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From the Editor

Dear readers of intWOJDE

Dear WOJDE readers and WOJDE fans

In this issue as being Vol: 6 Number 3 we published a bit delaying for the some technical reasons and problems.

We really excuse from from you.

We hope to never done this again

**Hope to stay in touch and wishing to meet in our next Issue, 1st of October 2017
Cordially,**

**Prof. Dr. Emine DEMIRAY
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3D SIMULATION FOR THE FORMER SÃO JOÃO DA BAHIA THEATER IN THE CONTEXT OF SALVADOR-BAHIA IN THE 19TH CENTURY

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ABSTRACT

This article describes the development of the São João da Bahia Virtual Museum, a project consisting of a three-dimensional (3D) modeling and imaging program that recreates beyond the theater, the region where today Castro Alves Square (formerly Sé district). This Virtual Museum takes the visitors to the historical center of the capital through Salvador in the 19th century, simulates chatting with the public and getting to know the political and artistic icons of the time, for example, the Emperor Dom Pedro II, the poet Castro Alves, the musician Carlos Gomes and the actor and singer Xisto Bahia. The old cultural Theater began to be built in 1806 and was inaugurated in 1812. The Soteropolitan place was the first large Brazilian theater, with a sitting capacity for about 2 thousand people.

The 3D simulation of the São João da Bahia Theater has its implications for teachers, students and researchers of History, Geography, Portuguese Language, Mathematics, Music, Arts, Architecture and other teaching and learning processes to learn various aspects of the São João da Bahia Theater and the city of Salvador during the 19th century.

Keywords: 3D Simulation, virtual museum, design basic research, socio-construtivism, Lev Vygotsky, São João da Bahia Theater.

INTRODUCTION

This work on the development of the São João da Bahia Virtual Museum, a project consisting of a three-dimensional (3D) modeling and imaging program emerged with the need to recover a historical and cultural heritage that existed during the 19th century and ended physically in the 20th century, but that for a number of reasons still remains between us, in the contemporaneity of the 21st century. The 3D computing environment was opted to represent the São João da Bahia theater as close as possible to the nineteenth century and that dialogue with this current subject was necessary to find epistemological bases that would support our proposal of a Virtual Museum with a socio-constructivist approach and with Dialogical bases. The DBR (Design Basic Research) methodology enabled us to search for practical and applied solutions and the epistemology in Antonio Gramsci, (1989) Praxiologia.



Image 1:
3D Simulation of São João da Bahia Theater

In this context, we sought shelter in sources, in diverse collections, both in physical and digital physical environment, as well as in our habits, traditions and customs that the previous centuries reported us to compose the collections that gave body and form to the simulation in 3D, São João da Bahia Theater.

Chu (2007) found that online scenario-based learning provide an opportunity to the learners to virtually immerse in a scenario which can enhance their learning and knowledge.

Our three-dimensional (3D) modeling and imaging program of the São João da Bahia Virtual Museum provides such immersive environment where the visitor virtually experiences the culture and society of that period of time.



Image 2:
Culture and society representation through São João da Bahia Theater

SOCIO-CONSTRUCTIVISM

In this way, we dialogued with the socio-constructivist principles in Lev Vygotsky (1987, 2007). This approach helped us in the issue of mediation, in the Immediate Development Zones, because like this author we understand that man is from the interaction, the encounter with the other.

In M.M. Bakhtin, (2005, 2008) regarding the issues of dialogue and polyphony, which helped us to base the theoretical contribution where nothing is dead absolutely and that the subjects that emerged from the contexts researched did not tell us a story, but they answered us from the problems and questionings of contemporaneity. Just as these authors the research, the Virtual Museum, 3D simulation, also counted on the epistemological contribution of Antonio Gramsci (1989), in which man can not be analyzed outside its social context, nothing can be neglected, nothing can be denied, the subject can and should be a philosopher of himself.

Parallel to these authors we also work R. Martineau, (1997) who brings us the roots of history as a problem, because without problem there is no history, that is, our current questions are also answered from our past, we can be historians from ourselves.

In this way, in addition to these principles and epistemologies, we dialogue with historians and diverse areas such as music, art in general, geography, mathematics, architecture, designs, new languages for History and Human Sciences and Technologies Information and Communication Technologies.

