¹.

What will, could or should "Open Education" look like in 2030?

Of course, there are no easy or straight forward answers to this question. The future cannot be predicted accurately. However, there are some trends visible today that allow us to move beyond forecasting to envisage how education could be opened up to become lifelong and lifewide, so that it would provide every individual learner with exactly the learning opportunities s/he needs when they need them.

Figure 2 Unbundling of institutional functions and practices to create the package the learner requires



The most apparent of these trends is a power shift, from the institutions to the learners. Whereas traditionally learners enrol with a designated educational provider like a school, a university, or a training centre and all the functions and practices relating to the educational opportunity are the responsibility of the provider (Figure 2 left hand side), the future might be very different through the unbundling of institutional functions and practices relating to the provision of educational opportunities (Figure 2 right side). In this way learners could design their own learning pathways by pooling the different (learning) opportunities, resources and assessment possibilities available, and combining them in a way that allows them to meet their particular learning, development and recognition needs. Learners would be able to learn what, when, where and how they want to learn (the "4W" of Open Education).

However, completely self-guided "open" learning strategies, where all four dimensions are decided and designed by the learner (as suggested in Figure 1) may not be the best option for all learners and all learning needs. In general, there are two core challenges that emerge and that give rise to a set of three further, intermediate scenarios.

Challenge 1: Guidance

Learning opportunities that emerge in a completely unstructured learning ecology⁵ require learners who can and/or want to learn autonomously, in a self-directed way. Learners who are less able or willing to navigate through a universe of disaggregated learning resources to personalise their own learning journey will need guidance to identify suitable resources, for example through networks and learning communities ("Guided discovery"), and/or enrol more formally in a structured course or class that will navigate them through the learning process, check on progress and keep them motivated ("Guided journey"). Depending on the learners' specific support needs, guidance will take many different forms, from documentation and peer collaboration through to targeted tutoring, mentoring and coaching.

Challenge 2: Learning goals

The second pre-requisite for truly open learning is that the competences acquired as such are of value for the learner. Completely open learning strategies work well for learners who set the learning goals themselves, i.e. who are interested in acquiring a certain skill or know about a certain topic out of personal or professional interest and the personal learning objectives are determined and fulfilled by the personal satisfaction with the expertise gained.

In many cases, however, learners need to acquire skills in view of future career perspectives and will therefore want to demonstrate, in one way or another, that they have achieved certain specific, externally defined, learning goals.

Thus, for some learners and for some learning situations a more guided learning context will make open learning more efficient, effective and worthwhile. Furthermore, for many learning needs, e.g. for the acquisition of basic and vocational skills, learning goals are externally set and will remain so in the future. In this case, learners have no choice on their learning goals (the "what"), while they should have a choice on "how" to learn the necessary skills.

Hence, guidance (x-axis) and curricula (y-axis) – as expression of the control over learning goals - emerge as two core challenges, which structure the Open Education landscape of the future. As a consequence, four different scenarios emerge, that jointly sketch out what Open Education 2030 could look like (Figure 3, overleaf).

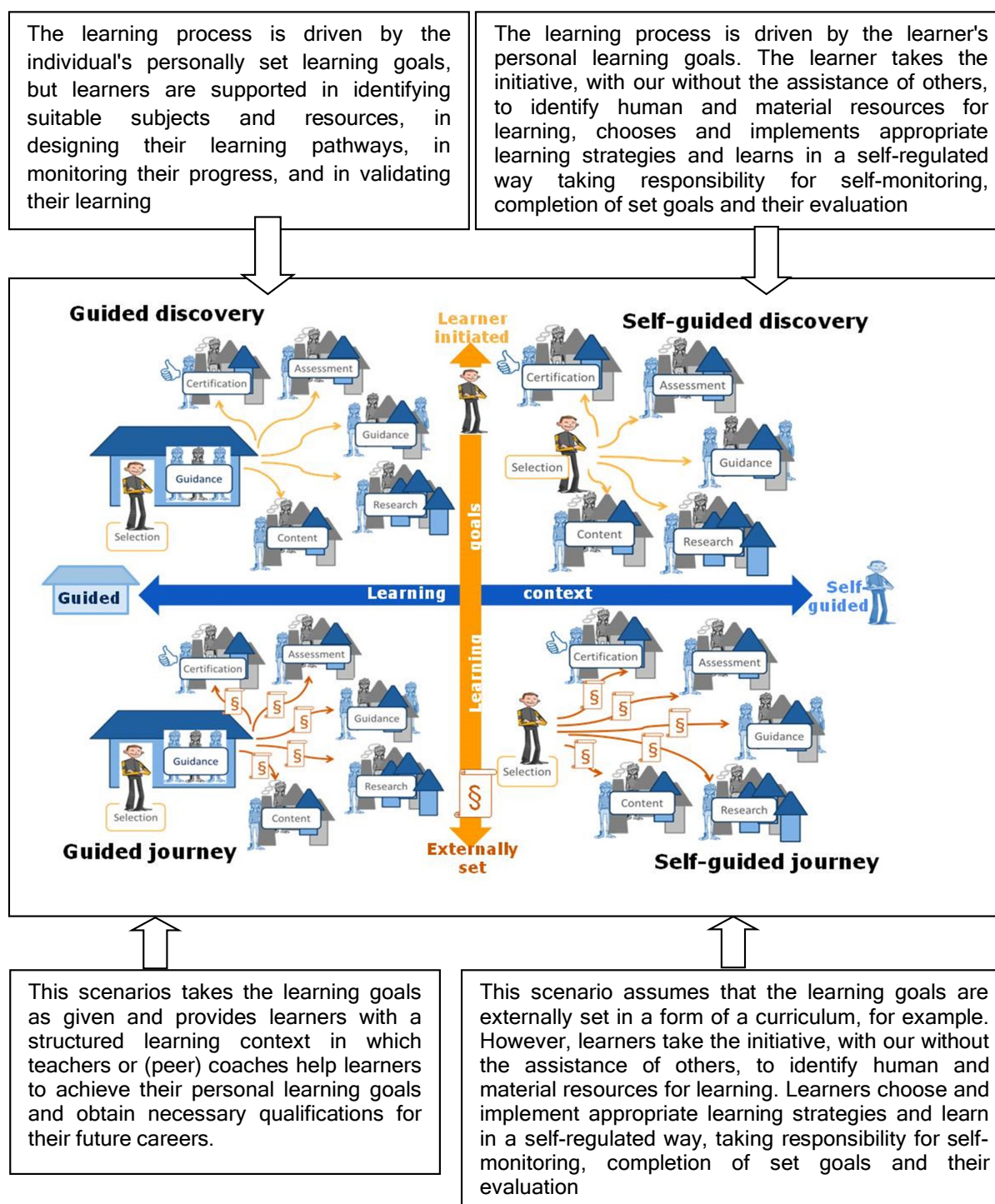
The four scenarios spell out different options and manifestations for a common vision of Open Education 2030. In all four learning situations, the learning process is conceived as an endeavour that is led and designed by the learner. This endeavour may take the shape of a journey with a concrete destination, towards an externally set learning goal or qualification; or it can look more like a discovery trip, where learners decide themselves what to investigate, when, where and how (y-axis). It can be a self-guided tour, where each learner follows their own directions, in loose exchange with others, or a collaborative endeavour, in which the support offered by peers and guides makes the learning endeavour worthwhile (x-axis).

The latter scenario – guided journey - is the most recognisable from the current point of view. It should be noted, however, that even in this scenario education is "open" in the sense that learners will learn with different open educational resources, tailored to their needs, in a variety of different collaborative learning groups, online and offline. They will learn according to their preferences and needs and adapt pacing and timing to their lifestyles. Curricula will also be "open" in the sense that they will allow for as much variation in content, order and modularity as possible.

What are the implications of this level of openness?

If we look at this emerging landscape of learner-centred lifewide and lifelong learning, there are two important implications for policy making and these concern *curricula* (which currently specify learning goals and outcomes) and *institutions* (which traditionally provide the learning context and resources).

Figure 3 Scenarios for Open Education 2030



Curricula: If informal learning becomes normal practice and learning goals are increasingly defined by the learners themselves, according to their concrete, practical learning needs, curricula remain relevant only in areas where there is a societal consensus that a central control over learning goals and outcomes is needed. However, even in these areas, curricula could be replaced by the accreditation mechanisms through which the corresponding achievements are certified. Thus, anyone who can produce evidence – by means of a range of possible validation formats – of having achieved the learning goals specified (in curricula or by the assessment formats employed) would be eligible for being accredited these competences. Furthermore, curricula as such have to change and to open up as a means to foster experimentation, problem-solving, innovation, risk-taking, reflection and collaboration as key skills for Europe's future.

This insight is not necessarily new and is already reflected in recent policy initiatives. With the Council Recommendation on Key Competences for Lifelong Learning in 2006⁶ a process was started that led many Member States to open up school curricula, by concentrating more holistically on competences, instead of knowledge, and by allowing for greater variety and

choice. In the context of Enhanced European Cooperation, through the Bologna Process in Higher Education and the Copenhagen Process in the area of vocational education and training, first steps have been taken towards recognising skills and competences achieved under different curricula across borders. The credit transfer systems in place in both areas (ECTS⁷/ECVET⁸) further contribute to focusing curricula on the core competences relevant for a specific degree and for each specific level or step towards it. The recent Council Recommendation (2012) on the validation of non-formal and informal learning goes a decisive step further by asking Member States to "have in place, no later than 2018 [...] arrangements for the validation of non-formal and informal learning"⁹.

In this respect the scenarios confirm that informal learning is already a reality and will become even more important in the future, so that traditional validation and recognition mechanisms need to be adapted. The scenarios go a step further in highlighting that if recognition mechanisms become more open, this will have a backwash effect on curricula. If there are a range of alternative validation formats, curricula either have to reflect this variety, or they could become obsolete and be replaced by the corresponding validation mechanisms.

Institutions: While there is a high level of awareness among policy makers, educators and researchers that recognition systems have to change, the other implication from the scenario development – the changing role of institutions – has not yet been given much attention.

Currently educational institutions serve multiple purposes. They provide tuition, career guidance, mentorship; they recommend resources, publish them, modify and adapt them; they assess, validate, certify and accredit competences; they provide a social environment of (peer) support; they serve different learning goals at the same time, such as skills training in view of labour market needs with cultural, social, and soft skills development; they tend to holistically foster the progress and well-being of their learners by offering miscellaneous services, such as sports facilities and events, libraries, social clubs, and social and cultural events, and last, but not least, they are places that generate a feeling of belonging to a special social community, they are the learners' home and family.

