

REVISITING THE NEED FOR CURRICULA FOR THE FUTURE

Schools and colleges of the past were based on a philosophy that a pre-determined number of students will all learn the same thing at the same time from the same person in the same way in the same place for several hours each day. **The knowledge revolution, with its accompanying electronic technologies, has made that philosophy obsolete.**

The needs and demands of our younger citizens should not be ignored - they have always been explorers, born with the curiosity and the ability to investigate and interact with their world. They are growing up in different surroundings to what we once had so we are not in the position to make comparisons with what 'our education' was like. It is a different world with those between 3 and 18 years of age -and especially in the younger age group - hailed as the 'Nintendo Generation' **Our future leaders live in a world that is increasingly interactive, communications intensive, and knowledge based** - and are unafraid of this technology because they have never known anything else.

The names associated with these new technologies - on-line learning, distance education, online training, self-paced learning, desk- top learning, lifelong learning or e-learning - matters little. It is the content and delivery that are important. **E- Learning is anywhere, anytime, just-enough, self-paced instruction that is presented over the Internet to browser-equipped learners.**

New modules and courses must span the spectrum from desktop applications to technical certification to meet the needs of today's life-long learners. We believe that these certifications must be regarded as 'global passports" to employment and to further learnings.

The development of these "global passports" must be based on the mapping and cross- referencing of explicit learning outcomes - from the Atlantic coast of America, from western and southern Europe, from Asia, from Australasia, and many other places.

These learnings may take place in unlikely places - while traveling on trains or in cyber cafes. **New links with private and community partners must be forged with studies integrated into workplaces, to provide vocational education far richer and more useful than what is presently offered.**

These developing philosophies and actions must support and encourage the reshaping of the roles of students, the education community and business - with **collaboration and research not bound by walls, distance, or lack of resources.**

These curricular for the future must also offer powerful weapons to breach the barriers of class, race, and family incomes that currently divide our communities.