

- ▶ 2nd Class Plan
- ▶ 3rd Class Plan
- ▼ Chapter notes
 - ▼ Learning shaped by contemporary society
 - ▼ How was learning shaped by past societies?
 - WW2
 - ▼ Feudal
 - Apprenticeship
 - Industrial Society
 - ▼ Give example of an "interactive process between learner and social
 - Dewey and Democracy
 - Payroll Systems
 - Cash registers
 - ▼ Rate of Change
 - WWII
 - Current technology push
 - It is the nature of these changes
 - ▼ Chapter 1 continued on Friday
 - ▼ Globalization
 - ▼ Has always been a feature of life, but limited by transportation
 - Def p. 11
 - ▼ Seen as loss of low-wage (?) manufacturing jobs
 - Developing countries can move much more quickly to manufacturing than to information.
 - Market economy
 - Information economy
 - ▼ Brysk four points - p. 12
 - Connection - greater traffic
 - Cosmopolitanism - influence beyond national governments
 - Communication - diffusion of ideas
 - Commodification - extension of market-like behavior
 - ▼ Effects on global learning
 - Change = disequilibrium
 - ▼ Change puts control of education in business
 - Quality improvement
 - Business practices
 - Literacy!
 - HRD
 - Learning Organization
 - ▼ Education becoming a comodification
 - Culture of consumption - p. 14
 - "Branding"

- Learning is seeing producer-consumer mentality
- Schools are in the knowledge "business"
- More true with adults (as we will see)
- There is a market for adult learning!
- ▼ Move to service
 - A "working man" used to be able to make a good wage in manufacturing. Now, as those jobs disappear and unions lose power, the "working man" with no education can only go to low-pay service jobs.
 - Automation
 - Workers move to low-skill low-wage service jobs
 - ▼ So both the high and low paying sectors are growing
 - Education is the gate-keeper
- ▼ Move to information society
 - Human capital replaces machinery as the prime business commodity
 - Businesses spend more on education than public higher education
 - ▼ Change means the **ability to learn** is itself a valuable skill
 - Which is why I've asked for your commitment sheets. One of the skills of learning is planning enough time to interact with the material.
 - 50% of skills are outdated in three to five years
 - Technology even faster paced
- ▼ Change in American Labor force
 - Diversity
 - Growth of white collar
 - Increase of women
- ▼ Learning organization
 - Cover in chapter 2
 - ▼ Ability for an organization to evolve to meet global needs.
 - Global means being "literate" in local realities
- ▼ Technology
 - As metaphor in education and learning
 - ▼ Workplace changes
 - ▼ Driver of rapid change
 - Speed of innovation
 - Fundamental societal change
 - ▼ "Explosion" of information
 - Size
 - Access
 - Dissemination
 - ▼ Media extends human ability
 - Computers extend mental ability
 - Responsibility is flattened
 - Jobs are eliminated and created

- ▼ Location

- Free to work anywhere

- ▼ Telecommuting

There are many examples here in the Valley of D.C. workers who spend a large majority of their time telecommuting.

It's a requirement of government.

- Maybe 1 in 5 do some form of telecommuting
 - CSCW

- ▼ Effects on adult learning

- Professions change with new technologies
i.e. auto mechanics

- ▼ Availability of new delivery systems

i.e. Blackboard

- Ability to access and organize information is the new great skill

- ▼ "Digital divide"

- Ubiquity of public computers

- ▼ Conclusion

- ▼ These all relate in a number of ways

- Alternative work structure
 - Saturation of traditional positions

- ▼ Values of capitalism

- ▼ Material values

- Education becomes a "material"
 - Social justice = economic opportunity
 - Note Drucker's "Post-Capitalist Society"
 - Institutional education market is now global
 - New categories of learning are defined (chapter 2)
 - Higher ed is now seeing different students