leonardo-da-vinci
learning for living

key concepts

Learning-for-living (L4L), funded by the EU Leonardo programme, is based with the KPC group in the Netherlands.

The project uses Bill Law's three-scene storyboarding to support mentoring by well-established teachers and advisers. These helpers are encouraged to draw on their other-than-professional background - sharing experience of how careers move on.

In many parts of Europe changing economic conditions are prolonging educationists' careers. This work is one of the ways in which such accomplished people can support young people, by examining the value of reflecting on experience.

In these ways students are offered more lines of communication with their helpers. And they learn abilities which are critical in an increasingly demanding and changing world.

Three-scene storyboarding is a method linking reflective talk to real-life experience. The project task is to determine how its methods can be usefully transferred between cultures.

The launch event - attended by professionals from Finland, Italy, Netherlands, Romania and the UK - is scheduled for October 2010. It runs for three years.

The UK project is based at iCeGS, working in close cooperation with Connexions Derbyshire.

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more information:

KPC Group:
http://www.onderzoekinformatie.nl/en/oi/nod/onderzoeksinstelling/k/ORG1241479/

three-scene storyboarding in current practice:
http://www.hihohiho.com/storyboarding/sbstockroom.html

how storyboarding draws on underpinning thinking - a draft journal article:
http://www.hihohiho.com/information/sbjournalarticle.pdf

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from lists to stories

earlier teacher-experience - stephanie

no change - hold on

> doing well in banking
> got promotion
> 'middle-class' background
> good school-leaving qualifications

_____

neutral

> dropped out of senior high school at 17

_____

change - let go

> banking is frustrating - no room for 'real personality'
> feel out-of-place
> experimenting with writing - very satisfying
> enjoy freedom in working with ideas

_____

action

> wondering about teaching
> can't stop thinking about it
> need advice
> want something better

present student-experience - phil

no change - hold on

> applied for trainee manager - didn't get it
> live in 'low-rent' area
> parents are train and lorry drivers
> like to laugh and joke with my friends

_____

neutral

> can get service-sector temporary jobs
> Jane dumped me - for somebody at college
> her family - 'not like mine - posh!'
> upset about losing her

_____

change - let go

> want to be high-flyer - like Jane
> my family will understand
> left high school at 16 with better-than-expected results
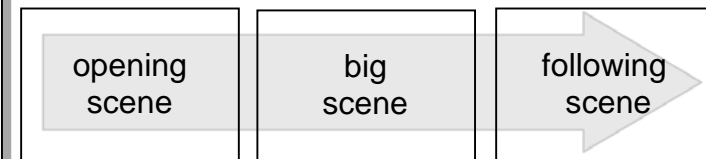> see a lot of Martin - Jane's family friend - same interest in music

_____

action

> feel I've made a mistake
> phone school
> take me back? - get more qualifications
> need somebody who knows what to do

episodic sequence

turning point

surprise / possibility / change

| opening scene | big scene | following scene |

how things are before

habits / attachments / ways-of-seeing

how things are after

curiosity / fear / hope

more information:

Bill Law (2010). *Narratives for Well-being - How We Can Use Stories and Why We Should*
http://www.hihohiho.com/moving%20on/cafnarrative.pdf

Bill Law (2010). *Worked Examples of Three-scene Storyboarding* (including these)
www.hihohiho.com/storyboarding/sbtwelve.pdf

turning points

each episode hinges on a turning point - a middle-scene with one-or-more of these features:

in what experience?

luck / surprise / loss / gain / encounter / curiosity / hope / fear / unforgettable

at what settings?

home / street / neighbourhood / away / course / tv / net / reading

moving-on to what new possibilities?

