

expanding the narrative for a rapidly changing world

# LIFELONG–LIFEWIDE LEARNING FOR EMPLOYABILITY AND SUSTAINABLE REGENERATIVE FUTURES : AN ECOLOGICAL NARRATIVE NORMAN JACKSON



**100 year learning lives**

The whole of life is learning therefore  
education can have no ending  
*Eduard Lindeman (1926)*

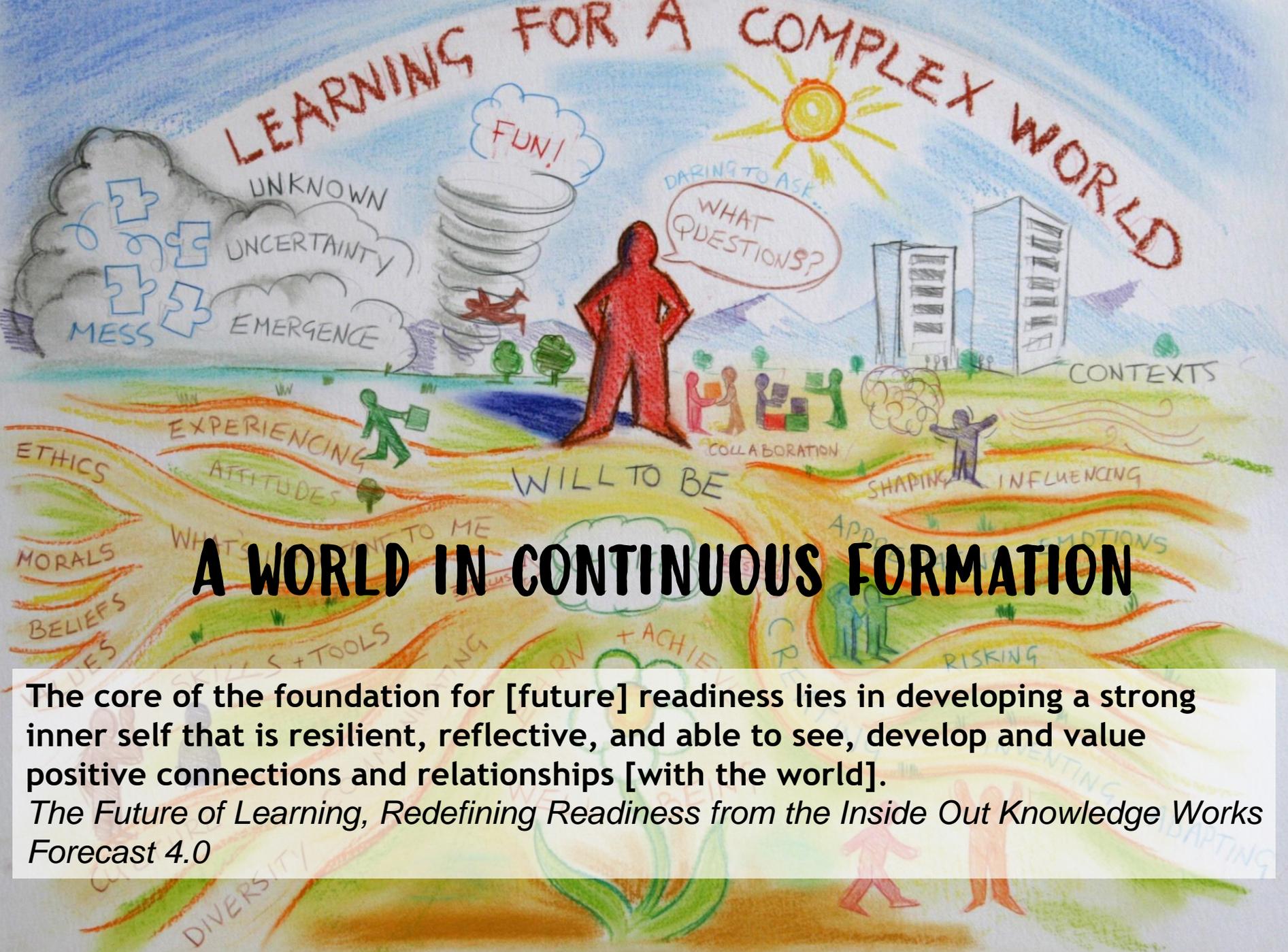
**slides & narrative**

**<https://www.lifewideeducation.uk/ou-employability.html>**

Employability is our means of sustaining ourselves and our dependents economically. But to sustain ourselves through long complex lives we need to be a whole person as we learn to improvise, adapt, change and sometimes regenerate ourselves.



