

LONG LEARN ACTIVE LEARNING MATERIALS

FOR CONTINUING PROFESSIONAL AND PERSONAL DEVELOPMENT IN

LOCAL AND REGIONAL GOVERNMENT

LOCAL LEARNING PROVIDERS

AND

**EVERYONE AND EVERY ORGANISATION WITH AN INTEREST IN CREATING STABLE,
VIBRANT AND PROSPEROUS LEARNING CITIES AND REGIONS**

Chapter 1, Session 1.2:

Change (and decay?) in all around I see.

‘By wisdom society, I mean societies can understand multiple perspectives and generate multiple solutions to complex problems (Jim Botkin)

From ‘Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government’ (Norman Longworth)

Chapter 1, Session 1.2:

Change (and decay ?) in all around I see.

Session outline: This session explores how some modern thinkers see the present and future and some fundamental pressure points that are changing the ways in which society is moving, changes that will ultimately have a bearing on how local and regional authorities react to the demands of their citizens. Learners are invited to contribute their own views, vision and opinions and to discuss them with others.

Guidelines for using this Active Learning session

Goals

The creation of learning cities and regions is in all our interests. It promotes social stability, encourages wealth creation, and enables citizens to fulfil their potential, their dreams and their ambitions. It is a survival strategy for our future, and that of our children and grandchildren. But it won't happen unless all of us play our part in making it so. It won't be a simple transition process, to be put into practice by someone else in the local authority. That means that we all, especially local government managers, professionals and staff, need to know and understand more about what it is, why it's important and what the major issues and opportunities are. There are many of them. These sessions have been written to enable each of us to increase our understanding and knowledge of those issues and opportunities. Each one, and there are 57 of them, takes a different theme and offers the learner new insights.

Learning approach

This is an Active Learning session. Lifelong Learning has taught us that people learn best when they are actively involved in the learning. We have therefore given the ownership of the learning over to you, the learner. As well as presenting new concepts in the assignments and exercises, , we draw upon your experience, creativity, imagination and knowledge so that you can better understand the subject matter, and will be better able and more motivated to act upon it. You may, or may not, have a learning leader to help organise the groups, and to bring several learners together into discussion groups and sessions. That will certainly make it easier. We all have different learning styles – but we can also all learn from each other. That is why this session, like all the others, recommends a mixture of individual, small group and large group work, so that ideas and experiences and understandings can be bounced around people. Above all you are urged to make this an enjoyable experience. Learning can be fun. It's up to you to make it so.

Learning Organisation

You will find that the session is divided into 2 main parts

- ✓ **The Learning Space:** A set of assignments that will unlock the brain and involve learners in practical discussions and exercises leading to a greater understanding of the issue
- ✓ **The Learning Kitbag:** A set of source learning materials that provide additional information, charts, diagrams, case studies etc to stimulate further insights.

While each session could be used individually as a self-learning module, it is preferable if there is a learning leader to organise small and large group discussions and to act as a focal point. This can be a departmental manager, a staff member appointed to perform that task, or a professional educator from inside or outside of the organisation. Assignments may be studied on site, or set as preparation for group discussions in the workplace or at a learning provider.

The whole course can be incorporated into a continuous professional development programme in the workplace, or taught separately at a school, college, community centre or university. It takes its provenance, and its inspiration, from the book:

Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government
By Norman Longworth, published by Taylor and Francis ISBN 10 0 415 37175 9

Learners taking the course are recommended to obtain this book either from Amazon.com or from the publishers at http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth

Target Audiences

The session will be suitable for those who wish to improve their understanding of the session title's theme, in order to help influence the city, town or region's response to the realities of the 21st century. This includes:

- Elected representatives and Mayoral staff
- Managers, Professionals and staff from all departments in local government as part of a continuous development programme
- Community and Voluntary organisation leaders
- Educators at all levels in local and regional stakeholder organisations, including schools, universities, colleges and workplaces
- Industrialists and Business people
- All Citizens with an interest in the development of their community
- Students in universities, adult education institutions and teacher training establishments

Further Reading

Learning Leaders wishing to update themselves on the subject matter of this module will find the following additional references useful.

- 'Lifelong Learning in Action – Transforming 21st century Education' by Longworth, (Taylor and Francis, Abingdon)
- 'The Local and Regional Dimension of Lifelong Learning' EC Policy Document found on <http://europa.eu.int/comm/education/poledu/tels.pdf>

Ideas for treatment particular to this session: *For seminars and courses with several participants* it is suggested that assignment 1 is completed in small groups of two or three people with the answers debated in open session afterwards, facilitated by a learning leader. Assignments 3 and 4 should be an individual task with the results discussed after completion. Assignments 5 to 7 can be either a small group exercise or treated as a whole group debate on the different perceptions, after reading the fuller accounts. If there are insufficient books the learning leader may need to précis in advance. Assignments 9 and 10 are another opportunity for individual creative thinking which should be discussed in plenary session after completion. Assignment 11 is an opportunity to identify other topics of interest to the course/workshop/seminar members and to develop individualised courses for each. And assignment 12 will help to identify which topics need improving for future learners.

