

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 2:

Teaching and Learning: Learning Attitudes and learning approaches

‘National and local plans now put an emphasis on the support structures which need to be put in place from the community in order to allow individual learning to flourish. ‘Team Learning’ and ‘Organizational Learning’ now complement individual learning in the educational lexicon. The synergy between individual and community is rapidly becoming one of the driving forces of education at local level..’

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

Chapter 5 Session 2:

Teaching and Learning: Learning Attitudes and learning approaches

Session outline: The development of positive learning attitudes is well known to create success in learning. This session therefore looks at how we can measure learning attitudes and approaches through a series of practical assignments and exercises. It suggests a tool for measuring learning attitudes in the community and another for determining personal learning maturity. In each case learners are involved in the methodologies and encouraged to become more mature learners.

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 a groups of two exercise with one person role-playing the interviewee and the other the interviewer. Assignments 3 and 4 are for the same groups of two, with the results to be debated in full open session, preferably with a learning leader. Assignments 5 and 6 should be completed individually to be discussed in plenary session after completion. Assignment 8 can be done in pairs – encourage learners to put the poster up on the wall at home or in the office. Assignment 9 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 87 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 learning attitudes survey on Actionsheet 1 of the Learning Kitbag below. It can be used as a tool by any municipality or region to gather information about attitudes and participation. With one other person acting the role of learning adviser and you acting as any type of person you wish to role-play, go through the questions.

Assignment 2: Discuss your answers with others explaining which person you role-played and why.

Assignment 3: A UK city went through a similar (not the same) survey some years ago. Have look at the results under UK City Results on Actionsheet 2 of the Learning Kitbag. There are some surprises. Make 8 observations about these results that might require action on the part of the city.

1.

2

3

4

5

6

7

8

Assignment 4: With which groups would you use this tool in your city or region and how would you go about it?

Assignment 5: The Learning to Learn Actionsheet (3 in the learning kitbag) below is a learner maturity index showing several distinguishing attributes of modern learning and learners.

A. In column A put a figure out of 5 which describes your own learning approach.
5= fully applies to me, 4= mostly applies to me, 3= half applies to me, 2= partly applies to me, 1= doesn't apply to me at all. Add up your score to know your learner sophistication index (out of 60).

B. In column B write in a figure out of which describes your estimate of the number of people in your workplace who fit the description
5= all of them, 4= most of them, 3= about half, 2= a few, 1= none.

Assignment 6: What are the implications of this exercise for your own learning and for that of your work colleagues?

Your own _____

Your colleagues_____

Assignment 7: Discuss your observations and results with others.

Assignment 8: The superlearners diagram on Actionsheet 4 of the learning kitbag reinforces the idea of learning maturity. In the blank column put in a mark out of 5 if you believe you fit the description. 5= fully applies to me, 4= mostly applies to me, 3= half applies to me, 2= partly applies to me, 1= doesn't apply to me at all.

Assignment 9: 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 10: 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 5.2

The

LEARNING

KITBAG

Actionsheet 1

Learning Attitudes

Some people enjoy learning and do it for fun, others do it because they have to and yet others take no pleasure out of it for whatever reason. And yet learning is one of the most natural things human beings do – we wouldn't be able to function if, as very young children, we had not learned. And we do it all the time in an informal way. So there must be reason why many of us stop learning or don't enjoy it. It's this we are trying to find out.

So this short questionnaire is designed to find out what you think about learning and where, when, how and if you prefer to learn. Please answer the questions as honestly as you can.

1. Since the beginning of this year I have started or continued

		Yes	No
1.1	A Formal course at a college for developing my technical skills for work		
1.2	A Formal course at a college for developing my personal skills for work		
1.3	A Formal course at a college for improving my management skills for work		
1.4	A Formal correspondence course provided by a college		
1.5	A Formal course at a college for improving my performance in a leisure pursuit		
1.6	Any other kind of formal course at or with a college		
1.7	A formal course at my employer's workplace		
1.8	A formal course anywhere else – please say which below		

2. If yes to any of these

		Yes	No
2.1	It was for a qualification		
2.2	It was a full time course		
2.3	It was in the evening		

3. Since the beginning of this year I have kept myself up to date with new knowledge in the following way

		Yes	No
3.1	by reading a book or manual		
3.2	By watching a video or DVD		
3.3	Training On-the-job at work		
3.4	Working with a tutor or a coach		
3.5	This was also for a qualification		

4. I intend to start taking a formal course within the next 6 months Yes/No
If yes, this will be

		Yes	No
4.1	At a college or other learning provider		
4.2	As a correspondence course		
4.3	A course provided by my employer not at a college		
4.4	To improve my performance in a leisure pursuit or hobby		

4.5	For a qualification		
4.6	In the evening		
4.7	Part-time		
4.8	Anything else you wish to add?		

5. Which of the following adjectives describes your attitude to learning. (Insert your own if you wish)

enthusiastic	reluctant	indifferent	resigned	
diligent	uninterested	resistant	conscientious	
intelligent	immature	happy		

