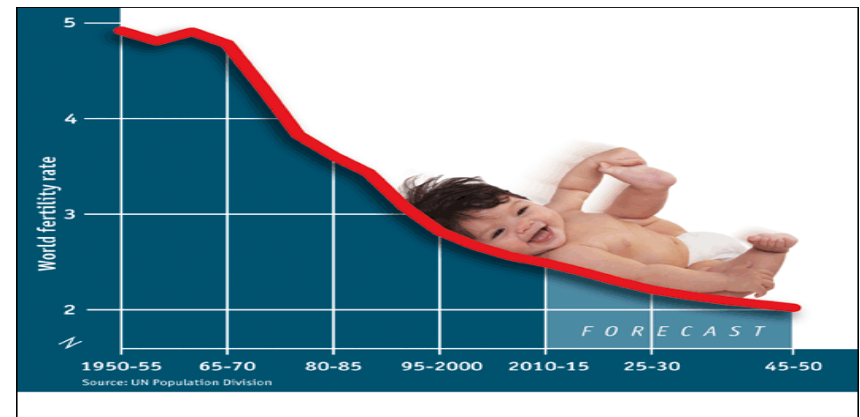


THE FAMILY EFFECT and How to Change it:

Your Parents' Impact on Your Education, Your Wealth, Your Fertility, and Your Health



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Presentation Contents

- The Narrative
- The story of parental impact
- Academic Reading & Writing: Main Theme, Central Question, Main Thesis, and Main Argument
- Key Concepts
- THE IMPACT OF PARENTS ON OFFSPRING
 - 1. Educational Attainment and Educational Achievement
 - 2. Economic Attainment
 - 3. Fertility
 - 4. Health

Theoretical Perspectives

Bonus Creativity & Innovation Exercise

Conclusions



○ MOTIVATE:

- Why we should care about the facts of the significance of parents and the quality of parenting on offspring.



○ THE NARRATIVE

- Parentage largely determines who is left behind as education and the political economy of society change:
 - OUR PARENTS' LOCATION IN THE SOCIAL STRATIFICATION SYSTEM MATTERS: PRIVILEGED FAMILY/PARENTAGE USUALLY LEADS TO BETTER OUTCOMES FOR OFFSPRING, AND VICE VERSA.

- Family, particularly Parentage, is a strong predictor of unequal access to education and unequal outcomes of life in the areas of income, wealth, fertility, health, and access to valued societal resources in a stratified society:
-

- - Children in high-income families have more access to better education, better jobs, better incomes, better health, and have lower fertility than children in low-income families (see Quan-Haase & Tepperman, 2021, p. 269).
 - “Thirty-five per cent of Canadians go to university. That statistic has not changed in 20 years”, says the new UVic president Kevin Hall. “At UVic, the majority of our students come directly from high school, many of them coming from more privileged backgrounds. How do we make university more accessible to everyone? How can we create more entry points through enabling pathways?” (UVIC TORCH, Spring 2021, p. 9).
 - **According to functionalism, people left behind by the various education and economic systems are those who EXPERIENCE:**
 - **1. “oversocialization” in lower class family cultures**
 - **2. undersocialization in upper middle/upper class family cultures**
 - **3. undersocialization in the post-secondary education system and/or the mainstream culture**
 - **These people are replaceable with automation/robots/AI at work or they are unable to compete successfully in the job market place.**

○ THE NARRATIVE AMPLIFIED

The Family Effect on Math Scores

- Math scores of Canadian students continued their steep slide, according to a new international ranking that reinforces the continuing domestic concern about how the subject is taught in schools.
- The latest results from the Organisation for Economic Co-operation's Programme for International Student Assessment, released Tuesday, show that Canada's overall scores declined 35 points between 2003 and 2022. Only 12 per cent of Canadian students were high math achievers, scoring at Level 5 or 6. That's fewer than some of the top Asian countries and economies: In Singapore, 41 per cent of students performed at the top level; in Hong Kong, 27 per cent; and in Japan and Korea, 23 per cent (<https://www.theglobeandmail.com/canada/article-math-scores-of-canadian-students-are-declining-raising-concern-about/>).



The Story of Family/Parental Effect on Children's Educational Success:

Your family of orientation, specifically parents and parenting typology, determine(s) which K-12 schools you attend, and the quality of Mathematics instruction/instructors in these schools matters in your experiences with the job market.

- **Akiba et al (2007) found that students with high-quality teachers achieved higher math scores than those with low-quality instructors (Cited in Quan-Haase & Tepperman 2021, p. 289)**
- Nikki Lineham has developed a new way of teaching math. And now the Cedar Hill [in Saanich, BC] middle school teacher is watching her idea multiply across the Greater Victoria School District.
- Lineham has been working for the past five years on the development of Educating Now, a system that takes the text-driven lesson plans teachers have used for decades and puts it into a video format that includes hints on the language and methods that have the greatest impact on students.
- She says the technological changes happening across the globe means simply learning procedures and memorizing information is no longer enough.
- "They need to **understand** how it works so they can **apply** it to novel situations," said the Saanich resident, adding our learning tools are no longer limited to just pen and paper.
- **"We need them [students] to be thinkers and problem solvers and to actually understand and be able to create and actually be like mathematicians and not be like calculators, because we have calculators."**

[\(http://www.goldstreamgazette.com/news/cedar-hill-teacher-adds-new-math-resource-for-greater-victoria-schools/\)](http://www.goldstreamgazette.com/news/cedar-hill-teacher-adds-new-math-resource-for-greater-victoria-schools/)

The Concept of Sociological Imagination is Relevant: Math Trouble is not a personal trouble, it is a social issue.



The Story of Family/Parental Effect on Children's Educational Success

In an interview with [Business Insider](#), the ex-Microsoft Boss Satya Nadella said that he finds inspiration in a book which is called Mindset by Carol Dweck, a professor of Psychology at Stanford.

Here's what Satya Nadella said in the interview:

"I was reading it not in the context of business or work culture, but in the context of my children's education. The author describes the simple metaphor of kids at school."

"One of them is a "know-it-all" and other is a "learn-it-all", and the "learn-it-all" always will do better than the other one even if the "know-it-all" kid starts with much more innate capability."

Parents play a major role in the attitudes their children develop about education.

The Concept of Social Construction of Reality is Relevant: The Definition of the Situation matters.



In times of change, the learners will inherit the earth whilst the learned will find themselves beautifully equipped for a world that no longer exists. ~ Anon

THE MAJOR CONCEPT & KEY CONCEPTS IN THE MAIN ARGUMENT IN THIS LECTURE:

These Key Concepts provide the language to explore and unpack what the Major Concept of FAMILY IMPACT is and what it is not.

Family Impact: Relevance of Sociological Imagination and Social Construction of Reality

Parents' Social Class: Parents' Socio-economic Status (SES)

○ Family Culture

David-Moore Thesis

○ Family Impact and:

- Transformative Education: Quantity and Quality of Education (Educational Attainment, Educational Achievement), Thinking Skills: Lower Order Thinking (Surface Learning) and Higher Order Thinking (Deep Learning)
- Evolution of the Economic System: Pre-industrial, Industrial, Post-industrial, Post-industrial global
- Work, Employment, Underemployment, and Unemployment
- Sectors of the Economy: Primary Sector, Secondary Sector, Tertiary Sector.
- Labour Markets: Primary Labour Market and Secondary Labour Market
- The Education – Jobs Gap
- The *Cashflow Quadrant* and the Income/Wealth Gap
- The Power of STEM Education (Science, Technology, Engineering and Mathematics)
- Fertility Gap and Health Gap

○ Application of Sociological Theories to Family Impact: Functionalism, Social Conflict, Interactionism, Feminism, and Postmodernism



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- Review the remaining slides if you are interested in the main argument of the lecture and knowing more about the key concepts, sociological theories, and their applications.

ELEMENTS OF ACADEMIC READING & WRITING:

Main Theme:

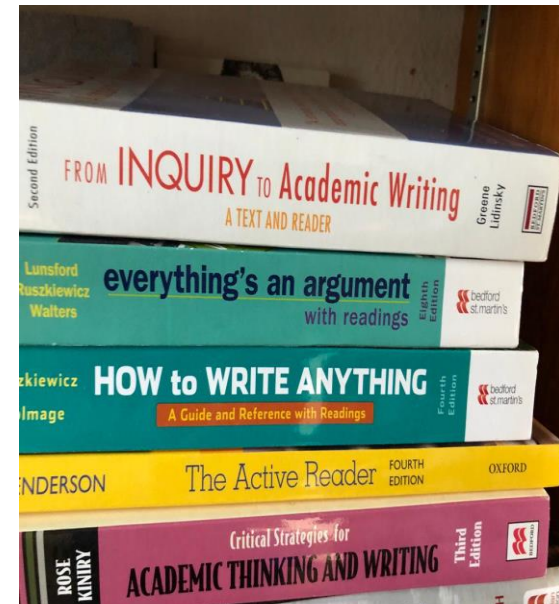
- The Family/Parentage Effect

QUESTION:

