

# 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 9 Session 9.4:

### Fostering 21st century cities and regions: Five Pedagogical Issues

*‘An examination process designed to fail a good proportion of its students is surely wasteful. A value system setting greater store on academic and intellectual performance over personal attributes such as self-esteem, self-knowledge and tolerance for others is surely misguided. An assessment procedure testing only the skill of the memory to regurgitate facts and information, and ignoring the importance of other high order skills such as information-handling, decision-making, communicating, thinking and others is surely inappropriate for the 21<sup>st</sup> century.’*

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

## Chapter 9 Session 9.4:

# Fostering 21st century cities and regions: Five Pedagogical Issues

**Session outline:** It is not true that pedagogical issues are boring and fit only for educational experts. We have all been subjected to various experiences in education and there is much that can be improved by everyone having an informed view on why, what and how people of all ages learn. 21<sup>st</sup> Century Learning Cities and regions must be hives of active, stimulated, constantly learning human beings and, to achieve that, educational methods and mind-sets need to change. This session therefore introduces and explores five main issues, namely the ownership of learning, the true role of examinations, the skills-based curriculum, active learning and putting the focus on the learner, none of which are well understood in most places. A series of 30 assignments and exercises take the learner on a voyage of exploration around the world of future learning.

**NB** Because this session deals with several issues it is longer than most – each issue may be dealt with separately over a period of a half-hour to an hour depending on the degree of discussion generated.

### 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](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 21<sup>st</sup> 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 21<sup>st</sup> century Education' by Longworth, (Taylor and Francis, Abingdon) [http://www.taylorandfrancis.co.uk/shopping\\_cart/search/search.asp?search=longworth](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* The assignments and exercises in the learning space can be completed individually or in small groups of two or three people. General guidelines on the size of group are given after each assignment number. However, it is recommended that the learning leader uses his/her own judgement, and brings the group together at suitable points to discuss results, observations difficulties, insights etc and to consolidate the knowledge gained. The last assignment will provide the feedback that allows the next delivery of this session to be improved.

*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 212 to 217 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

**Assignment 1 (1/2):** The following are quotations taken from books and reports about new learning methods and content for a knowledge society in the learning city. In column A put a mark out of 5 for the extent to which you personally agree with the sentiments expressed where 5= completely, 4= mostly, 3 = 50-50, 2= partly, 1= not at all. In column B put similar mark for the extent to which you believe that learning providers are implementing the necessary changes on similar scale.

