

Learning Lives



Learning, Identity and Agency in the Life Course

Learning Lives: Learning, Identity and Agency in the Life-Course is a major longitudinal study into the learning biographies of adults (aged 25-85). The project is a collaboration between the Universities of Exeter (lead-applicant), Brighton, Leeds and Stirling and is funded by a grant from the UK's Economic and Social Research Council as part of their Teaching and Learning Research Programme (see www.tlrp.org).

The **aim** of the *Learning Lives* project is to deepen understanding of the meaning and significance of formal and informal learning in the lives of adults, and to identify ways in which the learning of adults can be supported and enhanced. *Learning Lives* has an explicit focus on learning across the life-course and on the relationship between learning, identity and agency in relation to a selected set of key life course events, contexts and practices (Brighton: mobility and migration; Stirling: work and unemployment; Exeter: family and community; Leeds: older learners).

The project monitors the learning biographies of five age-cohorts of adults (n=120) through repeated life-history interviews. This is combined with quantitative survey research through analysis of 15 waves (1991-2005) of British Household Panel Survey data. The project started in the summer of 2004 and will finish in January 2008. The project team consists of Prof Gert Biesta, Dr Michael Tedder, Dr Flora Macleod, Dr Paul Lambe (University of Exeter), Prof Ivor Goodson, Dr Norma Adair (University of Brighton), Prof Phil Hodgkinson, Heather Hodgkinson, Geoff Ford, Ruth Hawthorn (University of Leeds), Prof John Field and Heather Lynch (University of Stirling).

For more information please go to www.learninglives.org

Welcome to the third newsletter of our project

The Learning Lives Project has been running for three years. We are now entering the final phase of the project in which we will focus on analysing the immense wealth of data that has been collected by the research teams across the country. Our findings will bring new perspectives to the understanding of the meaning and significance of formal and informal learning in the lives of adults. From these understandings we are seeking to identify strategies that will enhance learning opportunities, dispositions and practices in ways that are sustainable, empowering, and help to foster well-being for adults. Our challenge is to draw together the plethora of understandings from across the Learning Lives team and weave all these important contributions into a cohesive whole. We are currently engaged in intra- and inter-site analysis and collaborative writing. This newsletter provides an update on recent activities from each of the research teams, news from our presentations at the ESREA conference in Roskilde, Denmark, an overview of recent and forthcoming project presentations, and an update on project working papers and recent and forthcoming publications.

In this issue:

Updates from project teams	2 & 3
Conference presentations	4 & 5
Project publications	6
A report from ESREA Conference Roskilde, Denmark	7
Working Papers and contact details	8

UPDATES FROM THE PROJECT TEAMS

Exeter (Prof Gert Biesta, Dr Flora Macleod, Dr Michael Tedder, Dr Paul Lambe)

Integrating qualitative and quantitative datasets

As Exeter is where the quantitative side of the project is based, one of the ongoing areas of activity involves the integration of our quantitative and qualitative datasets. Whilst the life history interviews are drawing to a conclusion, the quantitative data analysis is continuing using all 15 currently available waves of the British Household Panel Survey (BHPS) (1991-2005). The quantitative team is examining the ways in which a given individual's formal learning trajectory is embedded in their social relations more widely and over time and with what consequences. For this we are using data from 3 cohort groups of the original BHPS sample. Sample members have been interviewed every year since 1991. Our youngest cohort is made up of those who were born between 1966 and 1971, who were 20-25 at the first data collection point (1991) and who, at our last available data collection point (2005), were 34-40. In their case we are able to follow their learning trajectories from early to mid adulthood. Our second cohort group is made up of those born between 1947 and 1952, who were 39-44 in 1991 and 53-58 in 2005. We are thus able to follow their learning trajectories from mid to late adulthood. Our third and oldest cohort group is made up of those who were born between 1928 and 1933, were aged 58-63 in 1991 and 72-77 in 2005. We are able to follow them from late adulthood/early old age to mid/late old age.