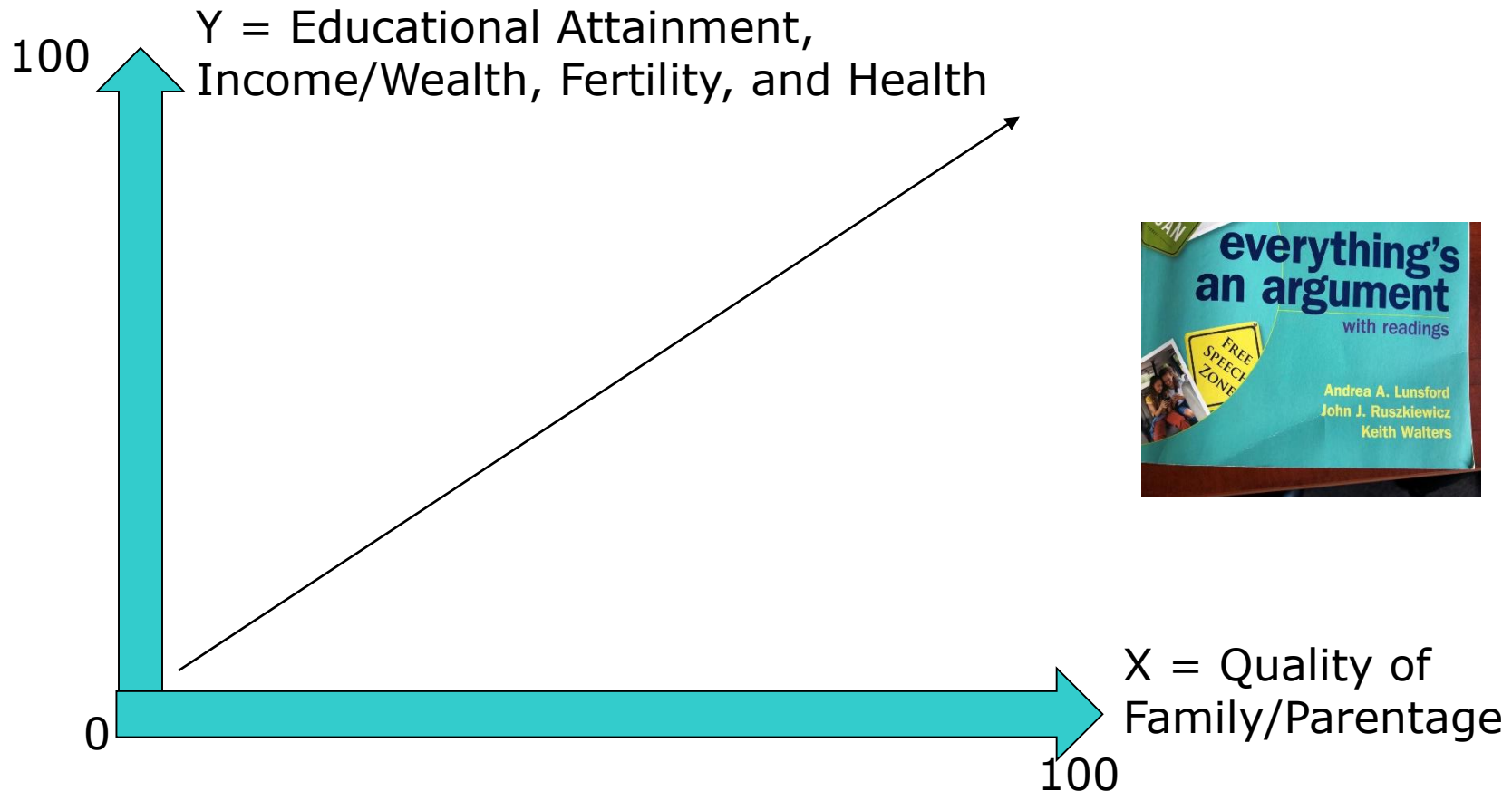
- What is the main predictor of one's experiences with education, work, income/wealth, fertility, and health in the changing socio-economic systems in a stratified society, and what strategic resources make a sustainable difference in these experiences?

THESIS:

- Until the elimination of social stratification from the social structure, the intersection of one's family culture and parents' quality of parenting and educational attainment will continue to be the major predictor of one's experiences with education, work, income/wealth, fertility, and health. What could sustainably change/override the impact of parentage on our experiences in the matrix of domination in the social structure is our access to transformative educators who and/or education that facilitate(s) collaboration/people skills, integrated thinking, and problem solving skills.



ACADEMIC READING & WRITING: MAIN ARGUMENT: The Family/Parentage Effect



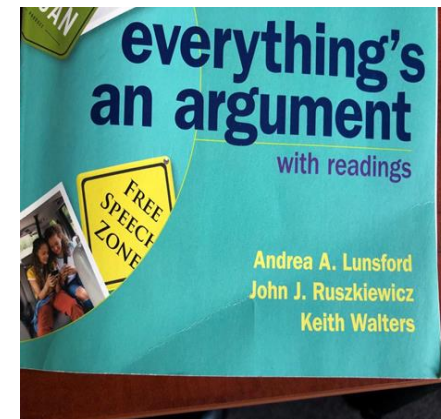
To a large extent, the higher the quality of peoples' family/parentage, the higher their educational attainment, income/wealth, the better their health, the longer they lives, and the lower their fertility.

MAIN ARGUMENT: The Family Effect and How to Change it:

The Concepts of Sociological Imagination and Social Construction of Reality are Relevant: “Transformative Education is the Way Out”?

In every stratified socioeconomic system since the Industrial Revolution, there has been work that presents drudgery and danger to workers, unemployment (demand-supply gap in the labour market), and, clearly, since the emergence of the post-industrial global economy the trend has been that of increasing education-jobs gap, alienation of work, income/wealth gap, fertility gap, and health gap. Peoples’ micro experiences in these macro structural conditions (work, sectors of the economy, and labour markets) of society are related to the intersection of the quality of family/parentage—the parenting quality/skills/style of their parents, the socio-economic status of their parents, their family culture—and the quality and quantity of education they receive. Since we don’t choose our parents, it is the education that transforms our philosophies related to work, knowledge-base, thinking skills (critical/creative/design/sustainable thinking), problem-solving skills, creativity & innovation skills, and our people skills of communication, collaboration and compassion connecting us to social-cultural capital or interaction/relationships opportunities that can make a sustainable difference in the outcomes of our lives and our contributions to our communities (Adu-Febiri and Ofori, 2009; Adu-Febiri, 2014).

- **The Marshmallow Test:** The impact of parents/home and teachers/school. Watch this video:
- https://www.youtube.com/watch?v=QX_oy9614HQ



MAIN ARGUMENT: The Family Effect and How to Change it: “Transformative Education is the Way Out”?

○ “The Marshmallow Test”: **Delayed Gratification**

Davis-Moore Thesis of the Functionalist Paradigm: Society needs people who develop their skills [and knowledge] in order for the social structure to realize its full potential or homeostasis, so it rewards those who make the sacrifices necessary to develop those skills [and knowledge] through education (Witt and Hermiston 2010, p. 23).

- **In a post-industrial world, the opportunity structures of society exemplified in the Cashflow quadrant change slowly although the world and work are constantly changing, sometimes very fast. Therefore, in order for a marginalized person to experience a positive access to the political economy, the person needs to change. This is why accessing strategic macro resources, particularly transformative education, is so important (Kiyosaki & Lechter, 2000; Adu-Febiri and Ofori, 2009; Adu-Febiri, 2014).**
- **From the perspectives of the concepts of sociological imagination and social construction of reality, developing skills/knowledge and accessing macro strategic resources usually require delayed gratification. The ability to sacrifice or postpone gratification in order to experience transformation is acquired through socialization in social institutions, particularly the family and education.**

MAIN ARGUMENT: The Family Effect and How to Change it: “Transformative Education is the Way Out”?

- “Education is a human need, and it must be met without the mediation of the market or government interference. The fact is that, after years of education which often lands many students in huge debt, the majority of students will remain un- or under-employed: this *material* fact does adversely impact their *learning* process. After all, one has to eat, drink, have shelter, clothing and medicine and access to transportation, etc., before one can fruitfully engage in the learning process. The demand for a satisfactory education and the demand for improved material conditions are closely linked” (<https://socialistproject.ca/2020/09/what-questions-must-students-ask/#more>).
- **For marginalized people, “transformative education is the difference between a short lifetime of scraping for a living pieced together from odd jobs, or a respectable middle-class life with enough food for three meals a day” (Stevenson, 2013, p. 177)**

MAIN ARGUMENT: The Family Effect and How to Change it: “Transformative Education is the Way Out”?

Who does the present and the future belong to?

The present and future belongs to people who grew/grow up in families and/or attend(ed) schools that offer them transformative education. That is, people who socialized and supported to “think crazily, work effectively as team players, and keep up with math” (Fareed Zakaria “Innovators: Driving the Future”, GPS Special, CNN, Sunday November 30 2014).

- **People without these qualities and/or skills are likely to be LEFT BEHIND in the emergent new political economy!**





○ EXPLORE:

- **Breaking down the main argument into Key Concepts:**
 - To know the key concepts of the family institution to understand the dynamics of peoples' experiences with education, work, economy, wealth, fertility, and health.

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Parents' Social Class: Parents' Socio-economic Status (SES)

○ **Family Culture**

David-Moore Thesis

○ **Family Impact and:**

- **Transformative Education: Quantity and Quality of Education (Educational Attainment, Educational Achievement), Thinking Skills: Lower Order Thinking (Surface Learning) and Higher Order Thinking (Deep Learning)**
- **Evolution of the Economic System: Pre-industrial, Industrial, Post-industrial, Post-industrial global**
- **Work, Employment, Underemployment, and Unemployment**
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- **Labour Markets: Primary Labour Market and Secondary Labour Market**
- **The Education – Jobs Gap**
- **The *Cashflow Quadrant* and the Income/Wealth Gap**
- **The Power of STEM Education (Science, Technology, Engineering and Mathematics)**
- **Fertility Gap and Health Gap**

○ **Application of Sociological Theories to Family Impact: Functionalism, Social Conflict, Interactionism, Feminism, and Postmodernism**



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- Review the remaining slides if you are interested in knowing more about the key concepts and their applications

THE CONCEPTUALIZATION OF THE FAMILY EFFECT

- The Concepts of Sociological Imagination and Social Construction of Reality are Relevant to the impact of family, particularly, parentage.
- The Family Effect lends credence to:
 - 1) Sociological Imagination: Macro social causation of life's outcomes makes macro strategies more effective in solving the associated personal troubles and social issues.
 - 2) Social Construction of Reality: Macro and/or micro social causation of life's outcomes but micro solutions through human agency.
 - 3) Fusion: Both macro and micro social causation; both macro and micro social strategies/solutions.