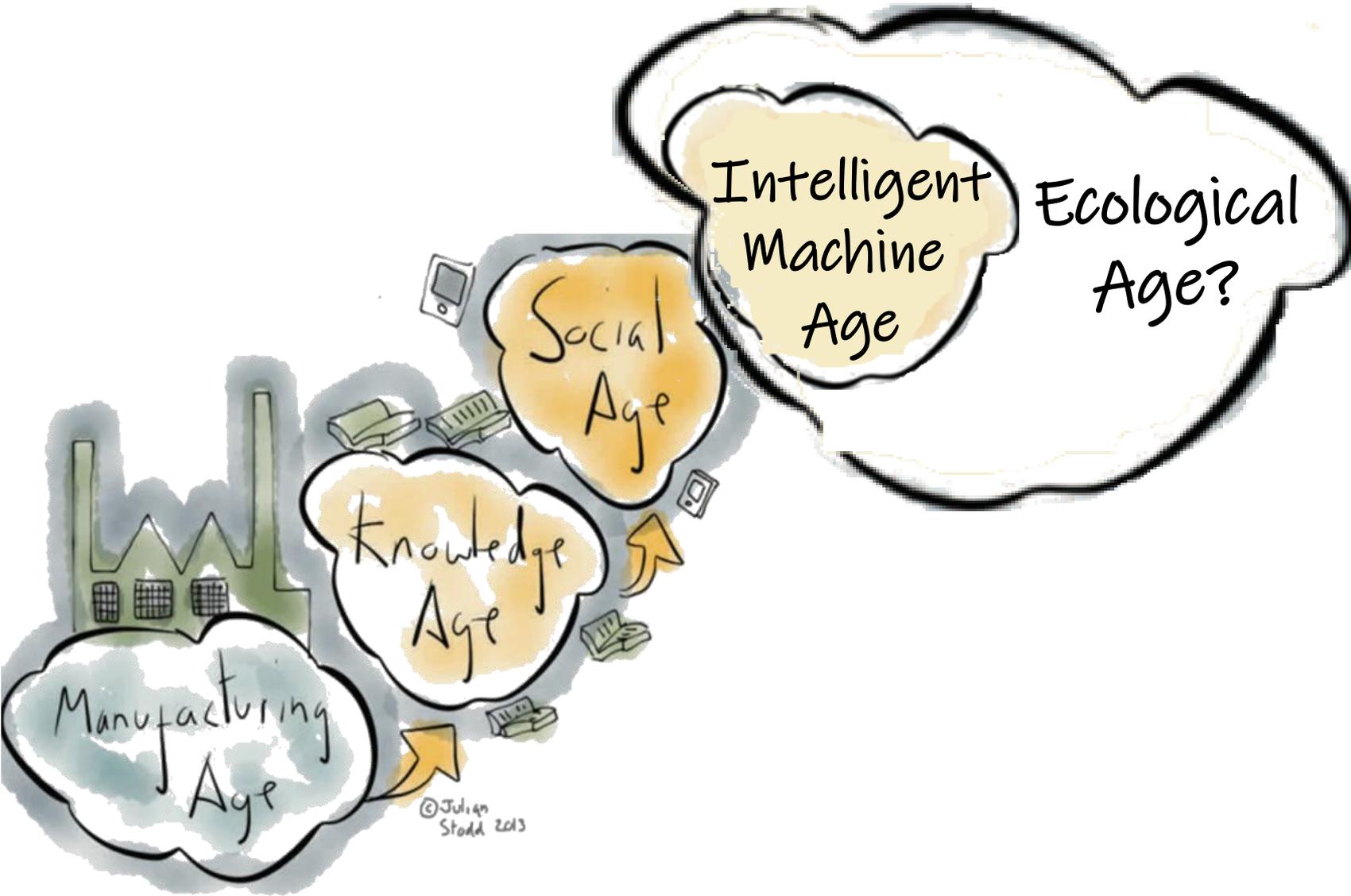
# LEARNING FOR A COMPLEX WORLD



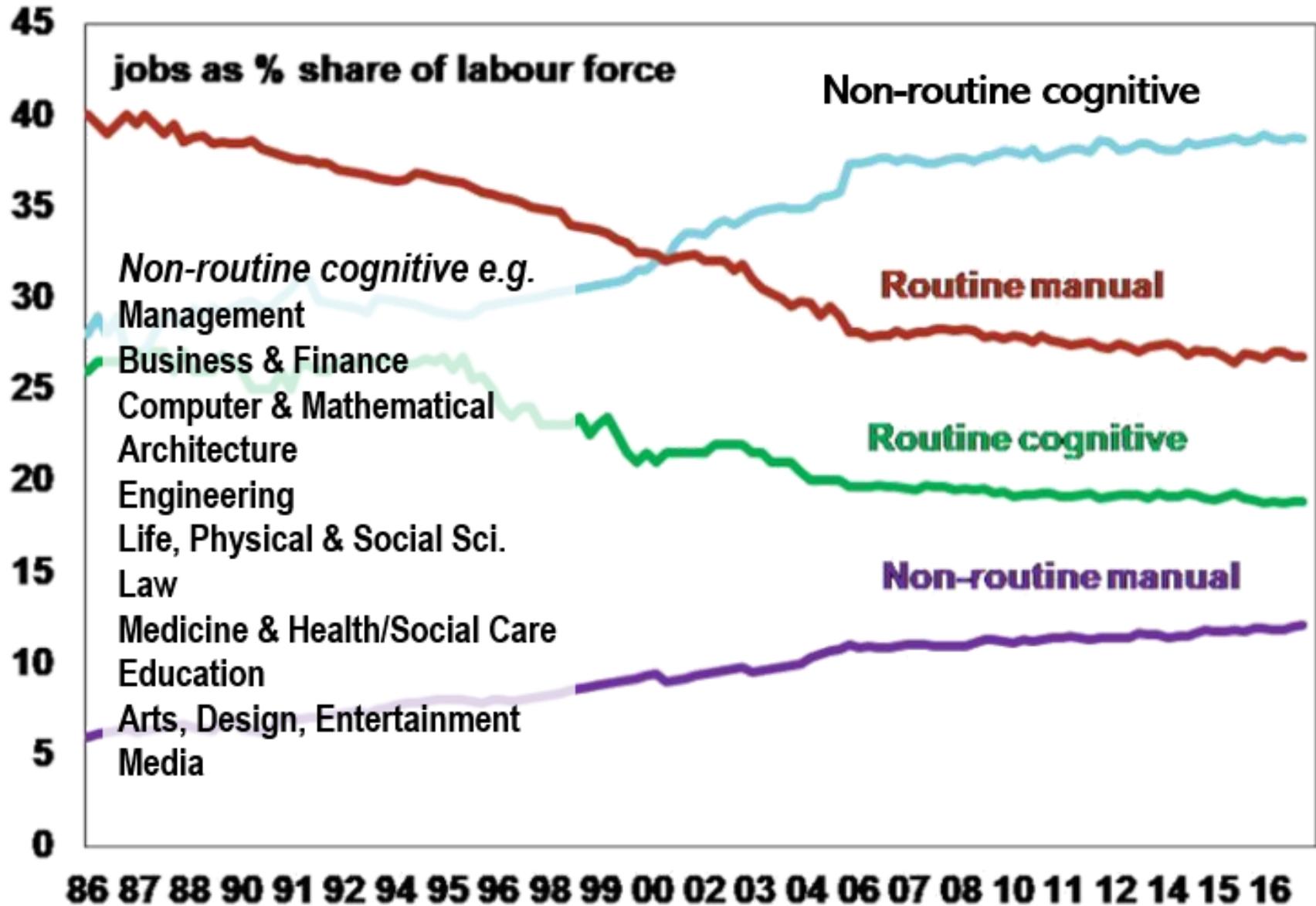
## A WORLD IN CONTINUOUS FORMATION

The core of the foundation for [future] readiness lies in developing a strong inner self that is resilient, reflective, and able to see, develop and value positive connections and relationships [with the world].  
*The Future of Learning, Redefining Readiness from the Inside Out Knowledge Works Forecast 4.0*

# A WORLD IN FORMATION – 100 YEARS OF WORK



# A WORLD IN FORMATION – CHANGING NATURE OF WORK

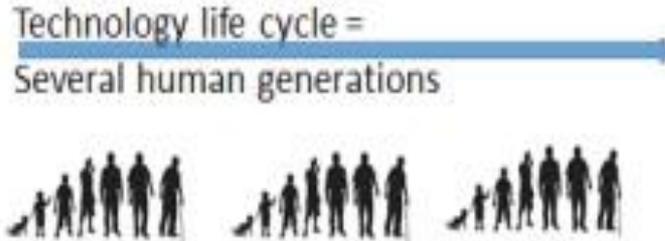


# SUSTAINING SELF THROUGH A LIFETIME OF WORK

In 20<sup>th</sup> century

In 21<sup>st</sup> century

Technological  
lifecycle vs  
human life cycle



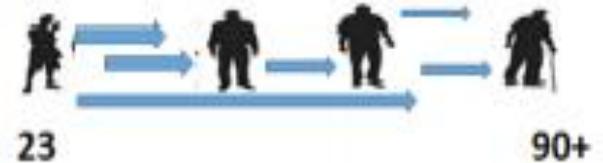
Human life cycle =  
Several generations of technologies



Professional  
"trajectory"

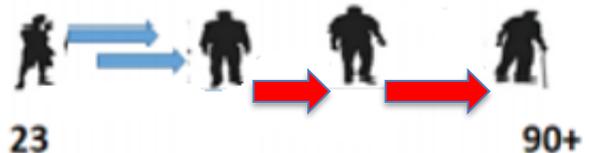


Single or dual career pathways



Continuously learning and adapting  
to new technologies and AI

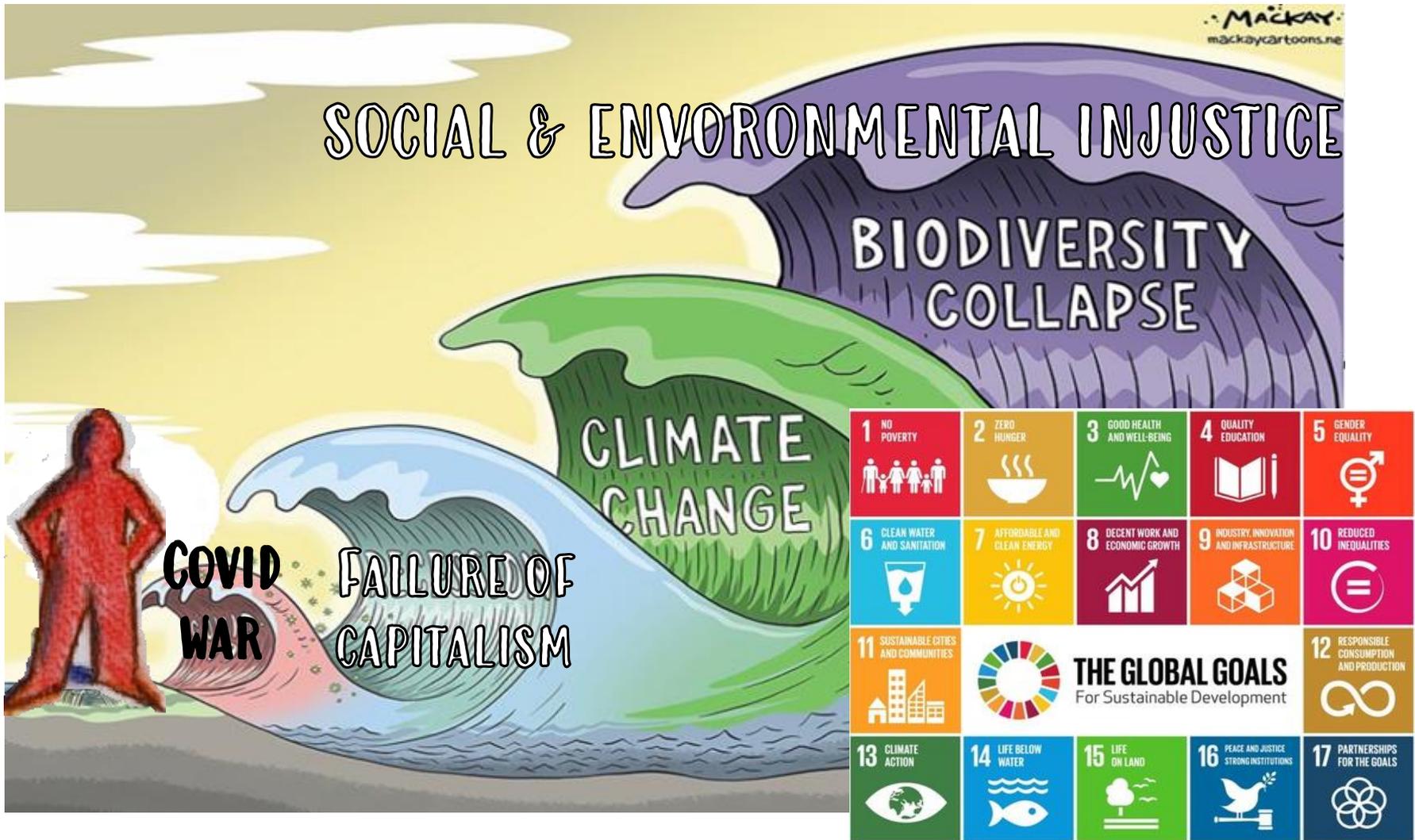
Many roles & careers –  
regenerating self many times



Absence of work for many enables  
people to contribute to society in  
ways other than paid work