Our methodological approach, latent class analysis, is designed to probabilistically model the life course. To achieve this we see the life course as made up of different trajectories such as education, work, family, leisure and so on through which we take different paths. We see these trajectories as interdependent such that a change (transition) in one trajectory affects the shape of another. In our case we are mapping each of our 3 cohort group's formal learning trajectories as they make (or do not make) transitions from being participants to being non-participants alongside mapping their other social roles as they may or may not move into or out of marriage, parenthood, work, leisure activities etc. over time. In this way we are able to identify the most likely paths taken by each of our three cohort groups through the combination of trajectories we select to study over a 15 year period from 1991 to 2005.

But this analysis is not happening in isolation. The BHPS and life history teams are in constant conversation with one another. Our purpose in the project is to answer our research questions through the use of more than one methodology where this proves appropriate rather than restricting ourselves to one research approach than may constrain our explanations for understanding our findings. The rich detail in our life history data enables us to unravel the events and experiences that do or do not lead an individual onto one of the BHPS probabilistic pathways. By bringing the two datasets together in this way, we are gradually getting a better understanding of how the probabilistic pathways emerging from our quantitative analysis are 'biographically achieved'. This is helping us not just to understand the 'norm' i.e. where a case study profile fits the wider pattern, but also the 'exception' i.e. where a case study profile does not fit

Leeds (Prof Phil Hodkinson, Heather Hodkinson, Geoff Ford, Ruth Hawthorn)

Impacting on Policy

The project is beginning to have an impact on policy in relation to careers guidance for adults. Geoff Ford, together with partners from the Centre for Research into the Older Workforce (based at NIACE) and the Centre for Guidance Studies, contributed a further paper to the DfES review of information, advice and guidance (IAG) services for adults, this time on 'The impact of an ageing population on career guidance'. (Ruth Hawthorn's paper to the review on relevant findings emerging from the Learning Lives data was mentioned in the last issue of this newsletter.) The findings from the IAG review were used in the preparation of the report by Lord Leitch, 'Prosperity for all in the global economy - world class skill' (HMSO, 2006) whose recommendations, including the call for a fully integrated careers service for adults, have been welcomed by the government. The Leeds team will be working on a fuller paper on adult guidance later this year, which can feed into the next stage of planning for an adult careers service.

Ruth Hawthorn and Geoff Ford, as fellows of the National Institute for Careers Education and Counselling, are now also working on a project for the University for Industry (Ufi) on how older adults manage, and could be helped to manage, their careers. The timing of this policy-related project (it will report in January 2008) will enable it to build on data and theory emerging from Learning Lives.

Older People Learning

The Leeds group of the Learning Lives team have been focussing on the learning of older people. Findings show that both formal and informal learning are important.

Within policy debates, most of the interest in older learners focuses on 'formal' courses and educational provision. Learning Lives data shows that such learning can be immensely valuable for some older adults. In particular, some people have really benefited from basic literacy courses, which have contributed to major changes in their lives. For older people who do engage with formal courses, the process of learning and of attending classes is at least as important as the topic being learned. For some retired people, attending such courses can become a significant part of their lives. It follows that on-going provision of adult education can be of significant benefit to older people.

However, informal learning is also highly important for older people. Such informal learning arises through activities they engage with, through on-going family and local community living, and in response to challenges, changed opportunities and changed circumstances. Often, formal and informal learning feed off and reinforce each other, to the extent that there is almost always a significant informal learning dimension to any learning done on a course. In one example, a basic literacy course led to an active engagement in local history. Both formal and informal learning are significant parts of an active older life.

Stirling (Prof John Field and Heather Lynch)

Learning and Work in the Life-Course

The stories collected through our life-history interviews illuminate the complexity of learning in adult life and the different ways in which learning interacts with changes and phases in the life course. We are exploring the relationship between informal learning and what is learned through formal education, as well as how people move – or not – between different types of formal education. It has become clear that few people describe stories where movement across educational sectors has been fluid. On the contrary there appear to be a number of paths within Higher Education, Further Education and work place learning which are not readily traversed. This has encouraged us to look at some of the policy material on partnership working and question its effectiveness.

