

Learning Beyond the Classroom

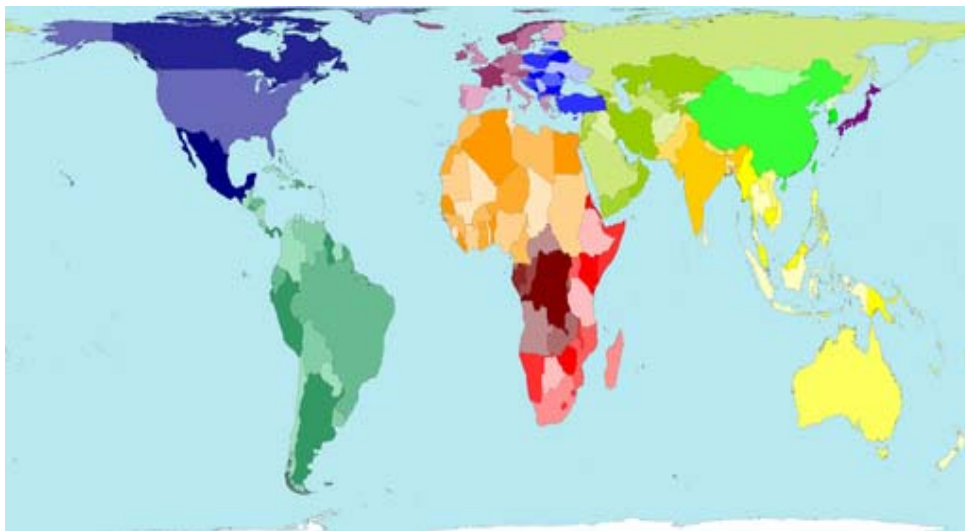
Big Issues Seminar

Tom Bentley

November 16th 2009

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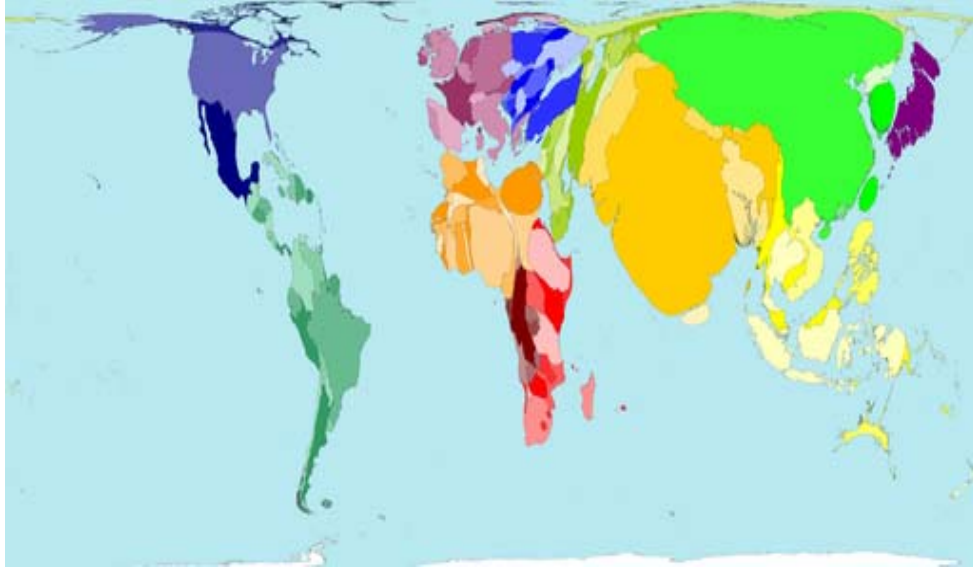
Land area



