

VELS	Year	Blueprint	MIPs and MIPs Best Practice Framework
Level 6 – Physical, Personal and Social Learning  Personal Learning Strand – Dimension: Manage Personal Learning	9,10	Phase 2 (B) Learning and Work Exploration  4.2 Link lifelong learning to personal career aspirations	MIPs Aim: Develop Skills to manage their pathways throughout their working lives  MIPs Aim: Develop their knowledge, understanding and experience of opportunities in education, training and employment  Best Practice Framework 3: Pathways and Planning Process

## TECHNOLOGY AND CHANGE

### Teachers' notes

#### Outcome

Report on the impact of technological change on employment and way of life.

#### Rationale

Technology has had an enormous effect on the changing nature of work and how we live our lives.

Students can be made aware of the impact of technological change on employment and way of life through research and examination.

#### Task description

- In small groups, students answer question 1 on the 'Technology impact' worksheet.
- The teacher facilitates a whole-class discussion on the findings from the 'Technology impact' worksheet. This might lead to a brainstorming session on further examples of technology that some students may not be aware of. For example, some students may not know how recently the use of faxes and emails has changed the way people do business and interact with each other in everyday life.
- In pairs, students answer question 2 on the 'Technology impact' worksheet.
- Teacher facilitates a whole-class discussion on the following focus questions:
  - Does 'winning' mean that there will be an increase in the number of people employed?
  - Why do workers resist changes even though the changes may improve the quality of life?
  - What are the most valuable personal qualities for coping with a changing world?
- In pairs, students write down a list of people who could be disadvantaged by technology, e.g. illiterate, poor, 'technophobic' and older workers not trained in the technology.
- Teacher compiles a list from students' lists and facilitates a brief class discussion on the overall list, (i.e. are there any entries on the list that are incorrect or irrelevant?)

#### Extension activities and Local Standards

- Organise an excursion to see technology in practice. Local suggested excursion sites include Murray Goulburn, Burra Foods, T – Squared, printing works, publishing houses, warehouses, supermarkets, chemical/pathology laboratories, police service (photo-fit and database or traffic authority).
- Invite a guest speaker from a relevant organization e.g. Murray Goulburn, Council, Impact Creativity, Printers, Police
- Students could debate 'That electronic communications have made the world a better place'.
- Students link technology to a research exercise that they identify a number of technological uses in their chosen workplace.

#### Suggested resources

- Copies of the 'Technology impact' worksheet
- Job Guide* – in print (Section 1) and online at <http://jobguide.dest.gov.au>

#### Career competencies

This activity links to the Exploring step in <http://myfuture.edu.au>.

# Technology and Change Worksheet: Technology Impact

## Question 1

Discuss ways that technology has affected:

- your way of life (specifically)
- employment trends (in general).

A few examples of how technology has changed occupations include:

- the introduction of bar coding and the impact on employment in the retail and warehouse industries
- a switch to self-service fuel stations and the disappearance of pump attendants
- a rise in crime and subsequent increase in security occupations using technology.

Record your answers here:

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## Question 2

Select five potential 'winners' and five potential 'losers' (those people who benefit and those people who don't), from the following technological changes:

- shopping on the Internet
- use of email, fax machines and other technology in most businesses
- links using computers to the family doctor
- computer terminals at the shopping centre for motor vehicle registration
- security access using fingerprint-reading sensor pads
- twenty-four hour telephone banking
- videoconferencing via the Internet or direct link
- ability to access a specialist in another country
- articles downloaded from the Internet
- surgery by remote control
- speed cameras, red-light cameras and automatic fines
- remote-control security devices
- computer games and games parlours
- mobile telephones
- widespread use of email instead of the postal service
- people working at home using their computers, e.g. consultants, journalists, editors, lawyers, accountants, engineers, architects, insurance agents, teachers, funeral directors, financial advisers, health officers, politicians, scientists, local government officers, social workers, word processors and tailors.

Winners	Losers
1.	
2.	
3.	
4.	
5.	