LIFELONG LEARNING AND SOCIAL CHANGE
AEC1131H
Winter Session 2005

Dr. Shahrzad Mojab

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Time  2:00-5:00  E-mail  smojab@oise.utoronto.ca

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 and neo-liberalism 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:

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<tr>
<th>Activity</th>
<th>Percentage</th>
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<tr>
<td>Reading Circles</td>
<td>20%</td>
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<tr>
<td>Review Paper</td>
<td>30%</td>
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<tr>
<td>Research Paper</td>
<td>40%</td>
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<tr>
<td>Class participation</td>
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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 |
| Length | 1500 words |

**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 | April 5, 2005 |
| Length | 4000 words |

*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.

January 4        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.

January 11       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.


January 18       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


**January 25**

*Lifelong Learning and Policy Framework*

Policy Debates


**February 1**

*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


February 8 Lifelong Learning and Globalization

Readings on global sites of lifelong learning


February 15 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.


February 22 Sites of Mapping the Practise of Lifelong Learning


March 1 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?

38. Shahrzad Mojab, class presentation on Who Moved My Cheese? An Amazing Way to Deal with Change in Your Work and Your Life.


March 8 But, Who is the Learner & Where are they?


March 15 March Break

March 22 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.


March 29

Lifelong Learning, Capitalism, and Democracy


April 5

Reflection, Evaluation, Discussion, Closure, and Party 🎉