Source: worldmapper.org

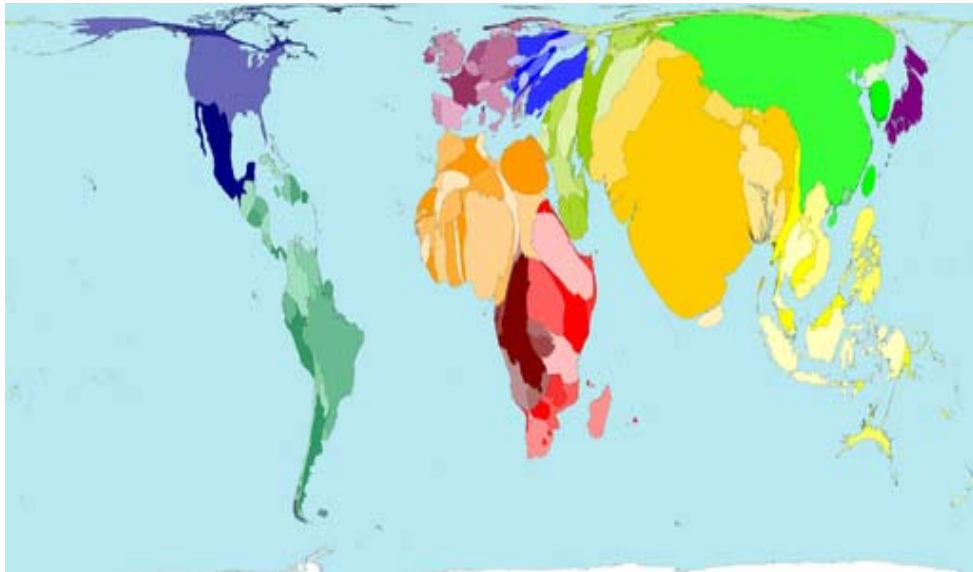
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Population 2000



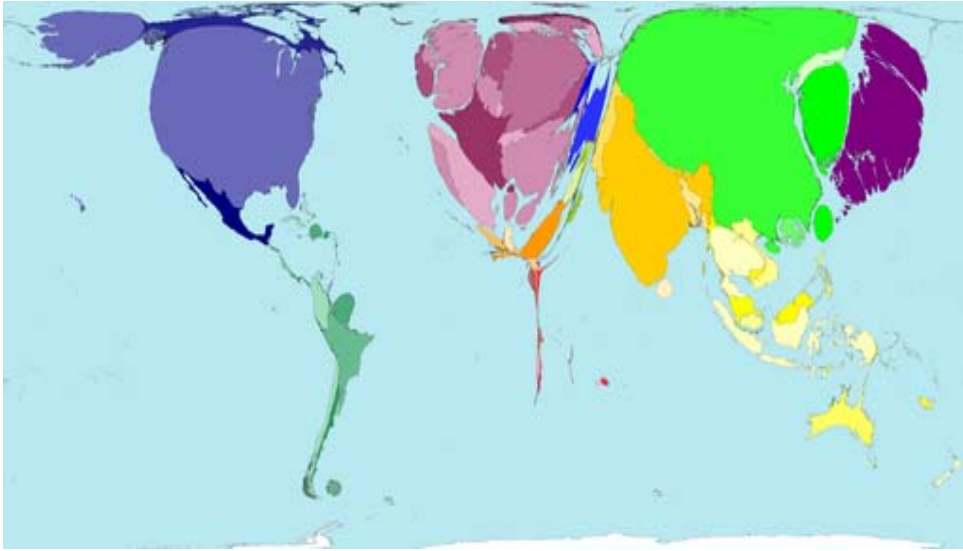
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Population 2050



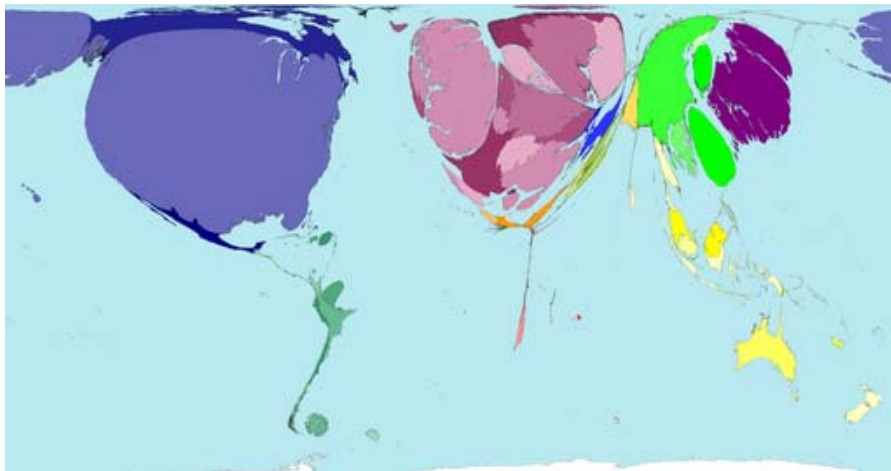
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Wealth increase 1975-2003