Thus, after drawing the structural logic of the thesis from these constant dialogues we end up with the framework we call socio-constructivist and Dialogical Design, where we summarize all the actions, interactions and interactivities, and why the choice of physical and human objects that were put in practice through the 3D Virtual Museum, São João da Bahia Theater (Matta, 2013; Robatto, 2009).

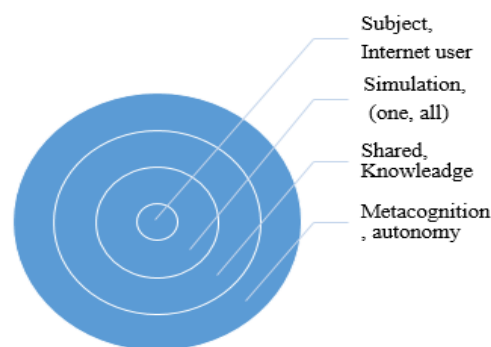


Diagram:
Virtual Museum, Collaborative Networks
(Source: Maria Antonia Lima Gomes, 2017)

3D SIMULATION OF THE SÃO JOÃO DA BAHIA THEATER

But why the choice of Teatro São João da Bahia for 3D simulation? First, because it was the first large theater built in Brazil, around 1806, inaugurated in 1812 and destroyed by a fire in 1923, second, by the Its architectural imposition already deserves a simulation in 2D and 3D, but beyond this factor it passed to the level of vehicle and reflection of the socio-cultural relations dynamics of the City of Salvador-Bahia, during the 19th and 20th century.

Sharma and Mishra (2007) indicate that 'pedagogy is the science and art of teaching and learning in general' and suggested that to use a technology for effective teaching and learning, we need to follow and adapt the set of rules brought in by that technology. In this case, Teatro São João da Bahia, for having represented and being a vehicle of our culture, our habits, our customs, our traditions deserved a revisitation of the dynamics

that represented throughout the 19th and 20th century and, we believe, still be alive among us, subjects in the contemporary world.



Image 3:
Culture and society representation through São João da Bahia Theater

In this way, the theater São João da Bahia and the context of the 19th century already deserved a virtual museum in 2D and 3D so that the present and posterity interacted through and with him.

Fact is that the simulation in 2D and 3D was built and when the community was presented between the days, March 13, 2017 to May 12, 2017, through the site www.teatrosaojoaodabahia.net.br, we obtained the following scientific results:

- ✓ Internet users from 48 countries or visited the page of the Virtual Museum, São João da Bahia Theater,
- ✓ navigated within it with a total of 169 accesses,
- ✓ in Brazil 320 accesses and in Bahia, 2,266 accessions,
- ✓ we have been on all continents,
- ✓ more than 2,000 visits were registered inside the museum.

People talked with characters outside the theater, the outside ambience as well as with the characters inside the theater, the maestro Carlos Gomes, the poet Castro Alves, the singer Xisto Bahia, the international actress Klementina Kalasova and others. Anderson and Kanuka (2009) highlighted the use of Internet as it "provides a new educational context or learning environment, such as a completely virtual education institution (e.g., virtual school or university, or private training organization) or augmentation of classroom-based schooling (so called blended-learning) with network mediated activities." Anderson & Kanuka further report that virtual learning environments (e.g., learning contexts build in SecondLife and Active Worlds) can also be created using Internet in which the physical laws of nature can be transcended (2009).

Knowledge was built and revisited, collaborative networks were made possible by the Virtual Museum, the partnerships that constituted the logo of the research and its practical application, such as numerous communication networks in Brazil, Bahia and outside Brazil, equally beautiful examples of polyphonies and dialogues by Music school of the Federal University of Bahia, led by Prof. Dr. Lucas Robatto, (2017) and, for

example, of collaborative networks, Areas of Immediate Developments with the participation and collaboration of Dr. Ramesh C. Sharma (Sharma, 2017).

CONCLUSIONS AND IMPLICATIONS

Therefore, these scientific results proved that a Virtual Museum, or a 3D simulation, that our case was about the Teatro São João da Bahia and Salvador-Bahia, from the nineteenth century, can be proved to be socio-constructivist and dialogical (Gomes, 2017). However, the challenges are numerous, although today we already have several programs, software, that allow a simulation as real as possible of the object modeled they still lack a greater malleability in terms of their configurations and dimensionalities and cheapen the costs when the software used is not free software.

