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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'



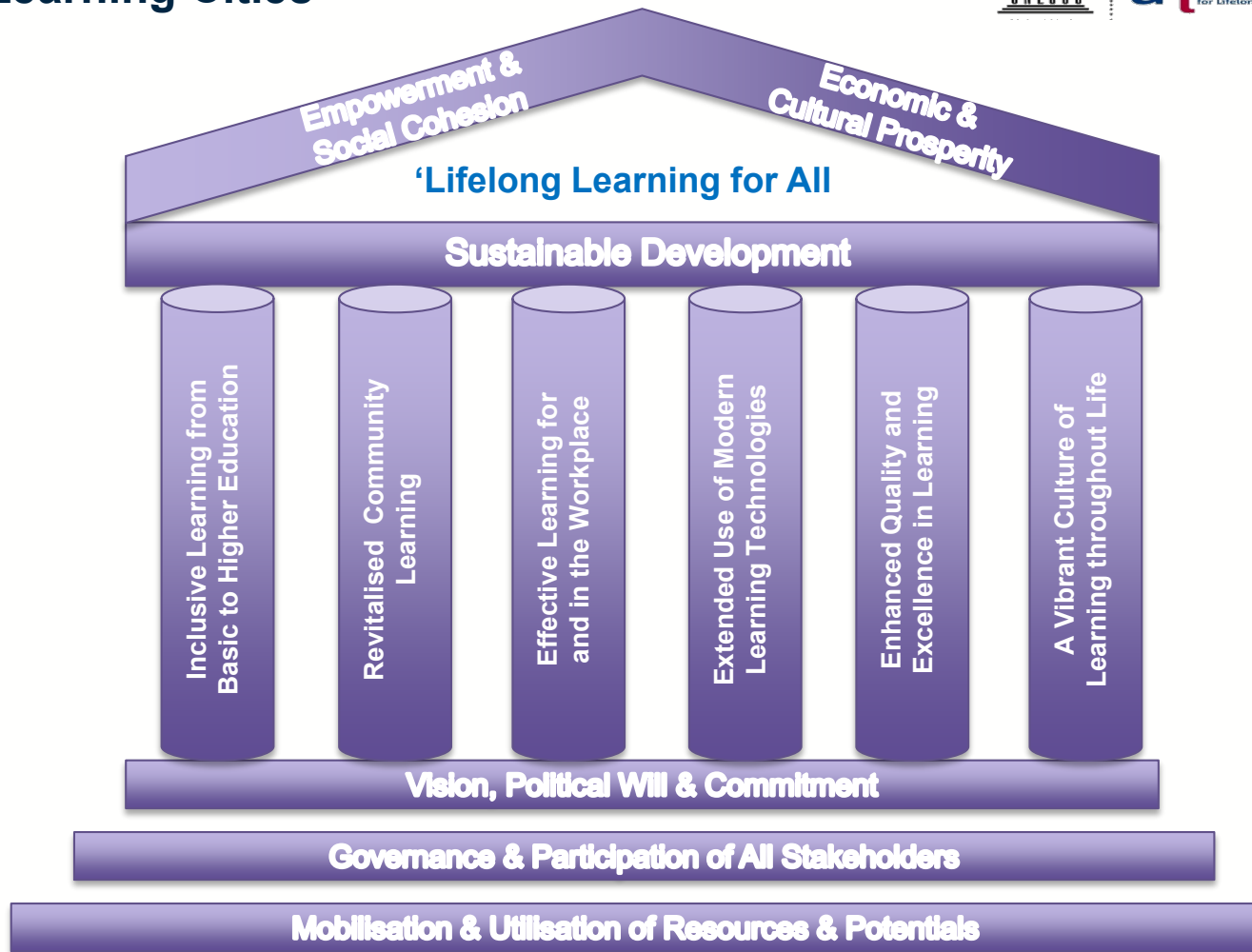
UNESCO Features of Learning Cities



Wider benefits of building a learning city

Major building blocks of a learning city

Fundamental conditions for building a learning city



Ex. Global Learning City Indicators



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

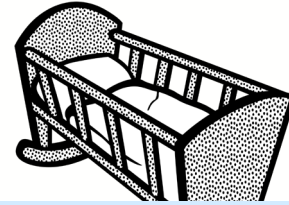
2.1. Promoting **inclusive learning** in education systems (all forms, all ages & demographic groups)

3.3 Boosting **resource mobilisation** & utilisation

Examining **literacies**, helping others to learn, **interventions & initiatives...**

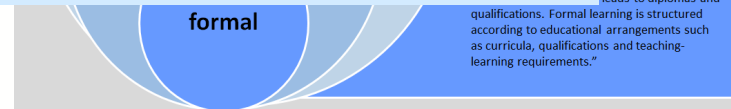
Lifewide Literacies?

- 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)

» Digital



...ring that occurs in the workplace, in interests and

...learning that has or alternatively to cases, it is also educational and but more flexible. community-based and through the organisations.”