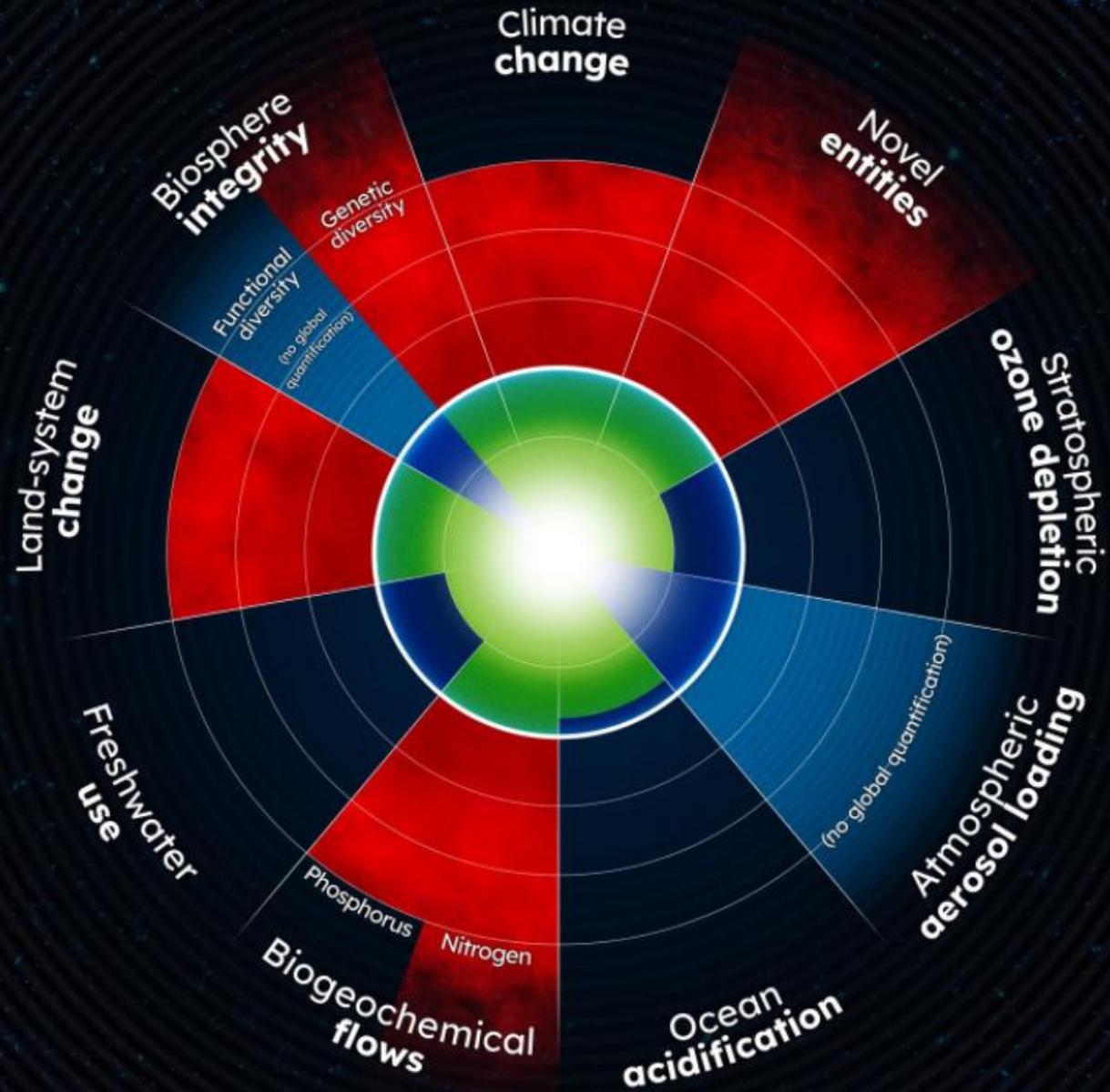
Patterns of human engagement with  
technology & work in 20<sup>th</sup> & 21<sup>st</sup> centuries  
Adapted from Luksha & Witold (2020)

# SUSTAINING THE PLANET & HUMANITY WORLDVIEW



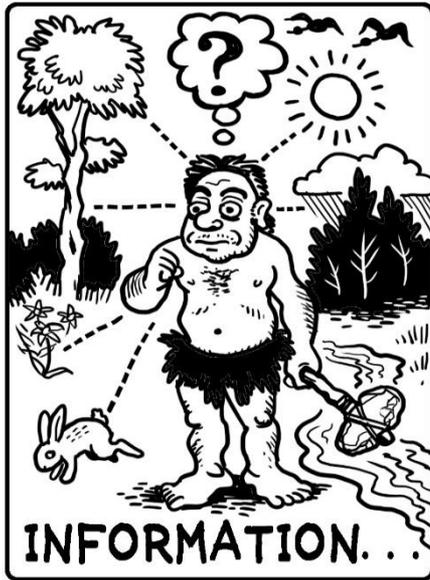
# TRANSITION TO AN ECOLOGICAL ERA

"The main human task...is to assist in activating the intercommunion of the living and non-living components of the Earth in what can be considered the emerging ecological period of Earth development"  
Thomas Berry



Rockström & Gaffney (2021) Breaking Boundaries: The Science of Our Planet.

# ECOLOGICAL WORLD VIEW



*perception*



*reasoning*

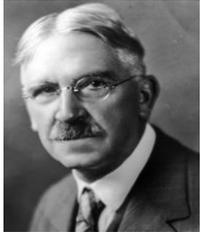


*imaginative insight*

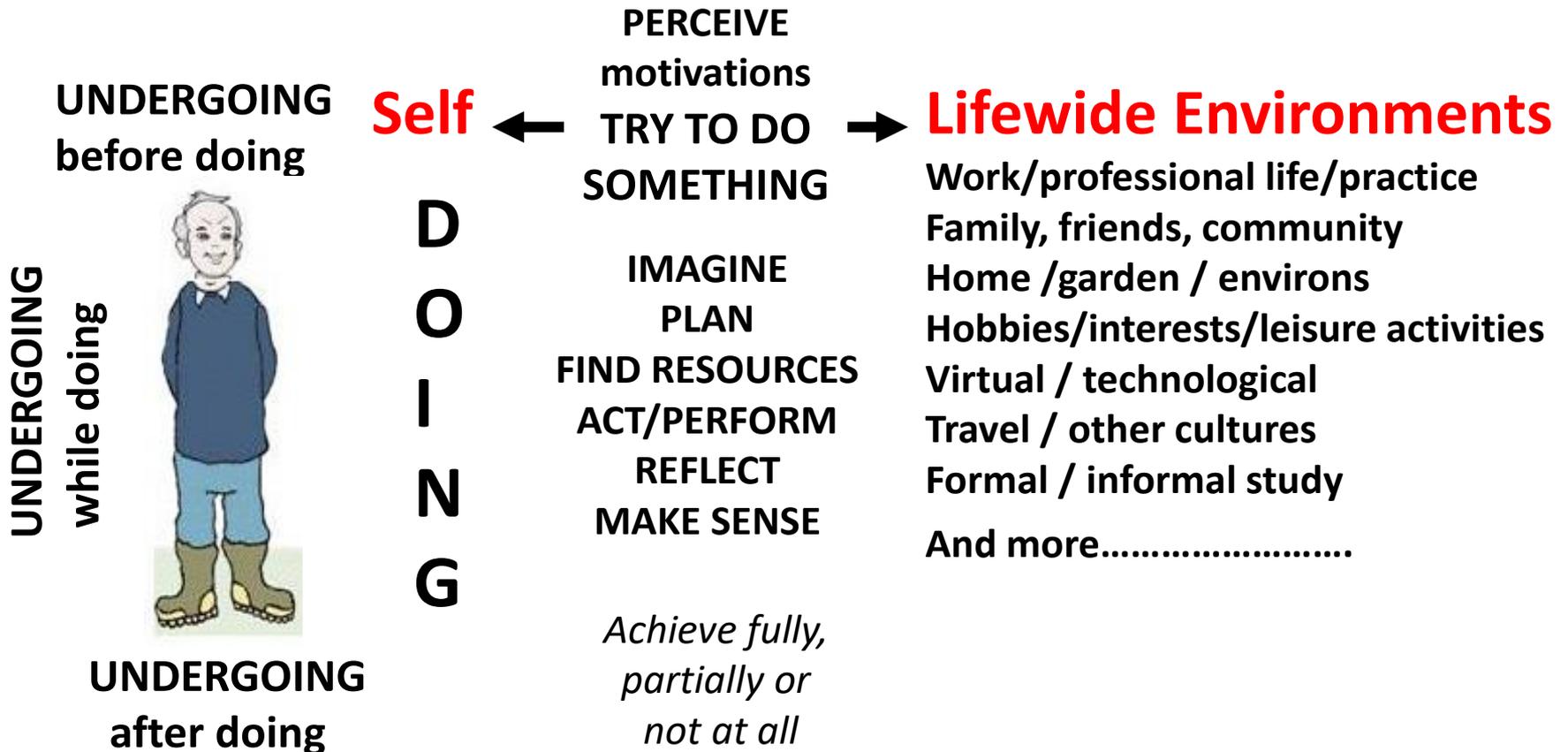


*sharing/teaching*

# IN SEARCH OF AN ECOLOGICAL CONCEPT OF LEARNING AND PRACTICE



*“When we experience something we act upon it, we do something; then we suffer or undergo the consequences. We do something to the thing and then it does something to us in return” John Dewey*



# IN SEARCH OF AN ECOLOGICAL THEORY OF PRACTICE IN WHICH LEARNING IS EMBEDDED ( EMPLOYABILITY IN ACTION)

UNDERGOING  
before doing

**TEACHER**

**ENVIRONMENT**

UNDERGOING  
while doing

UNDERGOING  
after doing

PERCEIVE  
DECIDE WHAT TO DO  
ACT WITH SKILL & PURPOSE  
MONITOR & ADJUST ACTIONS  
REFLECT ON / LEARN FROM  
WHOLE EXPERIENCE  
**LEARNING & OTHER  
ACHIEVEMENTS EMERGE**



# A TEACHER'S ECOLOGY OF PRACTICE

**3 RESOURCES** (knowledge & information flows, tools, materials, technologies)  
teacher's pedagogical knowledge, her knowledge of each child, the children's own experiences, learning aids, posters/ pictures, musical instruments, writing materials, pupils' work, internet

**4 SPACES**

Physical –  
*classroom*

Social, Emotional  
Intellectual, Liminal,  
Creative

**PAST**

**5 PLACES**

The classroom is  
the significant place  
for situational  
learning through the  
experience of doing

**6 RELATIONSHIPS**

Teacher – children,  
Between children  
Teacher – parents,  
Parents- children  
And relationships with  
subject, environment,  
materials, tools & activities

**in a Primary School Ecosocial System**



**Unfolding Present**

**7 PROCESSES/ACTIVITIES/EXPERIENCES**

Eg talking, discussing, listening, showing,  
telling stories, singing, dancing, reading,  
painting and more

**2 AFFORDANCE FOR LEARNING**

In the teachers activities  
The classroom environment  
The children's responses

**FUTURE** →

**1 CONTEXT(S)**

Moral purpose of education  
Early years school ethos & culture  
State educational policies  
The teacher's intentions

The teacher skilfully weaves together the elements of her ecology. Through interaction and interpretation of information flows, she senses and determines the effects of her actions on learning and achievement. She and the learners undergo.