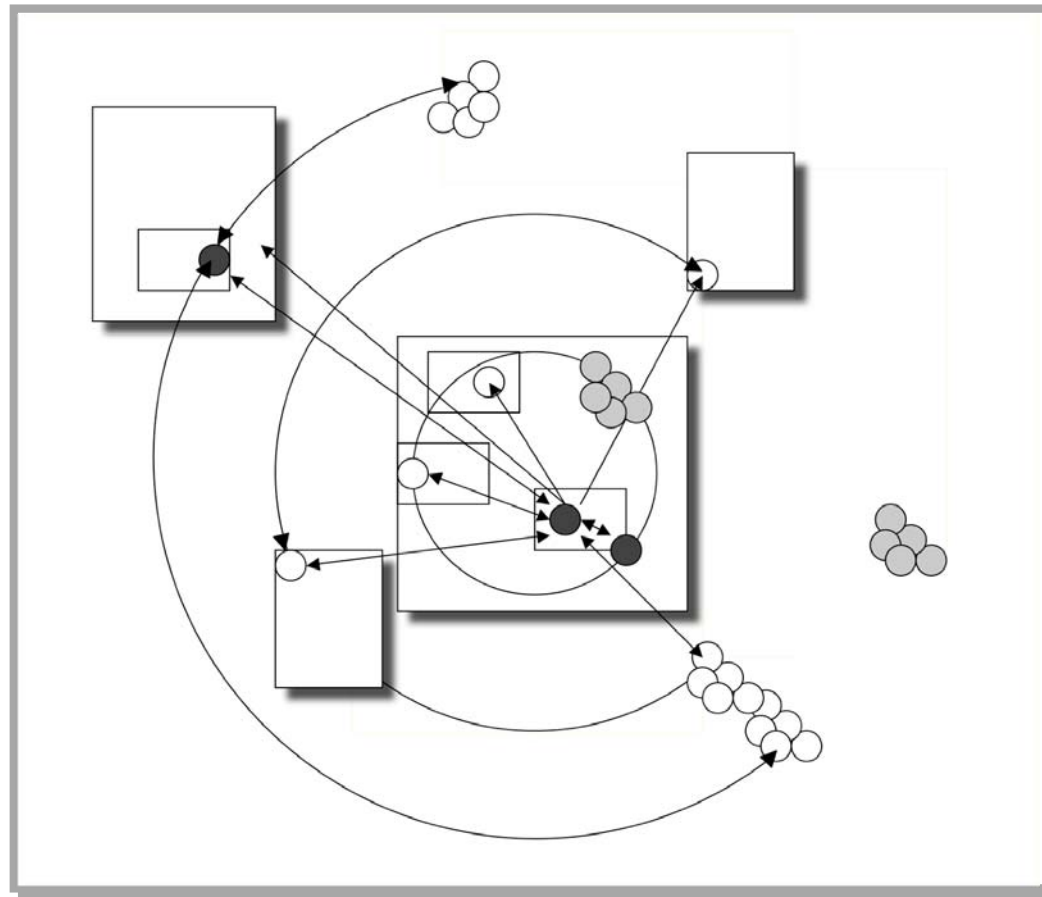points-of-view / wider-horizons / make-up mind / change-direction / holding-on / letting-go / could-change-but-don't

conjuring what ways-of-seeing?
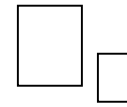
a-journey / with-cross-roads / not-a-race

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more information:

Bill Law (2010). *Narratives for Learning and Research - The Overview*
http://www.hihohiho.com/storyboarding/sboverview.pdf

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mapping enclaves and networks
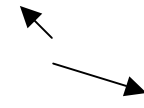

organisations – central
& peripheral

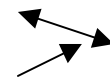**boundaries** – around
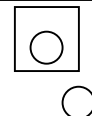& within organisations

links – radial
& orbital

contacts – up-close
& distant

communication – two-way
& one-way

people – in organisations
& free-standing

students – present
& former

helpers – expert
& experienced

more information:

Alessandra Buonofino (2007). B*elonging in Contemporary Britain*. London: Commission on Integration and Cohesion
http //www.youngfoundation.org/our-work/research/belonging

