"Sustainable Glocalization" Through Inter-Disciplinary Appropriated Technologies

Dr. Donna D. Lenaghan,
Multigogy, LLC.
and
Dr. Michael J. Lenaghan
Miami Dade College; Miami, FL

CURRENT CONTEXT AND CRUCIBLE

Cyber-connectivity offers wired and widened, but not wizened, channels and intersections to inter-relate but not necessarily integrate knowledge, technologies, communication and services by which simple to complex societies may create social and economic entrepreneurship that may be sustainable locally and globally for the present improvement of the human condition without jeopardizing the future condition of humanity. A thoughtful approach to informing, inspiring, engaging and directing cybernetics and informatics for the purpose of "sustainable glocalization" is offered here.

"Sustainable glocalization" is a process by which an inter-connected, inter-active and inter-dependent network of local communities generate and maintain global social, economic and cultural relationships that produce, apply and enjoy increasing prosperity in a manner that nurtures, cultivates and harvests social and economic entrepreneurship that favors all parties to the process benefiting continuously over time, no parties irreparably damaging the natural environment and the principles of FAIR TRADE (rather than the short term brutal FREE TRADE) being applied in economic relationships in which commodities are involved and in which knowledge, technology, communication and service disproportionately favor larger, dominant partners in local enterprises that have international dimensions for expansion. Neither Human Beings in their signature social environments nor flora, fauna and natural commodities in their bio-regionally distinct natural environments should be irreparably destroyed in favor of short term economic gains at the expense of the integrity of social and natural environments.

FLAT WORLD

If Thomas Friedman's premise that THE WORLD IS FLAT and geography (human proximity) is less important to human progress than is cyber-connectedness and informatics-accessibility, then it becomes important to identify, articulate and implement a coherent individualized set of philosophical criteria; analytical, critical and creative mental processing steps; practical decision-making steps; and some outcome measures and assessments by which to equip, encourage, enable and empower any individual to become competent in making the best possible decisions and choices as social and economic entrepreneurs within a locally and globally sustainable set of priorities.

SECTORAL RATIONALES TOWARD "SUSTAINABLE GLOCALIZATION"

The five sectors of influence and components within are listed below.

1. Individuals and Communities
a. Theology: Cosmology based upon Divine role models, scriptures meaning of life, nature and worldview of progress
b. Meology: Self-centered, selfish or maybe selfless
c. Globalology: Ethical perceptions and priorities reflecting shared planet, processes, products and performances that benefit, diminish, destroy or renew Earth and its inhabitants into the future through current
planning and purposeful advances in human shared prosperity, representative governments and inclusive social and economic enterprises

2. Non-governmental Organizations: religious, cultural, scientific, other

a. Specialized altruistic, greedy, needy, justice-oriented, ethical, deceptive

b. Values, vision and vitality outside corporate or government parameters, although may be regulated by government tax, environmental, health or safety criteria

c. Faith-based versus scientific focus may clash, coincide or complement, facilitated by mediation, arbitration or adjudication

3. Business: Agricultural, Mining, Commercial, Banking, Finance, Scientific, Manufacturing, Communication and Information

a. Capitalist model: Profit equals progress

b. Humanistic/Humanitarian Model: Human betterment by best practices and products. Ethical products, technology and services

c. Ethically informed: Doing the right thing (social good) is better than doing things right (expedient profitable returns)

4. Governmental and International Governmental Organizations

a. Law and order preempt exceptional obstacles and opportunities

b. Judicial activism explores positive and negative applications of law: letter of the law versus spirit of the law

c. Promise and possibility driven, respectful of the Human Rights, Environmental Rights and Property Rights of all parties-rank order

5. Educational Enterprises: Classical to Contemporary

a. Academy vertical model with standardized testing or wealth as access

b. Democratization, wide access model from Pre-K through university

c. Versatile public, proprietary, charter, religious, vocational, expert mode

FUNCTIONING "FIVE MINDS FOR THE FUTURE"

One approach to the present and future educational preparation of an effective participant in an inter-active, inter-connected, and inter-dependent world is offered in Howard Gardner's book FIVE MINDS FOR THE FUTURE. He believes that a person is best prepared for the present and future if she is: 1. disciplined (academic disciplines and inter-disciplinary comfort, as well as self-disciplined); 2. synergistic (able to "connect the dots" and/or imagine more than linear possibilities about how things do or could inter-relate); 3. respectful (allowing for genius or profundity to come from anywhere, hence respect for insights and ideas must be broader than immediate familiarity may allow); 4. ethical (honoring honesty, integrity and even altruism to elevate an enterprise rather than deceptive practices, fraud and corruption taxes to deplete an enterprise or relationship); 5. creativity (facilitating the envisioning and pursuit of desirable alternative futures and related innovations for progress). An innovative step beyond Stephen Covey's, SEVEN HABITS OF HIGHLY EFFEECTIVE PEOPLE, the Gardner work emphasizes access to new-comers, non-existent approaches and imaginative non-linear alternatives to shaping a better future, while not discounting Covey's basic principles.