- Sociological Imagination

- Macro Social Causation:
 - THE FAMILY EFFECT ON EDUCATIONAL ATTAINMENT & EDUCATIONAL ACHIEVEMENT

BOTTOM LINE: FAMILY MATTERS IN EDUCATION

[In social class societies] parents have the strongest influence on the educational aspirations, experiences, achievements, attainments, and expectations of students. But for working class families in which neither the mother nor the father has a university degree, higher education is a foreign territory (Gilbert and McRoberts, 1977).

What makes the most difference in our lives is family culture in the form of socialization that values or disvalues transformative education.

A child's family, or social origin, influences the priority given to their educational attainment. But sometimes parents put too much pressure on their children to excel in school, and the results for mental health may be devastating (Quan-Haase & Tepperman 2021, p. 285)

BOTTOM LINE: FAMILY MATTERS IN EDUCATION

- Some visible minority youth are aiming higher when it comes to education largely **due to educational values promoted from within their own families**, according to new University of Alberta research.
(<http://www.uofaweb.ualberta.ca/sociology/news.cfm?story=44972>
April 5, 2006)
- ...[tiger and panther] parents expect too much of their children. Sometimes, school may expect too much of their students. To cope, some students turn to plagiarism to complete schoolwork or even commit acts of self-harm. Others get physically ill or drop out. Approximately 20 per cent of students drop out of Canadian universities and never complete an undergraduate degree (Chiose 2016: Cited in Quan-Haase & Tepperman 2021, p. 285)

BOTTOM LINE: FAMILY MATTERS IN EDUCATION

PAUL MASON

“I can still remember, in front of a coal fire and on a carpet with a stone floor beneath it, my dad drawing me a picture of Oxford and Cambridge, complete with rugby fields and laboratories, and trying to explain how I might make the choice between them. He’d never been to either city, but to an impressionable five-year-old, this was a profound message: education is the way out.”

- **It was not always the case that ethnic-minority children did better than white English ones, but the reason why some of them do now is pretty obvious: their problem – racism – is defined; their language skills tend to be well-developed; their culture is one of aspiration;**
- http://www.theguardian.com/commentisfree/2016/apr/04/the-problem-for-poor-white-kids-is-that-a-part-of-their-culture-has-been-destroyed?CMP=share_btn_link

The culture of your family makes a difference.

THE FAMILY EFFECT ON EDUCATIONAL ATTAINMENT & EDUCATIONAL ACHIEVEMENT

- Educational Attainment = Level of Education or Quantity of Education
- Educational Achievement = Test Scores
- “Family background proves to be more important than test scores [educational achievement] in predicting who attends and completes university [educational attainment]” (Henslin et al 2004, p. 342).
- http://www.openthedoors.ca/backpacks?utm_campaign=harvest_intro_c&utm_medium=email&utm_source=fpse

THE FAMILY EFFECT ON YOUR QUALITY OF EDUCATION: The Culture of Surface Learning Vs. The Culture of Deep Learning

Many families erroneously see education as the transmission of information and ideas, instead of seeing education as the training needed to generate and make use of creative ideas (Pamela Hieronymi (2012, p. A5 CAUT Bulletin):

- Many students [usually from lower class family cultures] get an education they don't need and can't use while putting themselves in debt for the next 10 or so years (Quan-Haase & Tepperman 2021, p. 273).
- 1. LOWER ORDER THINKING: Transmission of Information and Ideas: This involves synthetic thinking, the ability to memorize, recall, paraphrase, and connect information (Adu-Febiri 2014). It is a lower order thinking (Arum R. and Roksa J. 2010; Eickles, M.L. et al 2013).
- 2. HIGHER ORDER THINKING: Transformative Education generates and makes use of creative ideas: This involves critical, creative, design, and sustainability thinking. That is, the ability to evaluate and extrapolate information from one domain and apply it to another to design sustainable solutions (Adu-Febiri, 2014): it is a higher order thinking; in effect, the ability to transform information into resources to solve complex problems. These are the learners who are able to do close reading and transit from lower order thinking to higher order thinking (Arum R. and Roksa J. 2010; Eickles, M.L. et al 2013).

○ <http://www.youtube.com/watch?v=zDZFcdGpL4U>

○ <http://www.youtube.com/watch?v=iG9CE55wbtY&NR=1>

THE FAMILY EFFECT ON YOUR QUALITY OF EDUCATION: The Culture of Surface Learning Vs. The Culture of Deep Learning

Your family's socialization or parenting style, culture, and the schools your parent(s) enrol you in influence whether you engage in surface learning or do deep learning:

Transformative education system teaches Deep Learning rather than Surface Learning (Kristensen, 2007)

In Surface Learning Students

- ● memorize and reproduce required information
- ● treat tasks as external imposition
- ● do not reflect on purpose
- ● focus on discrete elements without integration
- ● fail to distinguish principles from examples/illustrations/stories.

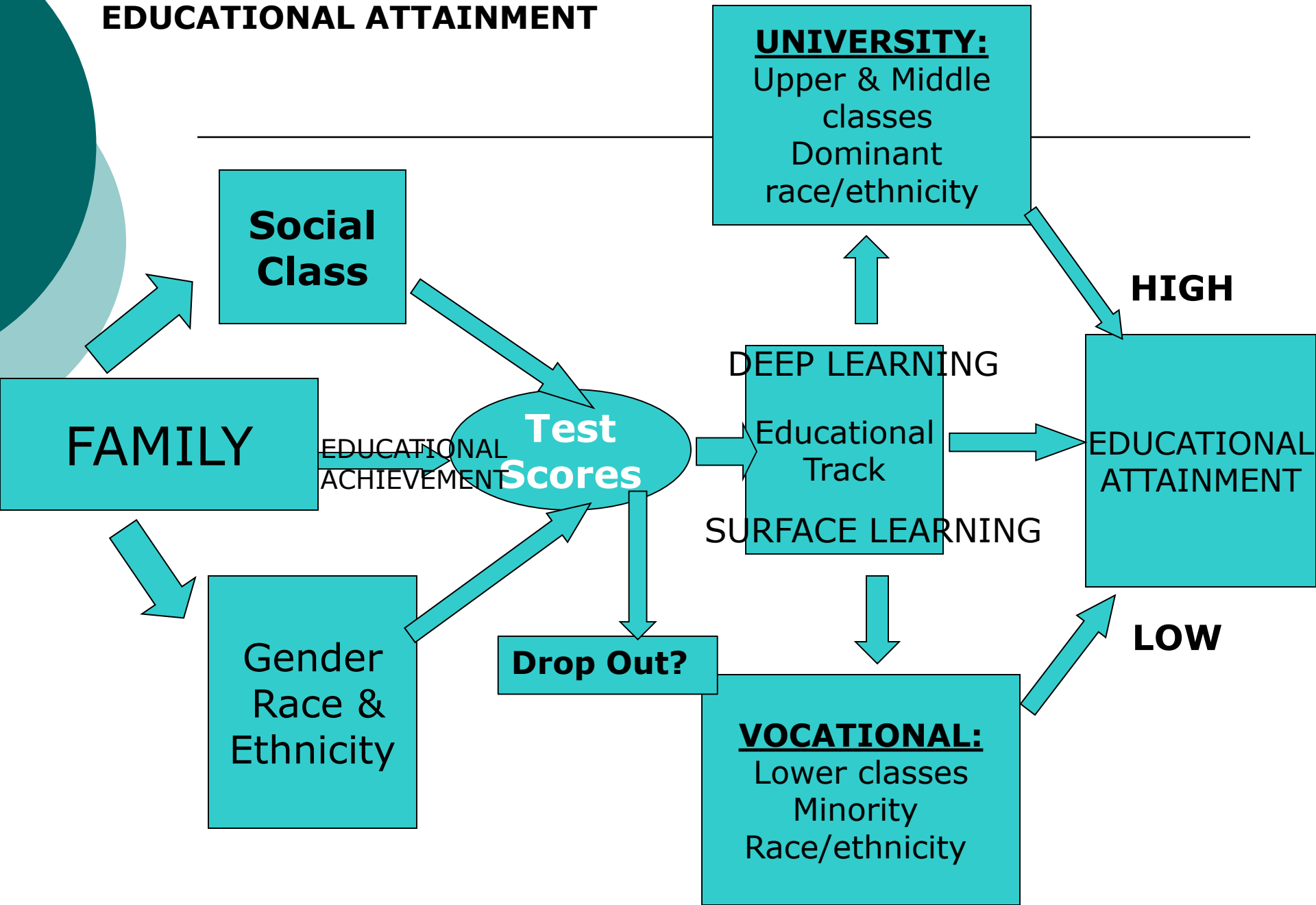
In Deep Learning or Transformative Education students

- ● aim for personal, meaningful understanding of material
- ● engage with content and context
- ● examine the logic of an argument
- ● relate evidence to argument and conclusions
- ● relate new ideas to previous knowledge
- ● relate concepts and theories to everyday experience
- * develop critical, creative, design, and sustainability thinking skills
- **All this contributes to students learning to connect knowledge to critical issues in their personal lives, families, communities, and societies to make a sustainable difference.**

THE FAMILY EFFECT ON YOUR QUALITY OF EDUCATION

- **TRANSFORMATIVE EDUCATION SYSTEM: EXAMPLES:**
- 1. Kansai University School (Elementary, Junior High, and Senior High) in Japan https://www.kansai-u.ac.jp/English/about_ku/muse.html
- 2. The [Incubator School](http://www.popularmechanics.com/technology/startups/a11402/attack-of-the-teenage-entrepreneurs-17359566/) in Los Angeles (<http://www.popularmechanics.com/technology/startups/a11402/attack-of-the-teenage-entrepreneurs-17359566/>)
- **3. The Human Factor Leadership Academy in Akatsi, Ghana** (www.iihfd.org)

THE FAMILY EFFECT ON YOUR EDUCATIONAL ACHIEVEMENT AND EDUCATIONAL ATTAINMENT



FAMILY

Social Class

Gender
Race &
Ethnicity

Test Scores

EDUCATIONAL
ACHIEVEMENT

Drop Out?