Feelings of 'being stuck' comprise another important theme, with a number of contributors reporting current or past experiences of finding it difficult to imagine positive change in their lives. We are exploring these experiences to enable us to make sense of the multiple constraints experienced by contributors, as well as exploring how some people successfully navigate these constraints and reactivate a sense of movement. This analysis has led us to question the idea of transition as a linear device which anticipates and structures movement from one location to another.

Agency – understood as the individual's capacity to control and direct their own lives – is a central concept in this project. Identifying the drivers which people present as crucial to this sense of control has been an important area for analysis. This has revealed the significance of desire, and the capacity to imagine oneself being otherwise, to people's capacity for learning within particular locations and social networks (see Lynch 2006). Embodiment and imagination are key concepts here, which tend to be neglected in primarily cognitive approaches to learning.

We are looking to explore a number of other themes, including: the factors which afford mobility, social and geographic; the influence of learning on social networks, and of networks on learning; and the significance of faith and creativity in relation to learning, agency and identity. The number of contributors who work in or have been recipients of social work highlights this as an occupational area for some specific analysis; we are also continuing to develop our interest in emotional labour, both in areas of public-facing services like social work, but also in the new economy and particularly in call centres.

Lynch, H. (2006) Learning from Desire presented at the ESREA Life History & Biography Network Conference, Roskilde University, Denmark (March 2007)

Brighton (Prof Ivor Goodson, Dr Norma Adair)

Finding a 'third voice'

We have been spending considerable time "InterViewing" (Kvale, 1996). That is, we are trying not only to make sense of the data but are also having to find a 'third voice' (Myerhoff, et al, 1992). Kvale and Myerhoff were talking about the complex relationships of 'voice', power and knowledge between interviewer and interviewee. In many ways, it seems, the intra-relationships between researchers have a similar problematic and dilemmas as the inter-relationships of researcher and researched. But a 'third voice' is developing rather well in the shape of 'forms of narrative learning'.

We are beginning to consider how our work may be used to critique and inform policy. While ultimately our sights are set on a broad range of educational and other policies, currently we are focussed on two especially relevant areas, given our interest in migration and migrants: policies surrounding education for 'Travellers' and those policies relating to ESOL, and the provision of education for immigrants for whom English is not their mother tongue.

Kvale S. (1996). *Interviews an introduction to qualitative research interviewing*. Thousand Oaks: Sage.

Myerhoff, B. G., Metzger, J., Ruby, J. and Tufte, V. (eds) (1992). *Remembered lives: the work of ritual, storytelling and growing older*. Michigan: University of Michigan Press.

CONFERENCE PRESENTATIONS

Adair, N.E. & Goodson, I.F. (2006) Coming to know: personal knowledge, expert knowledge and the construction of knowledge in research knowledge. A paper presented at ECER Annual Conference (European Conference on Educational Research), Geneva (13-15 September 2006).

Biesta, G.J.J. (convenor) (2006) *The significance of agency in lifelong learning*. A symposium of three papers presented at SCUTREA Annual Conference *Inter-Cultural Perspectives on Research into Adult Learning: A Global Dialogue*, (Standing Conference on University Teaching & Research in the Education of Adults), Leeds (4 – 6 July 2006).

Adair, N.E. *Tell me your story: the freedom to speak, the fear to say*. A paper presented at the SCUTREA Annual Conference *Inter-Cultural Perspectives on Research into Adult Learning: A Global Dialogue*, Leeds (4 – 6 July 2006).

Field J. & Malcolm I. *Working identities: Gender, agency and social class*. A paper presented at the SCUTREA Annual Conference *Inter-Cultural Perspectives on Research into Adult Learning: A Global Dialogue*, Leeds (4 – 6 July 2006).