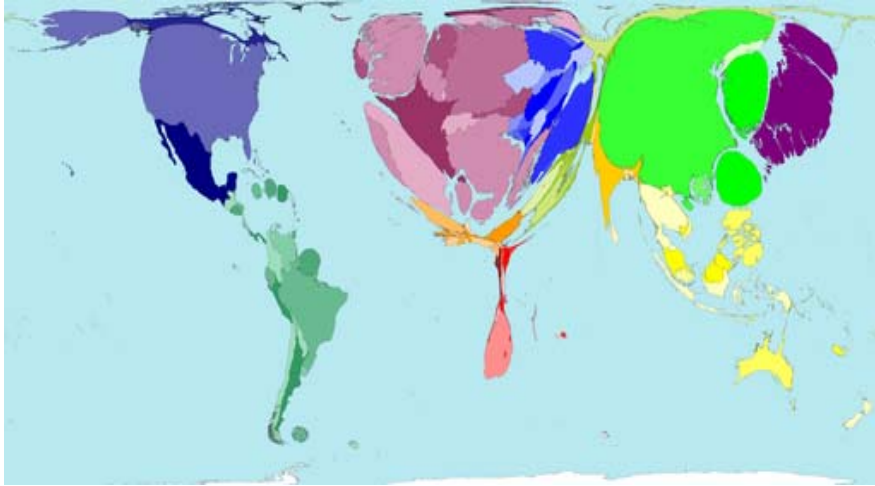
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Cell phones 1990

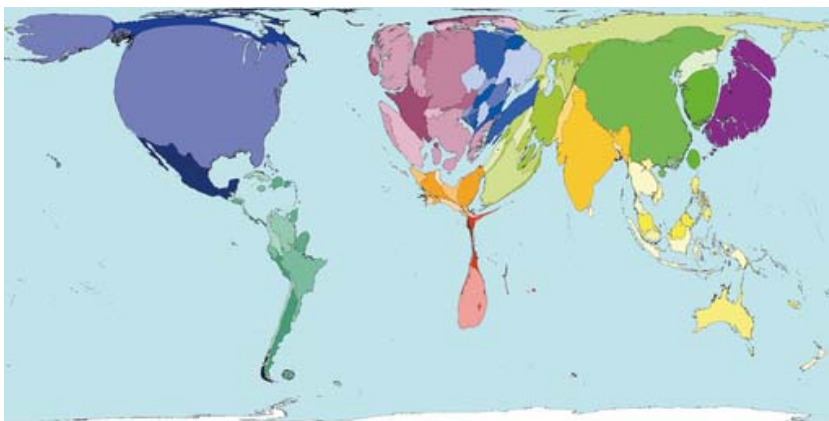


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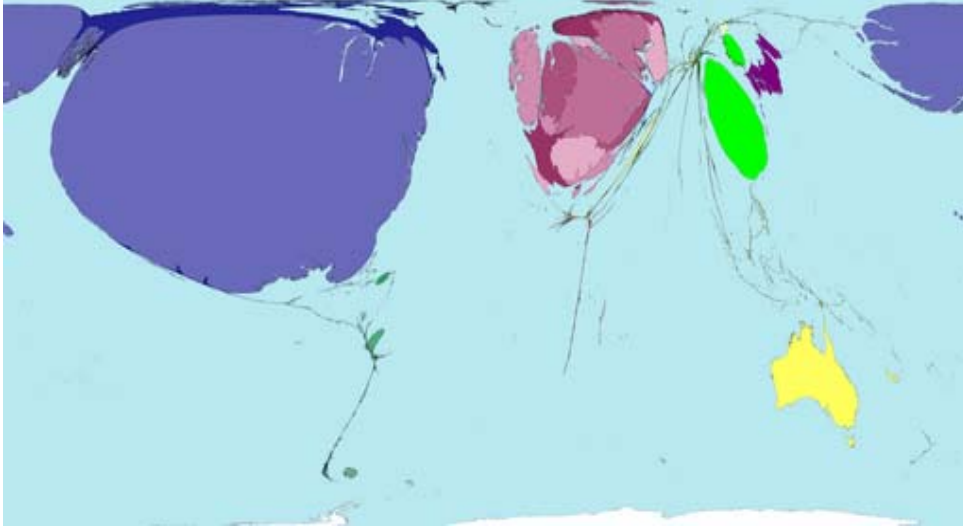
Cell phones 2002