Within A FLAT WORLD, the smallest educational transaction, principle, program or expertise can become global in its implications and implementation – or smothered by self-interested/limited external forces not adept yet dominant in cyberspace. Free video-conferencing, free translation services, free access to various data bases can break down physical geographic barriers and expedite free access and exchanges of appropriate educational purposes, priorities, processes, practices, and measures of success.

Education can become what Peter Berger describes in SACRED CANOPY (intermediating institution/process) to advance "sustainable glocalization" among the widest and most diverse populations. Cybernetic context and informatics techniques may expedite ethical effective education.

POIGNANT PROMINENT HIGHER EDUCATION MODEL

One simple, clear, feasible and assertive example of a higher education institution (Miami Dade College-America's largest, most diverse and most internationally representative) anticipating "sustainable glocalization" by insisting on core performance expectations by all faculty and their students in ALL disciplines and across disciplines posits that the practices and student learning outcomes (SLO) and Learning Outcome Assessments (LOA) measures move toward what can be described as "sustainable glocalization": by pursuing the following outcomes:

1. Communicate effectively using listening, speaking, reading and writing skills
2. Apply quantitative analytical skills to evaluate and process numerical data
3. Solve problems using critical and creative thinking and scientific reasoning
4. Formulate strategies to locate, evaluate and apply information
5. Demonstrate knowledge of diverse cultures, including global and historical
perspectives
6. Create strategies to fulfill personal, civic and social (societal) responsibilities
7. Demonstrate knowledge of ethical thinking and its application to social issues
8. Use computer and emerging technologies effectively
9. Demonstrate an appreciation for aesthetics and creative activities
10. Describe how natural systems function and recognize the impact of humans
on the environment

Other simple, clear, feasible and assertive examples for Pk-12 educational institutions are the Framework for 21st Century Learning, the United Nations' ICT standards for teachers, ICT standards for students. Initial to lifelong education and training has existing exemplary models, modes, standards and measures for and to mark advancement.

ANTICIPATING APPROPRIATE TECHNOLOGIES – OPEN TO ALL

Practically speaking, all of the above appears to be most effectively expedited among developed countries, middle and upper economic levels and more traditionally well-educated people. Yet, decreasing cost of and cooperative center's access to appropriate technologies applied to widely accessible information and instantaneous communication and the ease of new service modalities permits a new paradigm to local and global sustainable development and social and economic entrepreneurship to be quite feasible across the widest spectrum of potential participants, beneficiaries and co-creators of a wider prosperity than ever before.

BEYOND PROLETARIAN, INFOTARIAN, TECHNOTARIAN, CYBERTARIAN

In the early 1990s, a new personnel phenomena and strategic relationship change within corporate workforces. This was associated with the decrease in the number of proletarian jobs in the new information/service society/age and the rise of new and significantly influential worker the technotarian. In the service/information society and to a certain extent in the industrial age and even agrarian societies, the person with the information had significant and production power. With the service/information society the rise of the power of the technotarian to accelerate production and/or stop production emerged. As workplaces became more technology dependent, technology workers needed to be added to payrolls or outsourced. In the initial phases of the rise of technology integration in work the technotarians were the people who built interconnected hardware and wiring systems and reformatted the information from and for infortarians in multiple formats. Initially with the rise of the World Wide Web and Internet, the language to publish something on the Internet was known mostly by the technotarians and not the infortarians.

With recent emergence of Web 2.0 applications and simpler web publishing languages and programs, cybertarians are producing products on the web with simple text interfaces. One does not have to be formally trained in technology to publish on the Internet and one does not have to have reliability nor

validity of information to publish. Nor does anyone have to be a person to profess knowledge in cyberspace in the case of the virtual worlds and aviatars.