Biesta, G.J.J. & Tedder, M.T. *Agency and learning in the life course*. A paper presented at the SCUTREA Annual Conference *Inter-Cultural Perspectives on Research into Adult Learning: A Global Dialogue*, Leeds (4 – 6 July 2006)

Biesta, G.J.J. (2006) Learning Lives: Learning, Identity and Agency in the Life-course. Presentation as part of the symposium 'A strategy for the defence, improvement and promotion of educational research: An international example (65.063). Presented at the Annual Conference of the American Educational Research Association, San Francisco, 7-11 April 2006.

Biesta, G., Macleod, F., Lambe, P. & Tedder, M. (2007) *Combining Methodologies to Study Learning in the Life Course: Insights from the Learning Lives Project*. Invited presentation to the School of Education & Lifelong Learning, University of Exeter, (8 May 2007)

Biesta, G.J.J. & Tedder, M.T. (2006) Agency and learning in the lifecourse. A paper presented at the ESRC/TLRP Thematic Seminar Series *Transitions through the lifecourse: The effects of identity, agency and structure*, Institute of Education, London (16th May 2006).

Biesta, G.J.J. & Tedder, M.T. (2006) Agency and learning in the lifecourse. A paper presented at the ESREA (European Society for Research on the Education of Adults) Access, Learning Careers and Identities Network Conference, Louvain-la-Neuve, Belgium (7-8 December 2006).

Goodson, I., & Adair, N.A. (2006) In Search of 'Home': Becoming and Belonging. A paper presented at ESREA 2006 conference Life History and Biography Network "Transitional Spaces, Transitional Process and Research" Volos, Greece, 2-5 March 2006.

Hawthorn, R. (2006) Career Development Throughout the Life Course: the Learning Lives Project. A paper presented at the International Association for Educational and Vocational Guidance, Cross-Over Guidance, Universities of Copenhagen and Malmö (23 – 25 August 2006).

Hodkinson H.D. (2006) Divergent perspectives on learning at, for and through work. A paper presented at the European Vocational Education & Training and Culture Network's 2006 Conference : *Divergence and convergence in education and work*, Copenhagen, Denmark (23-26th August 2006)

Hodkinson, H.D. (2006) Older People as Learners: identity, life change and well being. A paper presented at The International Conference of the Association for Education and Ageing: '*Later life learning - fit for purpose?*' The Brighton Centre, Brighton (25-26 July 2006)

Lambe, P.J. (2006) Conceptualising and measuring agency using the British Household Panel Survey. A paper presented at BERA Annual Conference (British Educational Research Association), University of Warwick (6-9 September 2006).

Macleod, F.J, (convenor) (2006) *Learning, identity and agency in the life course: Investigating participation in adult education and training using biographical and panel data*. A symposium of three papers presented at SCUTREA Annual Conference *Inter-Cultural Perspectives on Research into Adult Learning: A Global Dialogue*, (Standing Education of Adults), Leeds (4 – 6 July 2006).

Hodkinson, H.D., Ford, G., Hawthorn, R. & Hodkinson, P.M. *The phased engagement of adults in formal education and training*. A paper presented at the SCUTREA Annual Conference *Inter-Cultural Perspectives on Research into Adult Learning: A Global Dialogue*, Leeds (4 – 6 July 2006)

Hodkinson, P.M., Ford, G, Hawthorn, R. & Hodkinson, H.D. *The place of formal education and training in learning as becoming*. A paper presented at the SCUTREA Annual Conference *Inter-Cultural Perspectives on Research into Adult Learning: A Global Dialogue*, Leeds (4 – 6 July 2006)

Macleod, F.J. & Lambe, P.J. *The occurrence and timing of return to adult learning among 1997/8 initial full time education leavers in England*. A paper presented at the SCUTREA Annual Conference *Inter-Cultural Perspectives on Research into Adult Learning: A Global Dialogue*, Leeds (4 – 6 July 2006)

Macleod, F J (2007) 'Typologising adult lives and adult pathways'. Invited presentation to Seminar 1: *The impact of context on adolescent and adult life* organised by the ESRC/TLRP (Teaching and Learning Research Programme) and the Centre for Research on the Wider Benefits of Learning (WBL), Institute of Education, London. (23 March).