We see these as normal functions for an educational institution and it is very difficult for us to imagine an institution differently because they have always been this way. However, the scenarios developed illustrate that in the future these different services may be unbundled, with the consequence that current institutions may – if they want to continue to play an important role in our educational systems – have to give up some of their traditional functions to become better and more competitive in particular functions.

We might speculate that some education institutions will become learning hubs which focus on offering guidance to those learners that choose a guided context for their learning, i.e. in the two scenarios on the left of figure 3. Other institutions may concentrate on content production, networking, research or on certification and accreditation. Some could even be reduced to brands or labels that convey a certain level of quality for the content offered or for the certification awarded i.e. they fulfil a quality assurance role.

As a result, instead of schools, vocational training institutions, colleges and universities, there would be different educational players involved for content, tuition, guidance, assessment, validation, certification and accreditation. Some of these players may be the legal successors of current education institutions, other will be new actors in the field: actors that have yet to be invented! All of them will be participating in a global open education arena, which will put pressure on institutions to develop new business models and international partnerships to seize the benefits of open education.

Conclusions

In 2030, educational opportunities will be much greater than what is currently being offered by individual institutions in a structured way towards a given learning objective, goal or outcome. Here are

...In the future education will embrace individuals' lifewide learning ... Education will be spread across different formal and informal networks and communities. It will involve many different public and private players and will be intertwined with other activities – work, leisure, personal interest and personal relationships. It will be truly lifewide. The sum of these relevant interactions and activities can become proxy for achievement and performance and may ultimately replace more formally obtained degrees or certificates. Current trends such as open badges and peer or expert endorsement show how it could be possible to receive recognition for skills and expertise displayed in practical and work related contexts. In the UK, the movement of higher education institutions towards a lifewide curriculum⁵ and the work of the Lifewide Education community are both contributing to this type of development.

...everything and anything we learn counts ... Whatever we learn or achieve over the course of our lifetimes – whether in this space or not - is relevant for us and others and can be documented in such a way as to help us seize career opportunities or raise employability prospects. The capabilities to record our learning and extract meaning from experience are key.

...calling for "fluidity" between educational and other learning contexts and scenarios... Learners who initially engage with a topic out of personal interest, either freely and self-directedly or by engaging in a community of interest or practice, can, for example, later decide to convert the expertise they acquire into labour-market relevant qualifications. Again the keeping of records of learning, development and achievement are crucial to providing evidence for such recognition.

...and for new validation and recognition mechanisms... In order to better exploit this fluidity, in 2030 multiple mechanisms of assessment, recognition and certification will coexist, which allow learners to convert any kind of relevant learning experience into a valuable asset. The issue for learners is to decide the most appropriate forms of recognition for their purposes.

...embedded in a new open education culture which values informal learning... Changing mind-sets and recognising that learning outside of the formal context is important is a key issue in achieving full implementation of Open Education. Learners need to understand the nature of open learning and to develop the capabilities, attitudes and self-directing study skills to exploit the abundance of opportunity provided and document and extract meaning from their lifewide learning and educational experiences.

For Open Education 2030 to become a reality, three key ingredients are necessary:

- The abundance of a variety of high quality, specific, adaptable, instructionally designed and openly available learning resources; and the capabilities to generate such resources as and when required by learners.
- An open learning culture, with new learning strategies, pedagogies, collaboration patterns, and validation mechanisms. This change not only requires institutions to refocus their strategies, but also learners to develop the necessary learning to learn skills.
- Open curricula accompanied by new recognition mechanisms including micro-credentialing, automatic credit transfer and external certification, which allow learners to receive full official recognition for self-directed learning activities.

The seeds of this future have already been planted and the changes that are being described in this book are contributing to the reshaping of a higher education system in ways that are consistent with this vision of the future of learning. As Jackson speculates in his introduction to the volume accompanying this conference:

We might speculate that current developments in supporting lifewide learning in universities and colleges are developing learners in ways that will assist them in participating in open forms of learning in the future and build capacities for evaluating their own learning needs, designing and implementing their own pathways for development, and reflecting on the progress they are making. In short, UK HE is orienting itself towards a future where learning is lifelong, lifewide and open (Jackson¹³).

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TOWARDS A LIFEWIDE CURRICULUM



Norman Jackson is founder and director of Lifewide Education

He discusses the evolution of his concept of lifewide learning and gives us a foretaste of the issues featured in the e-book that complements the Learning Lives Conference, Lifewide Learning & Education in Universities and Colleges (2014), N. Jackson and J. Willis (eds.), available at <http://www.learninglives.co.uk/>

See pages below for chapter summaries

In 2006, at the start of our SCEPTre¹ project at the University of Surrey, I commissioned an artist to draw a picture on our wall to provide us with a vision of the educational world we were trying to create. The picture is the product of his talent imagination as he interpreted the conversations we had with him. It took me another 18 months to realise that in order to meet the aspirations in this vision we had to embrace the idea of a lifelong and lifewide learning. To prepare ourselves for the complexities and uncertainties of our future life we needed to draw on the learning, development and achievements we gain from all the experiences in our lives - the lives we have lived and the lives we are living.

This epiphany led me to the idea of a lifewide curriculum² to embrace an educational design that seeks to empower and enable learners to create and integrate their learning and development from any aspect of their life and gain recognition within their higher education experience.



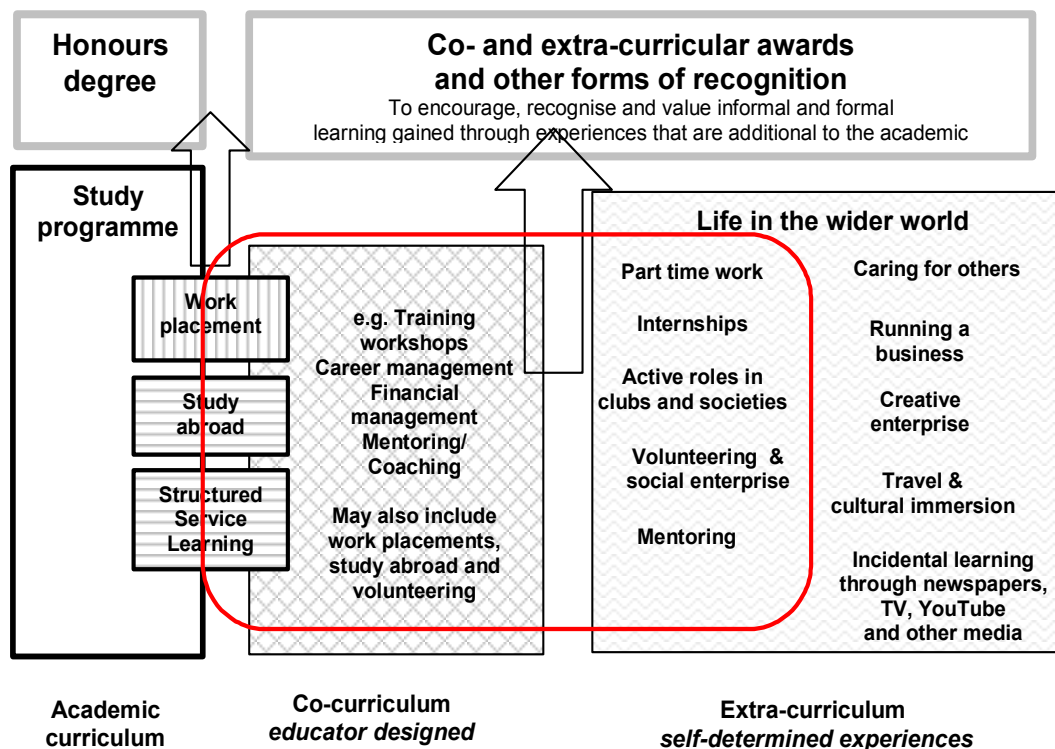
What is a lifewide curriculum?

There are two ways of looking at a lifewide curriculum: from the perspective of an institution or through the eyes of a learner. From the institutional perspective a lifewide curriculum contains three curricular domains (Figure 1):

1. **academic curriculum**, which may by design integrate real-world work, study abroad or community-based experiences
2. **co-curriculum**, which includes experiences provided by the university that may or may not be credit-bearing and for which learners may or may not receive formal recognition. In some universities work placements, study abroad, mentoring and volunteering within student associations are included in the co-curriculum.
3. **extra-curriculum**, which includes experiences that are determined by the learners themselves and constitute all the spaces that they inhabit outside of the academic and co-curriculum.

The distinction between co- and extra-curricular has been deliberately blurred in some universities as experiences that would be considered to be extra-curricular in Figure 1 have been incorporated into the co-curriculum. But regardless of the way institutions define their curricular domains the Lifewide Learning and Education in Universities and Colleges book is primarily concerned with the co-curricular and extra-curricular domains of student experience and achievement and the ways in which student learning and development is being supported and recognised in these domains.

Figure 1 Lifewide curriculum map adapted from Jackson (2011:116). The red line encloses spaces that some universities define as the co-curriculum.



A flipped approach

Lifewide education holds the potential to be transformative³ that potential is held in the second perspective of a lifewide curriculum which flips the process of educational design, learning and developing on its head².

When designing educational experiences curriculum designers [teachers] usually begin with *their* purposes and the outcomes *they* want to promote, and then *they* think about the content, and process, and create and organise resources to support learning. *They* decide what counts as learning, and finally *they* evaluate the standards and quality of learning, as demonstrated through one or more assessment methods and tools that *they* have designed, guided by criteria *they* create to assist them in making judgements. This is the way teachers generally do things in higher education.

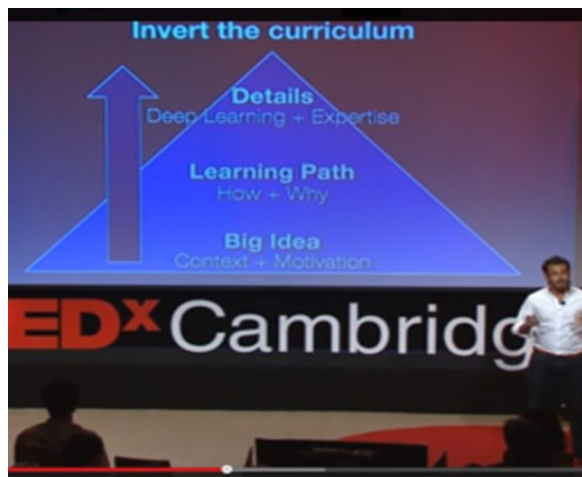
[But] what if we were to begin with the learner and his life, and see the learner as the designer of an integrated, meaningful life experience? An experience that incorporates formal education as one component of a much richer set of experiences that embrace all the forms of learning and achievement that are necessary to sustain a meaningful life.

