

*Department of Adult Education & Counselling Psychology
Ontario Institute for Studies in Education
University of Toronto*

LIFELONG LEARNING AND SOCIAL CHANGE

AEC1131H
Fall Session 2003

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COURSE DESCRIPTION AND OBJECTIVE

This course introduces the theories, policies, and practices of lifelong learning within the context of current global social, political and economic change. It examines the impact of globalization on educational policy and workplace learning and training as they relate to lifelong learning. The course, in particular, examines how changes in policy, governance, and education are initiated by and reinforce changes in the economy and work. It analyzes ways in which the international division of skills, training, and knowledge-creation arises in relation to the emerging global economy. The course also critically reflects on the centrality of race, gender, class, sexuality, and disability in lifelong learning policy, theory, and practice, and analyzes their implications for research areas in the field of adult education. Furthermore, it provides an opportunity for us to reflect critically on the political, social, pedagogical and organizational implications of lifelong learning. Specifically, we will try to critically analyze key debates about the relationship between lifelong learning, social exclusion, and the changing conceptions of skills.

APPROACH TO TEACHING AND LEARNING

In teaching/learning settings, I see my role primarily as an analytical and reflective practitioner, planner and facilitator. We all will be involved in a participatory learning effort; your experience and input are as significant as the accumulated knowledge on the topic. You are, therefore, expected to actively contribute to the learning process. Your learning needs and agenda will be incorporated in the course as well.

CLASS FORMAT

Class sessions will operate as seminars. In collaborative learning we depend on one another to make the experience rich and useful. Therefore, I expect you to attend all class sessions and to actively participate in discussions. In order to enrich your participation, you are expected to devote sufficient time to reading and accomplishing learning activities prior to class session.

LEARNING ACTIVITIES

There are three learning activities designed for this course:

Reading Circles	20%
Review Paper	30%
Research Paper	40%
Class participation	10%

Total 100%

These activities should be seen as one cohesive project rather than a fragmented one. This means that you should choose one or more related topics, organize, discuss, and present your ideas from the readings in a Reading Circle. Then you write a literature review of one or more of the readings as your Review Paper. Finally, the incorporation of and expansion on the readings and writing of the first two parts constitute the structure of your Research Paper.

In assessing your learning, I will focus attention on the following factors:

1. An active and responsible level of participation.
2. Evidence of your ability to integrate new knowledge and to effectively communicate your understanding in writing.
3. Evidence of your ability to critically analyze and appreciate alternative perspectives.
4. Indication of your efforts in preparing your assignment including accuracy of sources cited, organization, clarity, and focus.
5. Indication of innovation in data collection.

Reading Circles

This learning activity will indicate your theoretical grasp of topics covered in this course and your ability to critique and apply theoretical knowledge. This is an on-going activity. Every week, two or more participants will be assigned the task of leading the discussion of the following week. This involves working in a group, and you are expected to show your grasp of the reading materials as well as your ability to communicate them to others. In presenting the topic of discussion and assigned readings, you are encouraged to create a space for participatory dialogue. All participants in the course are also expected to be fully familiar with the content of the reading materials, even if they are not directly responsible for leading the discussion. This is one reason why the activity is called 'Reading Circle'; we join in as informed members of the circle.

Grade 20% of the total grade

Review Paper

You will choose among a number of topics covered in the course, and will select one or more readings assigned for the topic to write a review. The Review Paper should be informed by conceptual and theoretical frameworks covered in the course.

Grade 30% of the total grade
Due Date Within a week after the discussion of the selected topic in the class

Research Paper

This is the final learning activity, as such it should be informed by conceptual and theoretical frameworks covered in the course. It should show your advanced understanding of the course and more in-depth analyses or critique of theoretical, pedagogical, and policy related issues covered in the course.

Grade 40% of the total grade
Due Date December 3, 2003

Please keep a copy of all your assignments and put your phone number on the covering page. Electronic version of assignments, that is, email messages or attachments will not be accepted.

GREENING OUR CLASSROOM

In support of the Department's Environmental Policy, I encourage you to hand in your assignments on used paper, non-bleached recycled paper, and print double sided. Furthermore, please refrain from bringing disposable cups, dishes, etc. into the class.