For *self-learning individuals* all assignments will be individual efforts but try to find someone with whom you can discuss your answers and opinions either by email or face to face. In this way you can enrich the learning experience by experiencing other viewpoints.

The Learning Space

Assignment 0: These learning materials derive from, and extend, the concepts and ideas in ‘Learning Cities, Learning Regions, Learning Communities.’ Reading pages 2 to 7 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1. We live in changing times. In the boxes below list ten of the changes that have happened in your lifetime that affect the way you live and work.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Assignment 2: Discuss and consolidate your list with those of others

Assignment 3 Look at action sheet 1 It is a list of the forecasted changes by experts that will affect people and places. In the boxes below write how you think each one will affect you, your life and your childrens’ lives. Try for 3 of each.

1.
2.
3.
4.
5
6.

Assignment 4: Discuss your comments with others

Assignment 5: What do the following quotations from leading thinkers about the present and future of society from chapter 1 in the book mean for you:

A	<p>‘a thousand brushfires of revolution breaking out as more people re-assess their priorities and explore different ways of thinking and living their lives.’ (Richard Eckersley)</p>		
B	<p>Practopia: ‘A civilisation that is not frozen in amber but pulsing with innovation, capable of directing great passion into great art, facing unprecedented historical choices’ (Alvin Toffler)</p>		
C	<p>‘Becoming a wisdom society involves a process of learning, learning to become more tolerant, more respectful of the value of alternative views and ways of living, more open to difference and less attached to preserving ways of life that dominate other people’ (James Botkin)</p>		
D	<p>‘..we are on the threshold of a fifth cosmology, the <i>creative</i> universe, the universe as a self-organizing and creative process; in which ‘the human species is given the opportunity to take full control of its future’ (Denis Kenny)</p>		
E	<p>The spirit of the time – Zeitgeist - gives meaning to various policies – often it has a decisive influence over what policies are important in today’s society and how they are expected to be carried out.’ (Nordic Regional Development Policy)</p>		
F	<p>5 Revolutions</p> <ol style="list-style-type: none"> 1. <i>Instant Communication</i>: the ability to link almost every person on earth into a web of networked intelligence 2. <i>Swarm</i>: embedding cheap non-polluting computer silicon chips in everything we use 3. <i>Convergence</i>: the growing synergy between the quantum, computer, internet revolution and the biomolecular 4. <i>Learning</i>: our emerging ability to learn faster and more effectively by combining the best brain research with the world’s best digital technology 5. <i>Creative</i>: our rapidly-expanding ability to create entirely new futures, and to analyze old problems in new ways <p>(Gordon Dryden)</p>		

Assignment 4: Extract the 5 most interesting or important ideas from all the quotations above and express them in your own words. Say why you chose these

Assignment 6: Each of the quotations in exercise 5 envisages some society of the present or future. Read the fuller versions on pages 3-10 of the book and say how far you agree with each by putting a mark out of 5 in column 3 for the likelihood that it will affect the society you live in. 1 = certain, 2= very likely, 3= possible, 4= unlikely, 5 =won't happen

Assignment 7: Put your reasons for the marks on the lines below:

Quote A.

Quote B.

Quote C.

Quote D.

Quote E

Quote F

Assignment 8: What effect does this have on the need for learning in your view?

Assignment 9: Discuss your answers with others

Assignment 10: If you were writing your own vision statement about the pressure points on modern civilisation and how you see society developing into the future, what points would you include?

Assignment 11: OK write it, and then display it for all to see.

Assignment 12: This completes this session but hopefully not your learning on these topics. You are invited to test your level of knowledge by completing the exercise on the next page.