The implications are different, because through this Virtual Museum Teatro São João da Bahia with socio-constructivist Approach we find the meeting of people in different times, the dialogue, mediate in the virtual learning environment through the voices that emerge in the context of the Virtual Museum, The polyphony, because the subjects, the characters that are in it, did not tell us only stories, but they dialogue with and through them, the collaborative systems and networks, made possible by the creation of the Immediate Development Zones.

Regarding women apprentices is more a niche than opens up in a field theoretically dominating by men. In addition there are several possibilities of simulation within the domain of virtual museums that can be created and made feasible from the culture in which each person lives respected its principles, its roots. Thus creating alternatives or means for research, learning and sustainability, mainly for the field of work. This doctoral thesis counted on the guidance of Prof. Dr. Alfredo Matta, from the State University of Bahia and Prof. Dr. Lucas Robatto, of the Federal University of Bahia

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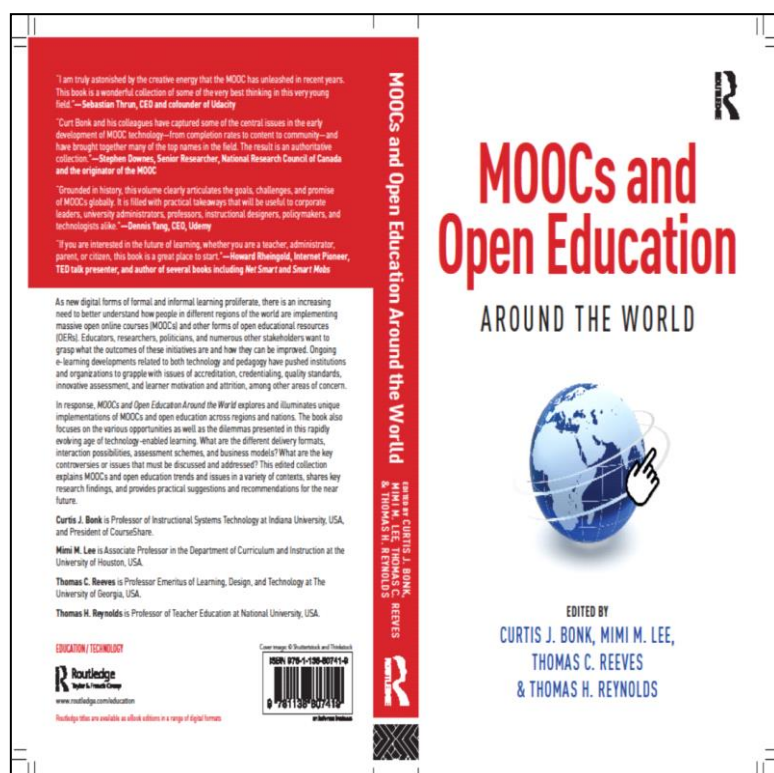
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BOOK REVIEW

As the technology has advanced, the mode of teaching & learning has also changed. From Sage on the stage we have now moved to blended form of education. Though Open Educational Resources (OER) was there more than a decade now but was struggling to make its real importance until now. Then, came MOOCs in 2012 when world suddenly started thinking that it could be a game-changer in meeting the challenges of higher education, but the hype came to a downfall with in an year and the MOOCs provider started thinking of changing their business model to address the issues like high attrition rate, authenticity, credit system etc. Nevertheless, OER and MOOCs have certainly brought some major transformation in the education landscape worldwide.



In the edited volume MOOCs & Open Education around the world by Bonk, Lee, Reeves, and Reynold have offered great comprehensive and balanced views of MOOCs and open education. The book has been structured very well where it has covered the topics starting from the history, to various open practices in the world, explaining the real meaning of "Openness" in a broad way. The editors have very well bought the experts around the world to give their opinion on the topics.

This book has given a magnificent insight that would be useful for anyone who is studying or practicing Open Education. The case studies from different countries give

another aspect of the challenges met in the adoption of Open education in their country. For example: in Japan the challenge was the students' lack of means and skills to access online courses besides political and social hindrances (chapter 3).

The best part of this book is that the chapters are organized with the clear understanding of the both the terms OER & MOOCs and taking the readers to understand the international arena where these practices are being followed. Like in chapter 10, the authors have beautifully explained the tool for characterizing the pedagogical approaches of MOOCs. AMP is certainly an exceptionally brilliant tool while designing or delivering any course online as MOOC. I totally recommend it for all faculty, universities and students who are doing research on online and MOOCs system.