SEMINAR TOPICS AND READINGS

Reading assignments include policy documents, book chapters, and a number of articles from diverse sources. Other readings may be assigned during the conduct of this course. You are encouraged to bring other readings to the course. We may also cover topics other than the ones listed for each week.

September 10 **Introducing the Course**

Selected Topics: Why this topic; identifying our interests and learning objectives; review of the course outline; and the struggle over lifelong learning theory, policy, and practice.

September 17 **Lifelong Learning and Social Purposes**

Selected Topics: The history of the development of the concept of “lifelong learning” and its various meaning will be analyzed within international and national contexts. We will also explore the social, pedagogical, and political purposes of lifelong learning. Our reading will introduce us to some of the terminologies, concepts, and debates which we will cover in-depth throughout the course.

1. Staffan Larsson (1997) “The meaning of life-long learning,” in Shirley Walters (ed.) *Globalization, Adult Education and Training: Impacts and Issues*. London: Zed Books: 250-261.
2. Berndt Gustavsson (1997) “Life-long Learning Reconsidered,” in Shirley Walters (ed.) *Globalization, Adult Education and Training: Impacts and Issues*. London: Zed Books: 237-249.
3. Jane Thompson (2000) “Social inclusion and lifelong learning: A critical analysis,” Centre for research in lifelong long learning, Scottish Forum on lifelong learning - Forum Report No. 2: 2-6.
4. Jim Gallacher and Beth Crossan (2000) “What contribution can lifelong learning make to social inclusion: A review of the research,” Centre for research in lifelong long learning, Scottish Forum on lifelong learning - Forum Report No. 2: 7-16.
5. Bob Brownhill (2001) “Lifelong learning,” in Peter Jarvis (ed.) *The age of learning: Education and the knowledge society*. London, UK: Kogan Page: 69-79.
6. David Bills (2000) “Social, demographic, economic, and technological trends affecting lifelong learning,” National Centre for Education Statistics, Working Paper Series: 53-71.

September 24 **Lifelong Learning and Policy Framework**

Selected Topics: We will critically examine the impact of lifelong learning policy on education, workplace training, organizational learning and research policy. Our main question is: What are the key factors in policy debates on lifelong learning? In reading the original policy documents, we will pay attention to similarities and differences among state approaches to lifelong learning policy and ask: How is the ‘European Memorandum on Lifelong Learning’ relevant to the rest of the world? We will engage closely with the World Bank policy document on lifelong learning, and examine it in the context of current global educational, training, and work changes.

Policy Readings

7. Jacques Delors, et al. (1998) *Learning: The Treasure Within*. Report to UNESCO of the International Commission on Education for the Twenty-first Century.
8. Taskforce on Lifelong Learning (1995) *Lifelong Learning and the New Economy*. Premier’s Council on Economic Renewal, Government of Ontario. 23 pages.

9. Commission Staff Working Paper (2000) *A Memorandum on Lifelong Learning*. European Council. 36 pages.
10. National Center for Education Statistics (2000) *Lifelong Learning NCES Task Force: Final Report, Volume II*. Working Paper Series. "Appendix A: Definition of lifelong learning," pages 1-4; "Appendix B: Literature review," pages 5-48.
11. David H. Fretwell and Joe E. Colombano (2000) "Adult continuing education: An integral part of lifelong learning: Emerging policies and programs for the 21st Century in upper and middle income countries," World Bank Discussion Paper, April, 35 pages.
12. Enrique Pieck (2002) "Lifelong learning and work in developing countries," in Carolyn Medel-Añonuevo (ed.) *Integrating Lifelong Learning Perspectives*. Hamburg, Germany: UNESCO Institute for Education: 113-124.