Lifewide education embraces the idea that the learner creates their own unique personal curriculum blending and integrating their formal educational experiences with all their other private and social experiences, motivated by all their purposes, needs, interests and desires. Because of the variety and unscripted nature of this curriculum they learn to juggle and cope with the uncertainty and complexity of life and this is what prepares them for the rest of their life.

[Ariel Diaz talking at TEDxCambridge](#) 2013 tells the story of how, as a 10 year old boy, he became fascinated by Formula One racing cars and it inspired him to study engineering. As an undergraduate studying Engineering at Dartmouth College he found himself leading a team to build a race car and immersed in equations that enabled him to understand the dynamics of the vehicle. He spent night after night getting deep into these formulas but it was exciting and the purpose of this deep involvement was realised in the making and the creation of the race car. He argues that he would never have wanted to learn and master the equations if he had been made to memorise them without appreciating their purpose and significance and then goes on to draw the analogy with education. In

this view 'we are forcing students to memorise seemingly irrelevant and mundane and boring details before allowing them to see the beauty and excitement intrinsic in every subject that they're about to study'.

In his view teachers need to begin with the big inspiring ideas that give the context and purpose for studying something... then take students along a pathway which allows them to discover things for themselves before



immersing them in the detail that reveals the inner workings of the subject.

The wisdom in this story is that this is the way we learn in life outside the abstracted world of formal education. We find things we are interested in or need to know about and then work out how to gain the knowledge and skill to satisfy our interests. In other words our interests, passions and needs provide us with the purpose that makes us want to learn more and create a pathway (or ecology) to learn, develop and achieve. We begin with the problem, challenge, opportunity or the vision, we work out some ways of finding out more before we get into the detail of problem working, solution finding and achieving.

Ariel Diaz's solution to making the academic curriculum more relevant, exciting and meaningful is to design and implement it in the way we live our lives by flipping it. 'We need to start with the big ideas because when you start with big ideas you give students a great context and relevance for the subject they're about to study and also create inspiration and motivation. Then when you have this context and motivation you're able to create a natural and not forced learning pathway because that excitement that motivation leads to questions - how and why and then by answering those questions you get to organically build a deep [and personally significant] knowledge and a deep expertise.' Imagine the possibilities of a flipped curriculum that was founded on purposes, relevance and meaning that really inspired individuals.

A lifewide curriculum is an ecological curriculum

The third perspective views a lifewide curriculum as a ecological narrative. If we begin with the problems, challenges, interests in our lives we create our own process(es) that provide us with opportunities, relationships and resources for learning, development and achievement⁴. Self-created learning ecologies are the means by which experiences and learning are connected and integrated across the contexts and situations that constitute our life. They are the means through which we take concepts and reasoning learnt in formal education settings and apply and modify them to real world situations. Knowing how to create and sustain a learning ecology is an essential part of 'knowing how to learn' in all the different contexts that comprise an individual's life. Learning ecologies are therefore of significant conceptual and practical value to the theory and practice of lifewide learning and education.

Issue 7 of [Lifewide Magazine](#) featured a story by Michael who graduated from the University of York in 2013. The learning ecology map overleaf shows all the things he did while he was studying for his archaeology degree that enabled him to become the archaeologist he wanted to be. While recognising that his degree course formed the backbone for his learning about archaeology and provided him with contacts with people who were also interested in the subject and enabled him to develop a mind-set that encouraged him to engage with the subject, he acknowledged that 'some of the best opportunities for me to learn how to be an archaeologist lay outside my degree course'. These activities included: joining the editorial team of the student magazine 'Posthole', participating in numerous archaeological digs organised by research students, academic staff or other organisations, joining the Homeless Heritage project, helping to organise an exhibition, participating in several conferences and, at the end of his course, leading/organising a national conference for students, being a volunteer at the Young Archaeologists Club working with school children. These experiences were highly influential in his overall development as an archaeologist and some of them affected him deeply as a person.

"One of these projects had a particular significance for me. Homeless Heritage is dedicated to working with homeless communities in order to understand and value the spaces used by such communities using archaeological methods....it involves working *with* homeless people in order to understand the relevance of what is found. In this way I was able to form friendships with people I would never have come into contact with in my student life. I began to appreciate the problems of homeless people and to see the world through their eyes. The experience enabled me to understand the value of contemporary archaeology, but I also began to see a new relevance of what I was doing, through it I became interested in the ways archaeology can be used to engage communities." (Michael)

Michael's learning ecology map



As Michael's story reveals so well, our personal lifewide curriculum enables us to discover our purposes, what and who we care about in life, and how we want to use our life to become the sort of person we want to be and become.

Why are we moving towards a lifewide curriculum?

Over the last five years we have witnessed the implicit take-up of the idea of a lifewide curriculum as more and more universities have introduced schemes to encourage, support and recognise student development gained through experiences that are in the co- or extra-curricular domains. With such a rapid growth in these award schemes there is likely to be a multiplicity of reasons some of which are outlined below.

- The nature of the traditional single honours course in UK higher education leaves little scope for broader educational considerations especially in research-intensive universities. Student development awards offer a way of embracing forms of development that are not catered for through the academic curriculum.
- The drive for efficiency has progressively reduced contact time: in some courses students spend significantly more time doing things other than studying and student development awards provide the means of recognising learning gained outside the academic programme.
- The spiralling costs of higher education to students means that many have to undertake paid work in order to support themselves through university and there is a ready-made context for demonstrating students' employability skills by recognising that work is a highly relevant and valued context for learning.
- The need for universities to show they are providing value for the tuition fee means that those universities that are offering opportunities for development and recognition outside as well as inside the academic curriculum can claim they are providing more value for the tuition fee and so gain a competitive advantage.
- Employability has to be an important outcome of a university education, so demonstrating a commitment to helping students demonstrate their employability skills is an important indicator of institutional success.
- The significant support being given by employers and graduate recruiters, as evidenced through sponsorship and direct involvement in institutional schemes, further reinforces the institutional, student and parental beliefs that efforts to encourage and recognise all aspects of student development are worthwhile.

- The introduction of the Higher Education Achievement Report (HEAR) is encouraging/ forcing universities and colleges to pay more attention to the ways in which they are supporting and recognising student development beyond the academic curriculum.
- We should also recognise that there is a genuine desire to broaden and deepen the concept of what a higher education means and to embrace much richer representations of learning that truly embraces the real world of students' lives beyond the classroom.

While all these factors are influencing the growth of a lifewide curriculum in higher education, the emergence of this phenomenon is fundamentally about making higher education *more relevant* to the present and future lives of learners and encouraging and enabling them to become the people they need or want to be.



For Yalda, the first graduate of LWE's Lifewide Development Award, her personal lifewide curriculum is enabling her to begin this journey towards who she wants to become while she is studying for her politics degree. She is trying to live an independent life away from home and make her own decisions about who she wants to be and become. Her current vision for her own future is to work in radio as a presenter so she has embarked on a process of finding out whether she is suited for this work and what a career in broadcasting would be like. Over the last 18 months she has got involved in the university student radio, volunteered as a news reader in local radio, undertaken training with BBC radio and gained paid

employment as a news reader at a south London commercial radio station. We can see from the activities she has chosen to undertake outside her course how she is creating her own lifewide curriculum to gain relevant experience, knowledge and skill to inform an important decision she will make about the way she will live her life.

A recent EU foresight report aimed at visualising the Future of Learning (see Christine Redecker's article) framed its vision of learning in these terms, '*personalisation, collaboration and informal learning will be at the core of learning in the future. The central learning paradigm is characterised by lifelong and lifewide learning and shaped by the ubiquity of Information and Communication Technologies (ICT)*'⁵

It is clear that Michael and Yalda are already living this vision by creating their own lifewide curriculum. The challenge for higher education is to support this reality by also adopting a lifewide curriculum and recognising and valuing the learning and development learners gain through all their lifewide experiences.

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RECOGNISING ACHIEVEMENT BEYOND THE CURRICULUM

A Toolkit for Enhancing Strategy and Practice

QAA December 2013

An introduction by Jenny Willis

Context

In July – August 2013, the Quality Assurance Agency for Higher Education (QAA) conducted a survey of HE institutions in order to establish the extent and nature of awards that they offer to recognise achievement beyond the formal curriculum. 85 responses were received, from 69 institutions. 75% of these have awards in place, with a further 16% planned for the future. 84% of existing awards have been in place for 5 years or less.

This growth in award schemes can be seen a response to calls from government, employers and professional bodies to ensure that graduates are better prepared for the work-place and have a richer student experience. It reflects the introduction of the Higher Education Achievement Report (HEAR) (2012), where, in section 6.1 student achievement beyond the curriculum can be recorded, and where the institution is able to verify it. Award schemes typically do not count towards the student's academic programme, so fall outside the remit of QAA's reviews.

The terms used to describe such activities include 'extra-curricular', 'co-curricular', '(employability/graduate) skills', 'development' and 'lifewide learning'. They have been a theme of our research, previously at SCEPTRe and subsequently at Lifewide Education CIC.

Based on good practice revealed in response to the QAA survey and related workshops, a toolkit has now been developed to assist institutions create new or enhance existing award schemes. This article provides a brief summary of the report.

Structure of the toolkit

The toolkit is divided into five colour-coded sections:

