Transforming Learning Cities: Using Glasgow ‘Big-Data’ to challenge notions of ‘Lifewide Literacies’

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Multi-Method Inclusion Research - Lido, Stuart & Osborne

Social Identity, Belonging, Habitus & ‘Fit’-
(Bourdieu 1986; Tajfel & Turner 1979)

Social & cultural life histories
(Stuart, Lido & Morgan, 2011)

Engagement within & beyond classrooms  
(Ibid)

Transformative Learning  
(Psychology of Adult Learning, IMAESC)

Confronting barriers to participations
(Stuart, Lido, Morgan, Solomon & Ackroyd, 2008; 
Lido et al, 2016; Lido, Reid & Osborne, In Press)

Inclusion, Othering…..
Learning Cities Agenda

Aging population

Growth in city dwellers

Majority of pop. in urban environs

(34% 1960 to 54% 2014, WHO)

Challenges- social inclusion, tech, knowledge economy, diversity & sustainability

New skills/ competencies

Transforming ‘learning cities’
UNESCO Features of Learning Cities

Wider benefits of building a learning city

Major building blocks of a learning city

Fundamental conditions for building a learning city

Vision, Political Will & Commitment

Governance & Participation of All Stakeholders

Mobilisation & Utilisation of Resources & Potentials

Sustainable Development

‘Lifelong Learning for All

- A Vibrant Culture of Learning throughout Life
- Enhanced Quality and Excellence in Learning
- Effective Learning for and in the Workplace
- Extended Use of Modern Learning Technologies
- Revitalised Community Learning
- Inclusive Learning from Basic to Higher Education

Wider benefits of building a learning city

Major building blocks of a learning city

Fundamental conditions for building a learning city
Ex. Global Learning City Indicators

1.1. Empowering individuals & promoting social cohesion (civic participation)

2.1. Promoting inclusive learning in education systems (all forms, all ages & demographic groups)

3.3 Boosting resource mobilisation & utilisation

Examining literacies, helping others to learn, interventions & initiatives…
Lifewide Literacies?

• Lifelong Learning

“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.” (UNESCO 2003, 1)
Integrated Multimedia City Data (iMCD) Project @UBDC

Open Data ‘Product’
1. Survey- 1500 Households
2. GPS Sensors
3. Lifelogging Cameras
4. Social Media Capture

Project Mngr: Dr. Mark Livingston
‘Understanding Glasgow Survey’

Review of National/ EU Surveys + UNESCO Indicators

Attitudes, literacies & Behaviours

- Education/ skills
- Sustainability
- Transport
- Cultural/ civic
- ICT/ technology

Stratified Random Postcode Sampling (Ipsos Mori)
n=2,095, 16-102 years (M= 49.42,SD=19), 45.7%Female, 54.3%Male
Example 1: Engaged older Learners in Glasgow

Regression: Older adults engaged less in ALL learning types

1. Age (predicts all learning types)

2. Feeling Safe Walking at night

3. Sense of Belonging to area

4. Place - Local Authority

Example 2: Health Literacy: Glasgow Effect

“A healthy city is conscious of health & is striving to improve it” (WHO)

- Critical empowerment to understand, evaluate & communicate info. - to make decisions about health*
- All literacies correlated negatively w/ deprivation
- Health literacy w/ proxy measures of precarity (e.g. people/bedrms, income/ benefits, precarious work; p<.05)
Results 2: Health Literacy mediates effect of Social Support on General Health

Sobel test = 7.84, p < .001

Social Support → Health Literacy
B = .18, p < .001

Social Support → General Health
B = .05, p > .05

Health Literacy → General Health
B = .49, p < .001
Visualising Lifewide Literacies for the Community

• How do Lifewide Literacies link with your area?
• Which literacies matter most to your life outcomes?
• IMPACT: Start ‘literacies conversation’

What skills do you need to be happy, healthy, successful citizens engaged in Glasgow life?!
IMPACT: Knowledge Exchange (@Ikea)
Transformational for whom?
Engaging Learners of all ages via…

- Interns- capacity building
- Comm. Dev. Students for co-creation
- Teacher Ed: Workshop on classroom literacies
- Museums Ed.- Cultural literacies for inclusion
- #Lifeindata: Knowledge exchange data literacies
- Schools- Kelvinside & more to come…
- & For us….
Re-framing Data in Transformative Change

- Researching **WITH** not **ON** communities
- ...datasets are becoming bigger, more interrelated & more **open**... tapping into existing resources to improve knowledge of our cities... to ensure equal and equitable participation in all aspects of life.... doesn’t need to be ‘faceless’ & scary...
- **big data** should be inclusive, engaging academics & the public alike in dialogue... If the data is there, why not use it?

Can @UrbanBigDdata help you?

- iMCD comparison city
- UCAS/ HESA data
- Phone/ Cycling App data
- Makers labs/ spaces &
- Coding Dojos, Hackathons...

INspiring People

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