Quality has been a great concern when it comes to online delivery. Part 4 of this book address this concern very well. Chapter 11 gives a great insight that quality can only be assessed by the teacher who is using the content for teaching purposes. Like any book he/ she refers while teaching face-to-face in a classroom setting.

CONCLUDING THOUGHTS

In the end, I would say, this book by Bonk, Reeves & Reynolds is a perfect combination of all concerns related to OER & MOOCs, along with providing a way forward to use these innovations in education and making education accessible for all using technology. Anything which is new and out of the traditional way, takes time to adapt in the system, so is the case with OER & MOOCs. But certainly with the changing mindset and more awareness more & more faculty, universities will come forward to new policies and reform to adopt in their system.

Highly recommended to read for all those who are enthusiast of Open Education and MOOCs.

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INTERVIEW

THE ROLE and FUNCTION OF DISTANCE EDUCATION WORLD FROM WOMEN'S PERSPECTIVE:

An interview with Dr. Kalpana GUPTA

(Indira Gandhi National Open University, INDIA) for WOJDE

Interviewed by Dr. Ramesh C. Sharma

Distance Education is an excellent system especially suited to those learners who are unable to seek education in the Conventional system due to various kinds of reasons. K.G

int.WOJDE: Dear Dr Kalpana, Welcome to International Women Online Journal of Distance Education. Pl tell us who is Dr Kalpana?



Kalpana GUPTA: I have a Ph.D in Political Socialization from the University of Pune and experience of teaching Political Science in several colleges at the Undergraduate and Post graduate level in Pune, Thane, Warora (Chandrapur District) in Maharashtra for about 10 years. I have also worked as a Research Associate in the Centre for Development Studies and Activities and as an Associate Coordinator in the State Resource Centre for Non-Formal Education for about 3 years before I joined the Indira Gandhi National Open University in 1997 in the capacity of Assistant Regional Director and later Deputy Director at its Regional Centre

in Pune, Maharashtra.

int.WOJDE: What are your views about distance education? How does distance education support the education system of your country?

Kalpana GUPTA: Distance Education is an excellent system especially suited to those learners who are unable to seek education in the Conventional system due to various kinds of reasons. As there is no bar on age or place and there is an inbuilt flexibility in the system, it is beneficial to those aspiring adult learners who are interested in seeking to study further and enhance their knowledge and skills. The use of technology helps widen the reach of distance education.

In a country like India which is very diverse and has many disparities, it helps to democratize education and provide access to students who are unreachable. It helps to widen the base of higher education and provides easy access to all learners who are desirous of completing their education.

There are many learners who are compelled to drop out of school or college and earn a living due to their social and economic conditions. Distance education gives them an opportunity to have access to quality education at affordable cost and with the added flexibility of time and space. Hence it helps to enhance the Gross Enrolment Ratio (GER) of the country.

Many young people aspire for better jobs or to enter the Civil Services or seek jobs with the Government. Distance education programmes help them to prepare for the Civil Service and other competitive examinations. They are enabled to upgrade themselves by studying in the Distance Education mode.

Besides, there are also several learners who are past their prime youth and have retired from active service or domestic and household responsibilities. Many of them aspire to study further for the sake of knowledge and seek to enroll in Academic Programmes of their choice, which they were unable to pursue during their active working life. It helps to keep the senior citizens active and alert.

int.WOJDE: What has been your experience at your current workplace for distance education/learning?

Kalpna GUPTA: Everyday is a different experience for me at my current place of work and I have never tired of it. This is because it enables me to sit at my desk and yet interact with so many different people from so many different strata, ages, temperament.



I seem to learn a lot about human relations and interactions on a daily basis and this learning never seems to cease. Every single day brings something new and as I am working in the Regional Centre which is the middle tier between the University Headquarters and the Study Centres which are located in all the district places in well reputed and established Colleges, I get to interact with teachers and faculty from various streams and students who may be facing difficulties or are initially very nervous of commencing studies after a long gap, or there may be some underlying issues which are hampering their studies and during our interactions in person, on telephone or on the e-mail, I am able to interact with them, motivate them and assist them in crossing obstacles or hurdles that they may be facing. There are many who do not face any problems and their studies are quite smooth sailing and it is always a pleasure to meet such learners during the Convocation when they come in person to receive their degree and diploma certificates. I have the good fortune of having collected a store house of experiences and incidents which I have been witness to and it may well turn out into an excellent narrative book.

int.WOJDE: What are the advantages of distance education model of learning over traditional model of learning?