		A	B
1	<i>Education must change at all levels to meet the challenges of a 21<sup>st</sup> century knowledge society. Systems set in the 19<sup>th</sup> century paradigm of discrete subjects, educators as all-knowing rulers and pass/fail memory tests no longer fit the needs for creativity, teamwork, personal skills development, adaptability, choice and everything else that an often unknown future will throw at us. But curriculum and method change has to be accompanied by a mind-set change on the part of most people. And that is the most difficult task of all. (Lifelong Learning in Action)</i>		
2	<i>It is essential to raise the demand for learning as well as its supply, most especially for those who have benefited least from education and training so far. Everyone should be able to follow open learning pathways of their own choice, rather than being obliged to follow predetermined routes to specific destinations. This means, quite simply, that education and training systems should adapt to individual needs and demands rather than the other way round. (European Memorandum on Lifelong Learning)</i>		
3	<i>A value system setting greater store on academic and intellectual performance over personal attributes such as self-esteem, self-knowledge and tolerance for others is surely misguided. An assessment procedure testing only the skill of the memory to regurgitate facts and information, and ignoring the importance of other high order skills such as information-handling, decision-making, communicating, thinking and others is surely inappropriate for the 21<sup>st</sup> century. (Lifelong Learning in Action)</i>		
4	<i>Teach facts not twaddle – I want children to 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’ (C. Woodhead, former chief inspector of schools)</i>		
5	<i>Learning is the most natural human instinct. And in a rapidly changing world, each one of us needs to remain adaptable, flexible and versatile. Equally, each of us has a personal challenge to recognize our own greater potential and our ability to achieve it. This can only be done through motivating ourselves to learn continuously. (Ford EDAP programme)</i>		
6	<i>There is another reason why educational systems have to produce a steep increase in intellectual ability. The new participative democracy demands that citizens be asked to make judgements – and even vote - on subjects about which they know very little - the desirability of cloning animals and human beings, nuking your enemies, eugenics, genetic engineering, gm foods, the European single currency and other great moral and economic questions of the day. The intellectual processes to be gone through in order to provide sane answers to such deep philosophical questions are not exactly at the forefront of educational policy-making at present. A curriculum based on the development of personal skills and competencies would be more appropriate to the real world than the present system of teaching facts and dates and testing the ability to memorize them. (Lifelong learning at Work)</i>		
7	<i>The mighty examination system rules in many countries and creates a success-failure culture with its own in-built self-fulfilling prophecies for those without the means or the background to cope. In some less educationally mature countries it even gives rise to crude and inequitable league tables of schools, which present a rudimentary and inchoate view of what education is about to parents, and often demean the remarkable achievements of many individuals over adversity (Lifelong Learning in Action)</i>		
8	<i>The world is a large and complex place. The essential learning and navigational skills to enable students to take at least an informed view of new employment patterns, sustainable development, minority rights, sex roles, sexuality, personal responsibility, global politics, different cultures and creeds and the need to invest in a lifetime of learning would be an essential component of any 21<sup>st</sup> century curriculum (European memorandum)</i>		
9	<i>As the old millennium departs and leaves behind a thousand years of conflict, ignorance, discord and division, we find ourselves at a crossroads in the development of human society. Before us lies a beguiling vision of the regeneration of our unique individuality, of a precious liberty of thought and conscience, of unselfish contribution to the betterment of community and the life of others, and of a mature, open-minded sense of ethics more advanced than life on this planet has ever known. The insights, the infrastructures and, above all,</i>		

	<i>the tools to encourage learning throughout life, and to unlock the vast creative potential in each one of us, are now moving into place. They can help us to revitalize a new harmony with nature, with each other and with the concept of a divine intelligence, however we may define it." (Dee Hock)</i>		
10	<i>Our academic system has grown in reverse order. Subjects and teachers constitute the starting point, learners are secondary. In conventional education the learner is required to adjust him/herself to an established curriculum. Too much of learning consists of vicarious substitution of someone else's experience and knowledge. As a result, many learners leave school having lost interest in learning. Even good-intentioned educators can squelch naturally inquisitive instincts by controlling the learning environment. By adulthood, some people view learning as a chore and a burden. Psychology teaches us that we learn what we do (Lindeman the meaning of Adult Education)</i>		

**Assignment 2(1/2):** Write down 5 ideas from these quotations that try to change the present mind-set on learning and education.


**Assignment 3 (1):** Write down your own view on the need for educational change in the form of a quotation (put your name after it)

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**Assignment 4 (all):** Discuss your ideas and answers to the last 3 assignments with others.

**Assignment 5 (2/3):** Actionsheet 1A in the learning kitbag shows the 5 pedagogical issues identified in 'Learning Cities, Learning Regions, Learning Communities' Complete column 4 with the action points for each to enable it to be implemented

**Assignment 6(all):** Have a look at Actionsheet 1B and compare your answers, Discuss with others

**Ownership of Learning and Focussing on the Learner**

**Assignment 7 (1) A:** Say whether you approve or disapprove of the sentiments described in the following quotations and why.

