

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, TOWNS AND REGIONS**

Chapter 5 Session 5.1:

Focussing on people: The individual at the centre of the city universe

‘the movement towards implementing concepts of lifelong learning in cities and regions is primarily a response to the complexities of change, culture and civilisation in the modern world, and should be acknowledged in those terms. But, however much the conditions for supportive learning are made available, in the end it is the individual citizens who exercise the choice to learn or not to learn.’
From ‘Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government’ (Norman Longworth)

Chapter 5 Session 5.1:

Focussing on people: The individual at the centre of the city universe

Session outline: In a lifelong learning society the focus is on the needs and demands of individuals as learners. They become the determiners of what, where, when and how they will learn and how they will help to build learning cities and regions. This session therefore kicks off this chapter on tools and techniques for stimulating and inspiring people by exploring why ownership of learning by the learner is important and how the city can help influence the change of hearts and minds. Assignments and exercises introduce ladders for assessing personal improvement and opening minds, and re-examine the charter of learning rights in the context of individual learning needs.

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.

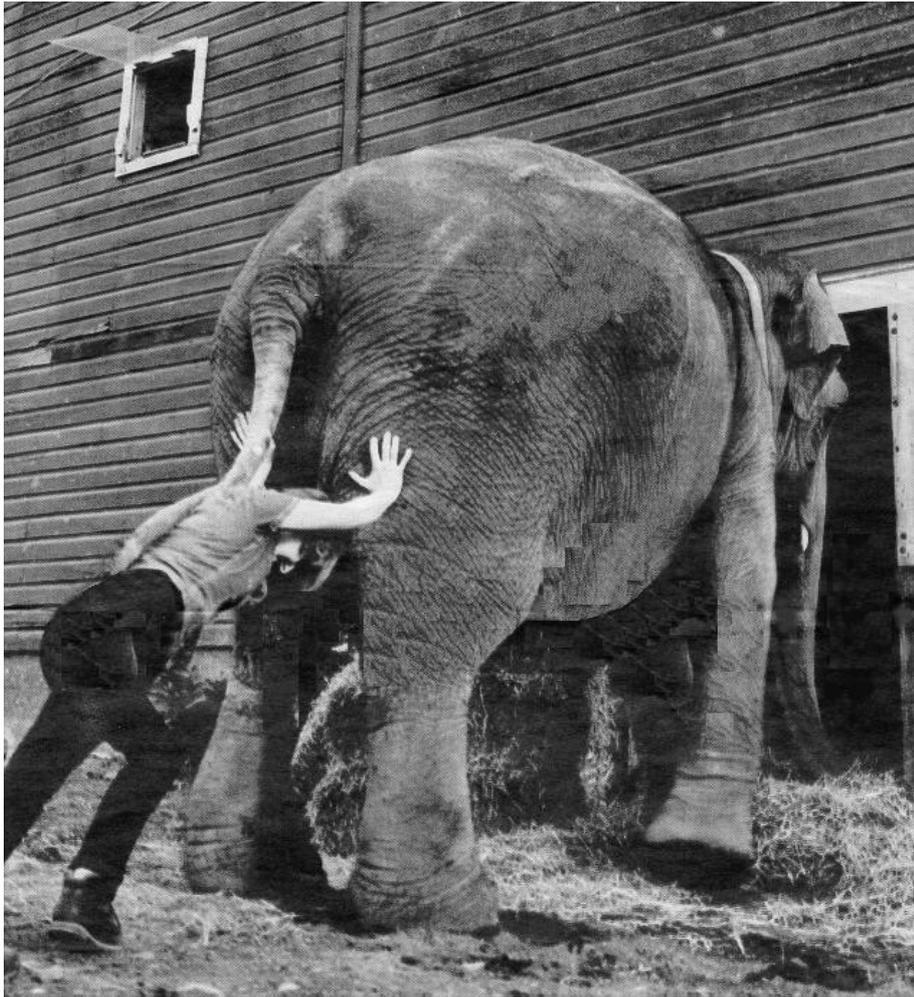
- 'Lifelong Learning in Action – Transforming 21st century Education' by Longworth, (Taylor and Francis, Abingdon) http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth
- 'The Local and Regional Dimension of Lifelong Learning' EC Policy Document found on <http://europa.eu.int/comm/education/poledu/tels.pdf>

