

Visioning 2026 Education
8/23/06 – 7:00 pm

Attendees: Traci Nolte, Nate Purdum, Ashley Lutt, Matt Dreher, Virgil Froehlich, Jim Honcik, Colby Jensen, Alfredo Ramirez, Efrain Mendoza, Mike Nolan, Larry Wenzel
Facilitators: Sheila Tomjack, Norm Jedlicka, Jennifer Adams, Pam Carlson

The group was given an explanation of the goal of a dialogue session, that there is no set agenda, not wrong answers, just a desire for dialogue on future trends for education.

A handout of icebreaker questions were distributed to the group and everyone was asked to review and discuss the issues posed.

The group was given a summary explanation of principals for transformational dialogue.
And/Both Thinking
Transformational Change
Openness to new ideas
Futures-Generative Dialogue
Connective Listening

The group identified the following key factors of educational trends for future research and dialogue at the next meeting set for Monday, August 30, 2006, at the Chamber of Commerce 405 Madison Ave. starting at 7:00pm:

Educational Trends:

Technology (laptops)
Smart Boards (electronic white boards)
“Clicker” (polling devise giving instant feedback of where the class is at)
Electronic agenda’s for the school board
Global learning
Calculators
Palm pilots
Wireless internet access
Online classes
Value shifts in the classroom
Diversity
Global community of learning
Assessment
Regulations
Style of teaching – traditionally a linear process (instructional), movement toward circular process (speaking/dialoguing, telling stories)
College (entrance more competitive, need for college more for better paying jobs)
Virtual classrooms (stay at home and take classes on line)
Distance learning
Changes in how we relate to each other
Success (backward thinking – job defined)

Filthy lucre (evil \$)

Employment – retirement benefits packages gone, mobile movement, 401K's

Educators need to know more than basics

Sacrifice traditions in order to create future we need/want

Trends ages 35 & up

Shift towards more technological jobs

Rural areas – scarcity of funding –flat population growth

Oldest service area of Social Security

International

Privatization of education

Community College – less formal education/adaptable

OCD

Information overload

Time

Learning focuses on areas of interest/importance/needs

Relational

An Education T-Bar chart was started:

<u>Traditional</u>	<i>Education</i>	<u>Future/Transformational</u>
Sense of Culture and Community		
Standardized teaching/testing		
Connectivity		Online / Virtual classes
Relational		

Group was asked the following questions for next weeks meeting:

- 1) What factors should we consider in the areas of education to prepare us to meet the needs of the community in 2026?
- 2) What is learning?
- 3) What is education?
- 4) How do we learn?
- 5) What do we value about education?

Visioning 2026 Education Dialogue Session 2 Minutes

August 30, 2006 @ 7:00 pm

Attendees: Ashley Lutt, Colby Jenkins, Jim Honcik, Traci Nolte, Alfredo Ramirez, Efrain Mendoza, Bianca Ramirez, Nancy Sinclair, Dan Mauk

Facilitators: Sheila Tomjack, Norm Jedlicka, Jennifer Adams, Pam Carlson

Hands were given to the participants and each was asked the following questions:

Based on the key factors identified last time, and the “trendpacters” we have selected, what 3-ideas do you think will be important to NE Nebraska in 2026?

Based on the “Innovation Edge” Article what ideas may help NE Nebraska prepare for 2026?

Group identified the following ideas:

Educating the Labor/Workforce, interdependency, working together with others to obtain answers.

- a) 2nd language instruction introduced into the elementary level of education
- b) Midwestern culture is changing, community open to change, more accepting of changes
- c) Funding – more cost effective ways to educate the existing workforce to maintain skill levels
- d) Cultural diversity, expand foreign exchange program, taking advantage of diversity that already exist in the area
- e) Immigrants are more educated/have collegiate degrees/careers, they are here for a better life, language issues

Seamless/Continuous Education

- a) education based on the students potential, not age or class placement
- b) more hands on training/job shadowing (working with area business)
- c) retraining the aging population
- d) loss of skilled/unskilled labor force due to retirement
- e) more career awareness, jobs will become obsolete
- f) job shadow earlier (maybe junior high level) several opportunities not just one
- g) utilization of job fairs, show more diversity of careers in area that are available or will become available in a few years due to retirement
- h) re-evaluate grading system
- i) become the “Benchmark” / standard state wide/nationally
- j) motivate youth to look beyond what they know/ask questions

Aging Population

- a) motivate to continue all aspects of learning