Cyberspace communities connect individuals, cultural and sociopolitical borders for good and evil. There are numerous sites where people are able to donate to humanitarian causes or garner support for ideas and causes. **ML I RAN OUT OF ENERGY, Please help here.**

SIX CHALLENGES FACING SOCIETY, CYBERNETICS AND INFOMATICS

1. If cybernetics and informatics progress as neutral fields that can expedite realization of a highly functional, inter-active, inter-connected and inter-dependent global society, what values, vision, and vitality should inform and animate the priorities, performance, processes and outcomes of society (local and global)?

2. Is it desirable to infuse all local communities, cohorts and individuals (in nations or states) with the technologies of cybernetics and informatics? Or should only the "most advanced" cyber-informatics groups be empowered to be representative, pre-emptive and assertive on behalf of the dominant local communities in a global world?

3. What would an ideal "Sustainable Glocalization" look like in 2025 or 2035? Should a statement like the Jeffrey Sachs-generated model that underpins the United Nations Millennium Development Goals – identifying minimum standards of success in pursuit of enlightened cybernetically-informatically infused world – based on a set of norms (values and vision) be drafted?

4. Who benefits from exclusivity in the advancement of cybernetics and informatics as their impacts shape the formation of a global society in the short run, mid-run and long-run? Would there be greater general benefits and top end benefits if cybernetics and informatics were more broadly implemented simultaneously in all

communities contributing to "sustainable glocalization"?

5. What role does cybernetics and informatics play in the CONTINUUM OF AUTHORITY OF KNOWLEDGE? Who is deciding what accurate expertise is and what is truth, facts and fiction, history and memory? As we shift from a controlled to democratically mediated determination of what is truth, factual, expert, ethical and wise from a few (legitimate and verifiable, accountable and transparent with defined standards) sources to many sources (open-ended, ad hoc, unaccountable, unverifiable sources) are cybernetic contexts and informatics strategies amoral, irresponsible, unethical and disinterested in what they are purveying, facilitating, delivering and expediting?

6. Are cybernetic content constructs and informatics technologies and techniques amoral (value free) and only contribute to, diminish, or detract from the human, social, cultural, economic and political progress in the heads, hearts and hands of the interdisciplinary interveners and practitioners?

AN INTER-DISCIPLINARY INITIATIVE IS APPROPRIATE

Social Sciences, Information Sciences and Education disciplines could intervene and provide some clarity among vagaries, some equity among disparities, some accountability and transparency for the protection of creators, innovators, consumers, producers alike in an era wherein Information, Communication, Technology and Service produce more new wealth than any other combination of resources today and in the near future.

CONCLUSION: Cybernetics and Informatics Intermediate Dynamic Infusion- But not Acceptance-of Means to an End

Ironically, self-protecting iconic unions and a self-serving iconic corporation inhibit the widest participation and most inclusive access to prosperity for local and global citizens through cybernetics and informatics as a means to enjoy,

empower, equip, encourage, engage and enlighten themselves today by their self-centered, self-serving, selfish behaviors – avoiding accountability, transparency and proof of measurable outcomes, as suggested by the role of Google globally and two major teacher unions efforts to maintain their exclusive domination (warding off competitive innovation in one case and measurable successful performance/results in the other) of their respective fields. (Reported in the New York Times Business Sunday and New York Times Magazine 5/23/2010. The pathway to "sustainable glocalization" is made up of "stepping stones" and "stumbling blocks" that can be organized by cultural, social, economic and political forces, expedited by effective education and facilitated by cybernetics and informatics or not.

REFERENCES

[1] B. Stone. **"GOOGLE: Sure It's Big. But Is That Bad? As Google Grows, Regulators May Decide To Trim Its Ambitions"**. Sunday Business, The New York Times, May 23, 2010

[2] D. Abilock. "Inquiry Evaluation**",** **Journal of the American Association of School Librarians**, vol.38,no.3, Jan/Feb 2010, pp. 34-45.

[3] Lenaghan. Brave New World: A Good News Scenario for Educational Reform. **Resources in Education.** October, 1999. U.S. Department of Education: ERIC.

[4] H. Gardner. **Five Minds For the Future**. Harvard Business School Press. 2009.

[5] J. D. Sachs. **The End of Poverty: Economics Possibilities for Our Time**. Peguine Press 2005.

[6] P. Berger. **The Sacred Canopy**. Anchor Books. 1967, 69 and 90.

[7] S. Brill. "The Teachers' Unions' Last Stand: How Obama's Race to the Top Could Revolutionize Public Education". **The New York Times Magazine**, May 23, 2010.

S. Covey. **Seven Habits of Highly Successful People**. Free Press. 2004.

T. Friedman. **The World is Flat**. Farrar, Straus & Giroux. April 2005.