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 groups of 3 or 4 people with the results debated in open session afterwards, facilitated by a learning leader. Assignment 4 would normally be an individual exercise 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 6, 7 and 8 are opportunities for role-playing and for exploring how a general tool can be made specific for the learner's city or region. Assignment 10 can be either an individual or groups-of-two exercise to assess the effectiveness of the ladder as a tool for increasing understanding of learning levels. Assignment 12 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 80 to 81 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Have a look at the picture above. It could have several interpretations? Here is where you use some imagination. Say what or who the shed, the woman and the elephant would be in your city or region if the photograph represented the following

If the picture represented	The shed would be	The woman would be.....	The elephant would be....
A School			
City Governance			
Individual learning			
The progress of			

the city towards becoming a learning city			
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Assignment 2: How would you change the picture in each case to improve the model? Eg what would you add, transform, include

For the school	
For City Governance	
For individual learning	
For the city progress	

Assignment 3: Discuss your answers and changes with others

Assignment 4: A: In your opinion, how much truth is contained in the following quotations?

	Self-evidently true	Mostly true	Only partly true	Not at all true
<i>'We really must empower pupils with opportunities for choice and discovery; encourage their independent learning commensurate with the pupils' evaluation of their needs. We need to praise curiosity and exploration and develop the pupils motivation for creative thinking'</i> <i>D Wyse, Cambridge University</i>				
<i>'Lifelong Learning requires that individuals , as learners, develop an increasing responsibility for their own education, training and personal development' from recommendations Dublin Communique of the Council of European Ministers</i>				
<i>Someone who has ownership of his/her own learning is more likely to become a motivated lifelong learner than someone whose learning is prescribed by others. This changes teaching styles from delivering information to be regurgitated back in examinations, to empowering learners to carefully work out their own learning requirements, with or without the help of experts.</i> <i>Longworth, Making Lifelong Learning work</i>				
<i>Teach facts not twaddle – I want teachers who teach and children who leave school knowing something. The curriculum should be a straightforward statement of what children need to be taught in the traditional subjects of the school timetable'</i> <i>Chris Woodhead, Former Chief Inspector of UK schools</i>				
<i>The main aim of the school is to prepare its students to become self-acting, self-learning, self-motivated 'inventors of their own future', global citizens competent and confident to analyse any problem based on the past, the present, the likely alternative options for the future. And, more importantly, to then reinvent an even better future. (G Dryden: The Learning revolution)</i>				

<p>People will only plan for consistent learning activities throughout their lives if they want to learn. They will not want to continue to learn if their experiences of learning in early life have been unsuccessful and personally negative. They will not want to carry on if appropriate learning opportunities are not practically accessible as far as timing, pace, location and affordability are concerned. They will not feel motivated to take part in learning whose content and methods do not take proper account of their cultural perspectives and life experiences <i>European memorandum on lifelong learning</i></p>				
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B: What messages are the quotations trying to convey?

1.
2.
3.
4.
5.

C: Please write your own comments about these quotations and the messages they are trying to convey. In the box below

Assignment 5: Discuss your opinions, perceptions and observations with others

Assignment 6: (taken from session 5.3) Actionsheet 1 in the learning kitbag below approaches the charter from the angle of the rights of learners in your city or region. As a citizen of your city or region how much do you believe that the city or regional administration has fully implemented each point in the list. Put in a percentage to indicate that in column A. In column B mark with a tick the 5 you believe to be the most important for individual learning.

Assignment 7: Where in your city or region would you display this charter to encourage new learners. Give several examples.

Assignment 8: How would you monitor its implementation?

Assignment 9: Compare your results with others

Assignment 10: Look at the picture of the ladder on Actionsheet 2 of the learning kitbag below. It represents an individual's personal journey up the learning staircase and the level at which he/she may be in any aspect of learning. People may have many ladders to climb.

