Chapter 1
OTED 761/861

Objective

• Explain the three factors characteristic of American society today that affect what adults want to learn.

What one wants to learn, what is offered, and the ways in which one learns are determined to a large extent by the nature of the society...
Rate of change in society drives the need for learning

- The colonial period
- The early industrial period
- The late industrial age
- The technological age

The issue today is how to respond to this increasing and diversified demand for learning, how to manage this explosion of information.

Forces affecting all of society's endeavors:

- Demographics
- Globalization
- Technology

The American Population

- Adults outnumber youth
- There are more older adults
- Adults are better educated
- There is more cultural and ethnic diversity among the population than ever before
Globalization

- Linking the world through economics and consumerism
- Global culture is dominated by the West
  - Brings about resentment and terrorism

Technology

- Integral to global economy
- Contributes to a shift to an information society
  - Creates dramatic changes to the workforce

Interactive Forces

- Demographics, globalization, and technology are interactive and firmly embedded in the American capitalist value system.
- Adult education both reflects and responds to the forces
The three forces are affecting:

- International communications-based telecommunications, information, and media technologies, which facilitate transnational circulation of text, images, and artifacts
- International movement of students to study in other countries as well as a demand for online courses without a residency requirement in another country
- Increasing multicultural learning environment whether online or on campus
- Increasing global circulation of ideas and particularly Western pedagogical systems and values
- Rise of international and virtual organizations offering Web based education and training.

Affect on Adult Education

- A number of writers would like to see the values and purposes of adult education reexamined in the wake of the wide-scale social and economic changes taking place.
- In a postmodern world characterized by large-scale changes in global activity resulting in economic, social, and political uncertainty, adult education tends to be an entrepreneurial instrument of the so-called new world order.

- Adult education is particularly sensitive to:
  - a restructured workplace
  - reliance on technology to produce knowledge
  - a market demand for multiskilled workers.

- Some believe that adult education is in danger of losing its social action orientation as it focuses on helping individuals cope with the overwhelming economic and other challenges that threaten their identities and survival.
Learning in a global community can be empowering but it can also serve as a mechanism for exclusion and control.

The move to a knowledge-based economy means that those who have the lowest level of skills and the weakest capacity for constant updating are less likely to find sustainable employment.

Chapter 2
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Learning Environments and Learning Concepts

Chapter 2 -- Takes on three Issues:
• Where Learning Occurs
• Organizational Learning
• Lifelong Learning in Society
Learning opportunities for adults are found in a variety of settings:
- From formal institutions to one’s home or place of employment.

The importance of understanding this vast array of learning opportunities for adults is twofold:
- Acknowledging prior knowledge and experiences of learners, wherever gained, is important to the practice of adult educators.
- If more than just formal types of adult education are made visible, individual learners may be better able to recognize their abilities and skills as lifelong learners.

Three primary types of opportunities or sites for adult learning:
- Formal settings
- Nonformal settings
- Informal or self-directed contexts
- Online learning spans all three: formal, nonformal, and informal settings.
• Adult educators need to recognize the equal importance of the various types of adult learning and advocate that people use them in whatever situation or setting they find themselves.

The learning organization

• The heart of a learning organization is:
  – The willingness of organizations to allow their employees and other stakeholders related to the organization to suspend and question the assumptions by which they operate
  – Then create and examine new ways of solving organizational problems and means of operating.

The concept of the learning organization

• The successful organization must — and does — continue to adapt and learn in order to respond to changes in environment and to grow.
• This raises a range of scholarly and theoretical questions relating to what it means for an organization to learn, and practical questions around what organizations need to do in order to learn and adapt.
• This process requires that members of the organization be willing to think in a systems framework, with the emphasis on collective inquiry, dialogue, and action.

• Creating learning organizations could allow educators of adults to develop learning communities in which change is accepted as the norm and innovative practices are embraced.

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**Lifelong learning**

• Lifelong learning is a broader term than lifelong education because it incorporates all forms of learning, not just the formal educational system.

• It recognizes the prevalence and value of nonformal and informal learning along with the traditional formal system.

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**Lifelong learning**

• The concept -- "It's never too soon or too late for learning".

• Lifelong learning is **attitudinal** -- one can and should be open to new ideas, decisions, skills or behaviors.

• It sees citizens provided with learning opportunities at all ages and in numerous contexts: not just through formal channels.

• It is the final outcome of Information Literacy.
Assignment

- Read Chapter 3
  - Send in Annotation for Chapter 3
- Begin work on Learning Activities
  - Do Learning Activity 1
  - Begin Learning Activity 2

Learning Activity 1

- Read the Activity
- Do the Supplement B, Diagnostic Form
- Fill Out the Learning Contract, Supplement C
- Note:
  - Supplement D and E are examples of learning contracts
  - Supplement F is an alternative contract form.

Learning Activity 2

- Professional Reading about Adult ed
  - Includes the Chapter annotations
  - Articles from one or more journals central to the field
  - At least eight chapters from books on general adult education/training.
- Develop an interactive reading log
Reading Log format might consist of:

- An introduction explaining the reasons for your choices of the subject area covered.
  - Individual log entries that include (1) the reference citation, (2) a summary of what you found interesting, and (3) any reaction you had to the reading.
- Include a two or three page retrospective overview of the effort as a whole.
- Conclude with a list of references utilized (uses APA style).