Kalpana GUPTA: Distance education model scores over the traditional model of learning in that it has an inbuilt flexibility allowing the learner to study at his own pace and place. At the same time, quality aspect can be well monitored and providing excellent learning materials which have been designed and produced by the best brains in the field is a very big asset. There is uniformity in the sense that the same material is studied by a learner who is in the Capital City or the Financial Capital of the country or in the remotest location where access to good libraries and institutions of learning is difficult. The multi-media method of learning makes the courses very interesting for learners.



They are able to view videos on Television or on the YouTube, they attend practical at the Study Centres, do Project work, Field Work, Hands on skill training at work place or home or the Study Centre as per the individual requirements of the particular Programme that they are pursuing. Thus we have produced excellent students in Nursing, Continuing Medicine, like Maternal and Child Health; Geriatric Medicine; Hospital and Health Management; Hospital

Waste Management; Nutrition and Health Education, Early Childhood Care and Education; Social Work; Education; Library Science; Psychology; Food Safety and Quality Management; Organic Farming; Dairy Technology; Bee keeping; Water Harvest Management; Watershed Management; Computer Science, Management; and so many more.

All this is possible while the learner has other commitments and is not on campus all the time. Yet, the Programmes are equivalent to the Programmes of the traditional or conventional universities. They are on par and equivalent to the regular programmes. Hence learners do not suffer on any count and the sky is the limit for their own progress.

There is an example of a Diploma Engineer who completed his B.Tech in Construction Management from IGNOU in the initial days and then completed M.Tech from a Conventional University in regular mode, started working again, completed his Ph.D and was the General Manager of a renowned Construction Company when I had last interacted with him several years ago. Then there is another young girl who had to drop out of college due to an illness, agoraphobia. She enrolled for a Bachelor in Tourism Studies in IGNOU, underwent treatment at a mental illness institution/hospital in Bangalore and has successfully completed her Graduation in Tourism.



This would not have been possible through the traditional system and hence she had dropped out of college, but was very unhappy and fearful when I first met her and her mother. Today, she is confident and had overcome her fears to a large extent.

int.WOJDE: What are your suggestions for distance education instructors?

Kalpna GUPTA: Distance education instructors/academic counselors must understand the distance learner first as an individual with feelings and emotions.

If the learners are motivated and facilitated to learn they turn out to become excellent independent and self-learners.

Use of technology is important in teaching. Technology helps to reduce the distance and bridge the gaps.

More interaction on an individual and personal level will also help beside the regular counseling sessions or contact classes which are conducted on Sundays and holidays at the study centres.

int.WOJDE: What are your suggestions for education administrators?

Kalpna GUPTA: Main suggestion is to think about the impact that any policy decision or



deviation from the previous system would have on the last person in the remotest corner. Development and use of technology and designing online courses are essential and they must be well designed and tested first before implementation. Systems must be transparent and time bound and a sound grievance resolution mechanism must be developed. The distance learner is at a great distance from the main Campus of the University and those near to the Head Quarters are more easily able to resolve or sort out any problems that they may face. The ones who are far off find it difficult and may quit half way through. An endeavor should be made to ensure that there are no push outs out of the system.

int.WOJDE: Which areas of distance education have you been involved so far, and what are some of the lessons you have learned from them?

Kalpna GUPTA: Distance education is like the story of the huge elephant and the blind men who are touching the elephant at different parts and describing its shape. Likewise I have been posted at one of the Regional Centres of IGNOU and have been involved with admissions, pre-admission counseling, post admission counseling, handling e-mail and personal queries and resolving grievances, study centre interactions and monitoring , especially at the time of induction meetings, conduct of practical sessions, examinations

etc. Implementation of Programmes developed by the 21 Academic Schools which are at Head Quarters is another area.

I can state with some pride that a former Dean of a Medical College thought that I was a medical doctor, others have thought that I was a Library Science professional, a Nursing teacher and also very recently that I was a Psychologist. This I think is my greatest learning that I am able to put my heart and soul into my work and speak with an air of authority with the people and students that I interact with. I have learnt that there is no end to learning and learning is indeed Life Long. I have become a Generalist and am no longer a specialist, but I truly think that my life has been enriched over the years that I have been involved in working with a Distance Education University.

int.WOJDE: Did you have supportive practices/programs for the education of women and girls through your work at University?

