Globalisation of the Knowledge Economy
Implications for Learning
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Globalisation

Development and deepening of world markets in capital, goods and services by the increasing occurrence of commercial exchanges across international boundaries.
So What Does it Mean?

- World trade expanding faster than output
- Global markets US$6 trillion (20% of world GDP)
- Rising living standards eg. China doubling time from 50 years to 10 years
- Dramatic increases in productivity and reduction in costs eg. transport and communication
- Capital markets trade $300 trillion annually
- Top 500 firms control 25% of world output
- MNCs have global sales of $8 trillion - more than all trade between nations
- One-third of world trade is shipment within firms
Characteristics of the Knowledge Economy

• Globalisation
• Connectivity
• Knowledge intensification of goods and services
• Emergence of knowledge as a commodity
• The business of intangibles
“In the knowledge economy, imperfect competition is inherent, increasing returns are the rule rather than the exception, neither consumption nor investment determine the level of knowledge production, and the quantity of knowledge bears no relationship to outcomes.” (Johnston, 1998)
Organisation and Management

- FROM designing tasks to ensure efficient performance TO identification and initiation of new tasks
- FROM bringing the information to the decision TO bringing the decision to the knowledge
Emphases of the ’00s Corporation

- Synthesis over analysis
- Transient organisational structures
- Lateral over vertical communication
- Top management as architect
- Focus on knowledge combination-rich areas
- Organisational form - heterarchy over hierarchy
Changing Knowledge Work

“There is a shift from applying knowledge in a relatively stable environment to using and creating knowledge to comprehend and transform a rapidly changing environment” (Johnston, 2000)
Knowledge Workers

- combine analysis with intuition
- recognise patterns
- work collaboratively
- communicate ‘deeply’
- are highly flexible
- are self-directed
- need high discretion
- work to a logic of improvisation
Structural Challenges to Learning

- Growth in demand
- Market segmentation
- Technology-assisted drive for codification
- Displacement of knowledge by information
- New learning technology
- Ultimate search engines
Challenges to Assumptions

• Age and achievement distinction between school, TAFE and university
• Distinction between work and learning
• Distinction between learning spaces and living spaces

Forward into the world of ubiquitous learning