*'In Wigan pupils are responsible for setting their own learning objectives and putting them into action plans, receiving help and guidance from teachers in the early years but needing less and less as they mature. These action plans are discussed with parents in line with the school's policy on home-school partnership and assessed frequently with the teacher/mentor. This has been so successful that the older pupils write their own performance report'*

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*In the Learning Centre of Espoo, the children themselves are encouraged and given the tools to influence their own learning and their own lives. This sort of supportive environment requires transparent openness between all the participants, a great deal of energy and dynamism on the part of the teachers and staff, plenty of variety and co-operation, achievable targets and flexible work schedules that would support the pupil's development. Pupils play a full part in the processes.'*

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*'All learners irrespective of culture, disability, socio-economic background, geographical location and gender 'must be given the opportunity to access a widely ranging and empowering education. Learners' backgrounds, interests, prior understandings experiences, learning styles and rates of learning should be valued and considered (Northern Territories curriculum framework guidelines)*

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*'The stimulus comes from the two-way flow of ideas, concepts, topics, imagination, vision and creativity when the learner is intimately involved with the learning. It is not, as in so many classrooms, a process of opening up the lid, pouring it in and then testing whether it has stuck there or leaked out. It is a continuation of what we did in the first five years of our lives before we ever set foot in the formal education system. We owned it!' (Lifelong Learning in action)*

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*In the information age, the implications of a move from teacher-centred to learner-centred education are staggering. Postponing or suppressing this move will slow our ability to learn new technology and gain competitive advantage. How can we expect to analyse and synthesize so much information if we turn to others to determine what should be learned, how it will be learned, and when it will be learned?*

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**Assignment 7B (1/2):** What new insights or information about policy and practice have the above quotations given to you?

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**Assignment 8 (1/2):** Write down what you understand by 'giving ownership of learning to the learner.'

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**Assignment 9 (1):** How do you personally like to learn? In the following table put a % of the time on a course you would prefer to use that method

		%
1	By yourself in front of a computer	
2	In a classroom with others	
3	One to one tutor-student relationship	
4	One to several tutor-small-group	
5	Using study texts provided by a distance learning academy	

6	Through role-playing case studies and simulations	
7	Visually - watching tv or videos	
8	By writing theses or extended essays which require personal research	
9	Other (please say)	
10		
11		
12		
13	How do you like to be assessed? Put a tick in the end column	
14	Being continually assessed through the course	
15	By one-off examination when you are ready	
16	By one-off examination when everyone else is examined	
17	By thesis or extended essays	
18	Other (say what)	

To what extent do learning providers in your city cater for this diversity? \_\_\_\_\_

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**Assignment 10 (1):** Say how much ownership you personally have over:

<b>A</b>	<b>The curriculum - the content of your learning</b>				
<b>B</b>	<b>The method - The way you learn</b>				
<b>C</b>	<b>When you learn</b>				
<b>D</b>	<b>Where you learn</b>				
<b>E</b>	<b>From whom you learn</b>				
<b>F</b>	<b>Using your preferred learning style</b>				
<b>G</b>	<b>The way in which your learning is examined?</b>				
<b>H</b>	<b>The time when your learning is examined</b>				

**Assignment 11 (1/2):** How far do you believe that personal control over learning is a) possible and b) desirable in the following establishments in your city or region. After each jot down a few ideas on what could be done to improve ownership

**A: Schools** \_\_\_\_\_

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**B: Universities** \_\_\_\_\_

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**C: Adult Education Colleges** \_\_\_\_\_

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**D: Workplace learning** \_\_\_\_\_

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**E: Your own learning environment:** \_\_\_\_\_

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**Assignment 12 (2/3):** Have a look at the learner’s charter shown on Actionsheet 2 of the learning kitbag. Put a % mark against each one for the extent to which you believe learners in your city have that right.

**Assignment 13 (3/4):** Now here’s the creative bit. Discuss your answers to this section with others and then, with them put together a few PowerPoint or similar slides that would enable you to explain ownership of learning and focussing on the learner to others.