6. Do you enjoy learning new things?

Yes/No

7. Do you think that any of the following will mean that learning will become more important in this century?

		A lot	A little	Not at all
7.1	People will need to change jobs more frequently			
7.2	New technology changes the way jobs are done			
7.3	Manufacturing jobs go to countries with cheaper labour – jobs in my country will be at a higher level			
7.4	New ways of doing things in a global economy			
7.5	We all need to be more informed about new developments such as cloning, climate change,			
7.6	So that the politicians can't pull the wool over our eyes			

8. Choose the 3 most important things (in order 1,2,3) that would most influence you in deciding to learn?

		order
8.1	Employer/work/improving career	
8.2	Friends doing it	
8.3	Attractive brochures from the local college	
8.4	Pressure from Parents/relatives/children	
8.5	Keeping up to date with developments in my hobby/sport etc	
8.6	Personal pride and motivation	

9. How much do you believe the following?

		A lot	A little	Not at all
9.1	School prepared me for a lifetime of fruitful learning			
9.2	The stress laid on gaining qualifications puts me off learning			
9.3	My employers would support me if I wanted to take up learning			
9.4	Computers will make learning easier			
9.5	If I owned the learning I would be more likely to do it			
9.6	A learning adviser could be useful to me			

10. My preferred style of learning is – put in order 1, 2 ,3 and a cross if not at all

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10.1	Through doing practical things	
10.2	On my own/self study with books	
10.3	In a classroom with a teacher	
10.4	On my own with a computer	
10.5	Practising on my own	
10.6	Exchanging ideas with others	
10.7	One to one study with a tutor	
10.8	No preference	

11. How likely is it that you will take up formal learning in the next year

Certain Very uncertain unlikely definitely won't

12. Which of the following barriers to learning apply to you? Mark each one, then put the 3 most important to you in order 1,2 3 in the last column.

		yes	no	Rank
12.1	I can't afford it			
12.2	No facilities to study at home			
12.3	Long distance from courses			
12.4	Family pressures allow no time			
12.5	I'm physically disabled			
12.6	Not the sort of thing they do in my family			
12.7	School put me off learning			
12.8	Learning has a low priority for me			
12.9	I'm not intelligent enough			
12.10	Never seen anything I would want to learn in the brochure			
12.11	Never seen a brochure			
12.12	I would lose my benefits			
12.13	My friends would laugh at me			
12.14				
12.15				

Formal learning : Courses taken 33% No formal learning 67%

Non-formal learning and self-study: Yes 32% No 68%

Willingness to learn:

Very much 16% A fair amount 31% Not very much 18% Not at all 31% Don't know 4%

Importance of learning

Very 52% Fairly 30% So-so 10% Unimportant 5% no interest 2%

Likelihood to learn ?

Very likely 18% Fairly likely 18% Not very likely 23% Not all likely 36% Don't know 4%

learning new things? 92% yes

learning important in this century? 83% yes

influences on decision to learn?

Employer/work/improving career	41%
Friends	38%
Brochures from the local college	13%
Parents/relatives	11%
Your children	11%
Personal motivation	5%...
Information from the media	9%

Schools prepared me for a lifetime of learning 49% yes 51% no

The stress laid on gaining qualifications puts me off learning 32% yes

My employers would support me if I wanted to take up learning 31% yes

Computers will make learning easier 79% yes

Preferred style of learning

Through doing practical things	43%
On my own/self study with books	34%
In a classroom with a teacher	29%.
On my own with a computer	29%
Exchanging ideas with others	25%
One to one study with a tutor	17%
No preference	5%

Learning to Learn:

There are a large number of ways to learn and most people use very few of them. The following list describes a number of ways to learn. The more you learn the more mature a learner you are

	A	B
Taking responsibility for your own learning and generally adopting an active role		
Distinguishing between things to memorize, things to understand, and things that are best learned by doing		
Using more than one way of learning and choosing between these according to the material to be learned		
Not falling back on trying to memorize things you should be trying to understand.		
Making conscious decisions on how you will learn something.		
Making sure you learn in spite of poor teaching		
Asking questions to ensure that you learn properly		
Looking for feedback on your own performance		
Realising that difficulties in learning are not always a lack in your own capacity to learn		
Having the confidence to take on new learning opportunities		
Making and using the link between relaxation methods (eg Tai-Chi, Meditation, imagineering etc) and effective learning		
Recognising the intrinsic value of learning to develop your mental potential rather than requiring a qualification		

ARE YOU A SUPERLEARNER?

We all learn all of the time. But the quality of learning, and the way it is applied in the outside world, is what makes the difference between the Learner and the ***Superlearner***.

L	Listen	You take heed of those who can extend your knowledge and skills and to your own inner voice which says develop your potential	
E	Evolve	You climb the learning ladder which leads from ignorance to knowledge and eventually to understanding and wisdom	
A	Adapt	You modify your thinking, your behaviour and your mindset to cope easily with the changing world in which you live.	
R	Reciprocate	You recognise your own creative power to change your world through learning and participation in the community in which you live	
N	Network	You look outwards to the world and gather strength by sharing your learning and its results with others in the wider international community	
E	Enjoy	You enliven your own learning and that of others through your enthusiasm and your determination to make learning fun	
R	Reflect	You learn from the past, make sense of the present and contemplate the future through learning	
S	Support	You stimulate others and act as an empathetic mentor and guide in your voyage of self-discovery through learning	



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Where to find sessions on topics – a reminder

You are reminded that 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

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

www.longlearn.org.uk