October 1 Lifelong Learning and Policy Framework

Policy Debates

13. André P. Grace (2002) "Lifelong learning: International perspectives on policy and practice," in Mojab, Shahrzad and William McQueen (eds.) *Adult Education and the Contested Terrain of Public Policy*. Toronto: The Canadian Association for the Study of Adult Education: 128-133.
14. Colin Griffin (2001) "From education policy to lifelong learning strategies," Peter Jarvis (ed.) *The age of learning: Education and the knowledge society*. London, UK: Kogan Page: 41-54.
15. Rosa Maria Torres (2002) "Lifelong learning in the North, education for all in the South," in Carolyn Medel-Añonuevo (ed.) *Integrating Lifelong Learning Perspectives*. Hamburg, Germany: UNESCO Institute for Education: 3-12.
16. Glenn Rikowski (2001) "Lifelong learning and the political economy of containment," unpublished paper, 29 pages.

October 8 & 15 Lifelong Learning and Globalization

Selected Topics: We will critically examine the relationship between globalization, knowledge economy, and lifelong learning. Our focus will be on the theoretical and policy debates on the connection between 'new economy' and 'new knowledge' in a comparative perspective.

Readings on Globalization

17. The World Bank (2003) "Lifelong learning in the global knowledge economy: Challenges for developing countries," A World Bank Report, Executive Summary.
18. Ewart Keep (2001) "Globalization, models of competitive advantage and skills," SKOPE Research Paper No. 22, Autumn.
19. Jane Cruikshank (2001) "Lifelong learning in the new economy: A great leap backwards," Conference Proceedings of the Canadian Association for the Study of Adult Education, 20th Anniversary Conference, "Recovering our stories, rallying to change," Université Laval, Québec City, May 26, pp. 49-54.

Readings on global sites of lifelong learning

20. Cheng Kai-Ming, Jin Xinhua & Gu Xiaobo (1999) "From training to education: Lifelong learning in China," *Comparative Education*, June, 35 (2): 119-129.
21. Joseph Zajda (1999) "Adult education and lifelong learning: New developments in Russia," *Comparative Education*, June, 35 (2): 151-161.
22. Golnar Mehran (1999) "Lifelong learning: New opportunities for women in a Muslim country (Iran)," *Comparative Education*, June, 35 (2): 201-215.

23. Michael Omolewa (2002) "The practice of lifelong learning in indigenous Africa," in Carolyn Medel-Añonuevo (ed.) *Integrating Lifelong Learning Perspectives*. Hamburg, Germany: UNESCO Institute for Education: 13-17.
24. David Livingstone (1999) "Lifelong learning and underemployment in the knowledge society: A North perspective," *Comparative Education*, June, 35 (2): 163-186.
25. André P. Grace (2000) "Canadian and US adult learning (1945-1970) and the cultural politics and place of lifelong learning," *International Journal of Lifelong Education*. 19 (2): 141-158.

October 22 & 29 Sites of Mapping the Practise of Lifelong Learning

Selected Topics: We will discuss major sites of lifelong learning such as workplaces, civil society, or social movements. We will also look at cities, organizations, and communities as learning sites. It is through this mapping process that we will try to understand the relationship between lifelong learning and formal, informal and non-formal learning.

26. Colin Griffin and Bob Brownhill (2001) "The learning society," in Peter Jarvis (ed.) *The age of learning: Education and the knowledge society*. London, UK: Kogan Page: 55-68.
27. Peter Jarvis (1999) "Global trends in lifelong learning and the response of the universities," *Comparative Education*, June, 35 (2): 249-257.
28. Ewart Keep (2001) "Learning organizations, lifelong learning and the mystery of the vanishing employers," ESRC Centre on Skills, Knowledge & Organizational Performance, University of Warwick.
29. Norman Longworth (2002) "Learning cities for a learning century: Citizens and sectors – stakeholder in the lifelong learning community," in Ken Appleton, Colin Macpheson and Debbie Orr (eds.) *Proceedings of the International Lifelong Learning Conference*. Yeppoon, Central Queensland, Australia, 16-19, June: 10-35.
30. André P. Grace (2002) "Intersecting instrumental, social, and cultural education to build and sustain inclusive lifelong-learning communities," in Ken Appleton, Colin Macpheson and Debbie Orr (eds.) *Proceedings of the International Lifelong Learning Conference*. Yeppoon, Central Queensland, Australia, 16-19, June: 181-187.
31. Griff Foley (2001) *Strategic Learning: Understanding and Facilitating Organisational Change*. Sydney: Centre for Popular Education. Chapter 3: "Back to basic: A political economy of workplace change and learning," (54-75); Chapter 4: "What do people actually learn in work?," (76-96) and Chapter 5: "Non-learning in organizations," (98-117).
32. Shahrzad Mojab and Rachel Gorman (2003) "Women and consciousness in the 'Learning Organization': Emancipation or exploitation?" *Adult Education Quarterly*, 53 (4): 228-241.