Macleod, F J (2007) 'Researching lifelong learning using quantitative research methods'. Invited presentation to Seminar 2: *Using Large Scale data-sets in Educational Research Seminar 2: The Case of Adult Learning* organised by the ESRC/TLRP (Teaching and Learning Research Programme) and the Bedford Group for Lifecourse and Statistical Studies (BG), Institute of Education, London. (18 May)

Macleod, F.J.& Lambe, P.J. (2006) Who amongst initial phase leavers in England is least likely to return to adult learning? Evidence from the BHPS cohort of 1997 leavers. A paper presented at BERA Annual Conference (British Educational Research Association), University of Warwick (6-9 September 2006).

Macleod, F.J. & Lambe, P.J. (2006) Meeting the challenge of mapping the life course and integrating quantitative and qualitative datasets. A paper presented at TLRP Annual Conference (Teacher and Learning Research Programme), Glasgow (20th-22nd November 2006)

Macleod, F.J. & Lambe, P.J. (2006). Time invariant and time varying influence on the likelihood of participation in post compulsory formal learning opportunities. Proceedings of the SRHE Conference (Society for Research into Higher Education): *"Beyond Boundaries": New Horizons for Research into Higher Education* (pp.223-224) Brighton (12th-14th December 2006)

Macleod, F J and Lambe, P J (2007) *What are the odds of making an early transition into adult education? Evidence from a cohort of 1997 initial phase leavers in England*. Presentation at the 2007 American Association of Educational Research's Annual Meeting, Chicago, (9-13 April).

Malcolm, I. (2006) Life history research as emotional labour: power, class and gender in transitional spaces. A Paper presented at the ESREA Life History and Biography Network Conference, Transitional Spaces, Transitional Process and Research, Volos, (Greece, 2 – 5 March 2006)

We will present papers at the following conferences:

CRL Conference University of Stirling (22-24 June 2007) *Transitions and learning in the life-course: insights from the learning lives project* (symposium)

BHPS University of Essex (5-7 July 2007)

BERA The Institute of Education, University of London (5-8 September 2007)

ECER Ghent, Belgium (19-22 September 2007) *Combining Methodologies to Study Learning in the Life Course: Insights from the Learning Lives Project Team* (symposium)

PROJECT PUBLICATIONS

So far the following articles and chapters have been published:

Adair, N. E. (2006) Tell me your life story: the freedom to speak, the fear to say, in: P. Armstrong, J. Coles, R. O'Rourke & M. Zukas (Eds) *Inter-cultural perspectives on research into adult learning: a global dialogue (Proceedings of the 26th Annual Conference of SCUTREA)* (Leeds, University of Leeds & SCUTREA).

Biesta, G.J.J., Tedder M.T. (2006) Agency and learning in the lifecourse, in: P. Armstrong, J. Coles, R. O'Rourke & M. Zukas (Eds) *Inter-cultural perspectives on research into adult learning: a global dialogue (Proceedings of the 26th Annual Conference of SCUTREA)* (Leeds, University of Leeds & SCUTREA).

Biesta, G.J.J. (2006) What's the point of lifelong learning if lifelong learning has no point? On the democratic deficit of policies for lifelong learning. *European Educational Research Journal*, 5(3-4), 169-180.

Field, J. & Malcolm, I. (2006) Working identities: gender, agency and social class, in: P. Armstrong, J. Coles, R. O'Rourke & M. Zukas (Eds) *Inter-cultural perspectives on research into adult learning: a global dialogue (Proceedings of the 26th Annual Conference of SCUTREA)* (Leeds, University of Leeds & SCUTREA).

Goodson, I.F. (2006) The reformer knows best, destroying the teacher's vocation, *Forum*, 48(3), 257-264.

