

***PATHWAYS TO LIFELONG LEARNING:
Transforming Capitalist Transactions into
Collaborative Journeys***

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Yeppoon, Qld, Australia

Presentation Overview

- Brief overview of ideas in the paper
- Spend most of our half hour in an open discussion

Abstract

Using the principles of systems thinking (Gharajedaghi, 1999; Senge, 1990), the authors propose that three concepts are pivotal pathways to achieving a society of lifelong learners: the centrality of learning relationships; the design of systematic learning; and the tools used for learning. The authors examine the barriers in these pathways.



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Mental models are the “deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action” (Senge, 1990, p. 8).

To understand and influence complex social systems for lifelong learning, it is useful to understand the mental models with which these systems were designed and in which they operate.

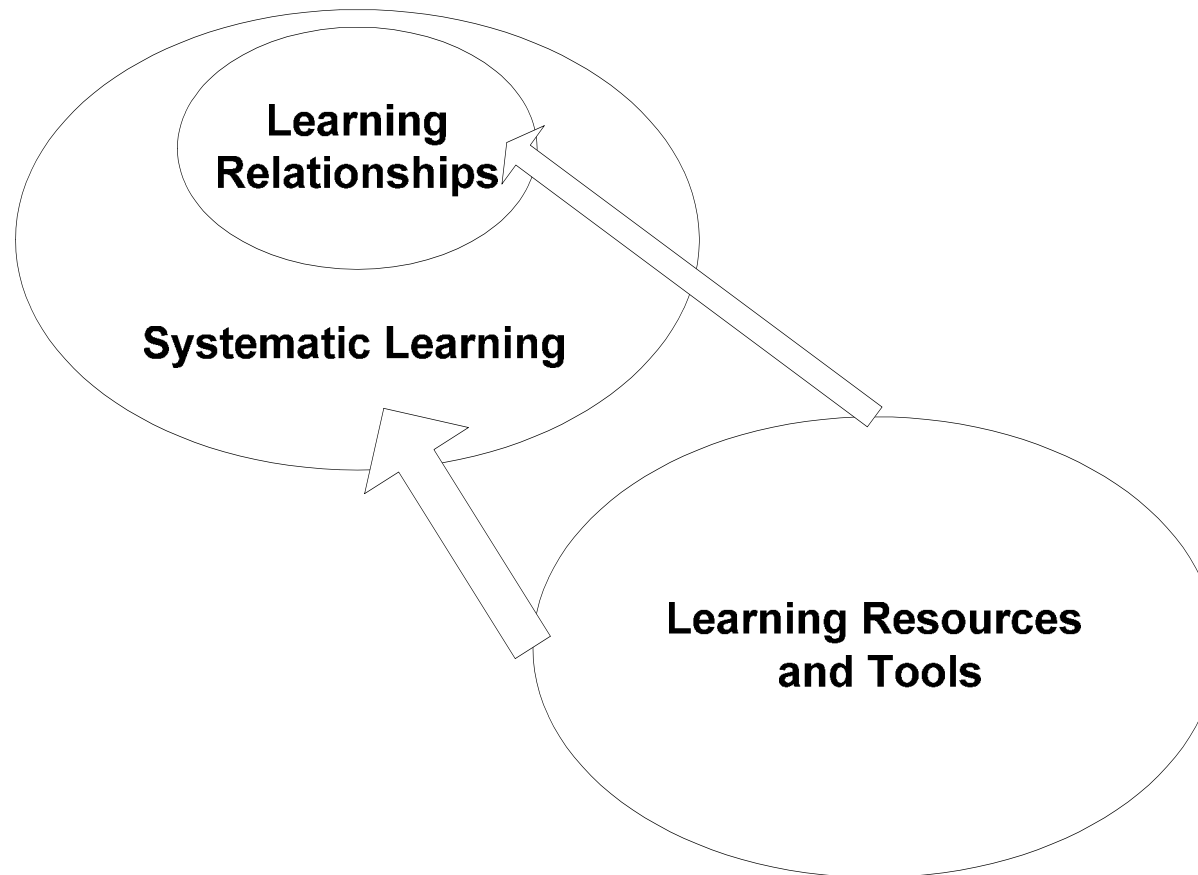
“The modern world system is a capitalist world-economy, which means that it is governed by the endless accumulation of capital” (Wallerstein, 1999, p. 35).

The capitalist mental model in which our learning systems have developed and operate hampers the optimal development of learning societies.

This paper is not a criticism of capitalism.

“The problems with mental models lie not in whether they are right or wrong – by definition, all models are simplifications. The problems with mental models arise when the models are tacit – when they exist below the level of awareness” (Senge, 1990, p. 176).