**The True Role of Examinations**

**It is recognised that cities and regions have little control over national examination systems. However this is a serious pedagogical issue which deserves discussion at city and region level, with the results of this discussion transmitted to the responsible bodies. How else would they be controlled?**

**Assignment 14 (1/2):** Read the following quotations; What is the author trying to say to you and why?

In Britain - Only 1 adult in 4 describes him/herself as a learner  
1 in 3 has taken no part in education or training since leaving school  
at any one time only 14% of employees are taking part in job-related training  
one third of employees say their employer has never offered any kind of training  
only 5% of the workforce has obtained an NVQ  
over 40% of 18 year olds are not currently in any kind of education and training  
(Fryer Report)

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Education is about fitting people to get jobs, about employment, about ensuring that children and adults are enveloped in a tried and tested system with tried and tested outputs, and that those who graduate from that system obtain the necessary pieces of paper to say so. Few elections are won on yes buts – yes but those jobs won’t exist in ten years time; yes but the future of

country needs creative people who can think outside the system; yes but education is about the development of whole persons so that they can live a full and fulfilled life in a knowledge society – seems to me that today’s tried and tested leads to tomorrow’s trying, testifiable and irrelevant. But it is a brave politician who will initiate unpopular change even though it may be in the long-term national interest.

(Lifelong Learning in Action)

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*‘too many young people, brimming with creativity, are run through a system that recognizes and deals with only the linear, logical and rational side of human and social reality.’* Creativity, imagination, vision and insight have been too long absent from the curriculum of our education organizations, mainly because they are not easily examinable, and partly because they encourage a questioning of accepted wisdom and authority, in the more authoritarian cultures a difficult concept to cope with. (Naisbitt and Aburdine)

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A: How far do they in your mind vindicate traditional examination systems?

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B: *It should not be beyond the capabilities of governments and universities to devise an assessment system that treats every examination as a non-threatening learning opportunity, leading to a report on where each examinee is on his/her own personal learning curve and pointing to individual learning needs for the future. In this there are no failures – only opportunities for further development.* (‘Learning Cities, Learning Regions, Learning Communities’)

How desirable is this aim for you and why? \_\_\_\_\_

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**Assignment 15 (1):** Examinations normally test our knowledge of things and sometimes our intelligence quotient (IQ). But this is known to be flawed and much research over the past 30 years has centred around the multiple intelligences that most people have. Have a look at Actionsheet 3 in the learning kitbag. It shows 10 intelligences isolated by Howard Gardner and others. On the rows below each try to assess your own performance in each out of a total of 10 and write in the name of one person you know or know of who has an abundance of that intelligence. Discuss this with others.

**Assignment 16(1/2):** What other ways can you think of to ensure that standards are adhered to without turning off a large proportion of the population. Try for 5 creative answers based upon the knowledge and ideas you have learned from these assignments and that you already had.

- A
  - B
  - C
  - D
  - E
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**Assignment 17(all-3/4):** Yet another creative assignment. Discuss your observations and ideas with others and then put together a few PowerPoint or similar slides that would enable you to get these points about examinations and assessment over to other people. Add it to the slides from the previous section.

**The skills and values based curriculum**



**Assignment 20 (1):** Have a look at Actionsheet 4 in the learning kitbag. On the right against each skill put a percentage of the extent to which you believe that you possess it personally. On the left put a tick to say whether this is a skill or value that schoolchildren would obtain in school.

**Assignment 21(all)** Discuss your observations, ideas and answers so far with others.

**Assignment 22 (2/3):** Let's look at the skills needed by teachers in the future as an example. Write down 5 things that every teacher should be able to do or know in order to educate students of the future.


**Assignment 23 (2):** Now look at Actionsheet 5. It shows a list of the skills that a versatile 21<sup>st</sup> teacher might be expected to have. Take your mind back to your own education, whether at school or in further education, and pick a teacher. If you are a teacher choose yourself. Under column A give a mark out of 4 for the extent to which that teacher had that skill where 4 = in abundance and 0 = not at all. Under column B put an estimate of the percentage of teachers in your city or region that have the skill. Put a cross against the skill if you think that it is taught in teacher training establishments.

