

LONG LEARN ACTIVE LEARNING MATERIALS

FOR CONTINUING PROFESSIONAL AND PERSONAL DEVELOPMENT IN

LOCAL AND REGIONAL GOVERNMENT

LOCAL LEARNING PROVIDERS

AND

**EVERYONE AND EVERY ORGANISATION WITH AN INTEREST IN CREATING
STABLE, VIBRANT AND PROSPEROUS LEARNING CITIES AND REGIONS**

Chapter 1, Session 1.5:

Ideas, Ideas, Ideas – the ‘ideopolis’ and more.

‘A city whose economy is driven by the creative search for, and the application of, new ideas, thinking and knowledge, and which is firmly rooted to the creative transfer of ideas, to opportunities, to innovation, and eventually to production.’

From ‘Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government’ (Norman Longworth)

Chapter 1, Session 1.5:

Ideas, Ideas, Ideas – the ‘ideopolis’ and more.

Session outline: This session introduces the learning city and region as places where creativity, ideas, innovation and diversity thrive, and relates this to the concepts introduced in previous sessions. The learner is asked, through a series of assignments to assess where his/her city or region stands in relation to the primary requirements of a successful modern 21st century place able to attract inward investment and people.

Guidelines for using this Active Learning session

Goals

The creation of learning cities and regions is in all our interests. It promotes social stability, encourages wealth creation, and enables citizens to fulfil their potential, their dreams and their ambitions. It is a survival strategy for our future, and that of our children and grandchildren. But it won't happen unless all of us play our part in making it so. It won't be a simple transition process, to be put into practice by someone else in the local authority. That means that we all, especially local government managers, professionals and staff, need to know and understand more about what it is, why it's important and what the major issues and opportunities are. There are many of them. These sessions have been written to enable each of us to increase our understanding and knowledge of those issues and opportunities. Each one, and there are 57 of them, takes a different theme and offers the learner new insights.

Learning approach

This is an Active Learning session. Lifelong Learning has taught us that people learn best when they are actively involved in the learning. We have therefore given the ownership of the learning over to you, the learner. As well as presenting new concepts in the assignments and exercises, we draw upon your experience, creativity, imagination and knowledge so that you can better understand the subject matter, and will be better able and more motivated to act upon it. You may, or may not, have a learning leader to help organise the groups, and to bring several learners together into discussion groups and sessions. That will certainly make it easier. We all have different learning styles – but we can also all learn from each other. That is why this session, like all the others, recommends a mixture of individual, small group and large group work, so that ideas and experiences and understandings can be bounced around people. Above all you are urged to make this an enjoyable experience. Learning can be fun. It's up to you to make it so.

Learning Organisation

You will find that the session is divided into 2 main parts

- ✓ **The Learning Space:** A set of assignments that will unlock the brain and involve learners in practical discussions and exercises leading to a greater understanding of the issue
- ✓ **The Learning Kitbag:** A set of source learning materials that provide additional information, charts, diagrams, case studies etc to stimulate further insights.

While each session could be used individually as a self-learning module, it is preferable if there is a learning leader to organise small and large group discussions and to act as a focal point. This can be a departmental manager, a staff member appointed to perform that task, or a professional educator from inside or outside of the organisation. Assignments may be studied on site, or set as preparation for group discussions in the workplace or at a learning provider.

The whole course can be incorporated into a continuous professional development programme in the workplace, or taught separately at a school, college, community centre or university. It takes its provenance, and its inspiration, from the book:

Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government
By Norman Longworth, published by Taylor and Francis ISBN 10 0 415 37175 9

Learners taking the course are recommended to obtain this book either from Amazon.com or from the publishers at http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth

Target Audiences

The session will be suitable for those who wish to improve their understanding of the session title's theme, in order to help influence the city, town or region's response to the realities of the 21st century. This includes:

- Elected representatives and Mayoral staff
- Managers, Professionals and staff from all departments in local government as part of a continuous development programme
- Community and Voluntary organisation leaders
- Educators at all levels in local and regional stakeholder organisations, including schools, universities, colleges and workplaces
- Industrialists and Business people as stakeholders in the local authority
- All Citizens with an interest in the development of their community
- Students in universities, adult education institutions and teacher training establishments

Further Reading

Learning Leaders wishing to update themselves on the subject matter of this module will find the following additional references useful.