Danny Dorling and others (2007). *Poverty Wealth and Place in Britain - 1968-2005*. London: Joseph Rowntree Foundation
http://www.jrf.org.uk/publications/poverty-and-wealth-across-britain-1968-2005

moving images

concrete images for intangible processes

adventure   arrival   avenue   bridge
challenge   champion   coach   companion
compete   connection   cross-roads
departure   detour   discovery   diversion
finishing-line   flow   gateway   get-ahead
guide   head-start   horizon   hurdle
inside-track   map   parting performance
position   practice   pursuit   range
selection   settlement   signpost
starting-gun   strength   spring-board   team
training   travel   trophy   turning-point
unbeatable   winning   world-class   vista

as probably tagged by teachers

adventure   arrival   avenue   bridge
challenge   champion   coach   companion   compete
connection   cross-roads   departure   detour
discovery   diversion   finishing-line   flow
gateway   get-ahead   guide   head-start
horizon   hurdle   inside-track   map   parting
performance   position   practice   pursuit   range
selection   settlement   signpost
starting-gun   strength spring-board   team   training
travel   trophy   turning-point   unbeatable
winning   world-class   vista

as probably tagged by students

adventure   arrival   avenue   bridge   challenge
champion   coach   companion   compete
connection   cross-roads   departure   detour   direction
discovery   finishing-line   flow   gateway
get-ahead   guide   head-start   horizon
hurdle   inside-track   map   parting
performance   position   practice   pursuit
range   selection   settlement   signpost
starting-gun   strength   spring-board   team
training   travel   trophy   turning-point   unbeatable
winning   world class   vista

more information:

Bill Law (2009). *Images, Ideas, Realities and the Uses of Career Metaphors*
http://www.hihohiho.com/magazine/mkngtwork/cafimages.pdf

transfer-of-learning

transfer means learned-here-used-elsewhere - usefully coded as...

...**who** you will be with - 'people to talk to'
...**where** will you be - 'places to go'
....**tasks** you will take on - 'things to do'

> learning reminds students of their lives - so that their lives remind them of their learning

people, places and tasks readily go into narrative form - in however many scenes it takes

encounter *gain* *loss* *fear* *surprise* *hope* *luck* *fear* *unforgettable*
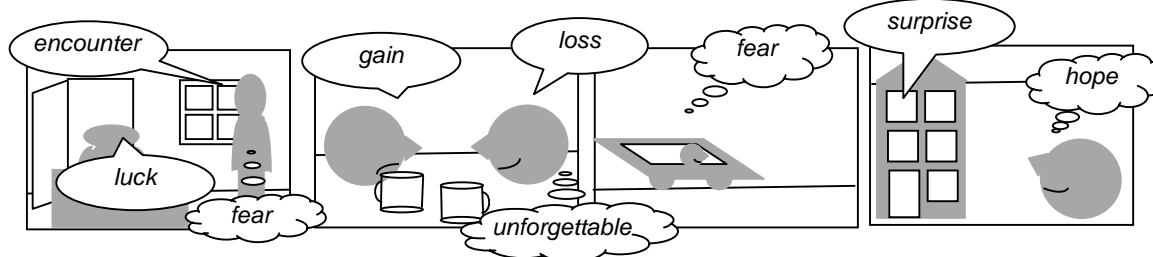
> narrative sets in order a virtual rehearsal of learning-based action - learning-for-living

action planning as narrative

what
_____
why
_____
how
_____
help

	what	where	who	when
first				
next				
next				
then				
so that...				

> a conventional action plan lists and divides action - a narrative joins and sequences it

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more information

Bill Law (2006). *Careers Education and Guidance Out of the Box*
http:// www.hihohiho.com/underpinning/cafculture.pdf - pp. 24-25

Bill Law (2006). *LiRRiC - Life-role Relevance in Curriculum*
http:// www.hihohiho.com/moving on/cafqca.pdf - pp. 23-24