1 Strategic direction

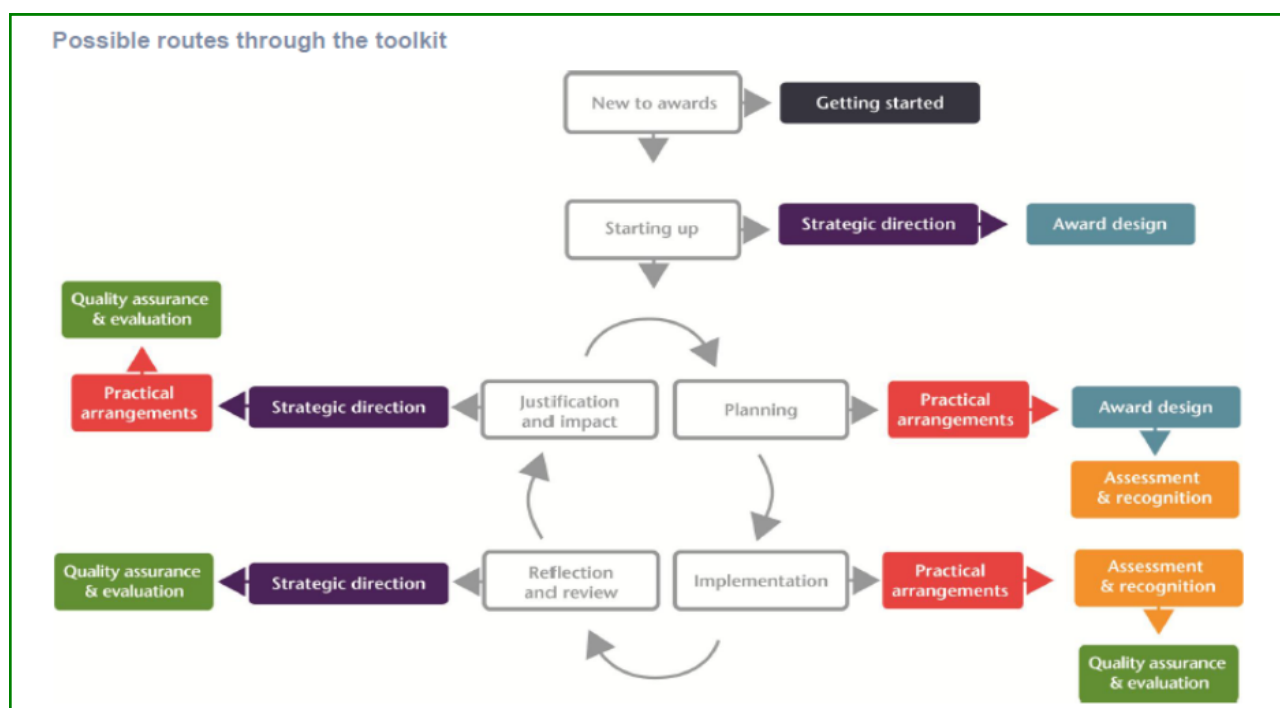
2 Award design

3 Assessment and recognition

4 Practical arrangements

5 Quality assurance and evaluation

Figure 1 Using the toolkit



Each section comprises a series of self-assessment questions, followed by a commentary on their importance, and illustrations derived from the research. The sections can be used sequentially or as stand-alone topics. Figure 1 uses the colour-coding to guide users through the sections appropriate to their needs.

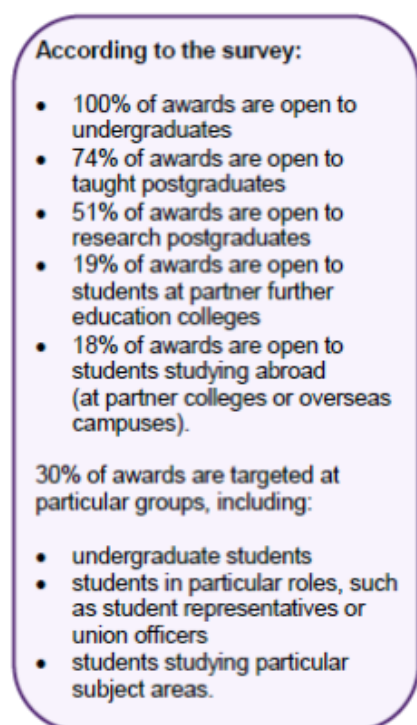
1 Strategic direction

In this section, planners are taken through questions relating to the purpose and desired outcomes of their award scheme, and consider practical issues such as scale and accessibility.

A common driver for awards is branding and reputation of the institution, hence the award can be seen to reflect its culture e.g. 6% of HEIs do not plan to offer such an award, either because it does not fit with their ethos or because competencies are achieved and recognised in different ways.

Figure 2 shows the scope of current awards.

Figure 2 Scope of current awards



2 Award design

Section 2 addresses how to determine what should be recognised in the scheme and who should be involved in the process. Figure 3 summarises the activities found in existing schemes, and the proportion of awards that recognise each

type of activity. Volunteering and representation are clearly primary foci.

Figure 3 Activities recognised in current awards



Critical reflection is also paramount. The ways in which it is achieved are set out in figure 4.

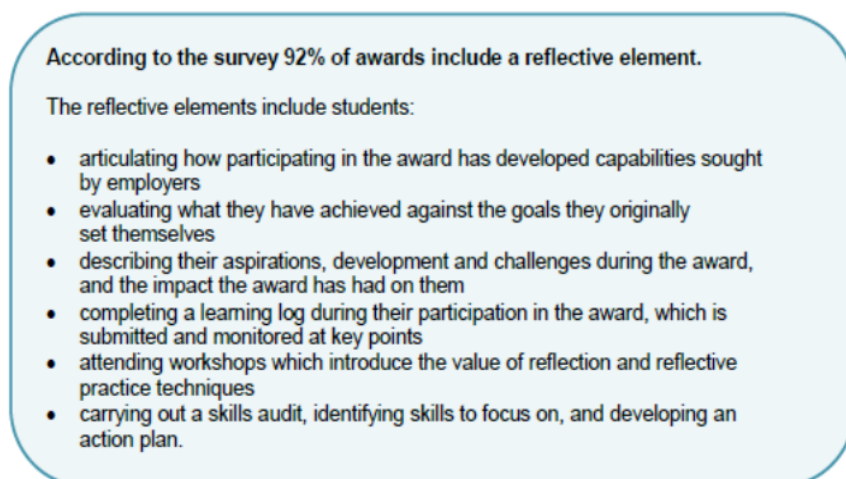


Figure 4 The reflective element

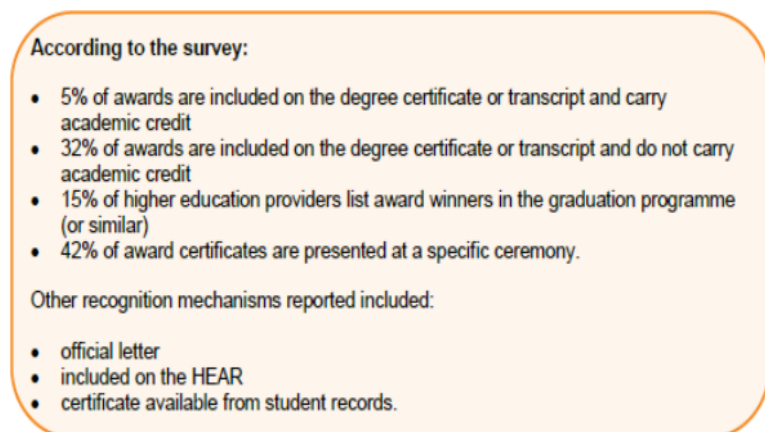
3 Assessment and recognition

Questions here include the nature of assessment and who should assess. The following were found to be common elements of the material assessed and means of assessment:

- Reflective statement/essay(s)
- Portfolio
- Training/development record
- Application form or CV
- Interview
- Presentation

The QAA survey found that the ways in which achievement is *reported* are varied, the transcript being the most common means (figure 5), and the most common method of *recognising* achievement is through a dedicated awards ceremony.

Figure 5 Reporting and recognising achievement



Typically, responsibility for co-ordination is less than a full-time position (figure 7). The actual tasks schemes will typically demand of co-ordinators are listed as:

- Answering student queries and supporting students participating in the award
- Liaising with internal stakeholders, including the students' union (or equivalent)
- Liaising with external stakeholders
- Recording student participation and other data input
- Arranging student activity sessions
- Training staff and students who are involved in delivering elements of the award
- Organising ceremonies to celebrate award completion
- Developing materials to promote the award to students
- Monitoring the award scheme, identifying trends and determining whether and how they should be addressed

4 Practical arrangements

Section 4 considers who needs to be involved in the scheme and how it is co-ordinated. Figures 6 and 7 collate existing practice, which includes support and academic departments and the student union.

Figure 6 Departments co-ordinating the award

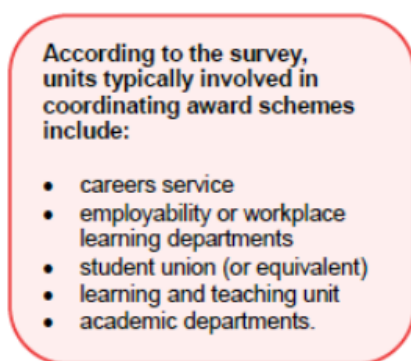
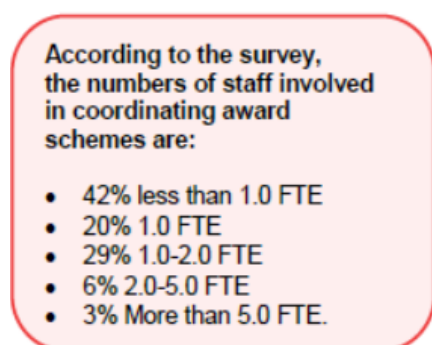


Figure 7 Staffing of co-ordinators



5 Quality assurance and evaluation

This section considers ways in which institutions can ensure that the quality of the award is appropriate for its intended purpose, and that the quality is maintained. It was found that 65% of current awards have a steering group to provide oversight. Typical membership of this group might include:

- Members of the higher education provider's senior management team (e.g. Pro-Vice-Chancellor with responsibility for student experience)
- Representatives of academic departments
- Representatives of professional services involved in delivering the award
- Representatives from central administration functions
- Employer representatives
- Students
- Representatives from the students' union (or equivalent)

In addition to overseeing the award process, institutions may choose to evaluate the award itself. The survey showed that 67% have been evaluated, for a range of reasons:

- To inform its future development
- To collect feedback from students, staff (e.g. about the workload involved), and senior management
- To determine whether offering the award was feasible for



the organisation

- To measure whether the award has achieved its aims
- To identify how student behaviour has changed as a result of participation in the award
- To audit the quality of records of participation
- To find out what are the barriers to completion of the award

In sum, the toolkit is a very comprehensive and practical guide. It can be downloaded from the QAA website: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Recognising-achievement-beyond-the-curriculum-toolkit-13.aspx>

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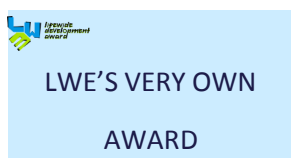
<http://agcas.org.uk/assets/download?file=2655&parent=1046>; QAA (2013) *Recognising achievement beyond the curriculum: survey of sector practice*, available at:

www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Recognising-achievement-beyond-the-curriculumsurvey-13.aspx

Hear: www.hear.ac.uk.

SCEPTRE: e.g. <http://sceptrefellows.pbworks.com/w/page/6835971/Jenny%20Willis>

LEC: e.g. <http://www.lifewideeducation.co.uk/research.html>



Where are award schemes going?

- Attempting to increase engagement by students, in terms of both involving large numbers in award schemes and a more diverse range of participants. Possible approaches include the use of incentives or simply raising the profile of awards. Alongside this, increasing completion rates of participating students.
- Securing a higher level of meaningful employer involvement, ensuring awards continue to enhance student employability and increasing understanding among employers of the value of awards.
- Reworking award schemes to be more closely connected to individual academic subject areas, in order to make them seem more relevant to students and academic staff. For similar reasons, making award schemes more embedded within academic programmes.
- Creating multiple or additional levels within a scheme, or alternative pathways targeted at particular groups of students.
- Greater use of technology to streamline award administration processes and/or delivery.
- Widening the range of activities which are recognised within the award scheme.
- Investigating the possibilities of third party award schemes and initiatives such as Mozilla Open Badges.²⁵
- Dealing with issues such as verification and recognition where these currently create barriers to including awards on student transcripts or HEAR.
- Ensuring sustainable resourcing and cost-effectiveness in managing awards.