- 'Lifelong Learning in Action – Transforming 21st century Education' by Longworth, (Taylor and Francis, Abingdon) http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth
- 'The Local and Regional Dimension of Lifelong Learning' EC Policy Document found on <http://europa.eu.int/comm/education/poledu/tels.pdf>

Ideas for treatment particular to this session: *For seminars and courses with several participants* it is suggested that assignments 1 and 2 are completed as an exercise for small groups of 2 or 3 people with the answers debated in open session afterwards, facilitated by a learning leader. It may have been possible that preparations for the session have been made in advance by asking learners to read up on the ideopolis, before arriving. Alternatively, if the technology is available, a first assignment might be a web-browsing task on the subject. Assignments 4 and 5 may be completed individually, again with the results discussed after completion. Assignment 6 is again a small group exercise – you may wish to change the people working together to enable a mix of ideas, experiences and opinions. Assignment 7 is another opportunity for individual creative expression, which should be discussed in plenary session after completion. Assignment 10 is an opportunity to identify other topics of interest to the course/workshop/seminar members and to develop individualised courses for each. The last assignment should provide the feedback that will enable you to improve the session next time round.

For self-learning individuals all assignments will be individual efforts but try to find someone with whom you can discuss your answers and opinions either by email or face to face. In this way you can enrich the learning experience by experiencing other viewpoints.

The Learning Space

Assignment 0: These learning materials derive from, and extend, the concepts and ideas in ‘Learning Cities, Learning Regions, Learning Communities.’ Reading pages 18 to 19 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Imagine that your city or region wishes to become an ideopolis – a city where ideas become realities. You may need to read up more on the concept, in which case read the description in the book and/or use your internet search engine. In the boxes below make an inventory of ten environmental, social, cultural, leisure, transport, work-related and financial attractions it offers to potential investors and workers, and especially its ability to transform the creative development of ideas into economically viable products.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Assignment 2: Read the following two quotations

‘A city’s diversity, its level of tolerance for a wide range of people is key to its success in attracting talented people. Diverse inclusive communities that welcome unconventional people – gays, immigrants, artists, and freethinking ‘bohemians’- are ideal for nurturing the creativity and innovation that characterise the knowledge economy.’ (Florida and Gates)

‘the vital buzzword is diversity: diversity of lifestyles and housing, diversity of ambitions, skills and career opportunities, and diversity in social and cultural life (Cannon, Nathan and Westwood).

To what extent is your city or region a successfully diverse community in the way described above?

Assignment 3: Discuss your answers with others.

Assignment 4: What do you consider to be the 4 most attractive factors that would attract inward investment?

1
2
3
4

Assignment 5: Now make an inventory of seven aspects of your city or region that might deter investment and incomers.

1	
2	
3	
4	
5	
6	
7	

Assignment 6: The following is a list of the ingredients of the requirements of a successful learning city or region taken from all parts of chapter 1. Put a cross in the relevant box to describe your assessment of its quality as an inducement for investment. 1= excellent, 2= high, 3= so-so, 4= needs improvement, 5= doesn't exist

Attribute	1	2	3	4	5
High tech industry					
At least one university with good links to local industry					
Attractive visual living environment					
Large numbers of highly skilled professionals					
A culture of tolerance, reflected in local attitudes					
A flourishing entrepreneurial cultures, reflected in a high number of SMEs					
A thriving, well-resourced, primary and secondary educational system concentrating on the development of creativity, personal skills and competences					
A thriving vocational adult education sector with links to industry					
A thriving non-vocational adult education sector making a wide variety of courses available to a wide variety of citizens					
A major communications node such as an airport or transport hub					
A flourishing service sector					
Strong socially and economically aware local political direction					
A culture of creative learning in a majority of citizens					
Strong coordination between learning providers, city/region authorities, community organisations and local industry					
A knowledgeable and well-informed population aware of the need for change and diversity through the efforts of local government					
A constant supply of good information on which local and regional governments can act autonomously					
Strategies to involve all local government employees in learning city and region development					
A flexible and adaptable workforce equipped with skills for modern high-tech industry and an eager appetite for continuous learning throughout life					

Assignment 7: Note that the list in assignment 6 is only a beginning. Many more will crop up during later sessions. But, for the time being, insert three additional ingredients of your own in the three blank boxes

Assignment 8: Taking into account the advantages and drawbacks you have cited in assignments 4 and 5 – what 5 immediate steps do you think that city leaders should take to improve your own city’s attractiveness to inward investment.

Assignment 9: Discuss your results with those of others

Assignment 10: This completes this session but hopefully not your learning on these topics. You are invited to test your level of knowledge by completing the exercise on the next page.