DEEP LEARNING
Educational Track
SURFACE LEARNING

UNIVERSITY:
Upper & Middle
classes
Dominant
race/ethnicity

VOCATIONAL:
Lower classes
Minority
Race/ethnicity

HIGH

LOW

EDUCATIONAL ATTAINMENT

THE FAMILY EFFECT ON YOUR EDUCATIONAL ACHIEVEMENT AND EDUCATIONAL ATTAINMENT

- Most children of the less privileged families are funneled into job training programs, while children of the middle-class families attend universities and university transfer community colleges. The children of the elite (upper class), in contrast, attend exclusive private schools, such as Upper Canada College, where their learning environment includes small classes and well-paid reputable teachers (Persell et al 1992).
- Here they inherit cozy social network of the nation's and the world's most elite institutions. Some of these networks are so efficient that a majority of these private schools' graduating classes are admitted to McGill, University of Toronto Law School and University of Western Ontario's Business School, or to Harvard, Yale and Princeton (Henslin et al, 2004).

THE FAMILY EFFECT ON YOUR EDUCATIONAL ACHIEVEMENT AND EDUCATIONAL ATTAINMENT

- Family structure has significant implications for a child's future. A large number of studies have found that living apart from a biological parent is associated with a variety of negative outcomes that reduce the likelihood of moving up the income ladder. For example, children raised apart from their biological fathers have tended to score lower on standardized tests and achieve poorer grades, compared to children raised with both biological parents. These fatherless children are also more likely to drop out of high school and less likely to attend or graduate from college/university (Sigle-Rushton and McLanahan 2004 and Amato 2005: cited in Tepperman 2015, p. 386).

THE FAMILY EFFECT ON EDUCATIONAL ACHIEVEMENT AND EDUCATIONAL ATTAINMENT

- In effect, in a conventional education system, educational achievement and attainment are primarily a function of a combination of mental ability, effort, finances, cultural background, etc., **all of which have their roots in the family.**
- Conventional education emphasizes marketization, lower-order thinking, surface learning, testing, a centralised curriculum and decentralised control of schools (http://www.theguardian.com/commentisfree/2016/apr/04/the-problem-for-poor-white-kids-is-that-a-part-of-their-culture-has-been-destroyed?CMP=share_btn_link)

FAMILY, EDUCATIONAL ACHIEVEMENT AND EDUCATIONAL ATTAINMENT

1. BRITAIN 2016:

- The report came couched in the usual language of inclusion, technocracy and “what works”. **Disadvantaged children are doing so badly at school** that only one in five hits an international benchmark designed by the authors.
- But the headline grabber in the paper from the liberal thinktank CentreForum concerns ethnicity: **the serial losers after 28 years of marketisation, testing, a centralised curriculum and decentralised control of schools are POOR WHITE KIDS.**
- http://www.theguardian.com/commentisfree/2016/apr/04/the-problem-for-poor-white-kids-is-that-a-part-of-their-culture-has-been-destroyed?CMP=share_btn_link

THE FAMILY EFFECT ON EDUCATIONAL ACHIEVEMENT AND EDUCATIONAL ATTAINMENT

- **1. BRITAIN 2016**
- The problem of poor white kids cannot be properly defined: not in the language of freemarket capitalism, at least. It has nothing to do with being “overtaken” – still less with any reverse discrimination against them.
- It is simply that a specific part of their culture has been destroyed. A culture based on work, rising wages, strict unspoken rules against disorder, obligatory collaboration, and mutual aid.
- http://www.theguardian.com/commentisfree/2016/apr/04/the-problem-for-poor-white-kids-is-that-a-part-of-their-culture-has-been-destroyed?CMP=share_btn_link

THE FAMILY EFFECT ON EDUCATIONAL ATTAINMENT: Country Illustration

- 2. USA: Even students with low SAT scores enter university since parents can afford tuition.
- 3. JAPAN: Children of affluent parents attend cram ('juku') schools that enhance their admission to prestigious universities and placement in prestigious companies.
- 4. Ex-USSR: Children of the more educated parents and party members attended higher educational institutions.
- 5. EGYPT: Children with wealthy parents are several times likely to get higher education.
- 6. THIRD WORLD: The children of the wealthy and powerful usually have education beyond the basic.
- 7. CANADA ? ? ?

7. CANADA: EDUCATIONAL ATTAINMENT BY FATHER'S EDUCATION LEVEL

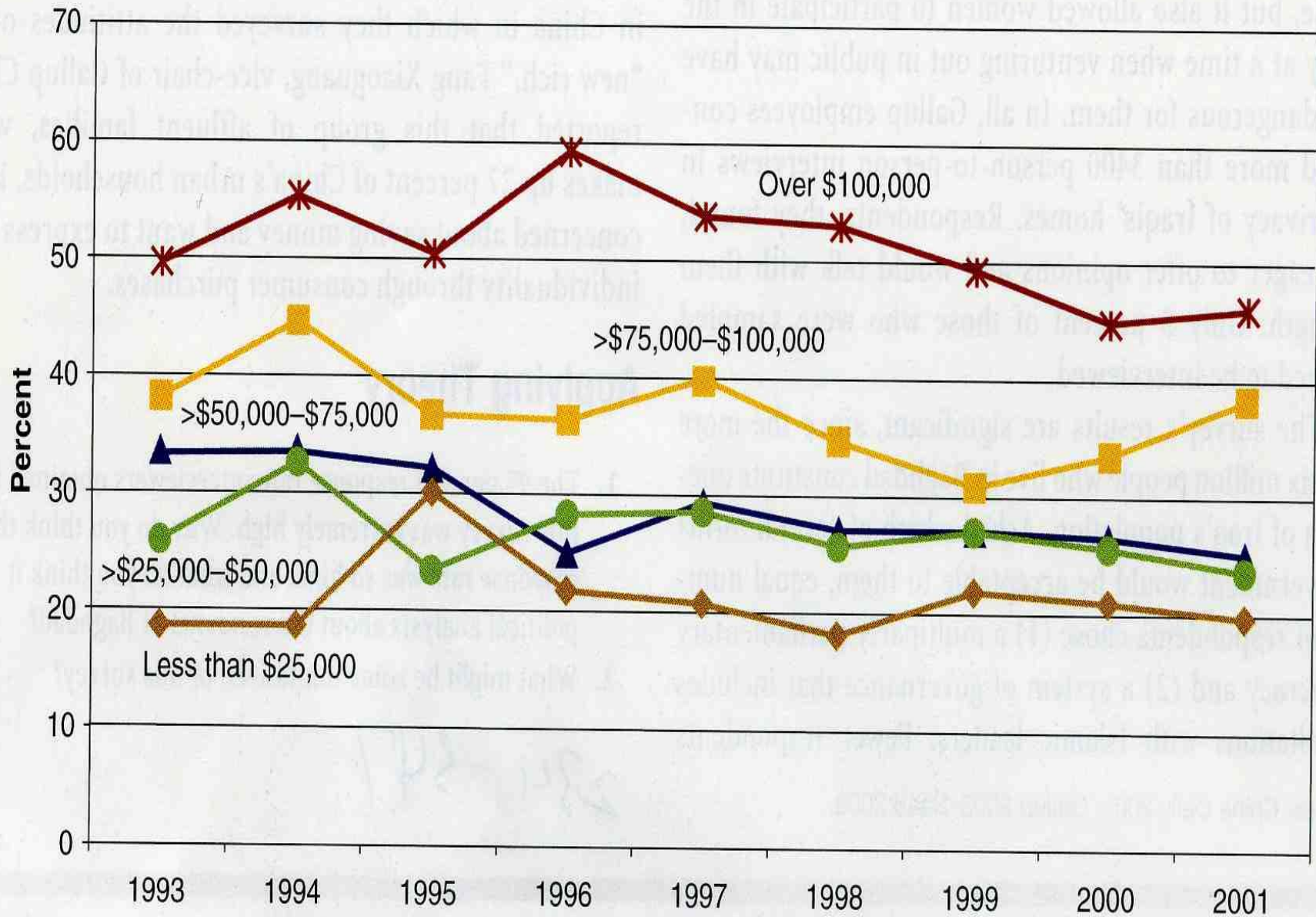
FATHER'S EDUCATION	CHILDREN WITH POST-SEC EDUCATION
Grade 8 or less	31%
Grade 9 -12/13	47%
Some Post-secondary	60%
Post-secondary graduate	68%

*The data is old,
but the pattern
remains the same*

Sources: Statistics Canada, General Social Survey, 1986.