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



HOW A LIFEWIDE CURRICULUM EXPERIENCE CHANGED MY LIFE

A Student's Perspective

Ruth Barnsley is a student on the BA (Hons) Creative Expressive Therapies – Art Pathway Course. She has long held a passion for the use of creativity and the arts within both education and personal development. She has a keen interest in Special Educational Needs (SEN) learning. She has volunteered at Arts for Recovery in the Community and is currently volunteering at Inspirative Arts (a Creative Expressive company founded by two previous Creative Expressive Therapies students). This is an extract from a chapter co-authored with her teacher.

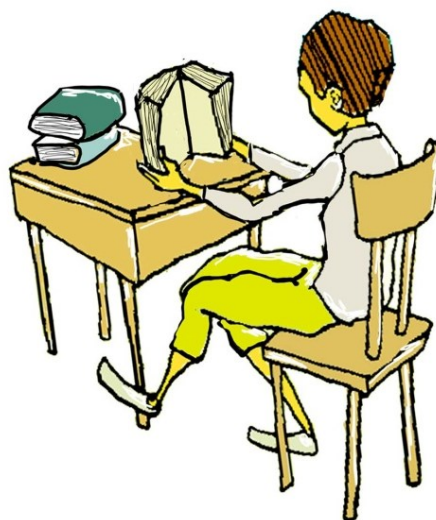


Sometimes in higher education you have an experience that causes you to see the world very differently and transforms you as a person. It doesn't happen very often but it happened to me in a workshop that was organised and run by one of my teachers on the BA (Hons) Creative Expressive Therapies – Art Pathway Course at the University of Derby. My light bulb moment occurred when I realised that I had previously had a limited perspective on learning and a rather restricted and linear view of myself as a learner. The workshop transformed my understanding of both me as a learner and of the ways that my tutors were teaching on the BA (Hons) Creative Expressive Therapies. This had a big impact on the rest of my engagement with the course.

We come to university with our views about learning already formed. During high-school and college, I believed that learning was something that took place in the classroom. I have always had a passion and love for numbers and I approached education with this mathematical style of thinking: 2+2 always equals 4 no matter the situation. If you learn what your teacher tells you, you will pass the exam. Even though I always gained very good grades, I never saw any connection between my education and my life; for me education was entirely predictable. When I look back, there was little opportunity for me to question things, and my perception of the teachers' role was purely to help me pass my exams and get a good grade.

At college my experience was slightly different. We looked into various theories, and were encouraged to question them choosing to agree or disagree, yet we could only find an argument wrong if we found someone who proved it wrong and came up with a new idea. I was never asked to question the world myself. All I was asked to do was learn how other people questioned the world and decide who I agreed with. I wanted to do well in my exams and my unique thoughts and ideas were not part of the syllabus, they were not marked and to me all that mattered was to get a good grade. The top universities required the top grades; there was nothing that led me to question whether good grades were the only important part of education.

When I arrived on the Creative Expressive Therapies course, I came expecting my education to carry on in the way that I was familiar with: linear information and tutors informing me of precisely what was needed to get the top grades. The course itself was completely different from the lectures I had imagined. We participated in creative workshops, were expected to learn through participation, experience and discussion and to discover the information ourselves, rather than being shown it. I had expected university to be more difficult than my A Levels, but to me that meant the information would just be more complex. I did not understand the need to go out and do my own research, I thought that knowing the information we were taught in lectures would be sufficient, as it was in my previous educational life. At the time, my definition of being an independent learner was to merely complete the set tasks we were given on time. I believed there should be a checklist of what was needed and if I could tick all the boxes, then I would get top marks. When approaching coursework I continued with this idea, looking at the learning outcomes and fulfilling each one separately. I did not understand the need to create my own links, or apply my own thoughts to my work.



My light bulb moment

In the workshop, our teacher invited us to create a representation of our own lifewide curriculum. I drew myself in the centre of the world with red arrows pointing towards me to symbolise the different lessons I could learn from other people/anything external to myself and orange arrows pointing away from me symbolising the lessons I could give to others/what others could learn from me. The world symbolised the idea of learning not being confined and being able to take place at anywhere at any time. The stars around the outside represented positive lessons that 'illuminated' the paths / choices throughout life.

Figure 1 My representation of what a lifewide curriculum meant to me



Whilst creating this image and forming my personal definition I began thinking of how my own life experiences had become learning experiences. When the facilitator asked us to share our images and combine our definitions within a small group, my group produced the images and interpretations shown in Figure 2. Our definition was:

The process of lifewide curriculum is the opportunity of choice in which one can grow, exchange communication and develop self throughout life. The significant incidents structure the process.

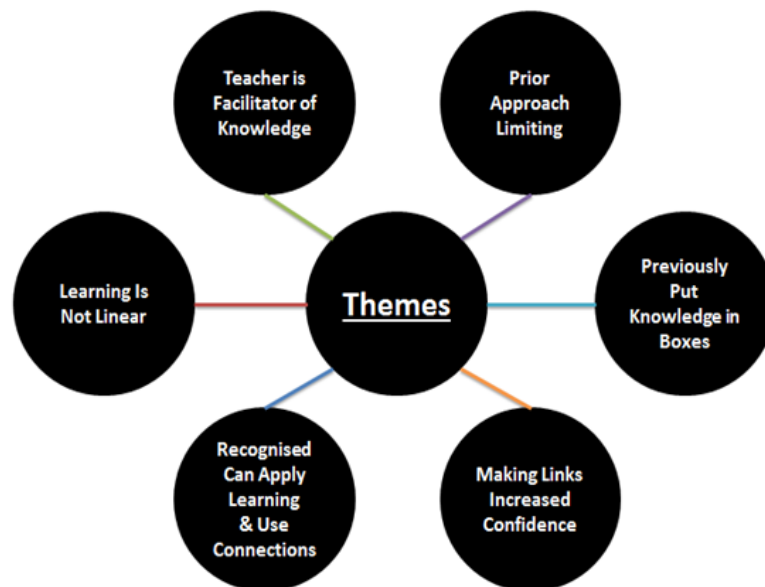
Figure 2 Group representation and interpretation of a lifewide curriculum

It was whilst sharing our individual definitions that it suddenly became obvious to me that I needed to change my ideas about my learning. I realised I needed to stop thinking about my learning and knowledge as individual little mental boxes and start thinking of it more as a never ending piece of woven fabric. Each individual bit of knowledge I learn then becomes one of the threads within the fabric, intertwining itself and connected to all the other bits of knowledge. I realised that learning isn't linear and completely structured, but actually it is a life-long, non-linear process. As well as this, I realised that my tutors were there to facilitate my learning, not to spoon feed knowledge to me. It seemed obvious to me at this point that the way I had been viewing learning and knowledge all these years had actually been limiting my knowledge base rather than fully enhancing it. The workshop really created a light bulb moment for me, and when reflecting afterwards I pulled out six key themes which related to my change in perspective (Figure 3, overleaf).



Figure 3 My perspective change on my learning

These themes underpin my changed approach to other learning in my degree. The workshop inspired me to engage fully with my lectures, to think about how and what I was learning in the classroom might actually have an effect and impact upon my life. At the time I was undertaking a Stage 2 module as well called Working Towards the Future (WTTF), which focuses upon developing a Personal Development Plan. Before I had done the Lifewide Curriculum workshop, I had been completing the little tasks we were asked to do, but I never connected with them, I just looked at them as academic goals that needed to be met, I never thought that they were things that might actually affect my personal life. I think I had become so focussed upon getting good grades that I had forgotten what I now see to be the true purpose of education: to learn and gain a greater understanding of life.



Journey of Self-Discovery

The Lifewide Curriculum Workshop was a catalyst that sparked the beginning of a journey to discover both myself and to find myself within the higher educational learning process. The change within my thinking, within my work, and also within my life is astounding. This workshop facilitated the journey to me realising that I have a voice and opinions and these are both important and valuable. I am finding my voice within my own education, which in turn leads me to finding it within my own life. I am proud that I have facilitated a similar LWC workshop and presented at the LTA conference at Derby University, and that I was in the position to pass on my

reflections about the impact the workshop had on me. This has given me courage, confidence and self-belief which are beyond words. The Lifewide Curriculum Workshop was the nudge I needed to show me the connection that is so easily overlooked: learning is a part of life and life is a part of learning.

Reference

Taylor J and Barnsley R (2014) 'Lifewide Curriculum': An Experiential Workshop to Introduce Students to Transformational Learning in N J Jackson and J Willis (eds) Lifewide Learning and Education in Universities and Colleges available at: <http://www.learninglives.co.uk/e-book.html>

Enjoy this preview of the e-book that accompanies our Learning Lives Conference

INTRODUCTION

The purpose of the book is to recognise and celebrate the many different ways in which universities and colleges are providing their learners with opportunities for a more complete, lifewide education by encouraging, supporting and recognising learning and personal development gained outside as well as inside the academic curriculum. In fulfilling this purpose the book is encouraging those who are involved in supporting student development through their lifewide learning experiences to document their practices and share their learning and insights - an essential step in the growth of a community of professional interest and practice.