LEARNING CITIES AND REGIONS FOR THE FUTURE - YOUR LEVEL OF KNOWLEDGE

		High	Enough to get by	Not enough	None	Session
1	Consultation methods and levels					7.1, 7.2
2	Characteristics of a Learning Organisation					2.3
3	Your city as a learning organisation					2.4
4	Skills and competences for learning cities and regions					1.6
5	The city as an ideopolis					1.5
6	Learning Communities in all their senses					2.5
7	Smart cities, wired cities, slow cities					2.6
8	Learning Festivals for developing a learning culture					3.3
9	Learning Charters for demonstrating a city's commitment:					3.2
10	Leadership in the Learning City/Region:					3.4
11	Tools for measuring city and region performance					3.1,4.1,4.2, 4.3,4.4,4.5
12	Lifelong Learning as wealth creator					5.3, 1.5,2.3
13	Tools for activating learners – Personal Learning Audits					5.4,5.5,5.6, 5.7,5.8,5.9
14	Stakeholders in the Learning City/Region – Who? What?					6.1
14	Schools as Stakeholders in community, city and region					6.2, 8.4
15	Higher Education as a stakeholder in community, city and region					6.3
16	Business and Industry as stakeholders in community, city and region					6.4
17	Adult Education Colleges as stakeholders in the city					6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world					6.6
19	Family Learning					6.7
20	The power of partnerships					6.8
21	Using Technology in the learning city					7.3
22	Active citizenship and volunteering in the learning city					7.4
23	Mentoring in the learning city and region					7.5
24	Resources for the Learning City and region					7.6
25	Global roles and responsibilities for learning cities and regions					8.1
26	Internationalising Learning City Networks					8.2, 8.3
27	International projects as learning city stimulators					8.4, 8.5
28	Two-way profiting from international cooperation					8.6
29	Organisational issues in the learning city and region					9.2
30	Enabling issues in the learning city and region					9.3
31	Pedagogical issues for learning cities and regions					9.4
32	Practical Actions to become a learning city					9.1, 1.4
33	Learning Cities for Elected Representatives (Councillors					4.6
34	Individuals as learners					5.1,5.2,6.7
35	Change, society and the city/region					1.1, 1.2
36	Learning City Domains					1.3
37	Some Research results on Learning Cities and Regions					4.2,4.3, 4.4
3.8	Towards true Learning Societies					2.2
3.9	Defining Learning Cities and Regions					2.1

All sessions shown in the last column follow the progress of the book **‘Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government’** by Norman Longworth (Taylor and Francis – www.tandf.co.uk/books/) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from www.longlearn.org.uk

Assignment 11: On the lines below please put your personal reactions to working on this session, based on how much you have learned, how much you have worked creatively and how your ideas have developed as a result.

Where to find sessions on topics

All sessions follow the progress of the book 'Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government' by Norman Longworth (Taylor and Francis – www.tandf.co.uk/books/) ISBN 10 0-415-37175-9

	Topic	Session(s)
1	Consultation methods and levels	7.1, 7.2
2	Characteristics of a Learning Organisation	2.3
3	Your city as a learning organisation	2.4
4	Skills and competences for the 21 st century	1.6
5	The city as an ideopolis	1.7
6	Learning Communities in all their senses	2.5
7	Smart cities, wired cities, slow cities	2.6
8	Learning Festivals for developing a learning culture	3.3
9	Learning Charters for demonstrating a city's commitment:	3.2
10	Leadership in the Learning City/Region:	3.4
11	Tools for measuring city/region performance	4.1, 4.2, 4.3, 4.4, 4.5
12	Lifelong Learning as wealth creator	5.3, 1.5, 2.3
13	Tools for activating learners – Personal Learning Audits	5.4, 5.5, 5.6, 5.7, 5.8, 5.9
14	Schools as Stakeholders in community, city and region	6.2, 8.4
15	Higher Education as a stakeholder in community, city and region	6.3
16	Business and Industry as stakeholders in community, city and region	6.4
17	Adult Education Colleges as stakeholders	6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world	6.6
19	Family Learning	6.7
20	The power of partnerships in the city and region	6.8
21	Using Technology in the learning city	7.3
22	Active citizenship and volunteering in the learning city	7.4
23	Mentoring in the learning city	7.5
24	Resources for the Learning City	7.6
25	Global roles and responsibilities for learning cities and regions	8.1
26	Internationalising Learning City Networks	8.2, 8.3
27	International projects as learning city stimulators (schools, adults)	8.4, 8.5
278	Two-way profiting from international cooperation	8.6
289	Organisational issues in the learning city and region	9.2
309	Enabling issues in the learning city and region	9.3
31	Pedagogical issues for learning cities and regions	9.4
32	Practical Actions to become a learning city	9.1, 1.4
33	Learning Cities for Elected Representatives and Councillors	4.6
34	Individuals as learners	5.1, 5.2, 6.7
35	Change, society and the city/region	1.1, 1.2,
36	Learning City Domains	1.3
37	Some Research results on Learning Cities and Regions	4.2, 4.3, 4.4