Goodson, I.F. (Fall 2006) The rise of the life narrative, *Teacher Education Quarterly*, 4 [pages not yet available]

Hodkinson, H.D., Ford, G., Hawthorn, R. & Hodkinson, P.M. (2006) The phased engagement of adults in formal education and training, in: P. Armstrong, J. Coles, R. O'Rourke & M. Zukas (Eds) *Inter-cultural perspectives on research into adult learning: a global dialogue (Proceedings of the 26th Annual Conference of SCUTREA)* (Leeds, University of Leeds & SCUTREA).

Hodkinson, P.M., Ford, G, Hawthorn, R. & Hodkinson, H.D. (2006) The place of formal education and training in learning as becoming, in: P. Armstrong, J. Coles, R. O'Rourke & M. Zukas (Eds) *Inter-cultural perspectives on research into adult learning: a global dialogue (Proceedings of the 26th Annual Conference of SCUTREA)* (Leeds, University of Leeds & SCUTREA).

Macleod, F.J. & Lambe, P.J. (2006) The occurrence and timing of return to adult learning among 1997/8 initial full time education leavers in England, in: P. Armstrong, J. Coles, R. O'Rourke & M. Zukas (Eds) *Inter-cultural perspectives on research into adult learning: a global dialogue (Proceedings of the 26th Annual Conference of SCUTREA)* (Leeds, University of Leeds & SCUTREA).

Forthcoming publications:

Biesta, G.J.J. & Tedder, M.T. (in press/2007) Lifelong learning and the ecology of agency: towards a lifecourse perspective. *Studies in the Education of Adults* 39(2)

Goodson, I.F. (2007) All the lonely people: the struggle for private meaning and public purpose in education, *Critical Studies in Education*, 48(1), 1-18

Field, J. & Malcolm, I. (2007) Talking about learning generations: the role of historical time and generational time over the life course, in M. Osborne, M. Houston, N. Toman (Eds) *Researching the pedagogy of lifelong learning* (London and New York, Routledge).

Macleod, F.J. & Lambe, P.J. (2007) Adult education participation in the UK: a British Household Panel Survey analysis in relation to nation, class, place, gender, age and disability, *International Journal of Lifelong Education*, 26(4)

Learning Lives team presents a UK perspective on Life History and Biography



The 2007 Conference of the ESREA Life History Network took place at Roskilde University in Denmark in March. The focus of the Conference was on the theoretical contributions of life history methods to adult education, to adult and lifelong learning. How do biographical, auto/biographical and the life history approaches critically revise traditional disciplinary concepts of formal learning? How do they agree with current concepts of situated, contextual, informal or everyday learning? Do traditional academic disciplines still form our theoretical understandings of learning - and to what extent do current interdisciplinary research fields (gender studies, cultural studies, psychosocial perspectives etc) inform our concepts of learning?

Contributions from researchers in many different nations and from different continents, including Africa and North America, were organised to take place around three major symposium contributions designed to showcase research in the field taking place in three European nations: Germany, Denmark and the UK.

To represent the UK, the Learning Lives team presented a plenary paper and a collection of workshop and seminar papers as an example of a major educational research project using life history methods. The plenary session was entitled: **Struggles over conceptualising learning: acquisition or becoming? Prescription or narrative?** Phil Hodkinson and Ivor Goodson started from the premise that one particular view of learning is increasingly dominant in the discourses of policy and practice. This view sees learning primarily as the acquisition of pre-determined outcomes, and the curriculum as a means of prescribing what these outcomes should be. Our life history research is generating evidence that questions this view of learning, and reinforces the need to think through and work with alternative conceptualisations.

In the parallel session that followed the papers included:

- Learning as becoming through the life course: contrasting and changing relationships with identity. Heather Hodkinson
- Learning for Life and Learning from Life: Exploring Opportunities for Biographical Learning through the Lifecourse. Michael Tedder and Gert Biesta
- Contrasting Concepts of Learning and Contrasting Research Methodologies: some strengths and weaknesses of life history research. Phil Hodkinson and Flora MacLeod
- Personal Journeys of Discovery: What do I mean by 'learning'? Ivor Goodson and Norma Adair
- Learning from Desire. Heather Lynch

All these conference papers can be downloaded from the Project website: www.learninglives.org.