# ECOLOGY OF PRACTICE HEURISTIC

## 3 RESOURCES

information, knowledge, people, tools, technologies  
& other artefacts (anything that can be used)

## 2 AFFORDANCES

possibilities for thinking and action  
that can be perceived or imagined

## 4 SPACES

physical, social, virtual,  
intellectual, psychological,  
liminal, ontological

## 1 CONTEXTS

situations, circumstances,  
culture, ourselves,  
problems/opportunities -

## PAST

## 5 PLACES

significance of place for  
situational learning  
through the experience  
of doing

**WHOLE PERSON**  
with their mind and body, purposes  
motivations, knowledge and skills,  
seeking, sensing, perceiving, feeling,  
imagining, relating to and interacting  
with their environment, interpreting &  
making sense of their situations,  
weaving together the things that  
matter to accomplish their goals

## FUTURE?

**LEARNING & OTHER  
ACHIEVEMENTS  
EMERGE**

## 6 RELATIONSHIPS

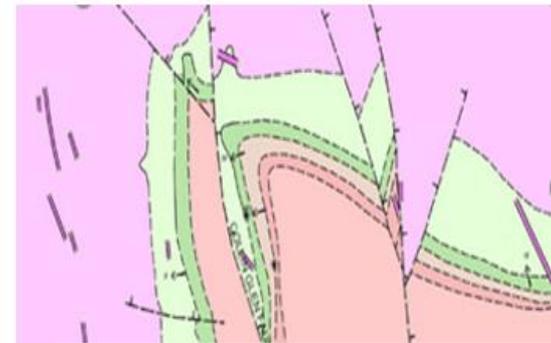
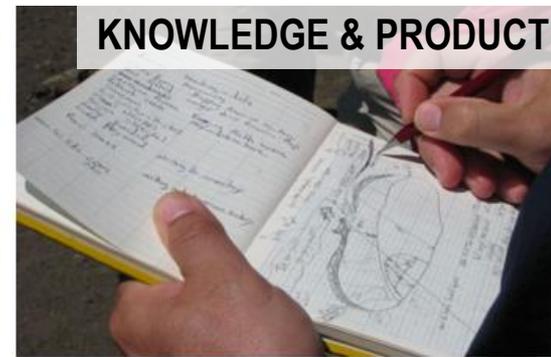
with people, communities,  
places, ideas, objects, work,  
hobbies, problems,  
natural world - anything!

## ENVIRONMENT

## 7 PROCESSES/ACTIVITIES/EXPERIENCES

eg study, work, making, research, inquiry,  
problem solving and much more

# A GEOLOGIST'S ECOLOGY OF PRACTICE: LEARNING & CREATIVITY ARE EMBEDDED



# A GEOLOGIST'S ECOLOGY OF PRACTICE : LEARNING & CREATIVITY ARE EMBEDDED

## PLACE & SPACES

He inhabits the only place where he can make this particular map. As he begins his project he enters a liminal space. His cognitive spaces are rich in curiosity, inquiry, analysis and imagination.

## RELATIONSHIPS

His presence in the landscape enables him to form relationships with the materials, landforms and the problem he is solving. The artefacts he is creating become part of him.

## PAST

## PROCESSES

His interactions with his environment are not random. He creates a process for systematically exploring, observing, recording, analyzing and synthesizing the geology in order to solve his puzzle and make a geological map.

## GEOLOGIST IMMERSSED IN HIS ENVIRONMENT & HIS CHALLENGE

The geologist uses his mind and body to create and inhabit an ecology in order to make a geological map. Through his process of making he will learn and also become a better version of himself. What he thinks and does is influenced by his interactions with the environment and his emergent understandings and feelings as he walks and climbs, observes and thinks. His understandings are influenced by the knowledge he has developed through past training and experience, and the information flows he accesses. His perception, reasoning, and imagination, his will, beliefs, values, emotions, creativity, confidence, self-belief, self-awareness and ability to regulate himself to achieve his goals.

## RESOURCES

He draws on his own embodied knowledge and experiences and the codified knowledge of those who have mapped and studied his field area. Through his purposeful presence he accesses the information contained in the landscape and materials which flows into him to fuel his perceptions and engage his sense making. He wears clothes appropriate for the work, terrain and climate. He uses off-road vehicles and equipment to camp and sustain himself. He uses tools like a camera, hammer, hand lens, compass, map case, binoculars, notebook, base maps, aerial photos, rucksack

## UNFOLDING PRESENT



## AFFORDANCES

The possibilities for thinking & action are in the TASK to create a geological map and in the landscape - rocks, soils, sediments

## FUTURE

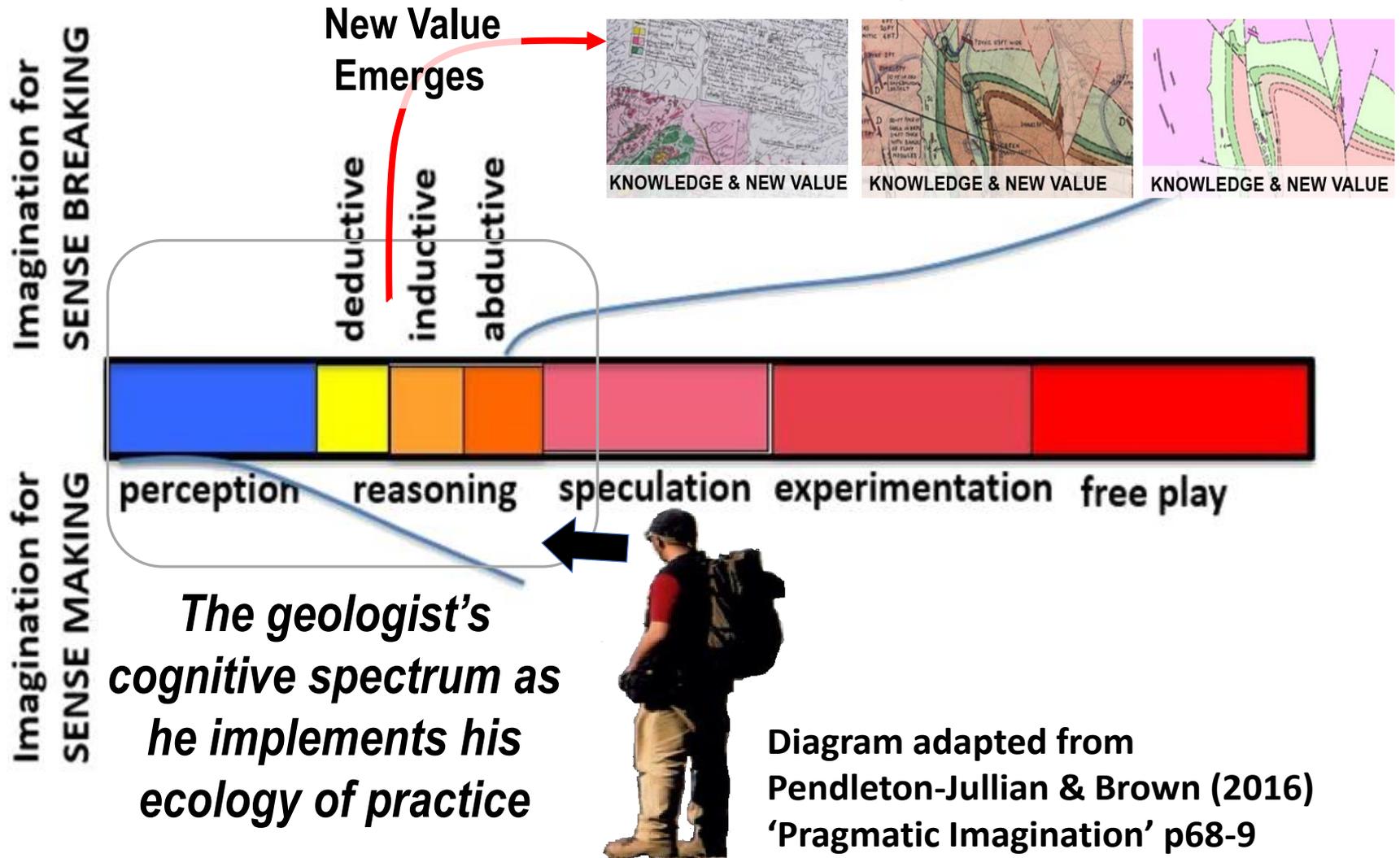
Through his physical, intellectual, emotional and creative efforts he creates new value. His geological map - a domain specific artefact, emerges through his interactions with his environment