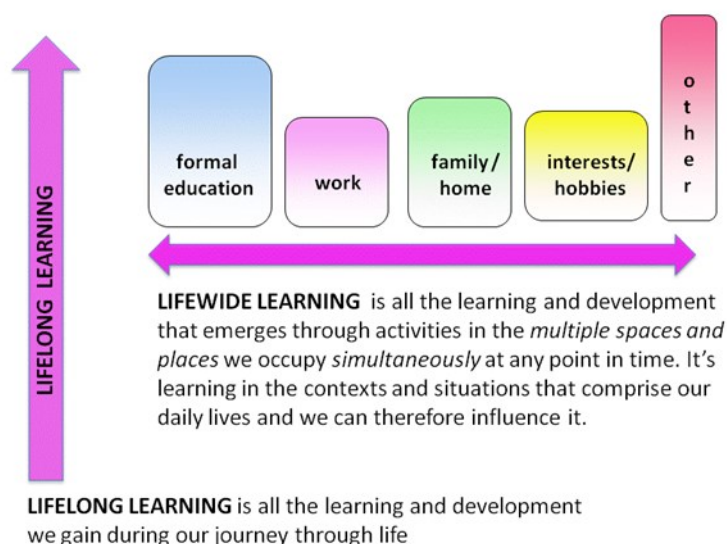
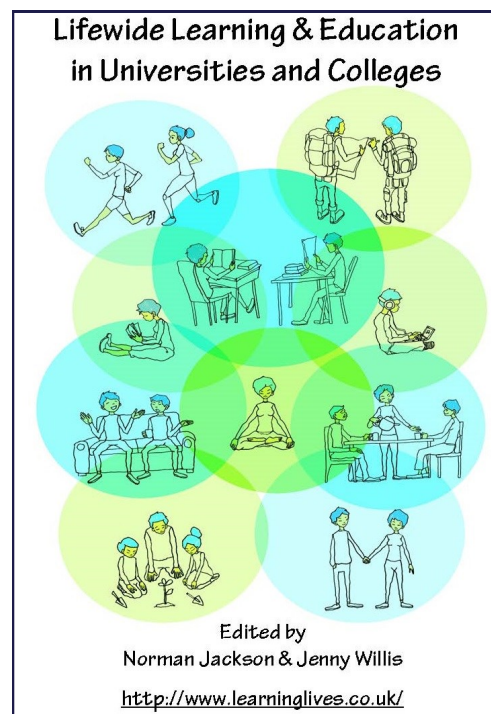
The book is published under a Creative Commons Licence and made available through the Learning Lives website <http://www.learninglives.co.uk/e-book.html>

The book is organised into four sections:

- A Concepts, Overviews and Syntheses
- B Awards and Approaches
- C Other Developmental Activities
- D Research and Evaluation Studies

The sixteen contributions provide descriptive accounts of institutional schemes and other strategies for supporting and recognising learners' lifewide learning, development and achievement, together with the findings of research and evaluation studies aimed at understanding how students are learning developing through their lifewide experiences. By sharing their knowledge, practices and insights contributors are helping to establish a new field of study, support a community of interest and practice, and encourage the further development of institutional practice.

In 2011 Professor Ronald Barnett posed the question, 'is lifewide education a transformative concept for Higher Education?' It is far too early to judge whether the potential in the idea will be fully realised. What we can be certain of though, is that in documenting ideas and educational practices that are being implemented in universities and colleges, we are creating the evidence on which a judgement may eventually be made.



CHAPTER B1

The Nottingham Advantage Award

Sarah J Speight

Since 2008, the Nottingham Advantage Award has offered students across the University of Nottingham's UK, China and Malaysia campuses the opportunity to receive credit for activities that can enhance their overall learning experience and employability. The Award's aim is to ensure that students have the opportunity to develop attributes, capabilities and skills through extra and co-curricular activities that complement their academic studies. Launched with 7 modules in 2008, over 150 modules were available to students in 2013/14. This reflects the growing interest in the employability agenda shown by academic schools and professional service departments across the University. Both student registrations and school/service requests for support in delivering new modules, continue to grow.

The Award's assessment strategy has a strong focus on self-reflection and reflective practice designed to build students' self-awareness, criticality and agency. Module leaders routinely ask students to use reflective logs, learning diaries, blogs, SWOT analysis, and skills audits to assess their learning from a programme of modules that is now organised into nine categories: *Buddying, mentoring and peer support; Career skills and employability; Community and volunteering; Cultural awareness, language learning and study abroad; Employer-led; Enterprise, events and project management; Sustainability; Sports; Internships, placements and work experience.*

The Award has to fit and contribute to the university's Teaching and Learning strategy. For example, in providing a delivery mechanism for the university's priority areas of internationalisation and sustainability alongside employability. In addition, the Award provides a space for innovation at the edge of the formal curriculum. For example, in 2013 we offered the first NOOC (Nottingham Open Online Course), available to Award students for either 10 or 20 of the 30 credits required to complete the Award. The distinctive characteristics of a NOOC is that it is taught entirely online, must be open to students across our three campuses (UK, China, Malaysia), and use specific online learning pedagogies to support collaborative learning.

The Award's development is research-informed. In recent years studies include: stakeholder (staff, student, employer) understanding of employability and its relationship to academic curricula, the impact of peer mentoring, visual learning, models of online facilitation, and the role of the Award in the design and implementation of assessment strategies for experiential learning.

CHAPTER B2

The Edinburgh Award

Gavin McCabe and Kirsty Stewart

The Edinburgh Award was established in 2012 to allow the University of Edinburgh to further encourage, support and more formally recognise student achievement and learning from outside the formal curriculum. The Award embodies a developmental process that supports our students in learning to excel, increasing their positive impact and their personal and professional growth in whatever circumstance or role they find themselves, now and in the future. As a result, instead of having a set standard for students to achieve, the Award encourages, facilitates and rewards an approach of:

- identifying what it means to excel, both personally and for the student's current role/circumstance;
- working purposefully and strategically towards this, translating and applying learning and abilities between situations;
- maximising the positive impact on the surrounding context (people/organisation) by encouraging students to consider and work at improving their impact.

Linking each student's Edinburgh Award experience to their interests and motivations is vital in engaging as wide a spectrum of students as possible. Each version of the Award is therefore tailored to one type of student activity, e.g. part-time work, volunteering, peer-assisted learning, sports committees, student representation, or global citizenship. In addition to supporting the resourcing and scalability strategy of the Award, this tailoring also allows the Award to support and grow local communities across the University, bringing together students and relevant staff in collaborative environments focussed on experiential learning.

These communities are co-owned by students and staff, both bringing perspectives and experience that benefit each other's learning and development. Importantly, the Award runs alongside students' activities, supporting them during these experiences, linking their learning and development across all parts of their lives, and enabling them to capitalise on this for their futures.

CHAPTER A1

Lifewide Learning and Education in Universities & Colleges: Concepts and Conceptual Aids

Norman J Jackson

This chapter provides an introduction to the Lifewide Learning and Education in Universities and Colleges E-Book. It begins with a short commentary on the idea of lifewide learning and the core educational concepts underlying the idea. The value of an ecological perspective and relationship between lifewide learning and open education are also considered. Drawing on the contributions to the e-book, the chapter describes the characteristics and variations between different institutional approaches and provides some simple conceptual aids to enabling differences to be appreciated. Support for lifewide learning and development has grown rapidly in UK HE in the last few years. The speed of growth and diversity of approaches used by higher education institutions to recognise students' development and achievement beyond the academic curriculum appears to be unique to the UK suggesting that particular educational, economic and political reasons are causing this change. We might speculate that current developments in supporting lifewide learning in universities and colleges are developing learners in ways that will assist them in participating in open forms of learning in the future and build capacities for evaluating their own learning needs, designing and implementing their own pathways for development, and reflecting on the progress they are making. In short, UK HE is orienting itself towards a future where learning is lifelong, lifewide and open (Redecker 2014).



CHAPTER A2

Recognising Achievement Beyond the Curriculum: Survey of UK Higher Education practice

Harriet Barnes and Ruth Burchell

In 2013 the Quality Assurance Agency for Higher Education (QAA) conducted a survey of sector practice in relation to recognising achievement beyond the curriculum through award schemes. The survey sought to capture information about award schemes currently running or planned, together with schemes that have ceased to operate. The survey also identified higher education providers who did not offer an award scheme and their reasons for this. The survey received 85 responses from 69 higher education providers across the UK higher education sector. 75% of respondents currently offer an award scheme, with a further 16% aiming to offer an award in the future. The chapter reports the results of the survey.

CHAPTER B3

The 'STAR' Award: Recognising Student Learning & Contribution to University Life

Joy Perkins and Peter S Fantom

The encouragement of the development of a set of graduate attributes to support students' learning in the formal academic curriculum is a common approach in universities. This chapter describes the University of Aberdeen's 'STAR' (Students Taking Active Roles) Award that recognises and rewards students' in respect of their development of Aberdeen Graduate Attributes, through informal, co-curricular, lifewide learning activity. The Award recognises three categories of co-curricular activity: students' association sports clubs and societies; on-campus peer support roles; and volunteering work affiliated with the university. The following account shares our experience of establishing and running the Award and illustrates the University's reframed approach to promoting and valuing student learning and development gained through experiences outside as well as inside the credit-bearing academic curriculum.

CHAPTER B4

The Ulster EDGE Award: Supporting the Development of Student Employability

Sharon Milner

This chapter provides an overview of the Ulster EDGE Award. It discusses how the University of Ulster's vision to *lead in the provision of professional education for professional life*, and its commitment to supporting graduates to gain stimulating and fulfilling employment, led to the creation of the Ulster EDGE Award. The Award offers undergraduate students opportunities to develop employability skills and attributes within a supportive flexible framework throughout their time at Ulster. The chapter outlines how students engage with Award activities to evidence their achievements. These activities are linked explicitly to Ulster's Graduate Qualities Framework thus making more transparent to students how their holistic experience contributes towards their personal and professional development. Students register and once they have completed all requisite activities it is mandatory to apply for the Award. It is in this application that they have to clearly demonstrate how engagement with the Award activities has enhanced their employability and capability as reflective lifewide learners. The first cohorts of graduates to receive Ulster's Edge Award received their certificates at graduation in 2013. Future cohorts will also have the Ulster EDGE included in their Higher Education Achievement Report (HEAR). The chapter considers how the EDGE Award is now an embedded part of Ulster's Learning and Teaching Strategy: Implementation and Review Framework as a performance indicator of employability and the impact that this relationship has on the Award. It deliberates on some of the lessons learnt from piloting the Award and future enhancements for the scheme.

CHAPTER B5

LeedsforLife: Preparation for lifewide learning in the research-intensive context

Vivien Jones, Christopher Warrington and David Gardner

LeedsforLife (<http://leedsforlife.leeds.ac.uk>) is both a way of life and a preparation for a lifetime of success, learning, and seizing opportunities. It's both an ethos and a practical, web-based tool, available for every Leeds student and customisable to their needs and interests. The convenient alliteration reminds students of the way in which their Leeds education will shape the rest of their lives; it also speaks of the help available to them throughout their course as they prepare for life after graduation. In this chapter we describe the origins, development and underpinning principles of LeedsforLife, and reflect on this flagship project as a statement of educational values at a moment of profound change in higher education.

CHAPTER B6

The St Andrews Award

Bonnie Hacking

The St Andrews Award recognises and celebrates students' development through extra-curricular and work related activities. Students are encouraged to stretch themselves and try new and interesting things they might not have considered. The focus is on doing all they can while at university to be well prepared for whatever path they follow after graduation. The Award is open to all undergraduate students and appears on their Higher Education Achievement Report (HEAR), which is their degree transcript. It provides an opportunity for students to focus on developing their skills and experience through activities they may already be involved in. The process for achieving the Award is based on reflection: students can determine what activities count towards achievement and which of the four strands individual activities count towards. The array of activities and work experiences is impressive and speaks to students' creativity and wide ranging interests.