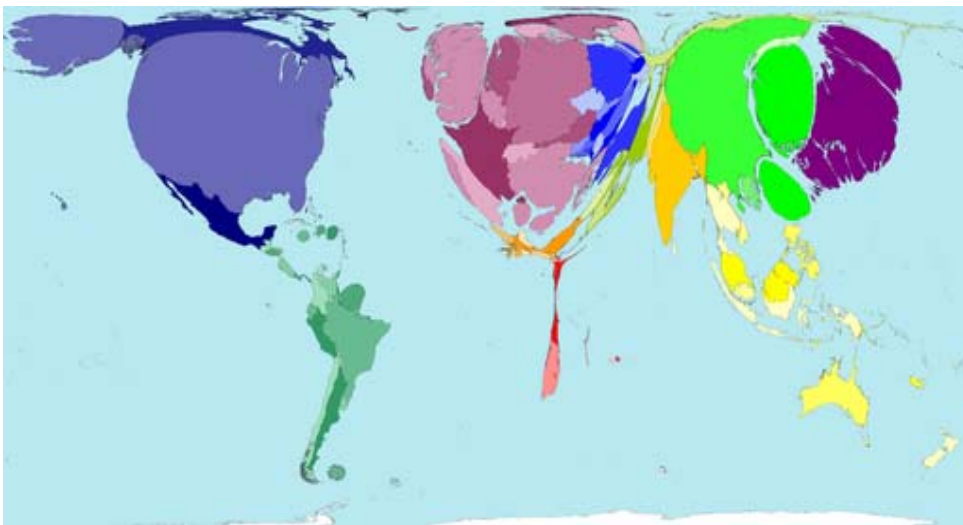
Carbon emissions 2000



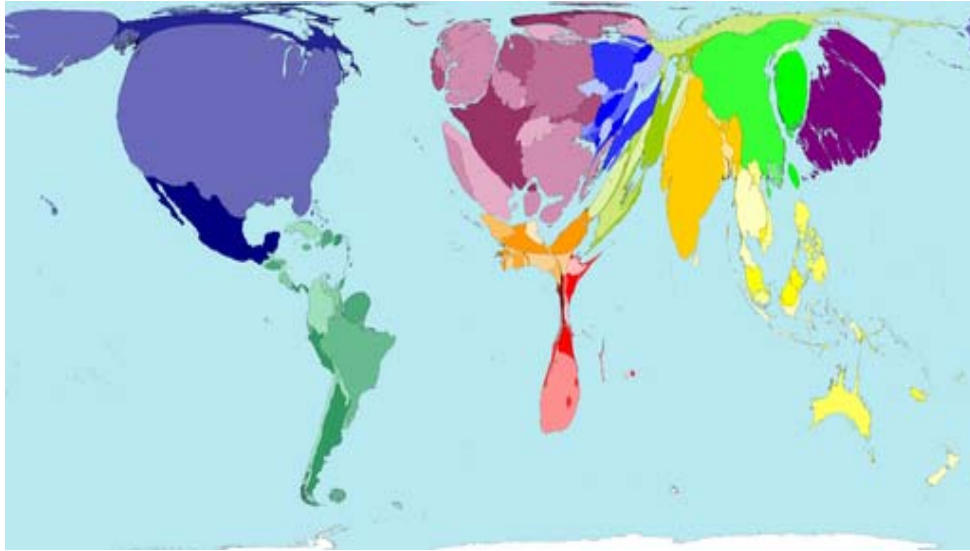
Internet users 1990



Internet users 2002

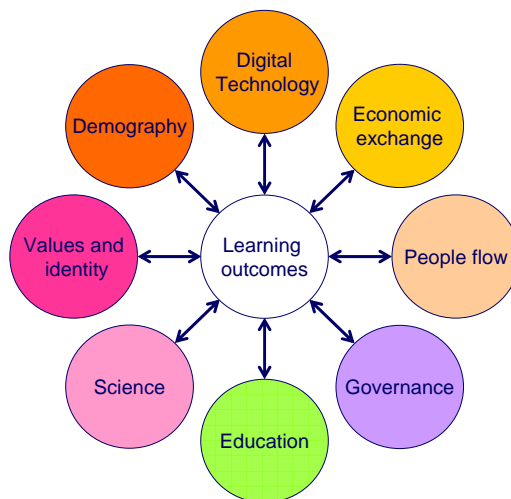


Primary education spending growth 1990-2001

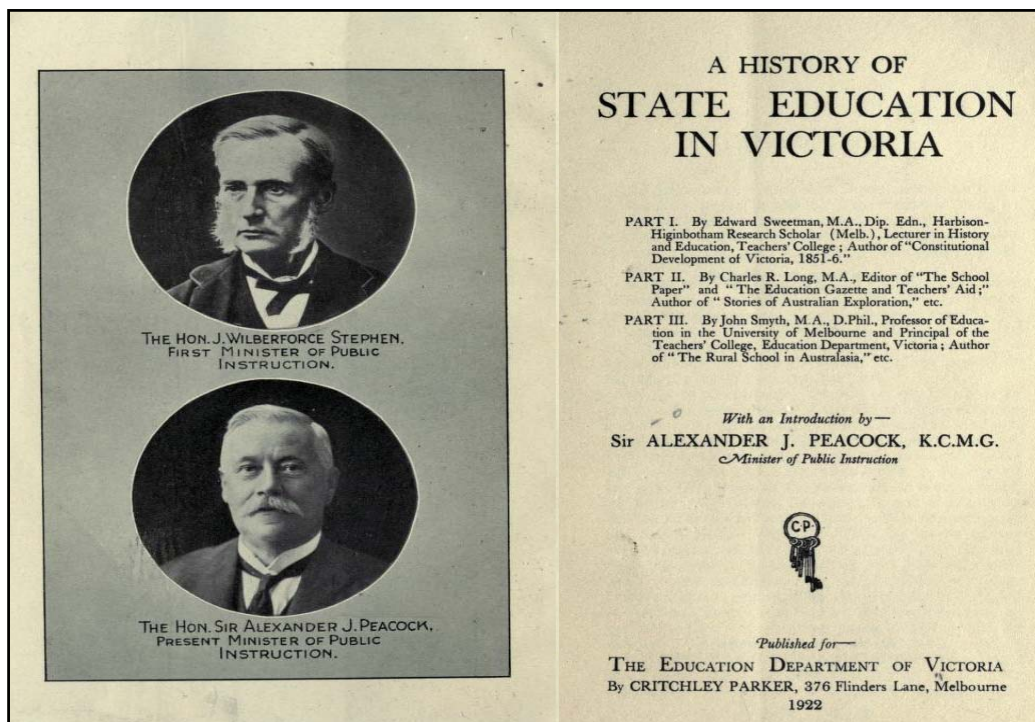


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Drivers of global change



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The evolution of universal schooling

"...the passing of the Education Act of 1872, with its provision for free, secular and compulsory education for the children of Victoria."

"As the story unfolds, the reader is able to trace the gradual development of our far-reaching arrangements to provide all our children with the elements of a sound education, and those especially gifted with continued training up to the technical school or the University."

19th to 20th century education

Religious and philanthropic (voluntary) schools