## CONTEXTS

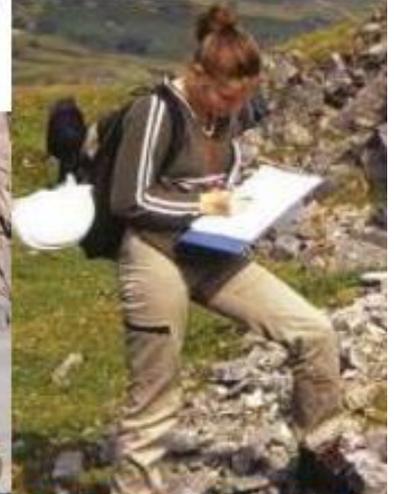
The challenge of making a geological map in an unexplored landscape. His organization's surveying / exploration project. Contributing to his domain. Himself - creating a better version of himself

# SITUATED COGNITION IN PRACTICE, LEARNING, CREATIVITY AND ACHIEVEMENT

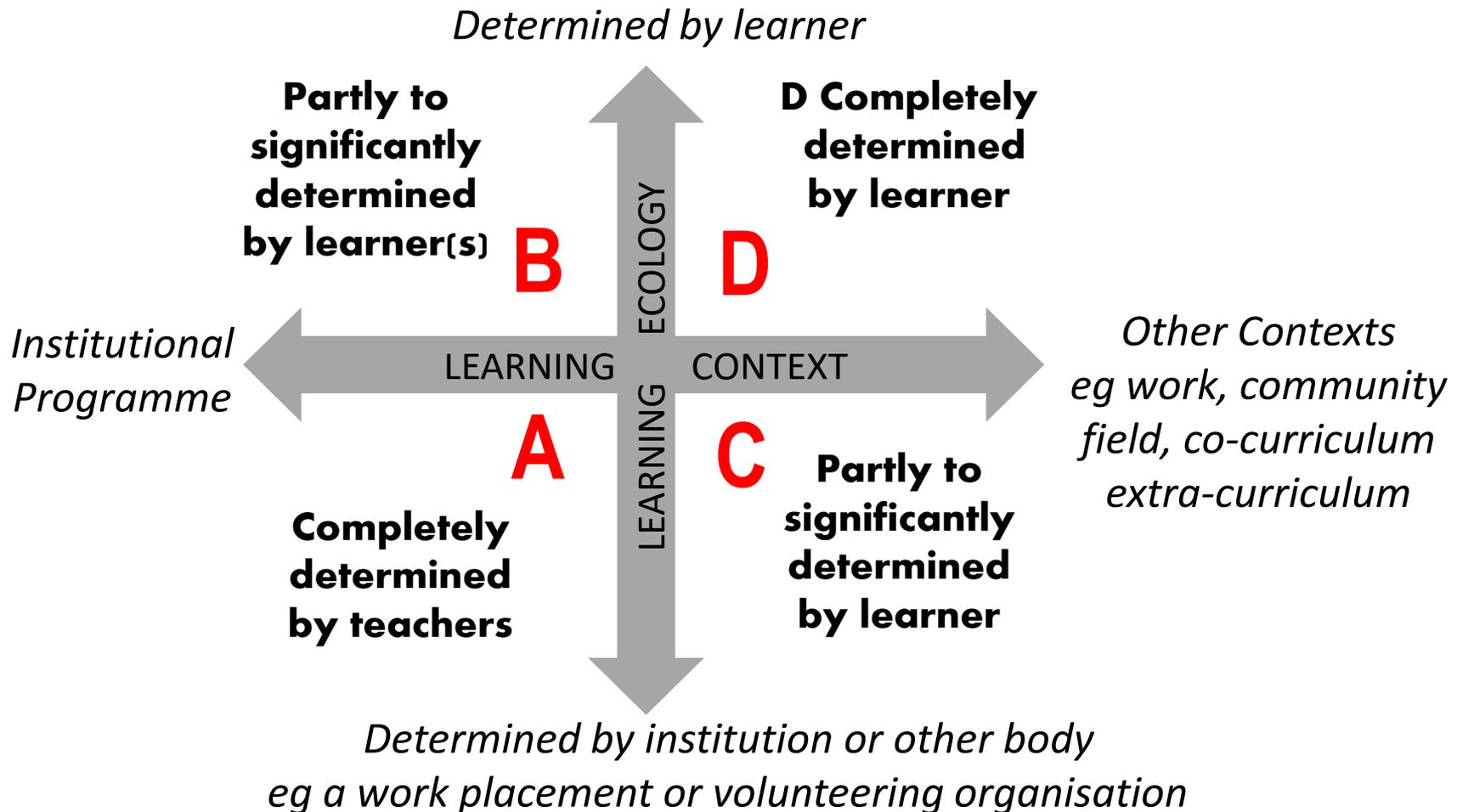
Situated learning codified in new artefacts



# STUDENT GEOLOGISTS' LEARNING HOW TO CREATE AN ECOLOGY FOR PRACTICE



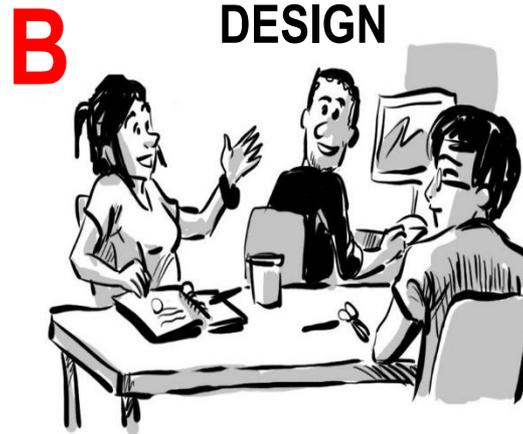
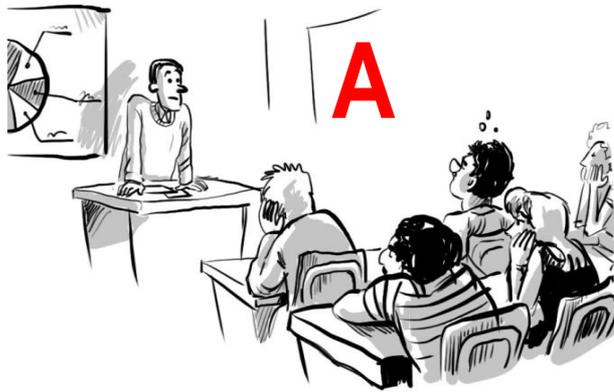
# DESIGNING & CO-DESIGNING FOR LEARNING ECOLOGIES



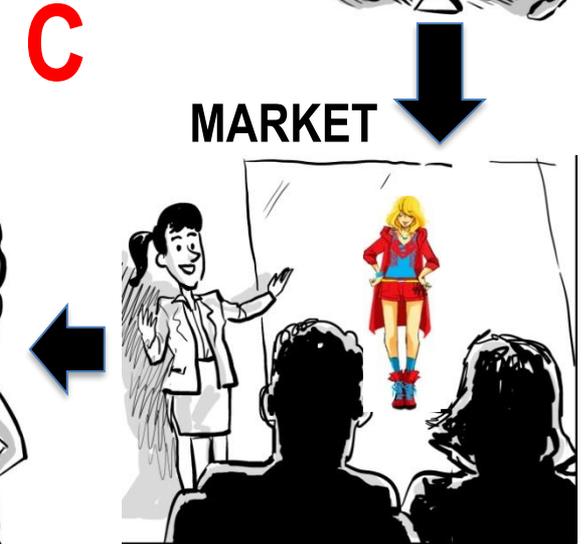
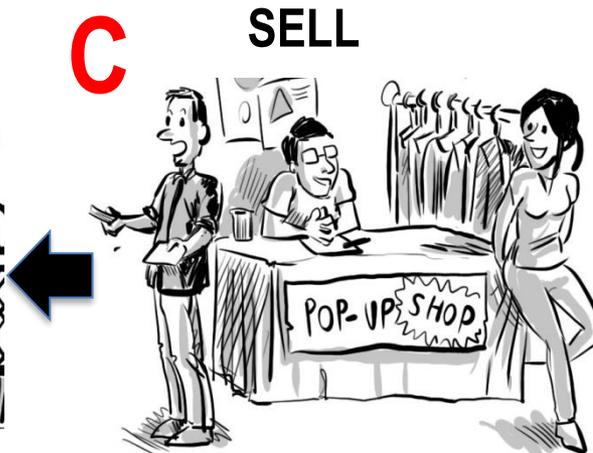
*Learning ecology includes goals, affordances, processes, spaces, relationships, resources (knowledge, tools, technologies, mediating artefacts)*

# PEDAGOGICAL TASK – ENABLE THEM TO CREATE THEIR OWN ECOLOGIES FOR PRACTICE AND LEARNING – SIGNATURE PEDAGOGIES & EXPERIENCES

