



# NEWS

2014 has been a great year for LiD so far, as it spreads increasingly around the galaxy, becoming a staple of the curriculum in more and more schools. Since our last Newsletter, we have had additional schools take on the program in Chile, England, Australia, Ireland, U.S.A. and Canada, and no doubt other places we have not yet heard from. We find many people begin the program and never contact us. If you are thinking of implementing LiD, or already have but have not been in touch with us, please do let us know, as we have a number of newly developed resources and publications that can help you.



The Corix company has generously donated \$250,000 towards an endowment for LiD.

Corix is a leader in the implementation of sustainable water, wastewater and energy utility infrastructure solutions for small to medium-sized communities across North America. Their generosity will enable us to develop and expand LiD in a number of dimensions. If you would like to add to this endowment fund, please contact us at [lid-ed@sfu.ca](mailto:lid-ed@sfu.ca).

## IERG Channel

- 1 We have videos of children talking about their LiD experience. Many of these have been taken by Gadi Alexander, one of our Associate Directors who has been working with us for the past two years while a Visiting Professor at Simon Fraser University in B.C. We have posted some of the videos on the **IERG YouTube channel**, with many more to follow.
- 2 If you are planning a LiD opening ceremony for students beginning the program, you may find it useful to include **a video welcome** to the program by Kieran Egan, “from the intergalactic centre for Learning in Depth”.



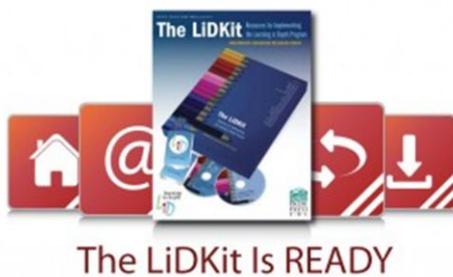
You might be interested to read a new article about the LiD program, published in the B.C. Department of Education journal “**Learn.**” (Scroll down to p.13)

**University Highlands Elementary School** in Burnaby, B.C. held a delightful LiD Open House on May 22<sup>nd</sup>. 2014, at which all the students in the school had prepared formal and informal displays of their LiD portfolios. The day was attended by the district's superintendent, other schools' principals, press, lots of parents, and members of the LiD research team. Take a look at the excellent story published in "**Burnaby Now**".

Many of the students' portfolios gave evidence of astonishing expertise gained in only a few years. You can see **a video** about the program, in which teachers and students discuss their LiD work.



Photo by Larry Wright



Many people doing LiD find **the LiDKit**, published by Pacific Educational Press a valuable resource for beginning and sustaining the program. The kit contains all the resources we have developed to the point of its publication, with a wide range of helps for the teacher or administrator implementing the program. If you are running a LiD program or thinking about it, the kit is an enormously valuable resource. You might also want to download Gillian Judson's helpful "**LiD Implementation Support Guide For Maximizing Success**".

Since publication of the LiDKit, of course, we haven't stopped developing additional resources. Jean Warburton has compiled two documents on "Expanding the LiD Experience." The first is a booklet showing how teachers can draw on the ideas of Imaginative Education ([www.ierg.net](http://www.ierg.net)) to enable students' engagement with their topics to be significantly enriched as they continue work on their portfolios. The second part of the set is a Resource Package. We are exploring ways to make these resources available, as they can enrich LiD for teachers and students. Contact our team ([lid-ed@sfu.ca](mailto:lid-ed@sfu.ca)) if you would like to see these resources.

Another of the resources developed after the LiDKit was published, is Linda Holmes's great "Tip of the Week": check them out **here**. Linda was one of the first implementors of LiD, in Gordon Greenwood school, Langley, B.C., and has been hired as a "LiD Trainer" for schools wishing to implement the program. Linda is able to take her skills and experience with the program to help individual classes set it up for likely success. She can contact schools by videoconferencing or Skype links. Just let us know if you would like to have help with your LiD program.





Shawn Bullock, one of the IERG Directors, is the lead investigator on a small grant to study LiD in science teaching. If you might be interested in taking part in this project, please contact our team at [lid-ed@sfu.ca](mailto:lid-ed@sfu.ca). Your participation will work best if you have a class to whom you teach science. In the study, we will use all science or natural world topics. The research is planned as a pilot project that will lay the basis for a subsequent large grant proposal; it aims to explore the potential of LiD for developing scientific understanding in students.

You might be interested in a study of LiD and the development of higher order thinking skills completed in early summer 2014. The study was conducted by Mark Espinosa, as part of his Master's program at St. Louis University in the Philippines. Though it was only a small pilot study with grade 5 students, the conclusion was: "The study reveals that the Learning-In-depth approach fully engages almost all of the students and enhances synthesis the most among the higher order thinking skills." Find more on the [LiD Home Page](#).

We have also translated the LiD Brief Guide into Chinese. You may **download** and take a look if you are interested in exploring or promoting the program to members of a Chinese community in any country, and, of course, in China as well!



Currently there are about 2,000 students in **Chile** who are energetically engaged in LiD topics. We have been able to help them set up the programs partly through the generosity of the schools involved and also because of our recently completed SSHRC project, described in our previous Newsletter. Dr. Jean Warburton, who is a member of the Canadian research team, has twice traveled to Santiago to work closely with teachers of three schools, and has spoken to groups of other educators and teachers interested in LiD. One of the principals, John Seaquist, described the purposes of LID to a gym full of students and parents, telling them that a central aim is to achieve a love of knowledge in the students, and the recognition that learning as a multidisciplinary process. He quoted Vincent Van Gogh who said: "If one is master of one thing and understands one thing well, one has, at the same time, insight into and understanding of many things." Upon returning to their rooms, the excitement in the faces of the children was evident. Boxes containing their topics hung from the ceiling, attached to balloons. Each student was given a hanging box, and was invited to open it to discover the topic they would become an expert about.