CHAPTER B7

UCLan Graduate Development: Exploring Leadership Potential

Alison Chambers, Lorraine Dacre Pool, Carol Cox and Jackie Day

This chapter describes the approach taken by the University of Central Lancashire (UCLan) to include 'Leadership' development as a key strand in the university's career and employability development portfolio in recognition of the importance of supporting students to recognise the capacity for learning from life experiences as well as formalised education. This programme combines leadership with global study through delivery at our Cyprus campus, alongside our Cypriot students. Groups of up to 30 students are travelling to Cyprus each week between October 2013 and June 2014. In recognition of the importance of graduate employability and the challenges around financing opportunities that are additional to the study programme, this programme is funded centrally. The three day programme is delivered through an experiential learning approach and is designed to engage students in a critical self-reflective process exploring leadership, leaders and their own leadership potential within the context of life long career and personal development. UCLan staff, both from Cyprus and the UK, work as a team to deliver the programme, facilitate the students' learning and provide supportive individual feedback to the students on the final day. In addition to the learning that takes place in the classroom and through individual reflection, the programme is designed to support and help students develop self-confidence, team-working and leadership skills outside of the classroom, through the challenges posed by being overseas, living in communal accommodation and preparing communal meals, arranging leisure activities and organising their lives in an unfamiliar setting. The approach is consistent with the idea and practice of lifewide education. The approach taken advocates the centrality of individuals and supports the notion of lifewide learning by considering the learner in the context of his/her whole life. Early evaluations of the programme are very positive. Further evaluation of the programme is planned.

CHAPTER B8

Make Your Experience Count

Neil Murray

This chapter contains a description of the Open University (OU) module *Make your experience count* (MYEC) as an example of a vehicle for allowing lifewide learning to be recognised and valued within a higher education context. MYEC enables students to use their past learning experiences as a basis for acquiring higher education credit, as well as equipping them with a range of academic, transferable and developmental skills. MYEC has no prerequisites: it is open to anyone, irrespective of their educational background or aspirations, and students can bring any type of 'learning experience' – formal or informal – into the module. This provides an important educational opportunity for recognising lifewide learning and personal development.

CHAPTER B9

General Credit: A Recognition of Lifewide Learning

Carol Costley

A pedagogical process that enables people to make a claim for 'general credit' has been in place for the last 20 years at the University of Middlesex. General credit means that people can reflect upon their learning drawn from any area of their life experience. This is distinct from where the common form of accrediting prior and experiential learning for specific credit is claimed for specific learning that is contained in particular university modules.

Academic advisers support people in making claims for experiential learning that can be at any university level from Foundation to Doctorate. Making the claim is a developmental process and usually results in the achievement of a certificate of credit that can be put towards a university award. General credit has been used to provide access to higher education for people who do not have certificated learning. There are generations of people who have not had the opportunity to attend university but have lifewide learning that may meet HE level criteria. Some claimants already have highly successful careers and seek to develop themselves further whilst some do not realise the abilities they already have. All of them can garner their experience, reflect and formalise their learning in a way that brings new confidence and what some describe as inspiration and enrichment. The process of making the claim has without doubt been an uplifting experience for many people. It acts as a bridge between formal academic curricula and recognition of lifewide learning and achievement.

CHAPTER B10

Developing and Implementing a Co-Curricular PASS Leadership Module at the University of Brighton

Catherine McConnell and Lucy Chilvers

This PASS leadership module has been designed to enable student leaders to obtain additional academic credit for their commitment and contribution to the Peer Assisted Study Sessions (PASS) scheme, and support development of leadership skills. Student leaders are introduced to the skills, knowledge and strategies necessary to facilitate group learning, and use reflection as a key approach to improving their PASS sessions and personal development. The module offers a range of workshops, online materials, group and individual activities for students to draw upon, to inform their PASS sessions, and enable the leaders and PASS students to get the most out of the scheme. This chapter describes the peer learning scheme, how it was developed and the challenges faced during the first two years of implementation. It considers the variety of reflective and transformative learning theories that informed the design and development of the module and explores the transformational learning opportunities that leaders have experienced, drawing upon students' written 'critical incident reports' that enabled them to critically reflect on a particular case study or an area of personal development. It considers what has been learnt and how this learning might be used to improve the module in future.

CHAPTER B11

Towards the Devolution of Lifewide Learning Awards through Verifiable Digital Badges

Ian Glover and Cathy Malone

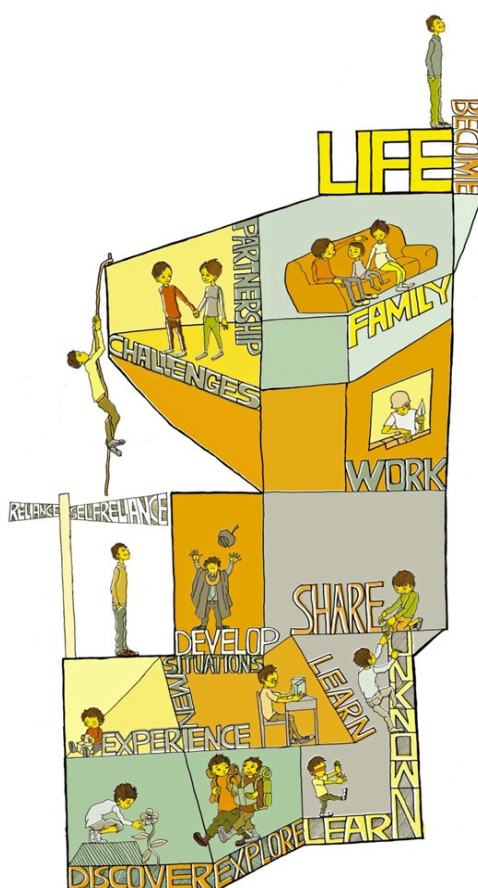
Lifewide learning has grown in importance amongst UK universities, with many now offering award programmes to both encourage students to take part in extra- and co-curricular activities and to recognise their efforts in these areas. However, the typical requirement to align these awards with the existing academic year means that the submission and assessment of the awards occur at one of the most demanding times of the year for both students and staff. This paper suggests that a model for lifewide learning awards where the assessment activities are devolved to trusted third-parties would help to reduce the burden on students and staff. The idea of Open Badges, a standard for creating and sharing secure, verifiable digital credentials and evidence, is proposed and discussed using a case study as a means to support a devolved approach to lifewide learning awards.

CHAPTER C1

'Lifewide Curriculum': An Experiential Workshop to Introduce Students to Transformational Learning

Judie Taylor and Ruth Barnsley

It is important that the 21st century higher education curriculum prepares students for the complexity of a changing world, and also offers space for them to reflect on the nature of their own lifewide curriculum and their self concept as learners. This chapter describes such a space; an experiential workshop in which students were invited to explore the notion of the 'lifewide curriculum'. They did this through metaphor by drawing images and / or selecting and placing objects such as beads, figures and buttons in relation to each other to create a 'small world' (Lahad 2006). From their images and 'small worlds' individual definitions of the 'lifewide curriculum' were constructed, which were then discussed in small groups of 5 or 6 in order to arrive at an agreed group definition. This was followed by a large group discussion and feedback with the whole group. One student (RB) who participated in the workshop reflects upon her experience and the transformational impact the workshop had upon her own approach to and understanding of her role within the learning process. The tutor who facilitated the workshop (JT), outlines the context and reflects on the outcomes of the workshop.



CHAPTER C2

BYOD4L - Our Magical Open Box to Enhance Individuals' Learning Ecologies

Chrissi Nerantzi and Sue Beckingham

This chapter describes our search for a design and an appropriate conceptual vocabulary to describe an approach to encouraging, supporting and recognising individual's lifewide learning gained through their engagement with an open online opportunity for learning and sharing learning about the use of mobile devices and a suite of social media applications. We called this opportunity 'Bring Your Own Device for Learning' abbreviated to BYOD4L. The chapter describes the thinking underlying the learning design, the design itself and a flavour of the dynamics of the community process of learning. It draws on theories of learning that appear to offer the most useful explanations for this type of lifewide learning. We draw attention to the potential role of Open Educational Practices (OEP) and Open Educational Resources (OER) in lifewide learning and highlight a number of theories of learning that are particularly relevant to our ecological process.

CHAPTER D1

Look both Ways: Exploration into the Impact of Student Feedback on the Development of the Birmingham Personal Skills Award

Sarah Jeffries-Watts

The University of Birmingham's Personal Skills Award is celebrating its 10th anniversary this academic year, seeing the Award grow from 12 students in its 2004 pilot to 1,600+ today. From a limited number of module-based experiences the Award now embraces over 160 activities. This chapter traces the development of the Award as a result of student engagement and feedback. In particular feedback has caused a change in the way we view students from seeing them as consumers to viewing them as partners and co-producers (Bovaird, 2007; McCulloch, 2009) and embraces the principles of lifewide learning (Jackson, 2011a). Evaluation demonstrates that student participation in the Award has led to higher engagement levels and significant outcomes for programme development, and the student experience. An unintended outcome of this approach is the impact it has had on the author's experience of managing and delivering the Award: shifting from seeing the Personal Skills Award as a 'product' to be managed, to it being a shared learning experience for staff and students alike.

CHAPTER D2

Defining the Success of Extracurricular Awards

Joanna Alder

Extracurricular / employability / skills awards aim to develop students' skills and prepare them for graduate employment. The awards are usually connected to achievement hence earned rather than given to students. Students earn awards by engaging in extracurricular activities, training and fulfilling some sort of assessment. Successful completion of the award and its requirements is recognised with, for example, a certificate. Achieving the award can be included in section 6.1 of the HEAR and on students' CV or social media profile.

Research on the University of Derby Award confirms that only half the registered students complete the institution's extracurricular award. So what happens to those students who engage but do not necessarily complete the award? This research uncovers the significance of engagement in activities relating to the achievement of an award beyond the value of the final completion certificate. It analyses the benefits gained by students and the way students make them applicable to future employment. The findings show that engaging in some aspects of the award is valuable even if students do not complete the award. Taking part in workshops, engaging in activities or aspects of assessment develops students' skills, understanding of graduate employer requirements and opens students to engagement with careers services which would not happen otherwise. Registering for the award acts as a 'net' to capture students' interest. It motivates students to think about their employability, encourages them to participate in relevant 'lifewide' training, activities and events, and brings them closer to engaging with employers and valuable expertise and advice from careers advisers and other professionals. The study explores the reasons why students were unable to complete the award. The research informed the creation of a new Futures Award that is more responsive to students' needs.