**Assignment 24 (all-3/4):** Creativity once more. Discuss your observations and ideas with others then put together a few PowerPoint or similar slides that would enable you to get these points about skills, values etc in the curriculum over to other people. Add it to the slides from the previous section.

### **Active and Different Learning**

**Assignment 25 (2):** What are the following quotations saying to you? Give an example from your own experience and/or an opinion.

*A: The social curriculum is enhanced by the way in which the school encourages a wider outlook on the world through extra-curricular activities. The school with a vibrant and thriving orchestra and/or band will enhance the musical potential of its children for life. The school with a solid sports and gymnastic agenda will produce fewer couch potatoes than the one without. The school which organizes a play, a musical or a drama event and involves as many children as possible will provide a lifetime access to, and love for, theatre and music culture. The school which offers pupils a variety of lunchtime and after-school clubs and societies will expand horizons and open up a lifetime of interesting hobbies and passions. The school which provides the opportunity to travel – to another country, another environment or a study centre will widen the horizons of its children for life. It also tends to be the sort of school which gains the long term affections of its staff and children. (Lifelong Learning in Action)*

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*B: Good teachers and lecturers give encouragement - they inspire, they cajole, they stimulate, they lead, they offer enlightenment. That is their function in life and the objective of all this activity is to produce an expansion in the knowledge, capability and understanding of the learner. (Lifelong Learning in Action)*

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*C: In Industry lesser-known, but nonetheless successful, approaches are used, based upon new revelations of how people learn more easily when they are relaxed and when they are self-aware. They include methods based on Tai' Chi, meditation, transactional analysis, structural analysis, relaxation therapy, visualisation, brain-storming, creativity stimulation through music, right brain exercises, imagineering, virtual reality - and to a further extreme, hypnopaedia and sub-liminal suggestion. Recent research also makes a strong connection between music and intellectual stimulation. (Making Lifelong Learning work)*

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*D: We are told by the media that learning-enhancement drugs have been in circulation for several years, that their use will increase vastly in the future, and that even the implantation of skills micro-chips in the brain are in store for us by the year 2020.*

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E. What do you remember most about your schooldays? What sort of lessons stimulated you most of all?

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**Assignment 26 (2/3):** Make a list of 8 of the sorts of lessons and methods that involve active learning and engage the brain (perhaps starting with this one.) Then consolidate your list with that of others.


**Assignment 27 (2/3):** You have been given the task of making recommendations on how to make learning a more stimulating experience for all citizens. What would be the top 6 on your list? Discuss these with others afterwards, then put together a few PowerPoint or similar slides that would enable you to get these points about active learning over to other people. Add it to the slides from the previous section.

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A

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B

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C

D

E

F

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**Summary**

**Assignment 28 (1 -all):** Are you a superlearner? Have a look at Actionsheet 6 and give yourself a mark out of 10 for your performance in each box. See what others have put.

**Assignment 29 (1-all):** Actionsheets 7A and B summarise this session and add new dimensions. Please use them to express your own views and observations and then discuss these with others. Then the creative bit. You already have 4 sets of Powerpoint or similar slides – give your presentations a beginning and an ending and a set of recommendations for improved pedagogy in your city or region. Present it!