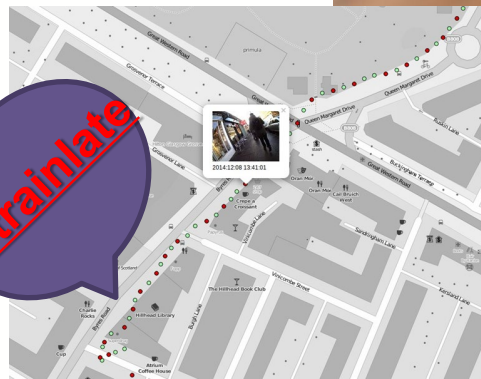
...place in education and recognised by relevant leads to diplomas and

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

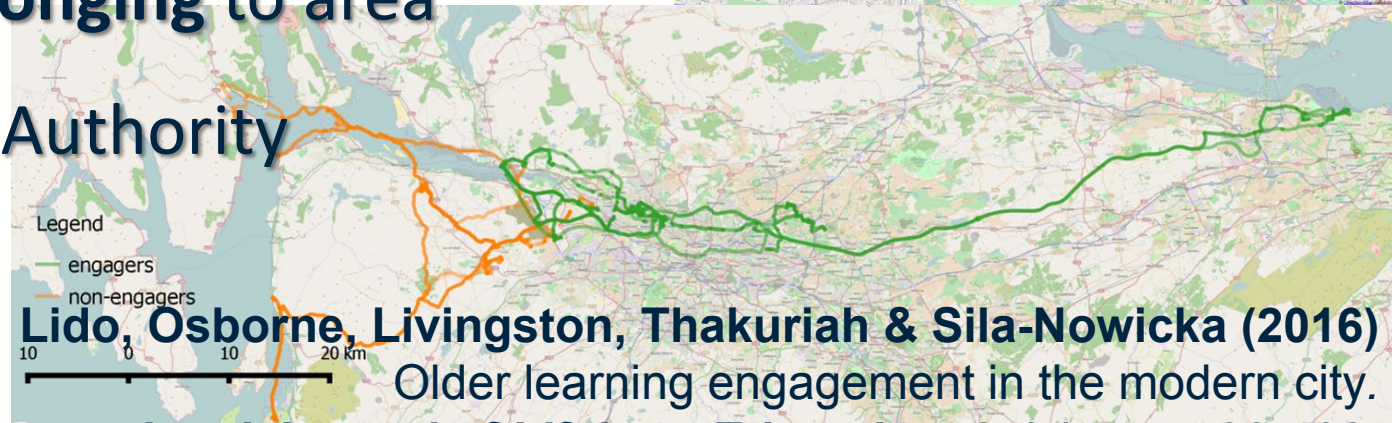
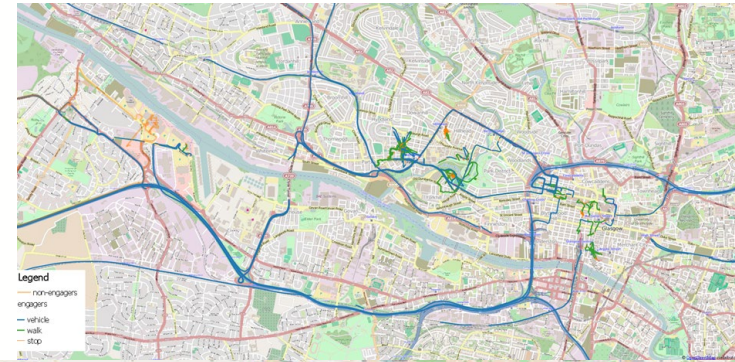
Regression: Older adults engaged less in ALL learning types

1. **Age** (predicts all learning types)

2. Feeling **Safe** Walking at night

3. Sense of **Belonging** to area

4. **Place-** Local Authority



Lido, Osborne, Livingston, Thakuria & Sila-Nowicka (2016)
Older learning engagement in the modern city.
International Journal of Lifelong Education, 35(5), pp. 490-508.

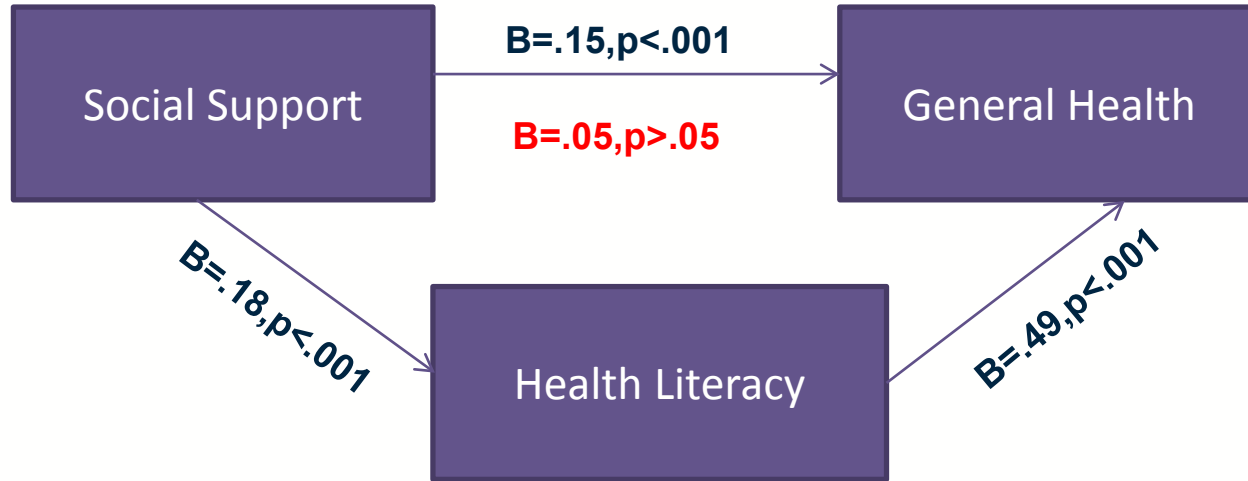
Example 2: Health Literacy: Glasgow Effect

“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, $p < .001$



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?*

Lido (2018, Psychologist Magazine, In Press)





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Can @UrbanBigDdata help you?

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

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