Kalpana GUPTE: Women were never thought of or treated differently. Although IGNOU does have a scheme for special study centre for women, the need was not felt in a place like Pune which has historically seen great women reformers in the field of education like Savitribai Phule, after whom the University of Pune has been renamed. The SNDT Womens' University and the Karve Stree Shikshan Sanstha are other historic institutions in Pune and Maharashtra as compared to other parts of the country. Pune is known as the Oxford of the East and is quite progressive and liberal in its socio-cultural outlook. Today, men and women are treated almost equally in Maharashtra. Hence although I had approached several institutions when the scheme for special study centre for women was launched, we did not receive any response. Some of our current study centres are located in minority institutions and they attract a large number of women from the deprived sections and communities and they are encouraged to enroll and complete their chosen Programmes of study.

int.WOJDE: As a woman, what do you think should be done for a more effective distance education of women?

Kalpana GUPTE: Better access is needed, especially in the remote areas and more outreach and advertisement. We have opened study centres in all the districts, especially the backward areas of Marathwada (former Nizam State) and Khandesh (north) region of Maharashtra. There is one study centre which is opened at a taluka town/block level in Nandurbar district which has almost 100% tribal population and is neighboring the backward region of Gujarat State.

It is felt that these study centres and the colleges which host them will provide easy access and the right atmosphere for the women residing in these areas. The study centre in Ahmednagar is run by Christian minority institution which has a long history of service to the community and runs several Social Work Programmes. The Study Centre in Pune is run by another Muslim Minority institution and the women study in this campus and feel very safe here. It is open to all, but the women from minority communities and their families have a feeling of trust and can study well here. Creating the right kind of atmosphere is the key for effective distance education for women and will go a long way in achieving the purpose.

int.WOJDE: You must have had interesting experiences during your work in distance education. Could you please tell us about some of those?

Kalpana GUPTE: I have narrated several instances while responding to some of the questions above. A few more – A lady who is 74 years old has completed a Post Graduate Diploma in Gandhi and Peace Studies while shuttling between Pune and attending to her grand-daughter in Mumbai. She has now enrolled for an MA in History and also intends to enroll for a Certificate in International Humanitarian Law.

A 65 year old woman who is an author of Marathi books enrolled for MA in Psychology. She completed the Programme within the minimum duration with 65% marks. She had worked in the Family Court during the internship and is now been appointed as a Counsellor at the Family Court. She has also recently authored a book on Marital Issues.

A young woman who was a Sarpanch in a village, Bhalgudi in Paud taluka is studying and struggling to complete her BSW along with her family, farm and village duties. She also works in the Chinmaya Mission, a spiritual organization, near her village.

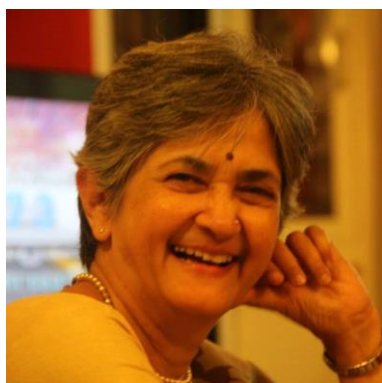
Another former Cooperator (local municipal representative) enrolled for MSW and completed it. She recounted the time when she had visited the Collector's office along with a women's delegation against liquor and at that time some officer had derisively remarked, "What do you know? Are you a qualified Social Worker?" This not only annoyed and aggravated her, but spurred her on to achieve and she decided to enroll for the MSW Programme which she successfully completed.

Another young man had lost his job in a private B.Ed College as a lecturer. He was heartbroken and also quite depressed as he had a family to look after and aging parents too. He decided to study Library Science. He completed B.LISc, M.LISc, cleared the National Eligibility Test for Lecturers/Librarians. Despite having got a job in the Indian Institute of Information Technology, Pune, he decided to join a College near his home town in Kolhapur as he thought that he would have a better opportunity to develop the College Library. He is quite happy and enjoying his work in the relative peaceful and pleasant climes of the town and away from the hustle and bustle of the busy city life. This is what he chose after having excelled in his studies as he wished to pay back to his own soil.

There are innumerable other stories and experiences which bring joy to me of having tried to do a good job.

int.WOJDE: Our thanks go to Dr Kalpana GUPTE for sharing her invaluable distance education/learning experience as a female professional with the int.WOJDE readers.