**Assignment 30 (1):** 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/](http://www.tandf.co.uk/books/) ) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from [www.longlearn.org.uk](http://www.longlearn.org.uk)

**Assignment 31:** 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.

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## **CHAPTER 9 SESSION 9.4**

**The**

**LEARNING**

**KITBAG**

PEDAGOGICAL	ISSUES	IN	LEARNING CITIES AND REGIONS
Issue	World of 20 <sup>th</sup> Century Education and Training	World of 21 <sup>st</sup> Century Lifelong Learning	Actions for change
<b>1 Giving ownership to the learner</b>	Ownership of the need to learn and its content is with the educator	Learner, as customer, rules. As far as possible ownership of the need to learn and its content is given to individuals	
<b>2 Role of Examinations and Assessment</b>	Examinations used to separate successes from failures at specific times	Examinations as failure-free learning opportunities confirming progress and encouraging further learning	
<b>3 Skills-based curriculum</b>	Education in city institutions is knowledge and Information based - <u>what</u> to think	Learning in city institutions and the community is understanding, skills and values based - <u>how</u> to think	
<b>4 Active Learning</b>	City Education providers deliver passive classroom based education, founded on tested memory development	Learning is an active, creative, exciting journey into the future involving learners in new experiences and developing positive values and attitudes.	
<b>5 Focus on the Learner</b>	Education is uniformity - content is based on the needs of national governments to provide evidence of progress	Learning is based on the need to develop human potential, creativity and response to change and uncertainty in an unknown future	

PEDAGOGICAL	ISSUES	IN	LEARNING CITIES AND REGIONS
1. Giving ownership to the learner	Ownership of the need to learn and its content is with the educator	Learner, as customer, rules. As far as possible ownership of the need to learn and its content is given to individuals	Develop and use techniques and tools to help individuals of all ages understand their own learning needs and styles eg. audits and personal learning plans
2. True Role of Examinations and Assessment	Examinations used to separate successes from failures at specific times	Examinations as failure-free learning opportunities confirming progress and encouraging further learning	Influence development of innovative assessment tools embedded into personal learning programmes, and examined when the student feels ready
3. Skills-based curriculum	Education in city institutions is knowledge and Information based - <u>what</u> to think	Learning in city institutions and the community is understanding, skills and values based - <u>how</u> to think	Redevelop content dominated curricula into personal skills-based learning programmes that expand the capacity of people to engage in learning
4. Active Learning	City Education providers deliver passive classroom based education, founded on tested memory development	Learning is an active, creative, exciting journey into the future involving learners in new experiences and developing positive values and attitudes.	Encourage active learning methods – brainstorming, data collection and analysis, creative discussion, case studies and simulations, visits etc to make learning fun, pleasurable and an expression of the most natural human instinct. Use technology, Borrow ideas from the best Industry education methods.
19. Focus on the Learner	Education is uniformity - content is based on the needs of national governments to provide evidence of progress	Learning is based on the need to develop human potential, creativity and response to change and uncertainty in an unknown future	Influence curricula etc to develop Education for competence, flexibility, adaptability and versatility. Develop individual support services and more sophisticated indicators of progress.