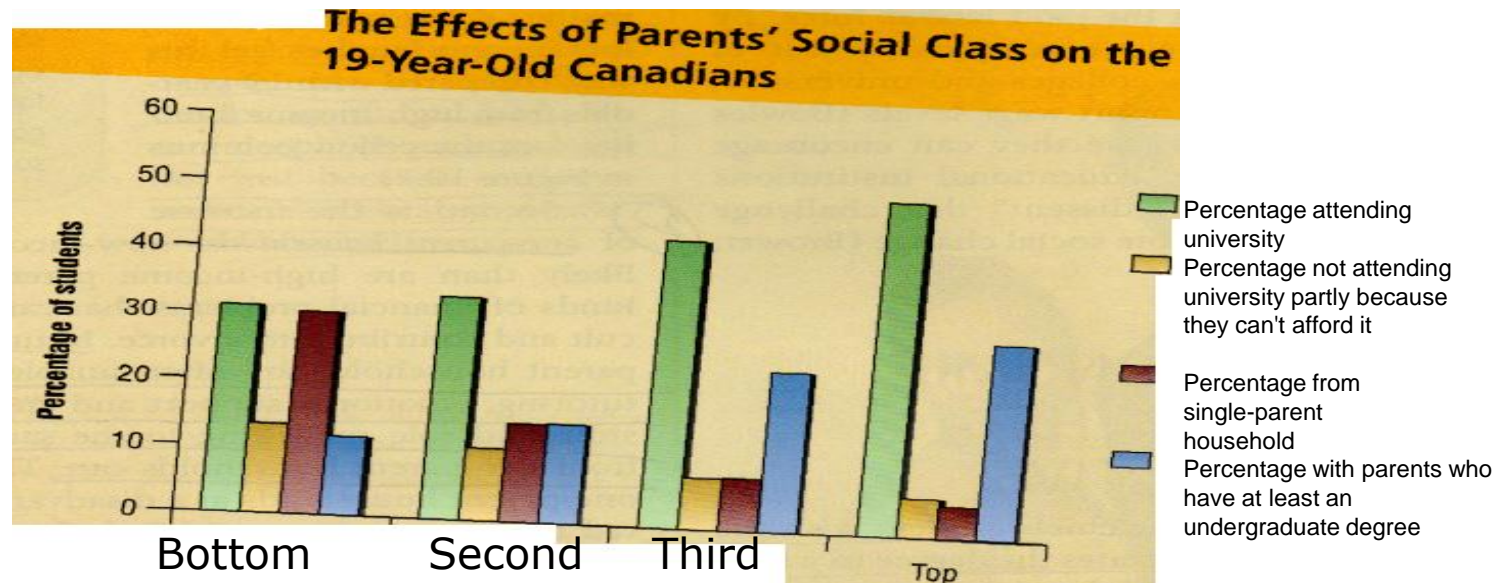
University Participation Rates of 18- to 24-Year-Olds by Parental Income

C
A
N
A
D
A



Source: Statistics Canada 2005h.

7. CANADA: The Effects of Parents' Social Class on the Education of 19-Year Old Canadians



Parent's Income Quartile

Source: Frenette, 2007

"In Canada, as in the United States, children from wealthy families are more likely to attend postsecondary educational institutions [especially universities] than poorer ones" (Quan-Haase & Tepperman 2021, p. 279)



- **FAMILY & EDUCATION EFFECTS ON ECONOMIC ATTAINMENT:**

- Both the Concepts of Sociological Imagination and Social Construction of Reality are Relevant.

THE MAIN STORY OF THE FAMILY AND EDUCATION EFFECTS

- **“LEFT BEHIND”**
 - **Steven Barkan (2012, pp. 281-287)**



EVOLUTION OF ECONOMIC SYSTEMS: Who is left behind as the economic system of society changes? THE FAMILY & EDUCATION EFFECTS

- 1. Pre-Industrial Economy (Ecology Economy)
- 2. Industrial Economy (Brawn and Dexterity Economy): See pp. 292-297 of Quan-Haase & Tepperman, 2021).
- 3. Post-Industrial Economy (Knowledge Economy)
- 4. The emergent post-postindustrial global economy: Technological Development and Automation Economy (Creative Ideas, Design Thinking, and People Skills Economy)

EVOLUTION OF ECONOMIC SYSTEMS and WHO'S

“LEFT BEHIND”: THE FAMILY & EDUCATION EFFECTS

(Reference: Steve Barkan 2012, pp. 281-287; Quan-Haase & Tepperman, 2021, pp. 292-297 and pp. 308-309)

- **The industrial economy with its focus on manufacturing left behind most western women, particularly feminized women.**
- **The postindustrial economy with its focus on knowledge has left behind workers without post-secondary degrees.**
- **Post-industrialization and globalization of the economy encourage outsourcing that has left behind many Euro-American factory workers and unskilled service workers in the areas of customer care, billing services, etc.**
- **The emergent post-postindustrial global economy with its focus on thinking and relationships is leaving behind people with post-secondary degrees who are bankrupt in critical/creative thinking, design thinking, and people skills. This may explain the global high unemployment rate of university graduates who are not from the upper class or upper middle class.**

EVOLUTION OF ECONOMIC SYSTEMS and WHO'S "LEFT BEHIND": THE FAMILY & EDUCATION EFFECTS

- According to Statistics Canada, between 2001 and 2011, employment in health and human services grew by 35%, in natural and applied sciences by 20% and in trades by 10%. Looking ahead over the next decade, 75% of new jobs are anticipated to be in highly-skilled occupations, and two-thirds will require some type of post secondary education, underscoring the importance of Camosun's focus on real-world, applied learning (Nancy Sly, *Camosun Connects* Newsletter. November 2018)

EVOLUTION OF ECONOMIC SYSTEMS and WHO'S "LEFT BEHIND"

○ **TRANSFORMED WORKPLACE: Automation and Innovation**

- See Figure 12.1 The Effects of Automation on p. 303 of Quan-Haase & Tepperman, 2021).

● **Replaced by Robots/AI?**

- http://www.huffingtonpost.ca/2015/02/10/robots-labour-costs_n_6649964.html

EVOLUTION OF EDUCATION and WHO'S "LEFT BEHIND" Scary Predictions

The University of British Columbia
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The Gen Z Effect

By Jared Downing (2023)

- "The technology development is accelerating, and there is a real problem that many of the students will be left behind," says Isbasescu. "The top students are becoming fluent at integrating these tools in their work, benefitting dramatically, while other students are feeling overwhelmed." It is not a stretch to imagine a near future where the traditional classroom does not exist at all, the education system itself replaced by a less costly and more productive model of "algorithmic deans" that create personalized educational experiences for each student based on their interests and social needs (Chris Cannon)
- "I don't expect that a generation immersed in social media will automatically adopt or demand AI because of that immersion. They'll be just as existing-technology-bound as previous generations. This is where Gen Z, like every preceding generation, will feel left behind in the technological dust", says Vogt (Chris Cannon).

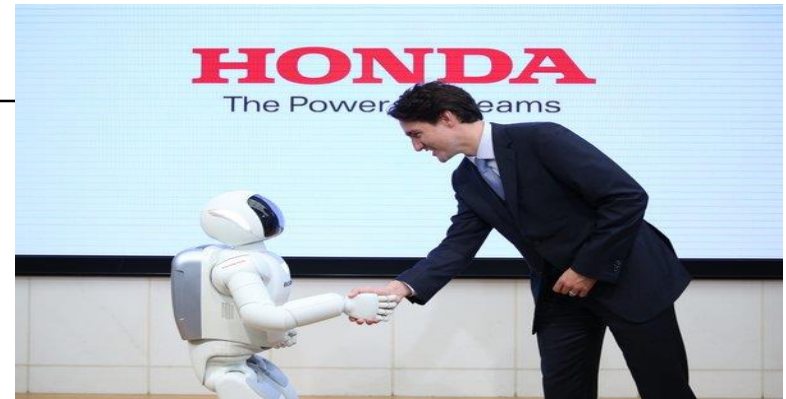
EVOLUTION OF ECONOMIC SYSTEMS and WHO'S "LEFT BEHIND"

Scary Predictions

One central bank has some frightening predictions when it comes to job stability in the future. 80 million jobs in the United States are at risk of being taken over by robots in the next few decades, a Bank of England (BoE) official, Andy Haldane, warned on Thursday November 12, 2015.

- Jobs with the highest level of being taken over by a machine in the U.K. included administrative, production, and clerical tasks.
- Haldane suggested society may have an edge against machines in jobs which require high-level reasoning, creativity and cognition, while AI (artificial intelligence) problems are more digital and data driven.

<http://www.msn.com/en-ca/money/careersandeducation/robots-could-steal-80-million-us-jobs-boe/ar-BBmY9ej?ocid=iehp>



About 46 per cent of the work done in Canada is at risk of being automated (Tencer 2017). This means automation could replace the equivalent of 7.7 million Canadian jobs (ibid.). Not all jobs are equally at risk. In fact, educational services, hospitals, and scientific jobs are the least likely to be automated (Corrigall-Brown 2020, p. 290).