BIODATA OF DR. KALPANA GUPTE:



Dr. **KALPANA GUPTE** is Deputy Director, IGNOU Regional Centre, Pune. She has been working in the field of Distance Education since 1997 starting as an Asst. Regional Director. Prior to joining IGNOU she was Associate Coordinator at the State Resource Centre for Non Formal Education, Indian Institute of Education, Pune, where she was involved in the Post Literacy phase and worked with women and out of school adolescent girls. She has over a decade of teaching and research experience in several colleges in Maharashtra at the Under Graduate and Post Graduate level. She has worked as a Research Associate at the Centre for Development Studies and Activities, Pune.

She has also translated several articles from Marathi to English for research work of Prof. Frank Conlon, University of Washington. Her extra-curricular activities and interests range from Civic issues, Ecological studies, practicing Yoga and Cancer Awareness and Peer Support.

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LESSONS ON LIFE AND LEARNING FROM A 93-YEAR-OLD GRADUATE

Written by Heidi STASESON, June 14, 2017
Another Athabasca University Convocation,
another resounding success.

**One of the star learner is ninety-three-year-old,
She is Louisa DALEY**



**Louisa DALEY, BGS graduate, 2017,
Athabasca University [photo by Stacy Swanson]**

Perhaps (so we've been hearing) even one of the better ones to date! From Thursday through Saturday last week, 400 of the nearly 2,000 graduates, from across Canada and beyond, descended upon the impressively festive Town of Athabasca, Alberta, to receive their university degrees.

Accompanied by their respective 'people' -the beaming friends and family members who cheered their loved ones on as they walked across the convocation stage, eyes smiling, pride intact, to receive the official parchment marking the final pay-off to their academic perseverance.

One of these star learners is ninety-three-year-old Louisa DALEY -proud possessor of not one, but now two AU degrees. And while she acknowledges last week's milestone was the essential cap-off to a life's history worthy of a memoir (a narrative she's been working on,

by the way, under the guidance of Assistant Professor Dr. Angie Abdou), this feisty and fierce nonagenarian says she has no plans to go soft when it comes to soaking up as many facts as she can- for whatever well-spent time she has left.

Louisa, or 'Louise' as she insists on being called -'otherwise you make me feel old,' she quips- is a resident of Calgary where she has lived since 1981 when, at the age of 58, she left her native England to be closer to her eldest daughter, Jannette.

History in the Making



Louisa Gertrude Claydon, was born March 18, 1924, in the village of Norton in Stockton-on-Tees, County Durham, where she lived until she was nine. In 1939, at the age of 15 (and after a few years spent village hopping), she and her parents finally settled on a home in Hartlepool, a neighbouring county on the North Sea Coast where, for 42 years, Louisa remained under one roof: 209 Raby Road.

It would later become the home for her own family after she and future husband, Thomas Daley, rented the place (her parents had downsized to a small cottage), paving the way for their four daughters: Jannette, Kathleen, Eileen and Miriam, in that order.

"You didn't go into hospital in those days — every child was born in the house: my four girls," said Louise.

The Hartlepool dwelling provided a proper setting for a doting mother and housewife (later, with her children grown, she would work briefly in insurance sales). It was a home enlivened with music, laughter and amateur talent shows that multiple siblings do best. Louise wrote the plays they performed, sewed the sisters' fashionably smart dresses and developed her craft and competitive edge for writing poetry and prose.

She recalls a period when she played consummate 'host' to myriad neighbourhood children -often urchin-like, scruffy and starving of adequate adult attention.

In one case, a couple- the father was a doctor- had simply dropped off their brood of seven, unkempt and unannounced, while the parents went to London for an undetermined period. It was almost akin to a private orphanage from the home: Louise, the 'trustworthy den mother of Durham County,' if you will. Such was the reputation she had unwittingly acquired in their Hartlepool neighbourhood.

But in January 1979, the proverbial, sweet music tinkered out. At the age of 58, Thomas succumbed to liver cancer. Louise had been care-giving for her beloved 'Tom' for just four months – the disease was that fast-spreading.

