

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

LIFELONG LEARNING AND SOCIAL CHANGE

AEC1131H
Winter Session 2005

Dr. Shahrzad Mojab

When	Tuesdays	My Office	7-116
Where	10-204	Telephone	923-6641, ext. 2242
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:

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
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.

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. Bill Williamson (2002) “The sociology of lifelong learning,” *Lifeworlds and Learning: Essays in the Theory, Philosophy and practice of lifelong learning*. England: NIACE, pp: 17-32.

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

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. Carol Goar (2004) "Lifelong learning has its limits," *Toronto Star*, Monday, January 26, page A16.
11. 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.
12. 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.
13. 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.

January 25 Lifelong Learning and Policy Framework

Policy Debates

14. 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.
15. 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.
16. 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.
17. Glenn Rikowski (2001) "Lifelong learning and the political economy of containment," unpublished paper, 29 pages.
18. Glenn Rikowski (2004) "Labour's fuel: Lifelong learning policy as labour power production," Dennis Hays (ed.) *The RoutledgeFalmer Guide to Key Debates in Education*." Oxfordshire, UK: RoutledgeFalmer, pp. 152-156.

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

19. Derek Mulenga (1996) "Who should pay to learn? A critical assessment of the World Bank's neo-liberal education policies," Phyllis Cunningham, et al (eds.) *Selected Papers from the Fifth Annual LEPS Research Symposium: Critical perspectives*. Northern Illinois University, Department of Leadership and Educational Policy Studies.
20. Ewart Keep (2001) "Globalization, models of competitive advantage and skills," SKOPE Research Paper No. 22, Autumn.
21. 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.

22. Daniel Schuguremsky (forthcoming) "The two faces of globalization and lifelong learning: Democratic alternatives to neo-liberalism," Derek Mulenga (ed.) (forthcoming) *Globalization and Lifelong Education: Critical Perspectives*

February 8 Lifelong Learning and Globalization

Readings on global sites of lifelong learning

23. Cheng Kai-Ming, Jin Xinhua & Gu Xiaobo (1999) "From training to education: Lifelong learning in China," *Comparative Education*, June, 35 (2): 119-129.

24. Joseph Zajda (1999) "Adult education and lifelong learning: New developments in Russia," *Comparative Education*, June, 35 (2): 151-161.

25. Golnar Mehran (1999) "Lifelong learning: New opportunities for women in a Muslim country (Iran)," *Comparative Education*, June, 35 (2): 201-215.

26. 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.

27. David Livingstone (1999) "Lifelong learning and underemployment in the knowledge society: A North perspective," *Comparative Education*, June, 35 (2): 163-186.

28. 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.

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.

29. Desi Larson (forthcoming) "Globalization and human rights: Implications for lifelong learning," Derek Mulenga (ed.) (forthcoming) *Globalization and Lifelong Education: Critical Perspectives*.

30. Phyllis Cunningham and Robert Price (forthcoming) "Learning in social movements: A critical assessment," Derek Mulenga (ed.) (forthcoming) *Globalization and Lifelong Education: Critical Perspectives*.

31. 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.

32. Peter Jarvis (1999) "Global trends in lifelong learning and the response of the universities," *Comparative Education*, June, 35 (2): 249-257.

33. Ewart Keep (2001) "Learning organizations, lifelong learning and the mystery of the vanishing employers," ESRC Centre on Skills, Knowledge & Organizational Performance, University of Warwick.

34. Norman Longworth (2002) "Learning cities for a learning century: Citizens and sectors – stakeholder in the lifelong learning community," in Ken Appleton, Colin Macpherson and Debbie Orr (eds.) *Proceedings of the International Lifelong Learning Conference*. Yeppoon, Central Queensland, Australia, 16-19, June: 10-35.

February 22 Sites of Mapping the Practise of Lifelong Learning

yearnings of humanity for democracy, freedom, and justice.

46. 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.

47. 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.

48. 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).

49. 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.

March 29 Lifelong Learning, Capitalism, and Democracy

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

51. 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.

April 5 Reflection, Evaluation, Discussion, Closure, and Party 🍷