A: On the blank ladder mark the steps in the ascent by re-arranging and inserting the following words on the appropriate rung.

Ignorance, Critical Judgement, Understanding, Wisdom, Knowledge, Information

B. Are there any other words you could use to describe the same thing?

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C. Actionsheet 4 in the learning kitbag below is for you to write in some of your own observations and examples about any of your own learning ladders. Also in the last exercise write in some of your own learning ladders and where you got to on those.

D. Why, in your opinion, are the rungs spaced wider and wider as you climb.

E. Estimate at what rung level you personally are in the following situations:

In your performance in your working life	
In a subject you know well and have read a lot about	
In your family life	
In your learning life generally	
In your approach to current affairs	

F. At what level on the ladder do you think the following generally operate.

School teachers	
Doctors	
University lecturers	
Local Authority managers	
Schoolchildren	
Government Ministers	

Assignment 11: Check your answers to A with the ladder on Actionsheet 3 in the kitbag and compare your other answers with those of others.

Assignment 12: This completes this session but not hopefully your need for knowledge on this important subject. You are invited to complete the diagram on the next page by ticking the relevant box.

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
38	Towards true Learning Societies					2.2
39	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 13: 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.

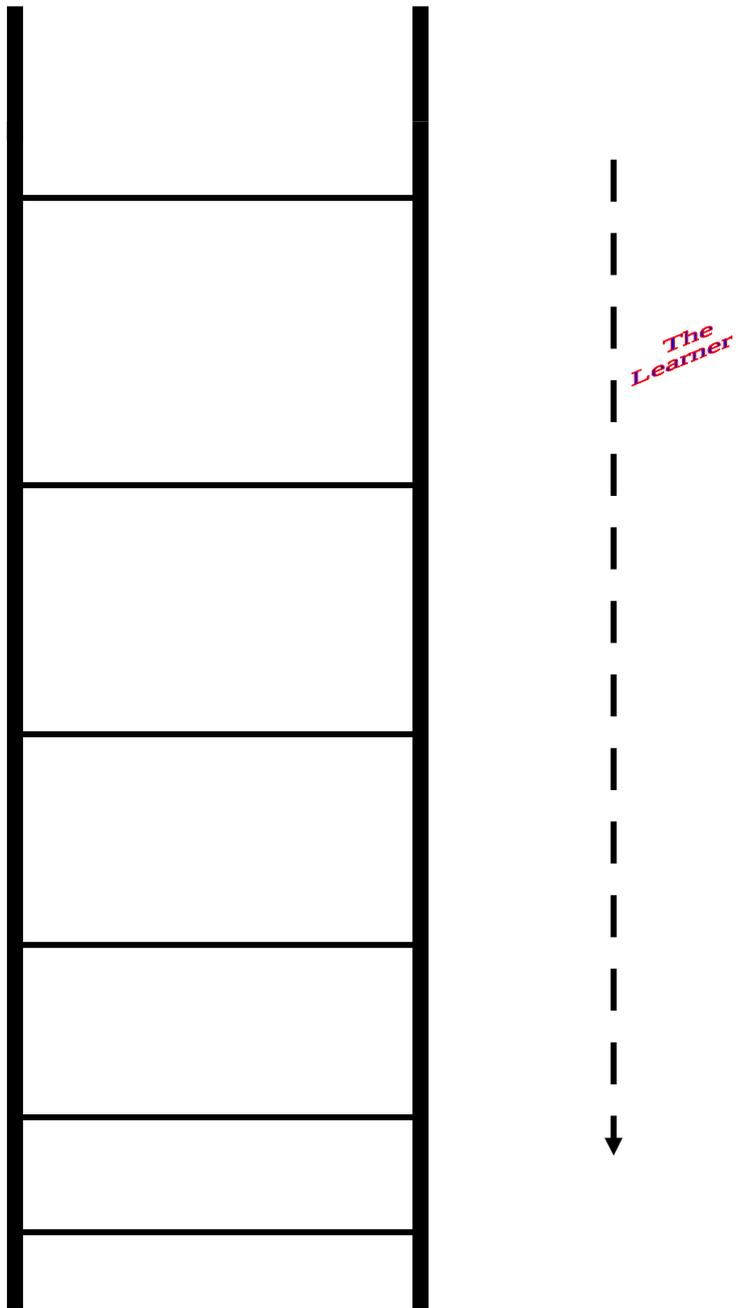
Chapter 5 Session 1

The
LEARNING

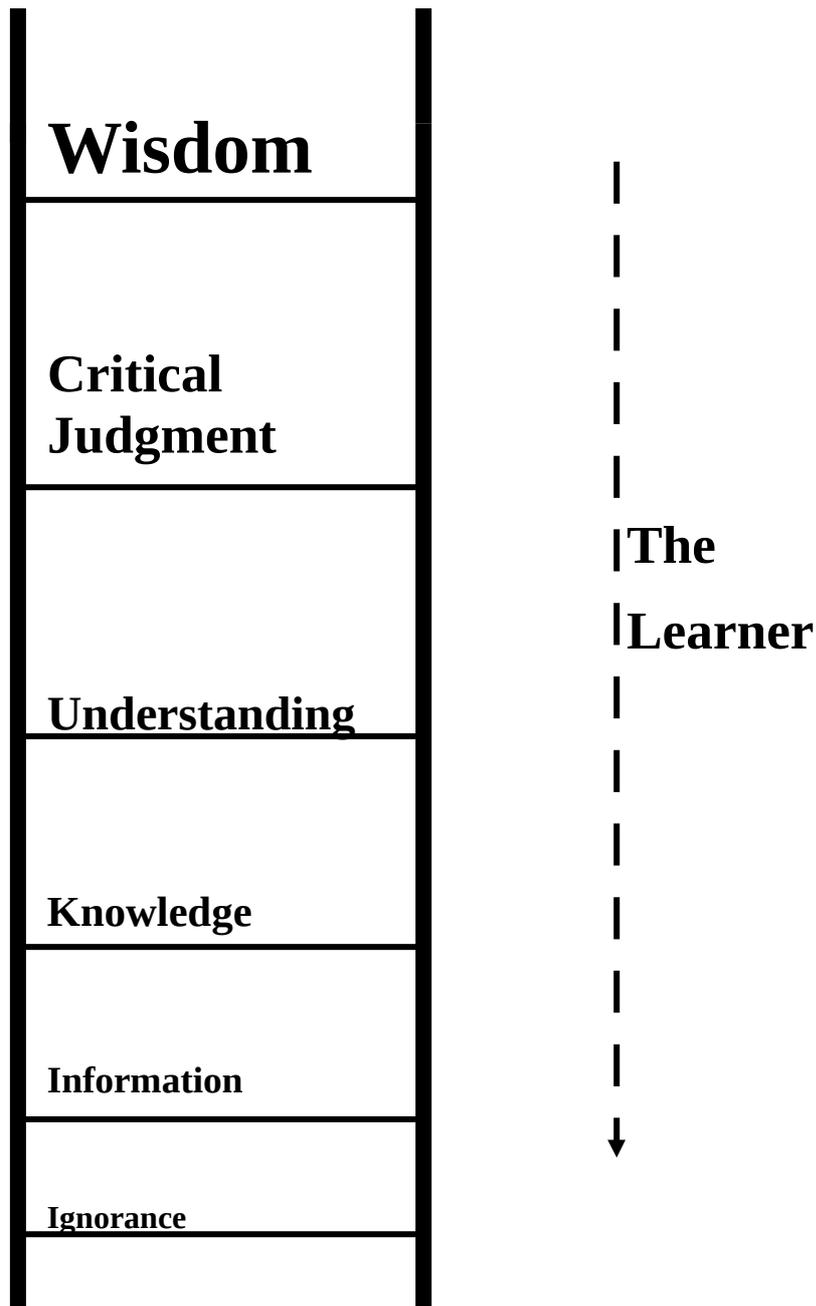
KITBAG

Actionsheet 1

<u>A LEARNER'S CHARTER</u>	<u>A</u>	<u>B</u>
GOOD FOOD, GOOD HEALTH AND GOOD LEARNING ARE INTERDEPENDENT PARTS OF THE HUMAN BIO-SYSTEM		