Mechanics Institutes

Universal (compulsory) schooling

Raising of school leaving age through to 1980s

Expansion of tertiary education

Emergence of pre-schools

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21st century: the need for a learning society

"We need an education system that turns everyone into a lifelong learner and an innovator."

Angel Gurría, OECD Secretary-General
27 February 2007

A learning society might mean more research, more students, more qualifications, more time spent in formal education, and higher rewards for knowledge specialists.

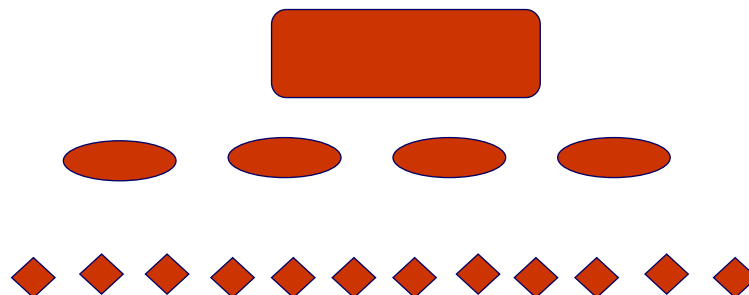
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Today's learning priorities

Pre-school guarantee
Literacy and numeracy
Improved year 12 retention
'learn or earn'
Closing the gap
Higher ed expansion

Ageing society
Lifelong learning
Productivity in knowledge economy
Social inclusion and stronger communities