Also read "Technological Influences on the Workplace" (pp. 308-311 of Quan-Haase & Tepperman, 2021)

EVOLUTION OF ECONOMIC SYSTEMS and WHO'S "LEFT BEHIND" Scary Predictions

'American society has been re-organising over the past few decades. Some business sectors have faded, while others have surged. Importantly, many of the surging sectors are concentrated in a few key regions. This has led to what Yang refers to as "six paths to six places," meaning that the most qualified college graduates generally choose a career in one of six sectors and in one of six places: finance, consulting, law, technology, medicine, or academia in New York, San Francisco, Boston, Chicago, Los Angeles, or Washington, DC. All these sectors are highly knowledge-intensive. The result has been an increasing stratification of American society. The most qualified people leave their hometowns to pursue a career in one of these sectors, while those who remain behind are generally forced into far less attractive sectors such as retail, transportation, and manufacturing. This has led to entirely different climates. People in the right sectors and regions experience a climate of abundance, while those in the wrong sectors and regions experience a climate of scarcity. Income inequality has risen to historic levels.....The sectors where "normal" people tend to work—administration, retail, food service, transportation, and manufacturing—have high levels of repetitiveness and are highly susceptible to automation... This is not science fiction, it's already happening. Millions of jobs have been automated away in the manufacturing sector. Many are disappearing in the retail sector, partly due to in-store self-service and partly due to e-commerce. Next up is the transportation sector, as self-driving technology will soon replace millions of truck drivers. The food service and administration sectors are likewise vulnerable. Even many white-collar jobs will disappear. The Fed categorizes 44 percent of all American jobs as routine, which makes them susceptible to automation. A White House report predicted that 83 percent of jobs where people make less than \$20 an hour will be subject to automation or replacement.'

<https://quillette.com/2018/06/29/the-war-on-normal-people/>

EVOLUTION OF ECONOMIC SYSTEMS and WHO'S "LEFT BEHIND"

- In the AI world people with no or little skills in creativity, [and innovation], empathy, emotion, and insight are more likely to be left behind.
 - Microsoft wants to build [artificial] intelligence that augments human abilities and experiences. Rather than thinking in terms of human vs. machine, we want to focus on how human gifts such as creativity, empathy, emotion, physicality, and insight can be mixed with powerful AI computation—the ability to reason over large amounts of data and do pattern recognition more quickly—to help move society forward (Satya Nadella, Ex-Microsoft CEO, 2017).



EVOLUTION OF ECONOMIC SYSTEMS and WHO'S "LEFT BEHIND"

"If a real artificial intelligence (AI) is going to be built, sociologists will have to play a major part in it. The limits on computer models so far have resulted from the fact that they represent intelligence as if it were a free-standing individual mind. But human thinking is basically social. Not only that; a successful AI is going to have to be emotional! We have made a mistake in trying to make it too rational, too much of a super-intelligence, without the more essential human qualities...We want a computer that learns how to do things. It must be able to come up with new [creative and innovative] ideas. It should be flexible rather than rigid, able to deal with new situations as well as old ones. It shouldn't just solve problems; it should be able to invent and create...It should be able to make jokes, and to laugh at other people's jokes when they are funny [in the appropriate social context] (Randall Collins, 1992, pp. 156-161, *Sociological Insight: An Introduction to Non-Obvious Sociology*, Second Edition).

- This is why we need to bring emotion, morals, and spirit into our classrooms (Adu-Febiri, 2011).

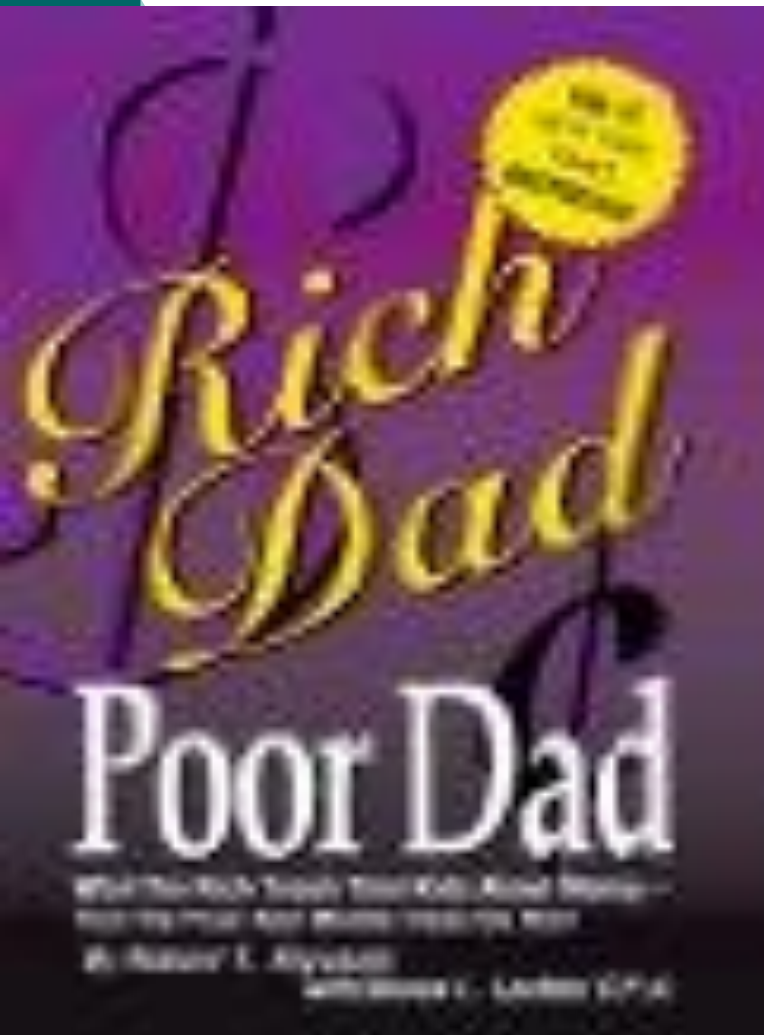


Leaves behind people who lack people/social skills, including emotional intelligence, and who are unable to create and innovate

EVOLUTION OF ECONOMIC SYSTEMS and WHO'S "LEFT BEHIND"

- Watch this video:
- <http://www.bbc.com/news/av/technology-43292047/burger-flipping-robot-begins-first-shift>

LEFT BEHIND: FAMILY CULTURE EFFECT: PEOPLE WITH “POOR DADS” ARE LEFT BEHIND



“The love of money is the root of all evil” versus “The lack of money is the root of all evil” (Kiyosaki & Lechter 2000, p. 13).

One of the reasons the rich get richer, the poor get poorer, and middle class struggles in debt is because the subject of money is taught at home, not in school. Most of us learn about money from our parents (**Kiyosaki & Lechter 2000, p. 14**).

The financial culture of your family makes a difference.

LEFT BEHIND: THE EDUCATION EFFECT: IMPACT OF EDUCATION ON INCOME/WEALTH

Education Level	Median Annual Earnings
Post-Bachelor	\$66,535
Bachelor	\$56,048
Univ. below Bachelor	\$47,253
College	\$42,937
Trades or Apprenticeship	\$39,996
High School	\$37,403
Less than High School	\$32,029



More education of every kind means more likelihood of employment and higher earnings (Quan-Haase & Tepperman 2021, p. 277)

When a person who was born into a poor family graduates from college or university he/she has one in five chance of entering the top quintile of all income earners as an adult (Isaacs et al 2008). This is usually true when they graduate from math-based programs.

Watch this short video clip: <https://globalnews.ca/video/9497190/post-secondary-necessary>

LEFT BEHIND: THE EDUCATION EFFECT: IMPACT OF EDUCATION ON INCOME/WEALTH

- <https://www150.statcan.gc.ca/n1/pub/11-626-x/11-626-x2016056-eng.pdf>

- “Earnings of Postsecondary Graduates by Detailed Field of Study” (Marc Frenette and Kristyn Frank)

Release date: March
11, 2016

LEFT BEHIND: THE EDUCATION EFFECT: IMPACT OF EDUCATION ON INCOME/WEALTH

- <https://discover.rbcroyalbank.com/top-ten-most-valuable-degrees-in-canada/>

- Top Ten Most Valuable Degrees in Canada.

INCOME/WEALTH: THE POWER OF STEM EDUCATION

AVERAGE INCOMES FOR BACHELOR'S DEGREES IN CANADA: MEN

Degree Area	Income
Actuarial Science	\$95,000
Mining, Metallurgical and Petroleum Engineering	\$80,000
Electrical and Electronic Engineering	\$73,000
Economics	\$72,000
Computer Science and Other Applied Mathematics	\$70,000
Business, Commerce and management	\$70,000
Chemistry	\$63,000



The data is old, but the pattern remains the same.

INCOME/WEALTH: THE POWER OF STEM EDUCATION: AVERAGE INCOMES FOR BACHELOR'S DEGREES IN CANADA: MEN

Degree Area	Income
Physics	\$58,000
Biology	\$52,000
Sociology	\$51,000
Social Work	\$49,000
Psychology	\$49,000
History	\$47,000
English	\$45,000



The data is old,
but the pattern
remains the same

INCOME/WEALTH: THE POWER OF STEM EDUCATION: AVERAGE INCOMES FOR BACHELOR'S DEGREES IN CANADA: MEN

Degree Area	Income
Philosophy	\$44,000
Fine Arts	\$42,000
Anthropology	\$40,000
Music	\$38,000



The data is old, but the pattern remains the same.

Those earning the above-average incomes generally had degrees in applied fields: business, engineering, plus some sciences. **The one constant seems to be a solid grasp of math** (Maclean's Magazine, Nov. 19, 2007, p. 33).

Watch this video

<https://www.youtube.com/watch?v=waEbChsa0LY>

INCOME/WEALTH: EXCEPTIONS TO THE POWER OF STEM EDUCATION: RCMP SALARY

- **RCMP Salary:** (<https://www.rcmp-grc.gc.ca/en/salary-and-benefits>)
 - When you successfully complete the [Cadet Training Program](#) and have been offered employment, you will be hired as a Constable at an annual salary of \$53,144. Usually, within 36 months of service, your annual salary will have increased incrementally to \$86,110
- Entry: \$53,144
- 6 months service: \$69,049
- 12 months service: \$74,916
- 24 months service: \$80,786
- 36 months service: \$86,110

- This exception, like other exceptions such as logging and the underground economy “occupations”, is explained by their higher risk tag.