AS A CITIZEN YOU HAVE THE RIGHT TO LEARN AND TO DEVELOP YOUR OWN FULL POTENTIAL THROUGHOUT LIFE		
YOUR RIGHT TO LEARNING EXISTS IRRESPECTIVE OF YOUR RELIGION, ETHNIC BACKGROUND, AGE, NATIONALITY OR GENDER		
AS A CUSTOMER FOR LEARNING YOUR NEEDS TAKE FIRST PRIORITY		
AS FAR AS POSSIBLE, LEARNING WILL BE PROVIDED FOR YOU WHERE, WHEN AND HOW YOU DESIRE IT		
THE VALUE OF LEARNING WILL BE ACTIVELY PROMOTED AND ENCOURAGED THROUGHOUT YOUR LIFETIME		
YOUR INDIVIDUAL LEARNING STYLE WILL BE RECOGNISED AND CATERED FOR		
WHETHER OR NOT YOU HAVE LEARNING DIFFICULTIES YOU HAVE THE RIGHT TO RECEIVE EXPERT HELP WITHIN SOPHISTICATED SUPPORT AND GUIDANCE SYSTEMS AT ALL TIMES		
YOU WILL HAVE ACCESS TO MODERN RESOURCES FOR LEARNING WHEREVER THEY MAY BE		
AS FAR AS POSSIBLE, YOU WILL BE GIVEN OWNERSHIP OF, AND CONTROL OVER, YOUR OWN LEARNING		
WHATEVER LEARNING YOU CHOOSE TO DO WILL BE TREATED WITH RESPECT, RECOGNITION AND REWARD		



The Learning Ladder



The Learning Ladder

A Personal Voyage from Ignorance to Wisdom

Actionsheet 4

The Learning Ladder – Qualitative transformations

IGNORANCE

The rung of ignorance can be unintentional or deliberate. Many of us are ignorant about many things simply because they have not passed our way, or because we choose not to learn. Indeed such is the impact of the knowledge explosion, in which the total amount of information in the world doubles every 2 or 3 years, the majority of us are destined to remain in ignorance. However as soon as we decide to put our feet on the learning ladder we can decide how far we wish to go on a variety of topics. Thus we will each have many learning ladders up which we can climb.

INFORMATION

The information rung supplies the minimum we need in order to stand above ignorance. It is a state of minimal awareness. It may be about the colour of a person's eyes, or a series of facts, or even a poem, for rote learning, or the date of Columbus's voyage to America –1492 . No understanding is required. Much of the school curriculum is like this. Facts to be learned and memorised to be repeated in examination papers.