FROM TEACHING  TO ECOLOGIES FOR PRACTICE & LEARNING

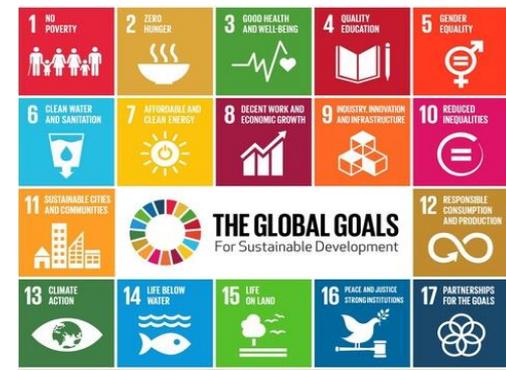


REFLECT ON AND LEARN FROM EXPERIENCE

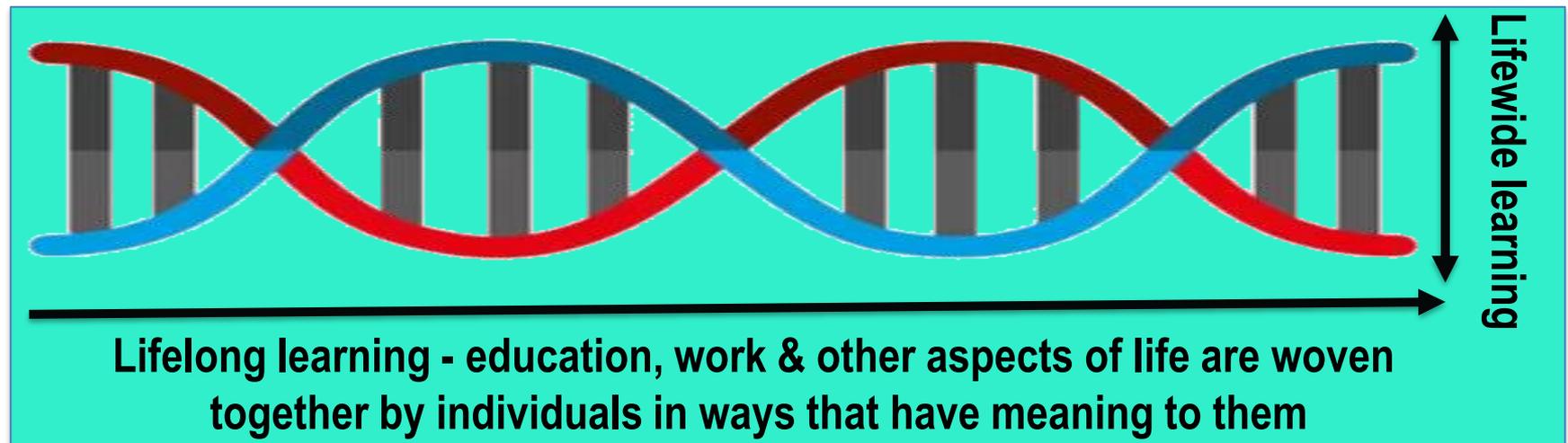


# TOWARDS A MORE SUSTAINABLE & REGENERATIVE FUTURE

A culture of lifelong learning must be the governing principle for education policy (*UNESCO 2020*)



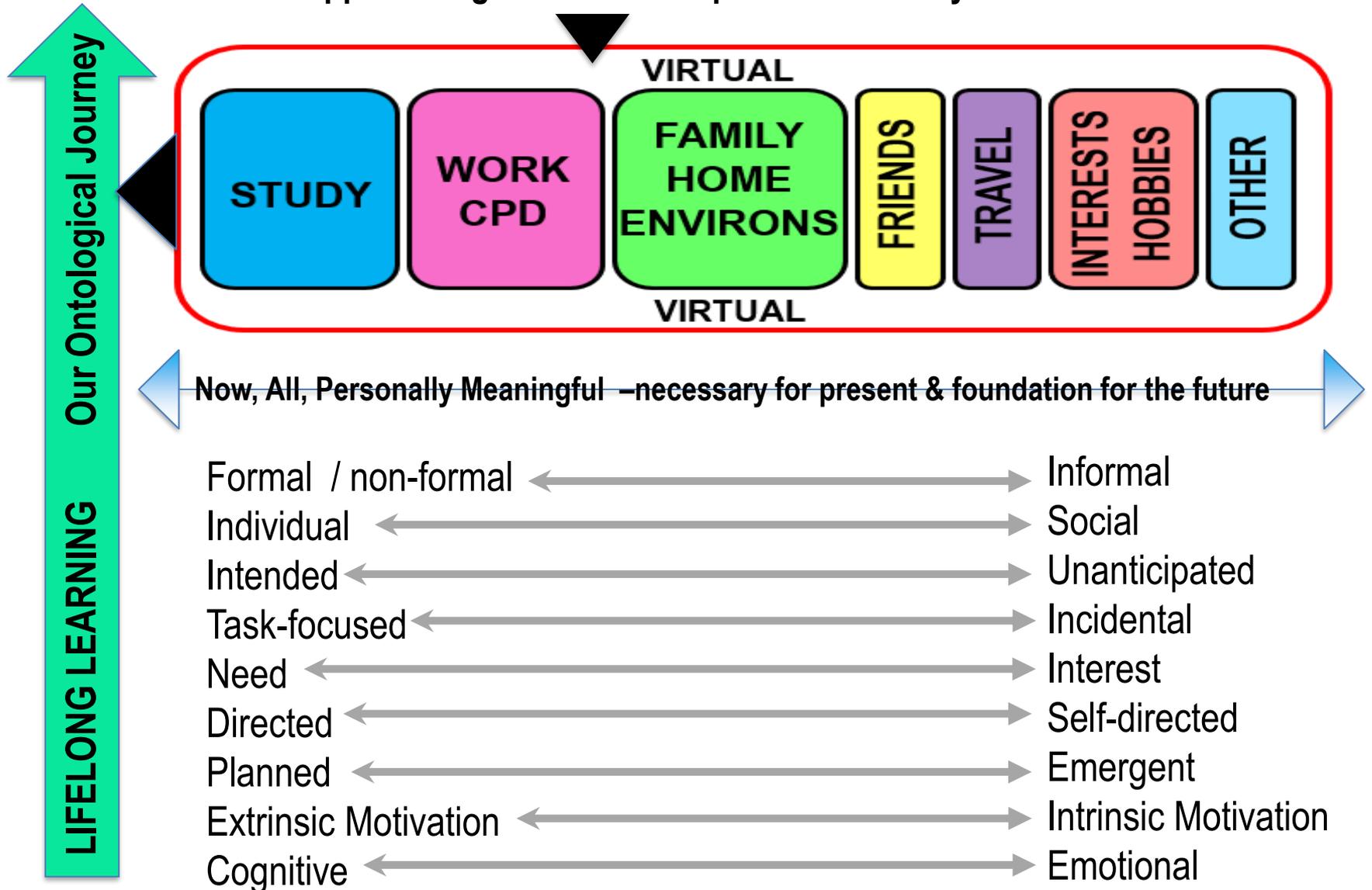
[Lifelong] learning [is] for oneself, for others and for the planet, it has a key role in driving sustainability (*UNESCO 2020*)



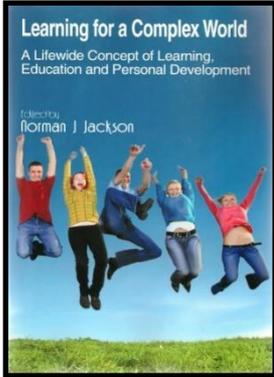
Eduard Lindeman said “The whole of life is learning therefore education can have no ending,” but we need to make the lifewide dimension of learning explicit in order to see and appreciate this

# LIFEWIDE LEARNING MUST BE EXPLICIT WITHIN LIFELONG LEARNING

Learning & acting for a resilient core and a future that is sustainable  
Appreciating our relationships & connectivity with the world



# EMBRACING THE LIFEWIDE DIMENSION OF LEARNING IN HIGHER EDUCATION



The whole of life is learning therefore education can have no endings  
*Eduard Lindeman*

## LIFEWIDE CURRICULUM

**Work-related curriculum**  
Placement  
Internship  
Apprenticeship

**Academic curriculum**  
**Study programme /modules**  
May include fieldwork, projects in real world, study abroad, community projects

### UNIVERSITY ECOSYSTEM

**Co-curriculum**  
Organised learning outside formal curriculum

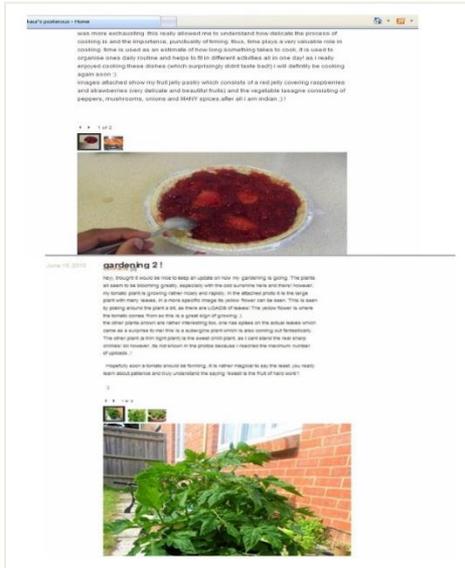
**Extra-curriculum**

Part-time work and internships	Managing own life
Running own business	Caring for others
Volunteering & social enterprise	Participating in Sport
Mentoring	Travel
Student Representation & Societies	Creative activity
	Study abroad
	<b>AN MORE!!!</b>

World of infinite possibilities for learning

# LIFE AS CURRICULUM – THE NARRATIVE OF PERPETUAL BECOMING

Using life as curriculum enables students to reflect on their own ontological journey to reach self-awareness – the sense of authoring their life and how they construct themselves. *Pharr Sharrah*