The underlying model of education systems



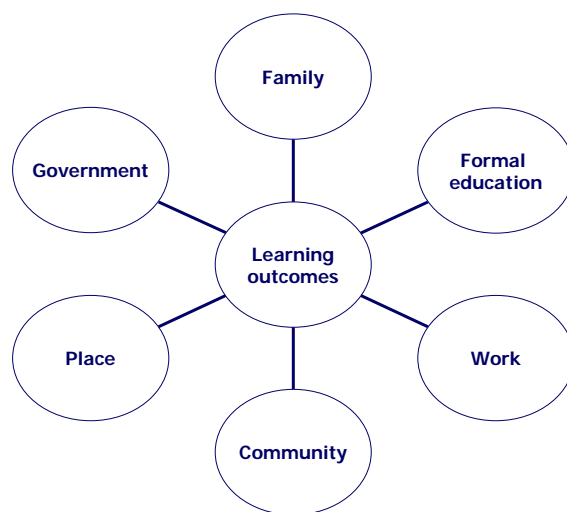
Long term pressures...and opportunities

Demographic
User-led demand
Disruptive innovation
Economic and social change
Imperfect institutional control

Learning embedded in families, communities, workplaces
Open access through networks
Co-creation of content and value

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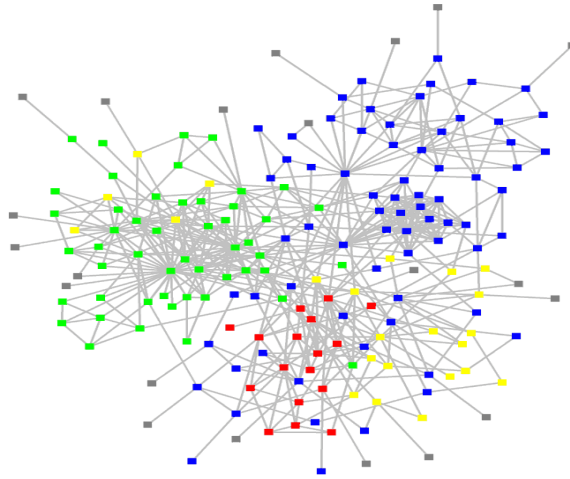
Foundations of learning systems



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The shift to networks



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[Vicnet](#)

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Three tests of an education system

How far do we motivate young people to continue learning throughout their adult lives?

How well can they apply knowledge and understanding gained in school *in other contexts*?

How well does it support the need of any learner to integrate learning into the rest of their lives?

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Elements of new learning systems

Personalisation

Open networks and access

Diverse participation and voice

Strong connections between theory and practice, research and teaching

Communities of practice formed through networks and clusters

Structures and systems formed around projects and teams

Formative evaluation which empowers participants to learn more

Driven by ongoing, open collaboration

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Indicators of disadvantage

SOCIAL DISTRESS: low family income, rental stress, home purchase stress, lone person households

HEALTH: low birth -weight, childhood injuries, immunisation, disability/sickness support, life expectancy, psychiatric admissions, suicide

COMMUNITY SAFETY: child maltreatment, criminal convictions, imprisonment, domestic violence

ECONOMIC: unskilled workers, unemployment, long -term unemployment, dependency ratio, mean taxable income, limited computer use/internet access

EDUCATION: non -attendance at preschool, incomplete education (18 -24 years), early school leaving (population), post -schooling qualifications

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Hume Global Learning Centre, Broadmeadows



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Learning beyond the classroom examples

Premier's Reading Challenge

CityScape

Ohmynews.com

Curitiba: urban planning for open learning

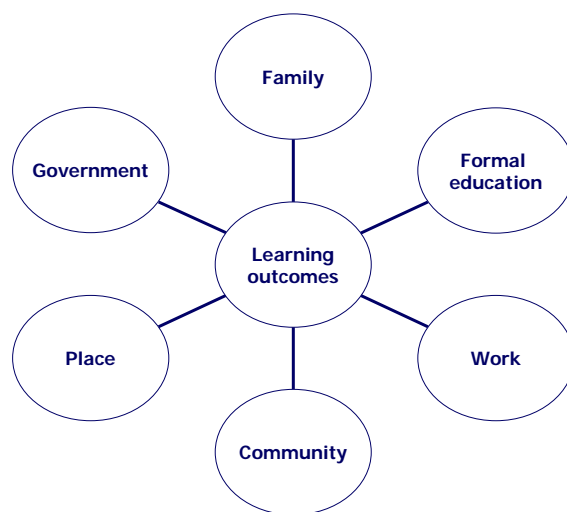
Connexions: creative commons for educators

Schools First: rewarding community collaboration

Hume Global Learning Village

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Foundations of learning systems



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Challenges for policy and practice

Local design: access, integration

Access to content and networks

Developing learning and information skills

User-led learning: how far to go?

Managing demand: legacy vs potential?

Harnessing scale: linking infrastructure