**A LEARNER'S CHARTER**

**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**

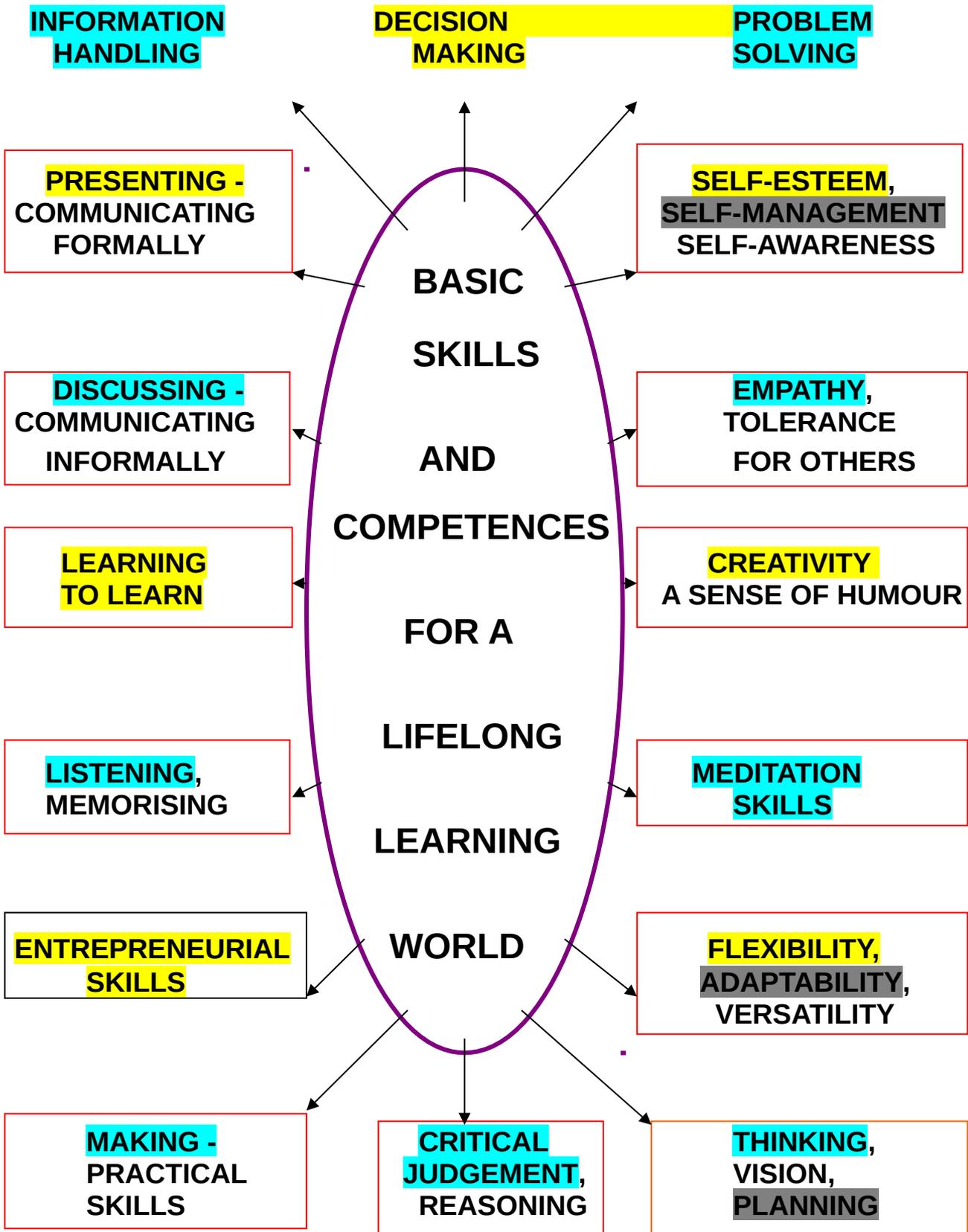
**YOU WILL HAVE ACCESS TO MODERN RESOURCES FOR LEARNING WHEREVER THEY MAY BE**

**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**

Gardner's 8 multiple intelligences

<b>Verbal/linguistic</b>	<b>The ability to communicate well – using words, listening, speaking, dialogue with others</b>
<b>Visual/Spatial</b>	<b>Ability to create and use images, drawings, solve puzzles, visualise events and recognize shapes</b>
<b>Logical/Mathematical</b>	<b>The ability to reason well, interpret facts, sequencing, ranking, patterning, distilling arguments</b>
<b>Musical/Rhythmic</b>	<b>A talent for melody, beat, classical music, singing, playing, composing</b>
<b>Bodily/kinaesthetic</b>	<b>All about activity and movement, running, jumping, touching, feeling, performing, active learning</b>
<b>Interpersonal</b>	<b>Ability to interact and communicate easily, exude charisma, socialise, empathise with others</b>
<b>Intra-personal</b>	<b>Ability for self-analysis and self-reflection, contemplating, meditating, setting personal goals, self directed learning</b>
<b>Naturalist</b>	<b>environmental awareness, recognizing flora and fauna etc and using this knowledge productively eg hunting, farming, biological science</b>
<b>Spiritual Intelligence (Zohar and Marshal)</b>	<b>the capacity to make meaning – the soul's intelligence. Capacity to see life in wholes, not fragments, and to regenerate oneself. Ability to challenge rules and change behaviours</b>
<b>Emotional intelligence (Goleman)</b>	<b>Ability to understand one's own emotions, to empathise with others and to behave appropriately, to seek out the mature option and build a personal philosophy around it</b>