CHAPTER D3

Insider perspectives: students working within the university community

Catherine McConnell

The work environment is an important space for students to learn and develop and increasingly they need to find part-time employment alongside their studies in order to support themselves while they are studying. This chapter reports the results of an investigation that explored the role the university can play in providing work on campus and the impact of such opportunities on the student experience and engagement with the university community. The enquiry identified a number of paid roles available to students across the university, ranging from library shelvers through to ambassadors, mentors, peer learning facilitators and research assistants. The perspectives of students in these roles were sought, and through these a number of positive aspects to their higher education and their lifewide experience have been identified such as an increased sense of belonging. Challenges relating to student employment are mainly around systems for employment and students' sense of equality and value. The study contributes to understanding the developmental benefits of expanding opportunities for paid work on a university campus.



We are delighted that **Professor John Cowan** has accepted Lifewide Education's first Honorary Fellowship. John embodies the spirit and practise of lifelong lifewide learning. Since the birth of our ideas in 2009 he has provided encouragement, guidance and practical support during the early development of Lifewide Education and contributed greatly to our programme of research and development.

John was born in Glasgow and educated during the Second World War in six different Scottish schools. As a child he suffered from poor eyesight. He had wanted to become a lawyer, or rather an advocate but that called for 4 years of study, and he was advised that his eyes would not last for more than 3 years. So he opted instead to study civil engineering, motivated by the prospect of designing and building useful things. After a successful career as a structural engineering designer he entered academia in 1964 as a teacher and researcher in structural engineering.

In 1982 he became the first Professor of Engineering Education in the UK, at Heriot-Watt University, Edinburgh, where his educationally-oriented research and development concentrated on student-centred learning and the learning experience. On moving to the Open University in Scotland as Director in 1987 he encouraged innovative curriculum development and campaigned nationally for rigorous formative evaluation in higher education.

His passion for (some would say obsession!) and professional interest in student-centred learning spans 50 years. During this time he has placed an ever increasing emphasis on preparing and helping students exercise stewardship over their lifewide development while at University, and in lifelong learning thereafter. The practice of personal development planning is a central feature of enabling learners to take responsibility for and exercise stewardship over their development. He is exemplary in demonstrating his own use of planning and critical reflection in order to continually develop and improve himself.

But he is a modest man, in describing himself a few years ago he said, *"It's best just to think of me as an active part-time teacher nowadays, with personal history to draw on and a willingness to share with some colleagues, if they want to innovate in areas where I have some experience."*

His collegial spirit is well known and experienced throughout higher education and he has inspired many higher education teachers (including me!). We all need mentors and role models and over many years John has combined friendship and mentoring to perfection. Educational development can be a lonely business sometimes and his encouragement, wisdom, carefully constructive criticism and practical support have been immeasurably valuable and helpful to me. We don't need people to tell us our thinking is great or conversely it's rubbish. What we need are people who can question our thinking and arguments and point us in the direction from which we might develop deeper understanding. Forever, I will associate John with the future-oriented idea of *'feed forward'* in which a carefully crafted and analytical critique is combined with emotionally engaging and motivating ideas and suggestions to help you progress.

John has influenced many higher education teachers through his writing. In reviewing his bestselling book 'Becoming an Innovative Teacher' Professor John Biggs wrote *"...a delightful and unusual reflective journey...the whole book is driven by a cycle of questions, examples, strategies and generalisations from the examples. In all, it is the clearest example of practise-what-you-preach that I have seen."* I would go further and say that John's life as a lifelong lifewide learner and educator is the clearest example of practise-what-you-preach that I have seen!

John has been generous indeed with his own accounts of his life and in doing so provided us with living examples of his commitment to the way he practises what he preaches. In one of these personal narratives he wrote. *"I am now almost seventy-nine years old. I still regularly teach undergraduates and postgraduates – though not full time and mostly online. Each summer I still carry out a self-appraisal, pinpointing what should feature on my forthcoming agenda for development. I identify the understanding I wish or need to acquire, and the abilities I should hone or develop. My aim is always to feel reasonably satisfied with my updating and uprating of my personal and professional competences."*

When I asked John why he had led the life he had full of conscious lifewide learning he replied, *'the reason I engage in LWL is neatly summed up by Emerson: "Do not go where the path may lead. Go instead where there is no path, and leave a trail." My motive is not and has not been to leave a trail. It is to find, explore and enjoy things which are new to me at least, for without that, life would have been totally stale.'*

But one thing is clear, by blazing his own trail John has opened trails for many others who are inspired by his example or helped and enabled through his friendship, encouragement and practical support. Thank you John for all you have done for our community of lifewide learners and educators.

Norman Jackson

Founder Lifewide Education

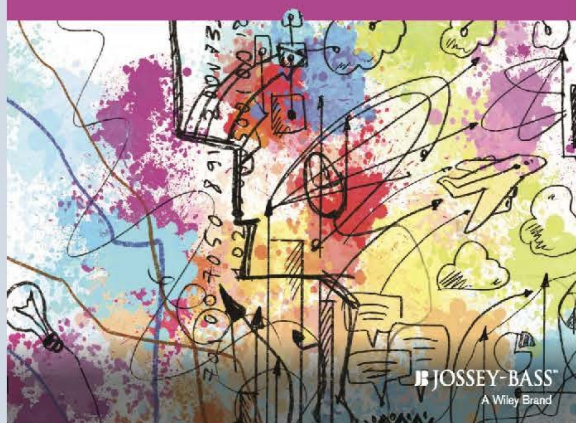
You can enjoy reading some of John's articles on his own lifewide learning and listen to him talk at <http://www.lifewidescrapbook.co.uk/heroes.html>



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Alison James is Associate Dean, Learning and Teaching at the London College of Fashion and is a Principal Fellow of the Higher Education Academy in the UK. She has worked in creative arts education for 20 years, in which time she has taught students at all levels, run a learning support service, carried out extensive staff development on all aspects of pedagogy, and conducted research into student learning through personal and professional development.

Stephen D. Brookfield is Distinguished University Professor at the University of St. Thomas in Minneapolis, Minnesota. For more than 40 years, he has taught in England, Canada, Australia, and the United States. A four-time winner of the Cyril O. Houle Award for Outstanding Literature in Adult Education, he is the author of numerous books on teaching including *Teaching for Critical Thinking* (2011), *The Skillful Teacher* (Second Edition, 2006), and *Discussion as a Way of Teaching* (Second Edition, 2005).

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LEARNING LIVES CHALLENGE

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

The aim of the *learning lives challenge* sponsored by Lifewide Education, is to cast light on the rich and creative informal learning lives that people lead by inviting them to tell their stories of learning and development in any aspect of their life. The challenge is open to anyone over the age of 16.

Thirty stories will be selected for publication in an online ebook on the Learning Lives website under a Creative Commons Licence.

The ten most interesting and inspiring stories will be awarded a prize of £50.

The challenge is to produce

A short story in any format - written, audio, video, animation, that describes an experience or set of experiences through which you have gained significant new learning and development outside your programme of study.

The story can be set in any context and in any aspect of your life other than your academic programme and relate to any form of development that was meaningful and significant to you while you have been at university.

You have 1000 words to use if it is a written story but you can also illustrate it with photos or other images. If you chose an audio or video format or animation it should be less than 5 mins long. You could of course use a mixed media approach and we want to encourage novel and creative ways of fulfilling this challenge.

Stories will be evaluated by the Lifewide Education Editorial Team. They will be judged on the insights they provide into the ways and means by which individuals' learn and develop themselves through their lifewide experiences. Winners will be announced first week of May

Deadline for submission: MAY 1st 2014

Please send your entry to lifewider1@btinternet.com

FURTHER INFORMATION <http://www.learninglives.co.uk/learning-lives-project.html>

LEC NEWS ITEMS

Lifewide Education support for Ollie

Lifewide Education is support a campaign to raise money for the family of Oliver Lovis a two year old boy with a rare tumour of the skull that requires treatment in America. The NHS have been fabulous and are sending him to the USA for 9 weeks of daily proton therapy under general anaesthetic Monday to Friday. The hope is that, with proton rather than usual radio-therapy, he will suffer less long term brain damage from the radiation. LWE is one of the sponsors of the Ollie versus Cancer concert put on by Freeworld & Friends on April 26th. Tickets can be obtained from lifewider1@btinternet.com.

<http://ollievscancer.weebly.com/about.html>

<http://www.youcaring.com/medical-fundraiser/ollie-lovis-vs-cancer/122800>



TICKET

Ollie v Cancer Charity Gig

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ALL PROCEEDS GO TO OLLIE'S FUND
www.ollievscancer.weebly.com

Supporters



The Jubilee Sailing Trust's website invites you to 'DO SOMETHING AMAZING' so that is exactly what Lifewide's e-book editor Brian Cooper did. He spent a month as a member on Trust's Lord Nelson Sailing Ship helping disabled men and women sail from Argentina to the Antarctic and back. We look forward to hearing more from Brian in our next issue.



Brian on board the Lord Nelson

Editor's note: I am sure you will all want to join me in congratulating Brian on this outstanding achievement. He has just returned home and, as a foretaste of his account, he has sent us some breathtaking images.

Well done Brian, and welcome home!



TEAM MEMBERS' NEWS



New Team Member Chrissi Nerantzi co-led a very successful 5 day open on-line course called Bring Your Own Device for Learning (BYOD4L). Actually

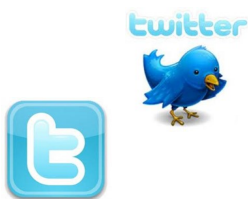
Chrissi preferred to call it a 'magical open box'. Further details can be found in her chapter in the Lifewide Learning and Education in Universities and Colleges e-book.

One of the consequences of Norman Jackson's involvement in the 'course' was that Lifewide Education now has a stronger presence on twitter!! Follow:

@lifewider Chrissi is also co-leading Lifewide's Creativity in Development Project.

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/>



Follow us and send messages to @lifewider
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LIFEWIDE EDUCATION CORE TEAM

PLANNING MEETING, January 2014

In what appears to be establishing itself as an annual ritual, the core team met in early January 2014 to review the past year and plan Lifewide Education's programme for the coming year.

The venue for our meeting is located in the beautiful Box Hill Surrey countryside, at the Denbigh Estate Vineyards. After a winter of severe flooding, you can see that the sun came out to greet us.



Pictured (l-r): Jenny Willis, Brian Cooper, Russ Law, Norman Jackson



LIFEWIDE MAGAZINE

Issue 10, June 2014

Personal Technologies
and
Lifewide Learning

Guest Editors Chrissi Nerantzi and Sue Beckingham

Please send your ideas to the Editor: jjenny@blueyonder.co.uk

Deadline for receipt of submissions: 14 May 2014