EMPLOYMENT: The Family & Education Effects

- **February 17, 2015**
- **Conference Board of Canada's skills report indicates high demand occupations**
- [BC Colleges](#) and the BC Association of Institutes and Universities recently released the Conference Board of Canada's new [Skills for Success: Developing Skills for a Prosperous BC report](#) which surveyed 854 BC employers – covering more than 130,000 employees or nine per cent of the total provincial employment – to determine what skills, occupations, and post-secondary credentials are required by a large number of BC employers now and in the near future.
- **The report indicates the top four industry areas requiring more qualified graduates include: business, sales, trades, and the natural and applied sciences**

UNDEREMPLOYMENT, UNEMPLOYMENT, AND OVEREMPLOYMENT: The Family & Education Effects

- Whether they are Canadian born or foreign born, and whatever their class background, the underemployment of young, university-educated Canadians is a social problem today. It has negative personal effects on people's productivity and self-worth. It also wastes valuable human skills, and thus our institutions do not run of their highest capacity. Canadian underemployment is not a result of too much education. Rather, the cause is a mismatch between the fields in which people seek training and the fields in which most new jobs are appearing (Quan-Haase and Tepperman, 2021, p. 312).
- Nonstandard work is the fastest-growing form of employment in high income countries today. The rise in nonstandard work arrangements, such as part-time work, has even affected full-time workers. With fewer full-time jobs, employers expect more of full-time workers. They force many to work longer hours, often unpaid, to compensate for the shortage of workers on site (Jackson et al., 2000). So, while some workers today lack a job or fear unemployment, and others are working well below their skill and training level, other still are overemployed (Ibid.).

ECONOMIC TURMOIL: THE FAMILY & EDUCATION EFFECTS

- UNCERTAINTY OF EMPLOYMENT: THE FAMILY & EDUCATION EFFECTS

- Economic turmoil creating uncertainty of employment (unemployment and under-employment) is “built into the operating principles of capitalism” (p. 301 of Quan-Haase & Tepperman, 2021).

PRECARIOUS JOBS: THE FAMILY & EDUCATION EFFECTS

○ THE FEMINIZATION OF WORK:

- Increase of precarious employment in which women predominate

- Increasing part-time employment, self-employment, fixed-term work, temporary work, on call work, homework, and telecommuting (pp. 312-313 of Quan-Haase & Tepperman, 2021)
- These non-standard jobs have been increasing even more for men than women and more rapid for racialized workers than white workers (ibid.).

CASHFLOW QUADRANT: FAMILY & EDUCATION EFFECTS ON INCOME/WEALTH: Theory: The Power of Social class in the Political Economy



WHAT IS THE CASHFLOW QUADRANT?

The diagram below is the *CASHFLOW Quadrant*.



The letters in each quadrant represent:

- E for employee
- S for self-employed
- B for business owner
- I for investor

WHICH QUADRANT DO YOU GENERATE YOUR INCOME FROM?

The *CASHFLOW Quadrant* represents the different methods by which income or money is generated. For example, an employee earns money by holding a job and working for someone else or a company. Self-employed people earn money working for themselves. A business owner owns a business that generates money, and investors earn money from their various investments—in other words, money generating more money.

Different methods of income generation require different frames of mind, different technical skills, different educational paths, and different types of people. Different people are attracted to different quadrants.

While money is all the same, the way it is earned can be vastly different. If you begin to look at the four different labels for each quadrant, you might want to ask yourself, “Which quadrant do you generate the majority of your income from?”

Each quadrant is different. To generate income from different quadrants requires different skills and a different personality, even if the person found in

Source: Robert Kiyosaki and Sharon Lechter (2001). *Rich Dad, Poor Dad*

CASHFLOW QUADRANT:

THE FAMILY & EDUCATION EFFECTS ON INCOME/WEALTH:

Theory: The Power of Social class in the Political Economy

E = Employment Quadrant: The greater majority of the population in Level 2 and Level 3 countries like Canada generate income from this quadrant. It involves selling one's labour. To receive a very high income from this quadrant one needs to have a high-quality STEM education or high Creativity & Innovation index or Crazy Thinking Skills or a combination. Only a small percentage build/create wealth from this quadrant.

- **S = Self Employment Quadrant:** The most unlikely quadrant to generate sustainable income or wealth for people operating in this quadrant. It is labour-intensive for the owner. The majority of the "companies" in this quadrant are unable to survive for more than five years.
- **I = Investment Quadrant:** Money invested in the stock market, commodity market, and foreign exchange market is very likely to generate income and wealth without applying investor's labour. High quality STEM (particularly MATH) skills facilitate success in this sector.
- **B = Business Quadrant:** A production system that once established generates income and wealth regardless of the labour of the owner. To be successful in this quadrant requires a high creativity & innovation index.

CASHFLOW QUADRANT:

THE FAMILY & EDUCATION EFFECTS ON INCOME/WEALTH:

Theory: The Power of Social class in the Political Economy

- Education does not so much provide opportunity as reinforce the existing system of inequality by providing **the illusion of opportunity**...People more or less end up in the same economic position [AND CASHFLOW QUADRANT] in which they began their education journey (Witt and Hermiston 2010, p. 23). *Transformative education changes this dynamic.*
 - Fewer Indigenous youth finish high school or go on to complete a postsecondary degree or diploma than non-Indigenous people in Canada (Hango & de Broucker 2007)...Hossain and Lamb (2017) find that human capital factors play a significant role in accounting for the [low] employment and [low] pay received by Indigenous workers in Canada. However, they note that social (or associational) capital is just as important...other factors include racial discrimination (White, Maxim, and Obeng Gyimah 2003, p. 412): Cited in Quan-Haase & Tepperman 2021, p. 278).

CASHFLOW QUADRANT:

THE FAMILY & EDUCATION EFFECTS ON INCOME/WEALTH:

Theory: The Power of Social class in the Political Economy

- Parents' location in the social stratification system [particularly social class and the cashflow quadrant] and the quality of social relationships in the family influence peoples' connections and experiences with the world of work, that is, :
 - The sectors of the economy
 - The labour markets
 - The evolving economic systems and their transition stages

CASHFLOW QUADRANT:

THE FAMILY & EDUCATION EFFECTS ON INCOME/WEALTH:


Theory: The Power of Social class in the Political Economy

- THE THREE SECTORS OF THE ECONOMY (page 386 of Ravelli and Webber 2014; pages 292-294 of Corrigan-Brown 2020; pp. 292-297 of Quan-Haase & Tepperman, 2021)
 - Primary Sector: Extractive industries
 - Secondary Sector: Manufacturing
 - Tertiary Sector: Services and hi-tech
- TWO LABOUR MARKETS: (pp. 386-389 of Ravelli and Webber 2014, Corrigan-Brown 2020; pp. 296-297 of Quan-Haase & Tepperman, 2021)
- Primary Labour Market: Professions
 - "...requiring post-secondary training or education, provides a stable and comfortable salary, future growth and promotion potential, and attractive fringe benefits..."
- Secondary Labour Market: McJobs
 - "... insecure and temporary, offers minimal pay, and provide few opportunities to advance".

CASHFLOW QUADRANT: THE FAMILY & EDUCATION EFFECTS ON INCOME/WEALTH: Theory: The Power of Social class family culture in the Political Economy

- Housing prices often leave people wondering if the dream of owning a home is out of reach.
- However, according to a new report by Statistics Canada, some Canadians have an advantage in buying. If your parents are property owners, you are twice as likely to own a home than those whose parents are not homeowners.
- The report shows the rate of home ownership in 2021 was about 17 per cent for the adult children of homeowners and only about eight per cent for the adult children of non-homeowners. If your parents owns multiple properties, you are nearly three times more likely to buy a home.
- “If you are coming from a family background who are teaching wealth through real estate investment, that knowledge gets passed down to their children,” said Jakie Ng, an Edmonton real estate broker
(<https://vancouver.citynews.ca/2023/11/21/homeownership-report/>).



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- THE IMPACT OF EDUCATION AND WEALTH/INCOME ON FERTILITY AND HEALTH OUTCOMES

- Both the Concepts of Sociological Imagination and Social Construction of Reality are Relevant.



INCOME/WEALTH AND FERTILITY: THE FAMILY & EDUCATION EFFECTS

- There is an inverse association between income per adult and fertility [number of children a woman bears in her life span] among countries, and across households this inverse association is also often observed. Many studies find fertility is lower among better educated women [and women in the higher income bracket (T. Paul Schultz, Yale University):
<http://www.econ.yale.edu/~pschultz/cdp925.pdf>



HEALTH: THE FAMILY EFFECT

- The conditions of a person's childhood directly affect how healthy they are likely to be later in life...We need to recognize how health inequities are tied to social inequities then act on that knowledge and do more to support families to be healthy so that they can raise healthy children (Andrew MacLeod 2018, UVIC TORCH, Autumn 2018, p. 22).

HEALTH:

THE FAMILY & EDUCATION EFFECTS

- **SOCIOECONOMIC STATUS AND MENTAL HEALTH**
- Most Canadians are affected by mental illness. One fifth of the population will experience a mental disorder, and 80 percent of Canadians personally know someone who has a mental disorder (Health Canada 2002, cited in Symbaluk and Bereska 2016, p. 271). Depression is projected to be the second-leading disease burden by 2020 (behind heart disease) (WHO, 2014b, *ibid.*).
Mental health is both a contributor to and an outcome of lower socioeconomic status (Doherwind et al ., 1999; WHO, 2014b).
- The Social Causation Hypothesis [social determinants of health] posits that a lack of material resources creates stress, which contributes to the development of mental disorders. Research lends greater support to the social causation hypothesis, especially for depression and anxiety (Doherwind et al 1992; Eaton 2001; Kessler et al 1994; Turner, Wheaton & Lloyd 1995: cited in Symbaluk and Bereska 2016, p. 271).