LEARNING CITIES AND REGIONS FOR THE FUTURE - YOUR LEVEL OF KNOWLEDGE

		High	Enough to get by	Not enough	None	Session
1	Consultation methods and levels					7.1, 7.2
2	Characteristics of a Learning Organisation					2.3
3	Your city as a learning organisation					2.4
4	Skills and competences for learning cities and regions					1.6
5	The city as an ideopolis					1.5
6	Learning Communities in all their senses					2.5
7	Smart cities, wired cities, slow cities					2.6
8	Learning Festivals for developing a learning culture					3.3
9	Learning Charters for demonstrating a city's commitment:					3.2
10	Leadership in the Learning City/Region:					3.4
11	Tools for measuring city and region performance					3.1,4.1,4.2, 4.3,4.4,4.5
12	Lifelong Learning as wealth creator					5.3, 1.5,2.3
13	Tools for activating learners – Personal Learning Audits					5.4,5.5,5.6, 5.7,5.8,5.9
14	Stakeholders in the Learning City/Region – Who? What?					6.1
14	Schools as Stakeholders in community, city and region					6.2, 8.4
15	Higher Education as a stakeholder in community, city and region					6.3
16	Business and Industry as stakeholders in community, city and region					6.4
17	Adult Education Colleges as stakeholders in the city					6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world					6.6
19	Family Learning					6.7
20	The power of partnerships					6.8
21	Using Technology in the learning city					7.3
22	Active citizenship and volunteering in the learning city					7.4
23	Mentoring in the learning city and region					7.5
24	Resources for the Learning City and region					7.6
25	Global roles and responsibilities for learning cities and regions					8.1
26	Internationalising Learning City Networks					8.2, 8.3
27	International projects as learning city stimulators					8.4, 8.5
28	Two-way profiting from international cooperation					8.6
29	Organisational issues in the learning city and region					9.2
30	Enabling issues in the learning city and region					9.3
31	Pedagogical issues for learning cities and regions					9.4
32	Practical Actions to become a learning city					9.1, 1.4
33	Learning Cities for Elected Representatives (Councillors					4.6
34	Individuals as learners					5.1,5.2,6.7
35	Change, society and the city/region					1.1, 1.2
36	Learning City Domains					1.3
37	Some Research results on Learning Cities and Regions					4.2,4.3, 4.4
3.8	Towards true Learning Societies					2.2
3.9	Defining Learning Cities and Regions					2.1

All sessions shown in the last column follow the progress of the book **‘Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government’** by Norman Longworth (Taylor and Francis – www.tandf.co.uk/books/) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from www.longlearn.org.uk

Assignment 12: On the lines below please put your personal reactions to working on this session, based on how much you have learned, how much you have worked creatively and how your ideas have developed as a result.

Chapter 1 Session 2

The

LEARNING

KITBAG

- **20% of jobs in 2022 do not yet exist**
-
- **Today's school-leavers will be re-trained in more than 4 careers in their lifetime**
-
- **Most people will need, and be able, to work until they are over 70**
-
- **Climate Change is the No 1 threat to the planet**
-
- **Every 6 weeks the planet's population grows equal to one third the population of Sweden**
-
- **But.....Technology is fast taking over jobs**

MATERIALS ON LEARNING CITIES AND REGIONS FOR THE FUTURE – A REMINDER

	Topics	Sessions
1	Consultation methods and levels	7.1, 7.2
2	Characteristics of a Learning Organisation	2.3
3	Your city as a learning organisation	2.4
4	Skills and competences for learning cities and regions	1.6
5	The city as an ideopolis	1.5
6	Learning Communities in all their senses	2.5
7	Smart cities, wired cities, slow cities	2.6
8	Learning Festivals for developing a learning culture	3.3
9	Learning Charters for demonstrating a city's commitment:	3.2
10	Leadership in the Learning City/Region:	3.4
11	Tools for measuring city and region performance	3.1,4.1,4.2,4.3,4.4,4.5
12	Lifelong Learning as wealth creator	5.3, 1.5,2.3
13	Tools for activating learners – Personal Learning Audits	5.4,5.5,5.6,5.7,5.8,5.9
14	Stakeholders in the Learning City/Region – Who? What?	6.1
14	Schools as Stakeholders in community, city and region	6.2, 8.4
15	Higher Education as a stakeholder in community, city and region	6.3
16	Business and Industry as stakeholders in community, city and region	6.4
17	Adult Education Colleges as stakeholders in the city	6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world	6.6
19	Family Learning	6.7
20	The power of partnerships	6.8
21	Using Technology in the learning city	7.3
22	Active citizenship and volunteering in the learning city	7.4
23	Mentoring in the learning city and region	7.5
24	Resources for the Learning City and region	7.6
25	Global roles and responsibilities for learning cities and regions	8.1
26	Internationalising Learning City Networks	8.2, 8.3
27	International projects as learning city stimulators	8.4, 8.5
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33	Learning Cities for Elected Representatives (Councillors	4.6
34	Individuals as learners	5.1,5.2,6.7
35	Change, society and the city/region	1.1, 1.2
36	Learning City Domains	1.3
37	Some Research results on Learning Cities and Regions	4.2,4.3, 4.4
38	Towards true Learning Societies	2.2
39	Defining Learning Cities and Regions	2.1

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