

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, TOWNS AND
REGIONS**

Chapter 7 Session 7.3:

Using Technology in the learning city: Consulting and Informing

Dublin will be a city that harnesses the power of communications technology to connect and inform people, create opportunities and tackle social exclusion. Creating a Connected and Informed City requires connecting people to one another.... These connections are the bedrock upon which individuals engage meaningfully in family, community, career and civil society.' (Dublin mission statement)

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

Chapter 7 Session 7.3:

Using Technology in the learning city: Consulting and Informing

Session outline: This is the last of the sessions on consultation tools and techniques. It shows examples of good practice from the book 'Learning Cities, Learning Regions, Learning Communities' and promotes reflection on the many issues involving the use of technology, particularly concentrating on the need for a more informed population if the new capability is not be abused. In several ways it is different from other sessions. Firstly it requires the use of computers to access the web, and so these should be made available. Secondly it ends by requiring learners to put together a strategy for the use of technological tools and techniques for consultation in their own cities and regions.

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 as stakeholders in the local authority
- 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) http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth
- '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 assignments 1 and 2 are completed as an exercise for individuals with the answers debated in open session at appropriate points, and facilitated by a learning leader. Other assignments should be completed in small groups of 2 or 3 people again with the results discussed after completion. You may wish to vary the groups to enable a mix of ideas, experiences and opinions. The last assignment should provide the feedback that will enable you to improve the session next time round.*

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 145 to 147 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: What does the picture above say to you about the future?

Assignment 2: *‘Imagine a world where citizens and decision makers have access to visual displays of geographic information on their personal computers that help them see the impact of different policy choices on the place where they live. Imagine a world where 3-D graphic representations of neighborhoods could simulate different choices and show you different futures. Imagine a world where you could easily find information on the fiscal impact of different alternatives. The tools that allow you to do all those things, and more already exist’*

That is indeed probably true but before the world of instant access to sophisticated information tools by a majority of citizens can be realized in a responsible way, there must first be a revolution in hearts, minds and brains. (Learning Cities, Learning Regions, Learning Communities)

A: Why does the author believe there must be a ‘revolution in hearts, minds and brains’?

B: What sort of a revolution?

C: Name 5 other 'big issues' in the modern world where science may be leaping ahead of public consciousness. One is given.

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|-----------------------------|
| The cloning of human beings |
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D: Put your list with those of others to get an idea of the scale of the issue.

E: What do you think would be the consequences to scientific progress if ordinary people were asked to vote for the continuation of contentious research of this kind?

F: Discuss this with others

Assignment 3: Read the section in chapter 7 of 'Learning Cities, Learning Regions, Learning Communities' on 'Using IT tools and techniques for consultation'

A. Why did educators not like the 'feedback classroom'? 'What do you think they were doing wrong?'

B. What do you understand by the word 'hyper-democracy'?

C. Read the section on Washington's Citizen's summit.

i) Has anything like that ever happened in your city or region? _____

ii) Could it? _____

iii) Should it? _____

iv) Justify your answer _____

D. How would you modify the methodology to work in your own city or region

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 |
| 38 | Towards true Learning Societies | | | | | 2.2 |
| 39 | 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 8: 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.