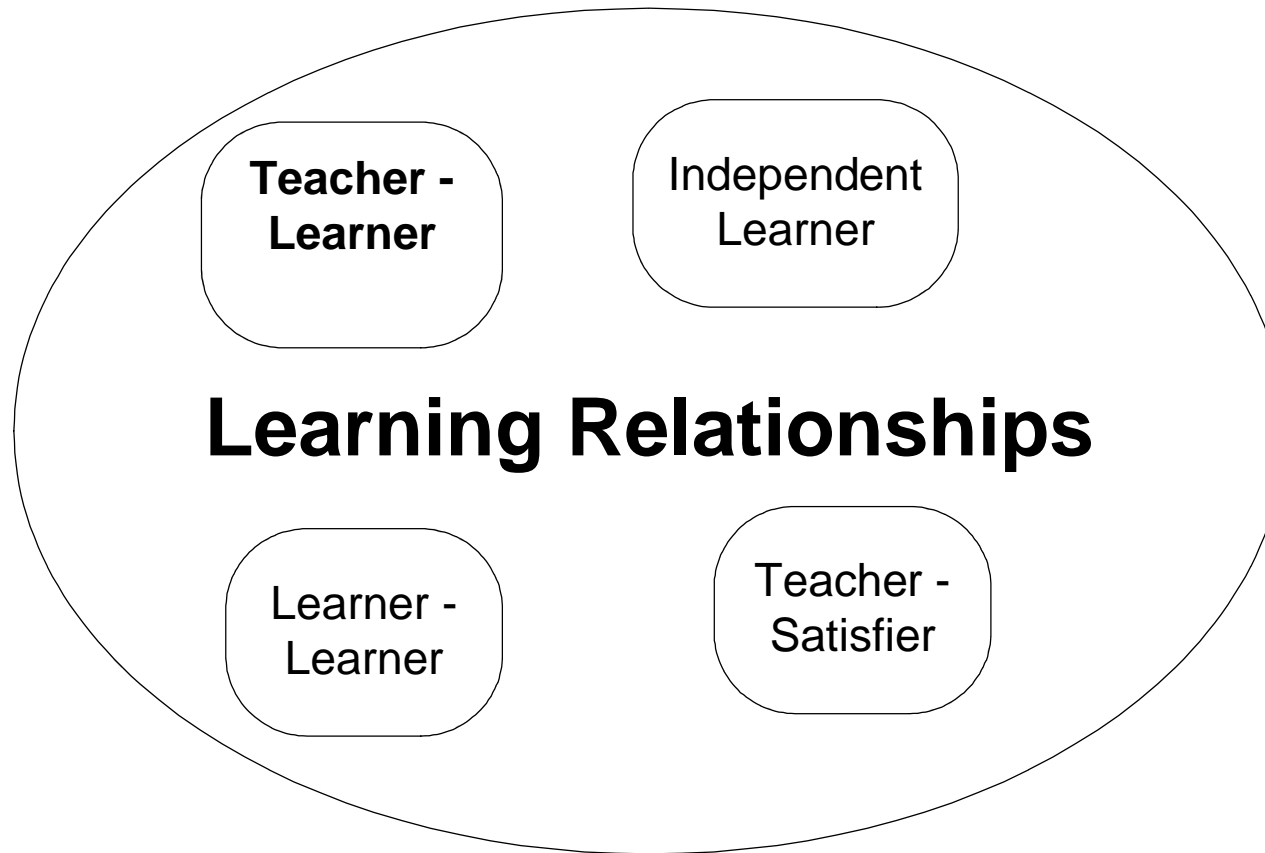
Three Subsystems for creating a learning society