KNOWLEDGE

The knowledge rung is a step beyond memorisation. It brings in some critical analysis. It may involve putting several pieces of information together in order to come to a conclusion about a subject or a person. Perhaps a knowledge of the name of Columbus's ship, the way he went about funding the voyage, the perils he faced. Again understanding may not be present, but you would know that he did it for reason, even if that isn't clear.

UNDERSTANDING

The understanding rung answers the questions why and how. It is a deeper process than knowledge in that it allows you to apply knowledge with the certainty that there will be a pre-determined result. There is no understanding with out knowledge. For understanding you not only use critical analysis skills but also extend these into an all-round comprehension of the subject matter and those topics which influence it. An understanding of Columbus's voyage would entail knowledge of the historical background to the period, the design of ships, the state of the navigational art at the time and the conditions aboard ship.

CRITICAL JUDGMENT

Where to find sessions on topics

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	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
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23	Mentoring in the learning city	7.5
24	Resources for the Learning City	7.6
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26	Internationalising Learning City Networks	8.2, 8.3
27	International projects as learning city stimulators (schools, adults)	8.4, 8.5
27 8	Two-way profiting from international cooperation	8.6
28 9	Organisational issues in the learning city and region	9.2
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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

The sessions themselves are downloadable from the learning materials section of the longlearn website

www.longlearn.org.uk