November 5 & 12

But, Who is the Learner & Where are they?

Selected Topics: In this section we will focus on the recipients of lifelong learning, that is, the learners. Inequality in lifelong learning will be explored in the context of gender, race, class, and sexuality in the labour market and skill training. We will study the global idea of 'Right to Education,' 'Right to Work' and 'Right to Learning' by asking: Whose rights and for what purpose?

33. Shahrzad Mojab, class presentation on *Who Moved My Cheese? An Amazing Way to Deal with Change in Your Work and Your Life*.
34. Julia Preece (2001) "Implications for including the socially excluded in the learning age," in Peter Jarvis (ed.) *The age of learning: Education and the knowledge society*. London, UK: Kogan Page: 171-181.
35. Naima Benaicha (2002) "Women as lifelong learners," in Carolyn Medel-Añonuevo (ed.) *Integrating Lifelong Learning Perspectives*. Hamburg, Germany: UNESCO Institute for Education: 163-168.

36. Garciela Messina (2002) "Gender equality in basic education: A gateway toward lifelong learning for all," in Carolyn Medel-Añonuevo (ed.) *Integrating Lifelong Learning Perspectives*. Hamburg, Germany: UNESCO Institute for Education: 143-160.

37. Junko Kuninobu (2002) "Lifelong learning for elimination of violence against women," in Carolyn Medel-Añonuevo (ed.) *Integrating Lifelong Learning Perspectives*. Hamburg, Germany: UNESCO Institute for Education: 169-172.

38. Robert Hill (2003) "Turning a gay gaze on citizenship, sexual orientation and gender identity: Contesting/ed terrain," in Carolyn Medel-Añonuevo and Gordon Michell (eds.) *Citizenship, Democracy, and lifelong Learning*. Hamburg, Germany: UNESCO Institute for Education: 99-139.

November 19 & 26

Lifelong Learning, Capitalism, and Democracy

Selected Topics: This section will offer us an opportunity to engage with, in more in-depth ways, with fundamental questions of human nature, social universe of capitalism, and ideas of democracy, liberty, and social justice. Our question is how can lifelong learning contribute, challenge, or be an alternative to yearnings of humanity for democracy, freedom, and justice.

39. Patrick Ainley (2001) "The learning society revisited," *Globalisation and Information: Information for Social Change*. No. 14, Winter, Special Issue edited by Ruth Rikowski: 74-76.

40. Jonathan Rutherford (2001) "The knowledge economy vs. the learning society," *Globalisation and Information: Information for Social Change*. No. 14, Winter, Special Issue edited by Ruth Rikowski: 77-78.

41. Alan Burton-Jones (2001) *Knowledge Capitalism: Business, Work, and Learning in the New Economy*. London: Oxford University Press. Chapter 10: "The learning imperative," (199-218) and Chapter 11: "The transition to knowledge capitalism," (219-237).

42. Ian Martin (2000) "Reconstituting the *Agora*: Towards an alternative politics of lifelong learning," in Thomas J. Sork, Valerie-Lee Chapman and Ralf St. Clair (eds.). Proceedings of the 41st Annual Adult Education Research Conference, June 2-4, The university of British Columbia, Vancouver, Canada: 255-260.

43. Glenn Rikowski (2003) "Alien life: Marx and the future of the human," *Historical Materialism*, 11 (2): 121-164.

44. Michael Collins (2003) "The people's free university: Counteracting the innovation agenda on campus and model for lifelong learning," *Saskatchewan Notes*, 2 (9): 1-4.

December 3

Reflection, Evaluation, Discussion, Closure, and Party (