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Learning Relationships



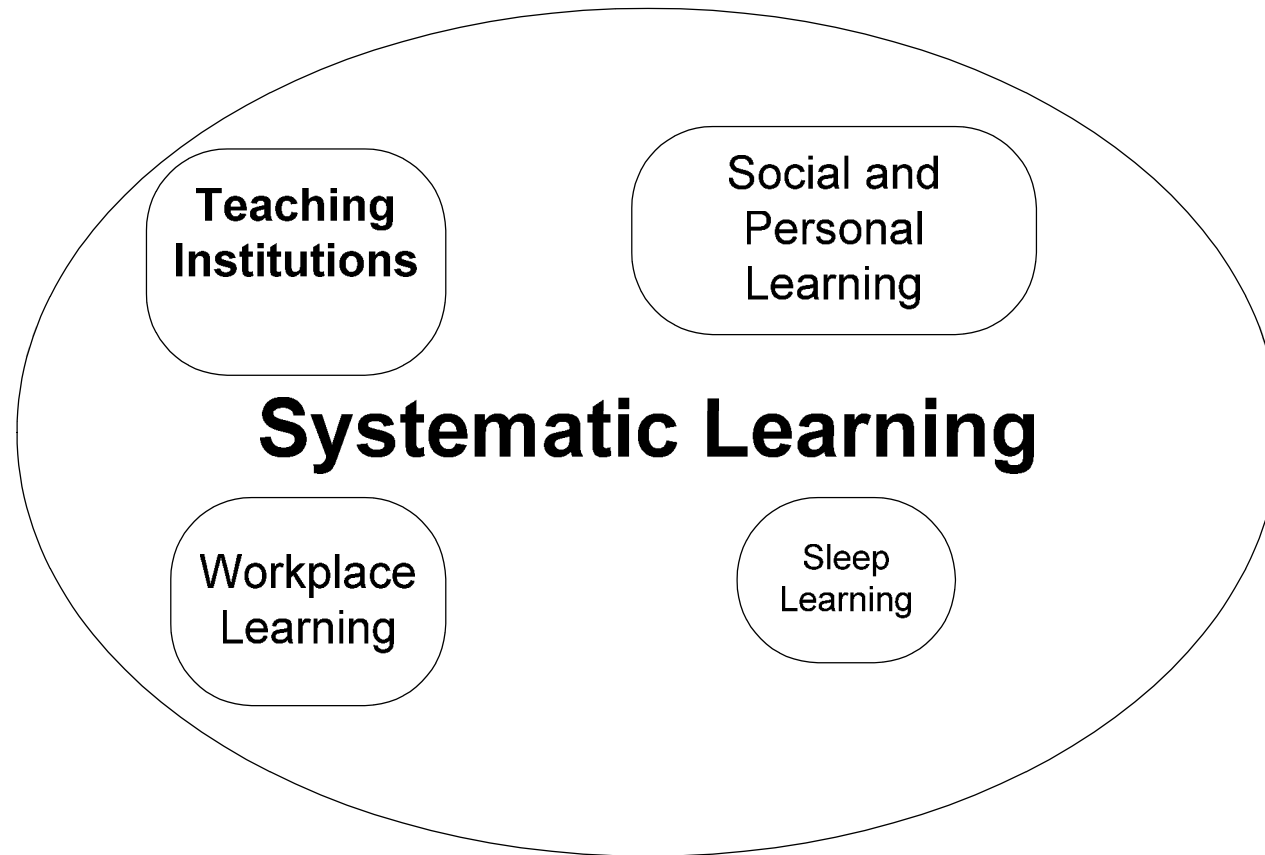
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Systematic Learning (1)

1. Syllabus/Curriculum
2. Design of Delivery
3. Delivery **<= Most expensive**
4. Summative Assessment
5. Accreditation
6. Continued Professional Development

Systematic Learning (2)

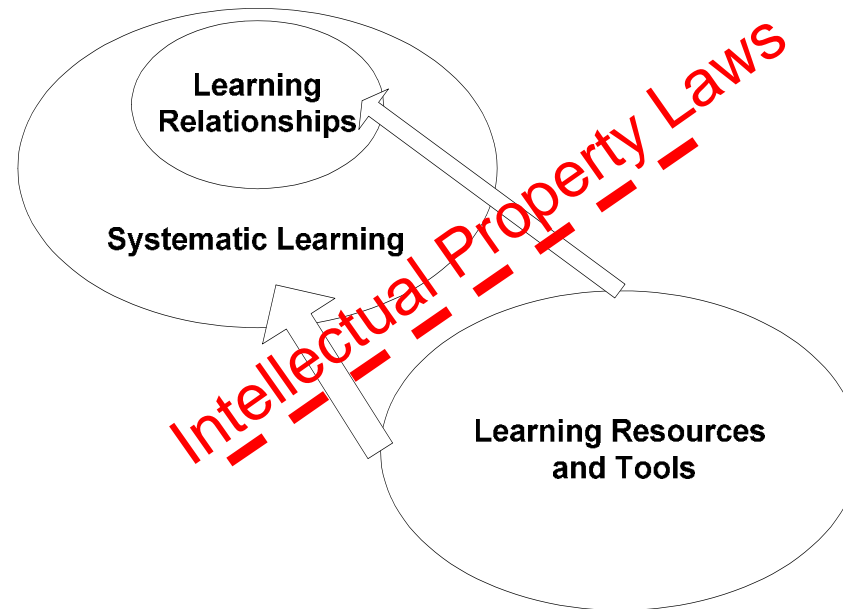


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Learning Resources and Tools

Barrier : Intellectual Property Rights



Conclusion

We do not claim that the analysis that we present is '*right*'. We do claim it is **a** legitimate perception of our situation, and that it provides useful insights.

To achieve a society of lifelong learning, we need to drive down costs. The costs are created artificially, by making abundant resources scarce.



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Two Suggestions

- We must teach all our children, not only to be good learners, but good teachers as well.
- We must be willing to explicate all the forces at play in our society and to debate them within an ethical framework.

Discussion Starters

- How do we foster learning relationships that are not driven by economic imperatives?
- Is systematic learning/instructional design appropriate for “education for education’s sake”?
- Lifelong learning or lifelong training – where is systematic learning taking us?