HEALTH: THE FAMILY & EDUCATION EFFECTS

○ “Rich v. poor: The lives we can expect from our income”

- By Andre Picard

- <http://www.theglobeandmail.com/life/health-and-fitness/rich-v-poor-the-lives-we-can-expect-from-our-income/article793139/>

- Socio-economic determinants of health include family, education, housing, physical environment and, above all, income. Put bluntly, **poverty makes people unhealthy and poverty kills.**



HEALTH: THE FAMILY & EDUCATION EFFECTS

Only 51.2 per cent of Canadian men in the lowest income group (the bottom 10 per cent) can expect to live to age 75. By comparison, 74.6 per cent of high-income earners (the top 10 per cent) can expect to see 75.

- **That is a startling 23.4-point difference - not good odds.**
- **For women, the comparative figures are 69.4 per cent of poor women living to 75, compared with 84.4 per cent of wealthy women. A smaller, but still significant, 15-point gap.**

○ <http://www.theglobeandmail.com/life/health-and-fitness/rich-v-poor-the-lives-we-can-expect-from-our-income/article793139/>



HEALTH: THE FAMILY & EDUCATION EFFECTS

Being wealthy translated into 11.4 more years of healthy living for men and 9.7 for women.

- **There are a lot of numbers to digest here, but the bottom line is this: People's income (or lack thereof) has about twice the impact on their health as cancer does.**
- <http://www.theglobeandmail.com/life/health-and-fitness/rich-v-poor-the-lives-we-can-expect-from-our-income/article793139/>
- **The data tells us that the most powerful tool we have in our health-care armamentarium is income redistribution.**



WHY SOME PEOPLE ARE LEFT BEHIND? THE FAMILY EFFECT & EDUCATION: APPLICATION OF SOCIOLOGICAL THEORIES

PARADIGM	CAUSE	EFFECT
FUNCTIONALISM	HOMEOSTASIS need of Cultural Consensus drives the Power of Family Socialization: Knowledge & Skills; Culture	<u>Left Behind in the following:</u> Offspring's education, employment, Income, participation in Housework, Labor Market Participation, Labor Force Participation, Health and Life Span, and Fertility
SOCIAL CONFLICT	INDEOLOGY OF SCARCITY of resources drives the Power of Parents' Social Class location in the political economy	<u>Left Behind in the following:</u> Offspring's education employment, Income, participation in Housework, Labor Market Participation, Labor Force Participation, Health and Life Span, and Fertility
INTERACTIONISM	HUMAN AGENCY and its influence on definition of Situations through the looking-Glass Self drives the Power of parents' social Interaction with children to construct children's Human Agency	<u>Left Behind in the following:</u> Offspring's education, employment, Income, participation in Housework, Labor Market Participation, Labor Force Participation, Health and Life Span, and Fertility
FEMINISM	PATRIARCHAL IDEOLOGY OF SEXISM drives the Power of Gender Socialization/Control in parenting in the Family	<u>Left Behind in the following:</u> Offspring's education, employment, Income, participation in Housework, Labor Market Participation, Labor Force Participation, Health and Life Span, and Fertility
POSTMODERNISM	HEGEMONIC ELITE construction of Politics of Culture drives the Power of Parents' Hegemonic/hyperreal Cultural influence on their children	<u>Left Behind in the following:</u> Offspring's education, employment, Income, participation in Housework, Labor Market Participation, Labor Force Participation, Health and Life Span, and Fertility



CREATE:

“Wishing is not
enough; we
must do”
(Goethe)

- Therefore, Be a
Changemaker; be a
Gamechanger!

BONUS CREATIVITY & INNOVATION EXERCISE

- Instructions, Structure and Content: You may do this assignment as an individual or with a group of your choice:
- After critically reviewing lecture 11,
- a) State your emotional response to the threat of AI to education as we know it and most of the existing jobs in post-industrial political economy
- b) State one creative idea and provide one corresponding innovative design (showing a brief description and a diagram of your design coordinating processes/steps, tasks/activities, people, and resources/logistics) to implement the idea to address Satya Nadella's (2017, p. 214) insightful question: "How can we harness technology to tackle society's greatest challenges...of providing people with useful [education and], productive, and meaningful work to replace the jobs eliminated by automation [AI]?"
- c) Use your design to evaluate the key concepts of Transformative Education and Creativity & Innovation as well as the sociological theory of functionalism and social conflict.
- Any student who submits written responses to a), b) and c) above by Thursday 11:30 pm on April 11 will receive a maximum of 3 bonus marks. Submit your Bonus C&I exercise onto D2L Assignments Bonus C&I Exercise. If you do it as a group please list the names of all participants on your report.

EVOLUTION OF ECONOMIC SYSTEMS and WHO'S "LEFT BEHIND"

- According to functionalism, people left behind by the various economic systems are those who:
 - 1. experience oversocialization in lower class family cultures
 - 2. undersocialization in upper middle/upper class family cultures
 - 3. undersocialization in the post-secondary education system
 - These people are replaceable with automation or robots and/or AI at work.



CONCLUSION

- “The Way Out”
 - Both the Concepts of Sociological Imagination and Social Construction of Reality are Relevant.

CONCLUSION: THE FAMILY EFFECT AND HOW TO CHANGE IT:

#1. Parents' Culture and Location in Social Stratification System

- "Choose Your Parents Carefully" is my sarcastic topic to draw attention to the significant impact of the family of orientation on peoples' behavior and condition in human society. The point is that one's parents immensely shape one's destiny, so there is a need to choose your parents carefully if that is at all possible. Of course, we don't have the structural opportunities to choose our parents. But at adulthood stage of our lives we can use our human agency to choose surrogate parents that could help change the trajectories of our lives. So whatever status we occupy because of our parents' SES and parenting style is an "ascribed status", not an achieved status", unless we choose surrogate parents.
- However, it is not your parents *per se* that make the difference, but rather their locations in the social stratification system, the quality of their parenting, and their family culture. That is, the quality of their relationships with the social structure, particularly the education and economic institutions as well as their parenting style and the creative/innovative and teamwork values of their family culture and/or schools they attended.
- If you don't have PRIVILEGED FAMILY/PARENTAGE, is there any hope of you experiencing BETTER OUTCOMES for your life in the emergent stratified post-industrial global society?
- The answer is yes, there is a way out through 1) transformative education that provides collaborative, deep learning, creativity & innovation, and people skills; 2) STEM education; and 3) high order or crazy thinking.

CONCLUSION: THE FAMILY EFFECT AND HOW TO CHANGE IT:

#2. Teamwork

- Most creativity and innovations happen because of teamwork or collaboration:
- Teamwork: You have to know how to work with people and get others to want to work with you. It's probably a crucial skill and yet the [formal] education system is mostly about solo performances (Jeff Bewkes, Chairman & CEO of Time Warner Inc., cited by Fareed Zakaria "Innovators: Driving the Future", GPS Special, CNN, Sunday November 30 2014).

CONCLUSION: THE FAMILY EFFECT AND HOW TO CHANGE IT:

#3. TRANSFORMATIVE EDUCATION

- ***The Heart of Transformative Education: Deep Teaching/Learning:***
- *Deep Learning students*
- • aim for personal, meaningful understanding of material
- • engage with content and context
- • examine the logic of an argument
- • relate evidence to argument and conclusions
- • relate new ideas to previous knowledge
- • relate concepts and theories to everyday experience
- * develop critical, creative, design, and sustainability thinking skills
- All this contributes to students learning to connect knowledge to critical issues in their personal lives, families, communities, and societies to make a sustainable difference.



CONCLUSION: THE FAMILY EFFECT AND HOW TO CHANGE IT:

#4. STEM, particularly Math

- People who love the arts and humanities should endeavor to appreciate the beauties of Math and Physics...Otherwise, **they will be left as bystanders at the intersection of arts and science where most digital-age creativity will occur.** They will surrender the control of that territory to engineers (Walter Isaacson, author, *The Innovators*, cited by Fareed Zakaria, "Innovators: Driving the Future", GPS Special, CNN, Sunday November 30 2014).

CONCLUSION: THE FAMILY EFFECT AND HOW TO CHANGE IT:

#4. Math

- “Our society believes there’s such a thing as a math brain, and some of us have it and some of us don’t. And actually, there’s not.” Linehan uses the example of how people will often talk about how they don’t understand math. “It’s a bragging right in our culture. No one brags about being illiterate.” And that is something she is committed to changing.
 - (<http://www.goldstreamgazette.com/news/cedar-hill-teacher-adds-new-math-resource-for-greater-victoria-schools/>)
- “I feel like numeracy is the ugly second cousin to literacy, it never gets any attention,” she said. “My mission in life is to change the way we teach, talk and think about mathematics, so that it’s accessible for all people.” (Ibid.).

CONCLUSION: THE FAMILY EFFECT AND HOW TO CHANGE IT:

#5. High Order or Crazy Thinking

- Watch these videos:
- <http://www.youtube.com/watch?v=zDZFcDGpL4U>
- <http://www.youtube.com/watch?v=iG9CE55wbtY&NR=1>

Sir Ken
Robinson calls
for a revolution
in education



You may read:

Adu-Febiri, Francis. 2014. "Educating For A World That Does Not Exist". *Review of Human Factor Studies*. Volume 20 Number 1, pp. 30-72.