
Higher Education and Skills Development

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Professor Tom Collins
NUI, Maynooth

Age of Discontinuity: Drucker 1969

- New Technology
 - Globalisation-Reflexivity
 - Inter Culturalism
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Today's Discontinuity-Challenges for EU countries

- Banking Crisis
 - Fiscal Crisis
 - Economic Crisis
 - Social Crisis
 - Leadership Crisis
 - Cultural Crisis
 - Environmental Crisis
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Anatomy of a Disaster; The Titanic

- Over Confidence
 - Failure to Read Signals
 - Not enough lifeboats
 - Poor adaptation to the crisis
 - Potential friends misread the Distress Signals
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Challenges for the Education System in a Knowledge Society

- Knowledge Society will need:
 - ❑ Enriching Social Context - (Florida)
 - ❑ Minority of highly expert professionals
 - ❑ Creative and flexible workers
 - ❑ Focus on New Solutions
 - ❑ High levels of IQ/EQ
 - ❑ Public Focus on Future Threats
 - ❑ Strong Sense of Civic Responsibility and Trust
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Nature of Schooling

- A school teaches in three ways; by what it teaches by how it teaches and the kind of place it is.-Dewey in Keating



NCCA Key skills

- Learning to learn
 - Information Processing
 - Personal Effectiveness
 - Communications
 - Critical thinking
 - Working with Others
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Knowledge society needs Lifelong learners who can

- Manage large quantities of information
 - Solve problems
 - Think creatively
 - Work in teams
 - Use technology effectively
 - Outstanding schools teach students ways of learning
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Organisational Challenges for Education from a lifelong learning perspective

Traditional Mode – expansion and homogenisation	Lifelong Learning Mode – expansion and heterogenisation
Restricted Access	Open Access
Admissions only with academic credentials	Assessment of prior learning
For the young only	For the young and adults
Selection for excellence	Learning opportunities for all
Undergraduate-centred	Wide range of programmes
Full-time studies	Full-time and part-time learning
Campus/classroom-based on-site studies	Also off-campus/distance studies, e-learning and self-learning
Linear studies with final examinations	Module-based curriculum, credit accumulation and transfer
Discipline oriented, curriculum-centred organisation of studies	Problem(-solving) and competence-oriented, student centred organisation
Degree studies	Degree and non-degree studies
Focus on initial higher education	Including continuing higher education
Non-diversified system of higher education	Diversified system of higher education
Question: What university did you attend?	Question: What did you learn at your university?

(Source: Schuetze and Slowey, 2002)

Issues in Irish Education

- Persistence of major problems in Basic Education
 - Attrition at Second Level-Junior and Senior
 - Failure rates in Mathematics in Leaving Cert
 - Reluctance to embrace foreign language acquisition
 - Teaching to the test
 - Assessment too narrow
 - Boredom
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Role of Higher Education

- New Knowledge
 - Knowledge Dissemination
 - Knowledge Application
 - Custodian of Culture
 - Market Aware, not industry led
 - Needs a future and long term focus
 - Needs to develop short term responses without long term commitments
 - A role in National Leadership-The shape of Success
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The Research Paradigm

- Money-research- new knowledge
 - Divorced from use or user considerations
 - Reductionist, specialist and lab based
 - Global
 - Competitive and individualistic
 - Disconnected from the undergraduate experience
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The Innovation Paradigm

- Knowledge-Innovation-Money
 - Innovation may be defined as a synthesis of what is already known
 - Creative response to a changing context
 - Requires a capability to read changes, predict outcomes and possess the resources for risk-psychological and financial
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Engaging with the Future

- Cultural Innovators; Carriers of new values and emerging mindsets
 - Creative Communities; Create new solutions to old or new problems or needs
 - Social Entrepreneurs; Look for a double or triple bottom line
 - From mass consumption to mass creativity
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The Academy and Creativity

- Hierarchical organisational structures
 - Ritualised Processes
 - Centrality of custom and practice
 - Academics insulated from meaningful feedback-from students, colleagues, superiors or outside world
 - Distrust of dialogue-safe from the world
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Role of the Academy

- Lifelong Learner-inquisitive, explorative, bold, self reliant and ideas driven
 - Socially effective and competent
 - Problem solver
 - Environmentally and socially aware
 - Capable of strategic and long-term thinking
 - Team worker
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