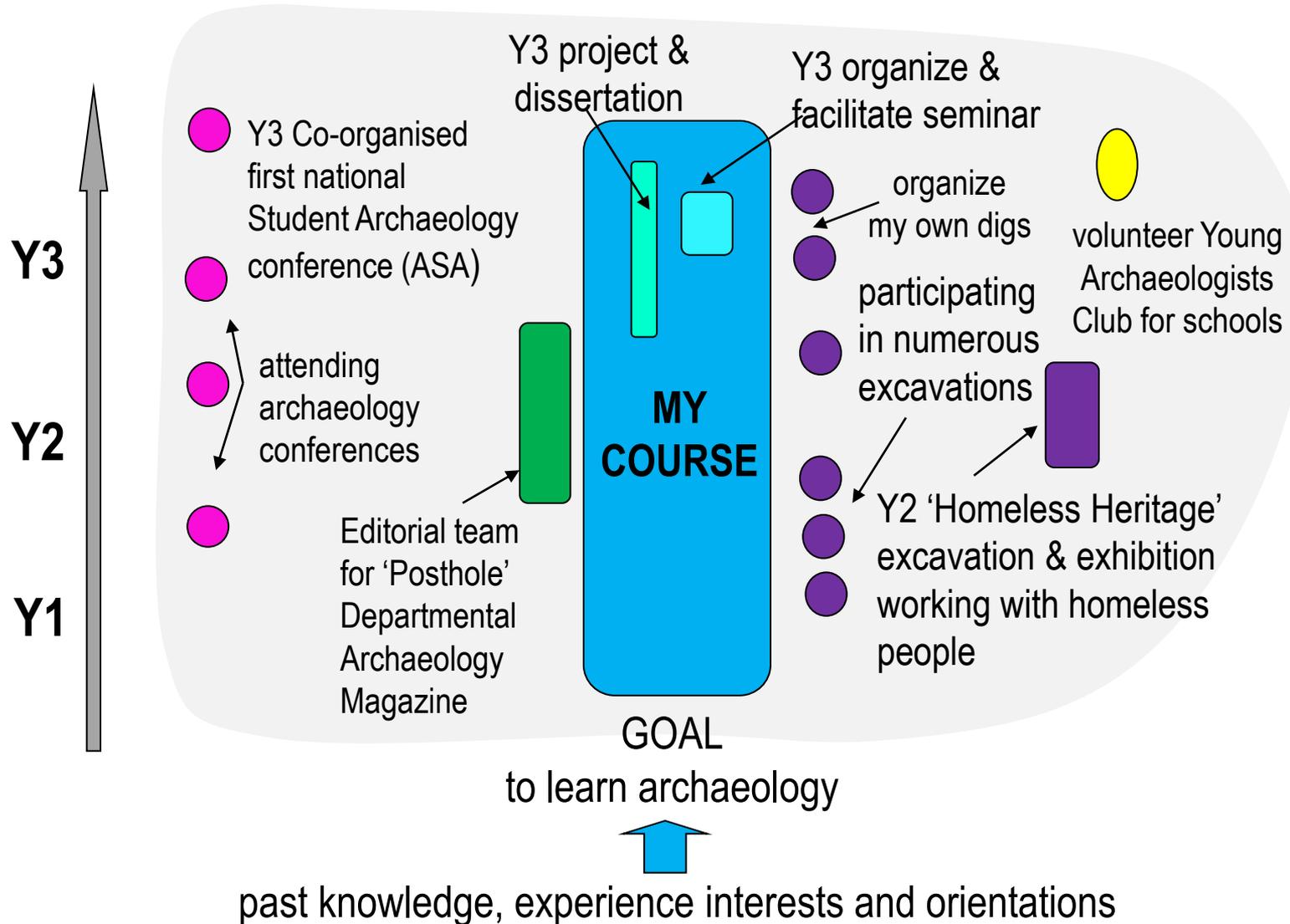
YouTube<sup>GB</sup>

SHOE BOX!  
BLOG  
SCRAPBOOK  
E-PORTFOLIO  
VIDEO DIARY  
DIGITAL STORY  
VIDEO FILM  
SLIDE SHOW

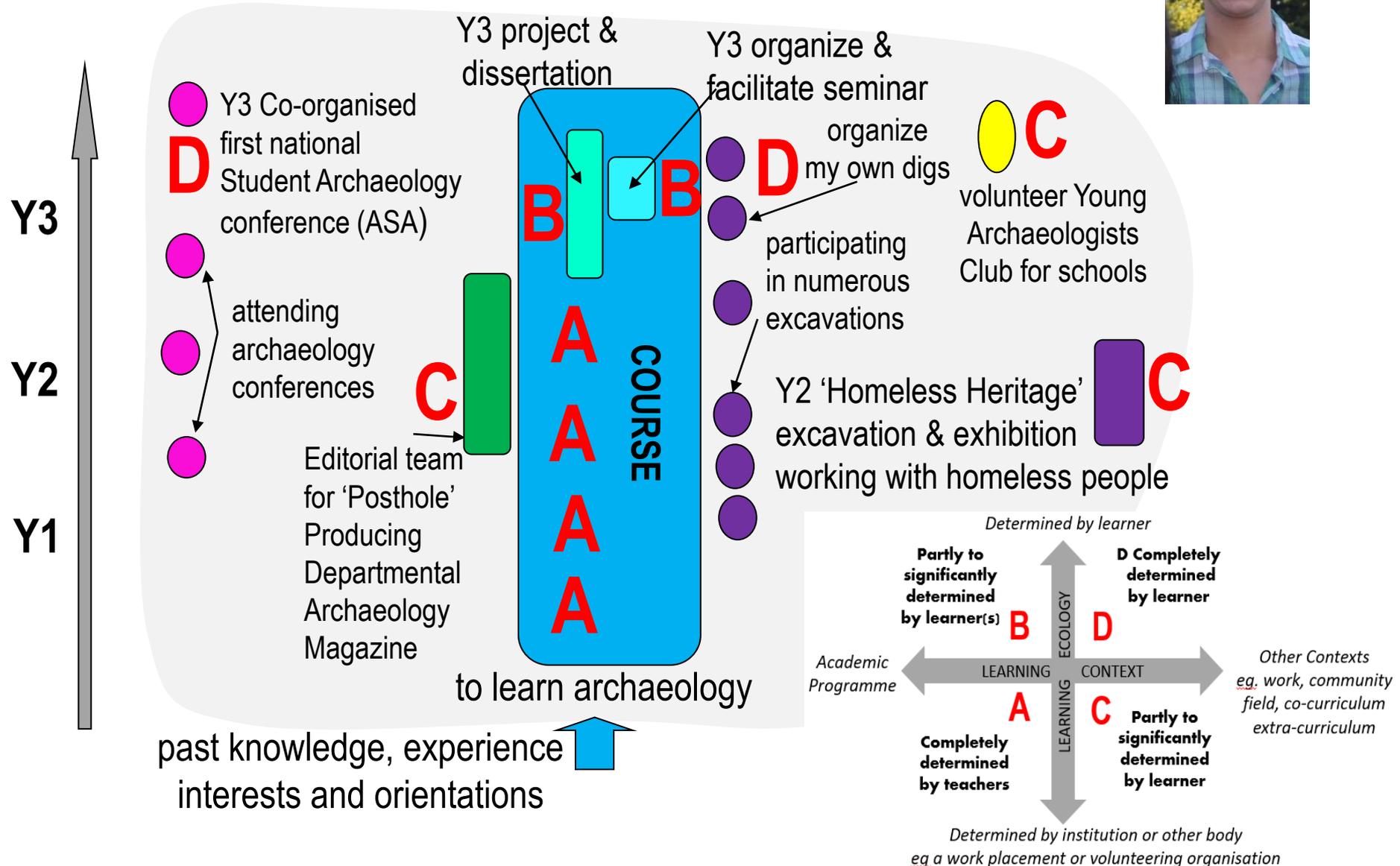


PERSONAL  
DEVELOPMENT  
PLANNING

# A LIFEWIDE ONTOLOGICAL CURRICULUM – BEING & BECOMING THE ARCHAEOLOGIST I WANT TO BE



# A LIFEWIDE ONTOLOGICAL CURRICULUM – BEING & BECOMING THE ARCHAEOLOGIST I WANT TO BE



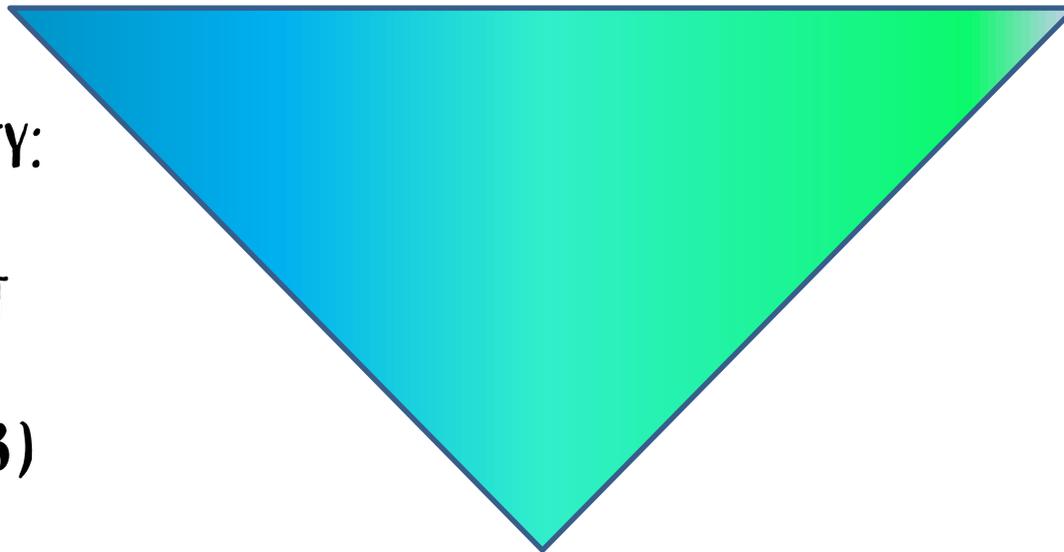
# INSTITUTIONAL APPROACHES TO EMPLOYABILITY ( BENNETT ET AL 2017)

