Learning Beyond the Classroom

Big Issues Seminar
Tom Bentley
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Land area

Source: worldmapper.org
Wealth increase 1975-2003

Cell phones 1990
Cell phones 2002

Carbon emissions 2000
Primary education spending growth 1990-2001

Drivers of global change
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

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.
### Today's learning priorities

<table>
<thead>
<tr>
<th>Pre-school guarantee</th>
<th>Ageing society</th>
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<tbody>
<tr>
<td>Literacy and numeracy</td>
<td>Lifelong learning</td>
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<tr>
<td>Improved year 12 retention</td>
<td>Productivity in knowledge economy</td>
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<td>‘learn or earn’</td>
<td>Social inclusion and stronger communities</td>
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<td>Closing the gap</td>
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<td>Higher ed expansion</td>
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### The underlying model of education systems

![Diagram of education systems model]

- [Diagram of education systems model]
### Long term pressures...and opportunities

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Learning embedded in families, communities, workplaces</th>
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<tbody>
<tr>
<td>User-led demand</td>
<td>Open access through networks</td>
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<tr>
<td>Disruptive innovation</td>
<td>Co-creation of content and value</td>
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<td>Economic and social change</td>
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<td>Imperfect institutional control</td>
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### Foundations of learning systems

![Diagram of Learning Outcomes]

- **Family**
- **Government**
- **Formal education**
- **Place**
- **Work**
- **Community**
- **Learning outcomes**
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?

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
**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**
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

Foundations of learning systems

- Family
- Government
- Formal education
- Place
- Work
- Community

Learning outcomes
<table>
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<tr>
<th>Challenges for policy and practice</th>
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<tr>
<td>Local design: access, integration</td>
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<td>Access to content and networks</td>
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<td>Developing learning and information skills</td>
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<td>User-led learning: how far to go?</td>
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<td>Managing demand: legacy vs potential?</td>
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<td>Harnessing scale: linking infrastructure</td>
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