A	B	<u>Learning Counsellors - Teachers of Tomorrow</u>
Leadership Skills	✓	<b>Create the habit of learning in people through a thorough knowledge of how people learn and their individual learning styles</b>
Technology Skills	✓	<b>Optimise the use of open and distance learning technologies to make the best use of their power to create interactive feedback between the learner and the learning programme(s)</b>
Classroom Management Skills	✓	<b>Understand how to organise classrooms into hives of active personal learning using all the human resources available from parents and the community</b>
Networking Skills	✓	Network learners with other learners on a local, national and International basis and develop all the ways of using Communications technology to stimulate innovative learning
Negotiating Skills	✓	<b>Support learning by developing and exploiting partnerships between Industry, schools, higher and further education, local Government and the informal education system</b>
Counselling Skills	✓	<b>Empower each learner by helping to set and monitor personal goals through personal learning plans, mentoring techniques and individualised learning modules</b>
Research Skills	✓	<b>Lift the vision of students by involving them in audits, surveys and studies which enhance their appreciation of the world around them and the value of critical analysis</b>
Resource Discovery skills	✓	<b>Link the results to learning opportunities locally, nationally and internationally and make use of all funding sources</b>
Resource Management Skills	✓	<b>Organise information programmes and schemes to mobilise the skills and talents of the whole community for education and learning</b>
Self-Improvement Skills	✓	<b>Respond to the new lifelong learning world by continuously updating skills, knowledge and competencies</b>
Inspiring Skills	✓	<b>Stimulate learning into an enjoyable and creative experience through a thorough knowledge of the psychology of learning motivation and how to overcome barriers to learning confidence.</b>
Versatility Skills	<b>Equally at home in Industry, Schools, Adult Education, Universities and all parts of education and social systems</b>	

## SUPERLEARNERS - Qualitative Learning

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.**

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

**Actionsheet 7A**

**In this session we have taken a look at the pedagogical aspects of becoming a learning city. For each topic below put a tick in the box showing the extent to which this happens in learning establishments in your city or region. Then on line 1 below each, give one or more examples from your own experience or knowledge, and on lines 2 and 3 say what you think needs to be done to make further progress.**

**A: *Ownership of learning*: The extent to which all citizens are formally given the means of understanding why, what, and how they are learning and the opportunity to own it**

0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

**B: *Assessment and Examinations*: The extent to which examinations are a non-threatening continuous opportunities for learners to take stock of their learning in a variety of subjects, and of giving them knowledge of where they are on their own personal learning curves so that can take the necessary action. Includes self-understanding, personal goal-setting and testing all intelligences.**

0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

**C: *Skills and Values in the curriculum*: The degree to which courses in learning providers of all types include the development of the skills of learning as well as the content.**

0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

**D: *Active and different learning*: The extent to which learning is a stimulating environment for all using methods that stretch experience and intellect through active participation.**

0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

## Actionsheet 7B

**E: *Focus on the Learner:* The way in which individual learning styles are used to enhance self-motivated learning in personal learning pathways for every learner. All learners are treated as valued customers whose needs and demands are paramount.**

0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%

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1

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2

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3

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## MATERIALS ON LEARNING CITIES AND REGIONS FOR THE FUTURE – A REMINDER

	Topics	Sessions
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/](http://www.tandf.co.uk/books/) ) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from [www.longlearn.org.uk](http://www.longlearn.org.uk)**