Seeds of Re-thinking

Back to the Canadian leg of her long life: It's 1983 and Louise is 60-years-old, living in Calgary for two years. She's been devoting much of her time to leisure activities like her artfully beaded greeting cards, tailor-made with verses she composes. Or knitting doll's clothes and dishcloths, like the ones you find at church bazaars. Of course, there is always her old-faithful Coronation Street on the telly (she doesn't miss it to this day). And one day she will even sprinkle some travel into the mix — going on faraway excursions, including a trip to Australia with daughter Jannette, to visit two daughters living there, and to finally meet her great-grandchildren (she has 15 of them, along with 17 grandchildren, and one great-great-grandson).

But her cultured mind craved more. For a few years, back in England, before moving to Canada, Louise had taken five courses at the Open University – a distance education institution based out of Milton Keynes, in the country's Buckinghamshire County. She had enjoyed that experience immensely. Harkening back to that time, she once again decided upon a change. After some initial research into post-secondary programs, she discovered Canada's equivalent open-and-distance program: Athabasca University.

With the clear goal of gaining her first degree, Louise traded in dishcloths for distance education and enrolled at AU. It became the pedestal for her word-smithing, caustic wit and standing among family members as hands-down champion of arguments. It was the perfect way to channel her passion for intelligent (and vocal!) thought.

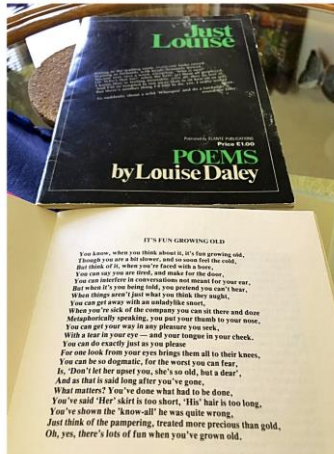
In 1999, 16 years later at the age of 75, Louise graduated from AU with her Bachelor of Arts degree. While it certainly was a moment of pride for the English lass of working-class heritage, daughter Jannette recalls something else: Her mother was slightly disgruntled to discover, at convocation, she wasn't actually the eldest graduate she'd always assumed to be.

Another gentleman learner had beaten her to the punch. He was 83.
You can guess the rest.



"I remember that well," said Jannette.

"At the time I thought, 'Oh no. Here we go again!'



And Louise decided to give the 'college try' another go. The next year she was back at AU. This time taking her Bachelor of General Studies (BGS) degree program.

Seventeen years later -with 34 years of AU under her belt- and four generations of female family members from across the Canada by her side, Louise wheeled across the Athabasca University convocation stage, her great-granddaughter, Alexis from Bolton, Ontario, proudly pushing her chair toward the degree in the presenter's hand.



Life On The Bright Side

*English-style biscuits and tea,
courtesy of Louise Daley
[photo by Heidi Staseson, 2017]*

Speaking with Louise in her home over English-style tea a week earlier, she was more unassuming about her AU achievement than the ear-to-ear smile would depict on convocation day.

"I'm pleased. I don't look at it as if it's a trophy, for some reason; I'm just doing what I've enjoyed doing," she said, candidly.

Louise's professor, Dr. Jane Arscott, says Louise is "the quintessential lifelong learner" - One with an open mind and a positive attitude.

"She's very lighthearted; you have to see the best in things," notes Arscott.

"Louise often refers to life as being like a long hallway with many doors: you have a chance to open them as you go along, and take a look around at what's inside. And even though there are terrible things that may happen (as they did in her life), she is somebody who looks on the bright side -and she encourages others to do that as well. That's Louise."

I don't look at it as if it's a trophy, for some reason; I'm just doing what I've enjoyed doing. ~ Louisa Daley

This graduate-turned-AU-icon has some matter-of-fact advice for future learners: Keep looking ahead and live each day with gratitude.

"I did as much as I did because I'm always looking forward. I don't sit and moan about things that I can't help," she explains.

What's next for the wry woman from Norton who some say bears an uncanny resemblance to The Queen (even though she says the comparison has always been "a thorn in my side.")?

"I'm going to enjoy it right to the very end. I'm not going to sit and start crying 'oh I'm old – I can't do this, and I can't do the other ... The way I'm looking at it is: I want to go out with a big bang. But I'm not going to do anymore studying. I don't think."

Source:

http://news.athabascau.ca/news/93-year-old-university-graduate/?utm_source=Athabasca+University+News&utm_campaign=e93aec7bf0-NEWS_RSS_EMAIL&utm_medium=email&utm_term=0_3cf7d17bdc-e93aec7bf0-285026545 Written by Heidi STASESON, June 14, 2017.