The symposium from our colleagues in Germany included the following sessions:

- Social capital and biographical learning by Peter Alheit, Georg-August-University Gottingen
- Learning from history? Experiences and reflections from a German- Polish time witness project by Bettina Dausien, University of Flensburg
- Biographical and collective learning processes in an 'ecological village' – methodological challenges and political perspectives by Thomas Göymen-Steck, Georg-August-University Gottingen
- Reorganising Learning. A discourse-analysis perspective on the public Lifelong Learning policy discourse in Germany by Daniela Rothe, Georg-August-University Gottingen

Our colleagues from Denmark presented the following:

- Life History, Biography and Learning - State of the Arts in DK by Kirsten Weber,
- Brain science – the implications for biographical learning and narrative research by Marianne Horsdal, University of Southern Denmark
- Locked out from language learning? - life stories of female Turkish marriage migrants by Anika Liversage, Danish National Institute of Social Research.
- Health as life-historical learning process by Betina Dybbroe, Roskilde University
- Looking at ourselves. Reflections on methods/methodology and interfaces to our life history as researchers by Linda Lundgård Andersen, Roskilde University

The papers from our European colleagues can be downloaded from the Conference website: www.esrea.org.

Learning Lives Working Papers

So far the following working papers have been written by project team members:

Hodkinson, P.M., Ford, G., Hawthorn, R. & Hodkinson, H.D. (2006) *The significance of formal education and training in adults' lives*. Learning Lives Working Paper 1

Macleod, F.J. & Lambe P.J. (2006) *Patterns and trends in part-time adult education Participation in relation to UK nation, Class, Place of Participation, Gender, Age and Disability 1998-2003*. Learning Lives Working Paper 2

Field, J. & Malcolm, I. (2006) *Learning Working Lives: A Working Paper*. Learning Lives Paper 3.

Goodson, I.F. & Adair, N.A. (2006) *Learning Lives: Becoming and Belonging*. Learning Lives Working Paper 4.

Biesta, G.J.J. & Tedder, M.T. (2006) *How is agency possible? Towards an ecological understanding of agency-as-achievement*. Learning Lives Working Paper 5.

Hodkinson, P.M., Ford, G., Hawthorn, R. & Hodkinson, H.D. (2007) *Learning as being*. Learning Lives Working Paper 6.

Tedder, M.T. & Biesta, G.J.J. (2007) *Learning from life and learning for life: Exploring the opportunities for biographical learning in the lives of adults*. Learning Lives Working Paper 7.

All working papers can be downloaded from the project's website: www.learninglives.org

A New Addition to the Exeter Team:

Lucy Smith joined the Exeter team in October 2007.

She has spent her career in a range of educational settings.

Within the Learning Lives team she is responsible for a range of tasks:

correspondence with project partners, keeping project records,

updating spreadsheets, travel bookings, photocopying,

financial record keeping, budgeting, organizing of project meetings.



For General Enquiries Contact the Learning Lives Project Office

Hilary Olek (Project Administrator), h.e.olek@exeter.ac.uk

Tel: +44 (0) 1392 264910

Lucy Smith (Project Secretary), l.m.e.smith@exeter.ac.uk

Tel: +44 (0) 1392 264910

Fax: +44 (0) 1392 264865

School of Education & Lifelong Learning

University of Exeter, Heavitree Road

Exeter, EX1 2LU

Learning Lives (RES-139-25-0111) is a collaboration between the Universities of Exeter (lead-applicant), Brighton, Leeds and Stirling and is funded by a major grant from the Economic and Social Research Council as part of their Teaching and Learning Research Programme (TLRP).

See www.tlrp.org

For more information about the project and downloads of project presentations and working papers, please visit our project website at: www.learninglives.org