Hands Off	Un-embedded	Portfolio	Award
USA, Canada, Australia	Main USA, less common Canada & Australia	Main Canada & Australia, common USA, UK	Main UK, less common Australia & Canada

**Possessional**

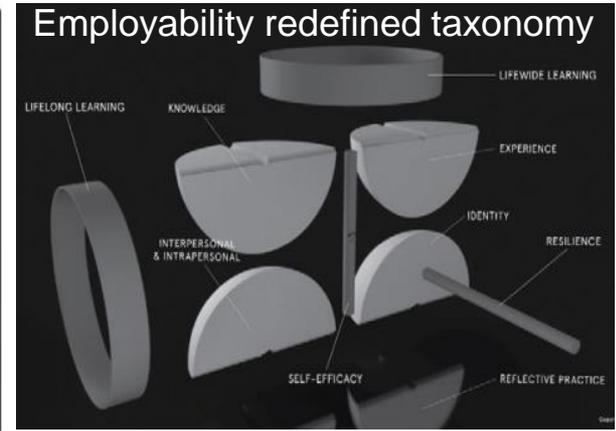
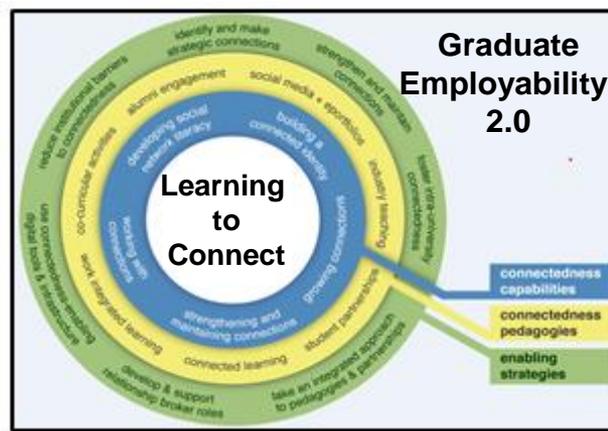
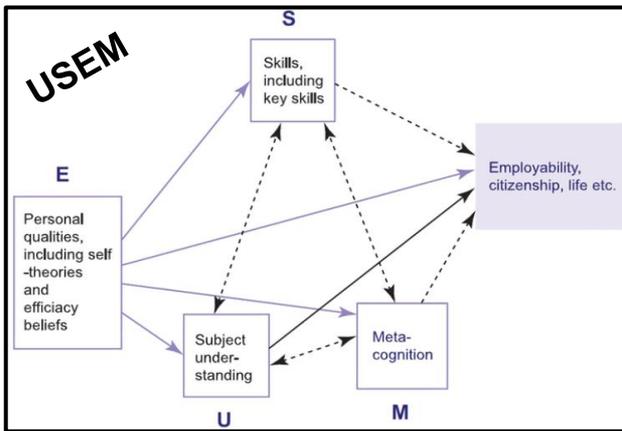
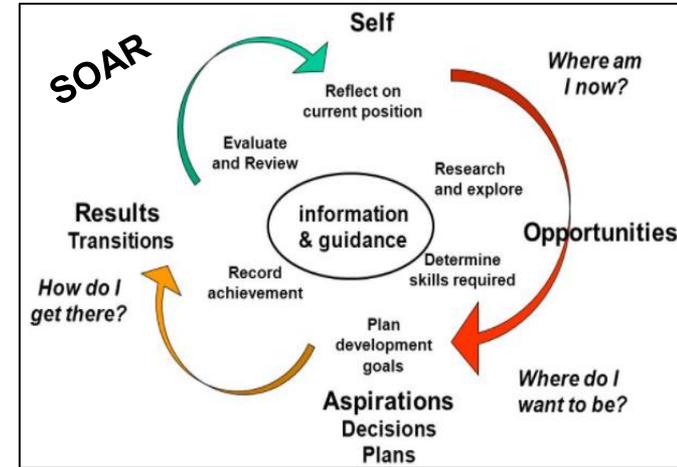
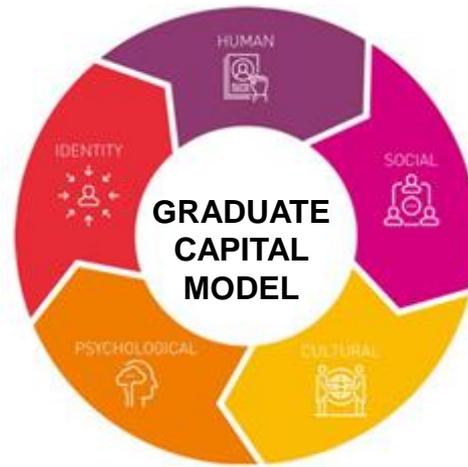
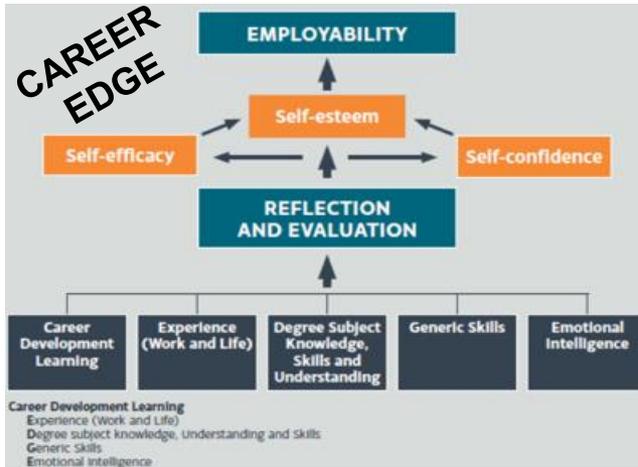
**Processual**

**EMPLOYABILITY:  
LEARNING,  
DEVELOPMENT  
& IDENTITY  
( HOLMES 2013)**



**Positional**

# GRADUATE EMPLOYABILITY: MANY CONCEPTUAL MODELS & FRAMEWORKS



# MEANINGS & CHARACTERISTICS OF BEING PROFESSIONAL



**Knowledge & skills**

**Doing *right things* and doing these things the *right way***

**Knowledge(s)** (*Michael Eraut typology*)  
 Codified knowledge in the form(s) in which the person uses it  
 Know-how in the form of skills and practices  
 Personal understandings of people and situations  
 Accumulated memories of cases and episodic events  
 Other aspects of expertise, practical wisdom and tacit knowledge  
 Self-knowledge, attitudes, values and emotions.

**Domain skills**

- Skills, capabilities and competencies to fulfil the role
- Expert, artistic and/or masterful skill level
- Qualified where required / appropriate

**Complementary skills**

- Organisational, administrative
- Interpersonal and political
- Management, leadership



**Capability everything I can bring to a situation**



**Role-supporting identity**

**The person I need to be and want to become at work**

**Attitude**

- Enthusiastic
- Passionate
- Objective
- Committed
- Self-motivated
- Serious
- Purposeful
- Determined
- Resilient
- Respectful
- Willing



**Identity willing to be professional**

**Beliefs and values**  
 The role being performed has personal meaning and contributes value

**Presentation**  
 Dressing and communicating in an appropriate manner

**Demeanour & presence**

- Conducting self in an appropriate manner
- Working confidently and competently and inspiring trust and confidence in others

**Always Appropriate**



**Moral compass**

**Doing the *right thing***

**Attributes**

- Honesty
- Ethical
- Integrity
- Responsible
- Principled
- Accountable



**Integrity & moral purpose**

**Aligned or conflict-managed ethics**

- Personal ethics aligned with ethics of the occupation or profession, organisation and society
- Personal values ideally aligned with those of the employer

**Active (proactive)**

- Decisions about doing what is right guided by values, principles, codes and ethics

**Reacting when things not right**

- Acting by doing the right thing when unethical or illegal activity is recognised
- Developing and following due process in acting upon breaches; eg whistle-blowing



**Approach to role, tasks & development**

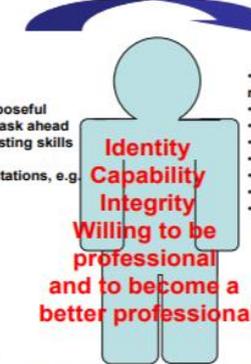
**The way I perform my role and do my job  
 How I deal with significant new situations**

**Prepare**

- Rigorous
- Specific
- Focused, structured and purposeful
- Match skill type and level to task ahead
- Learn new skills, practise existing skills
- Evidence-based
- Understand and clarify expectations, e.g.
  - outcomes required
  - authority to execute
  - scope
  - quality

**Perform**

- Execute skills to high/masterful standard at required time
- Achieve outcome
- Deliver what was agreed
- Structure and purpose
- Effective
- Efficient
- Due process
- Perform my job, not someone else's



**Identity Capability Integrity Willing to be professional and to become a better professional**

**Plan**

- Draw on knowledge base
- Match intended performance with required outcome
- Consult

**Reflect, review**

- Evaluate own performance
- Learn and act on lessons

**Change/develop**

- continuous professional development



# FREE RESOURCES AVAILABLE

<https://www.lifewideeducation.uk/>

<https://www.learningecologies.uk/>

