

**TECH 330**

**Week #2 – Class #1**

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**PLEASE SIT IN SAME  
GROUPS AS LAST CLASS**

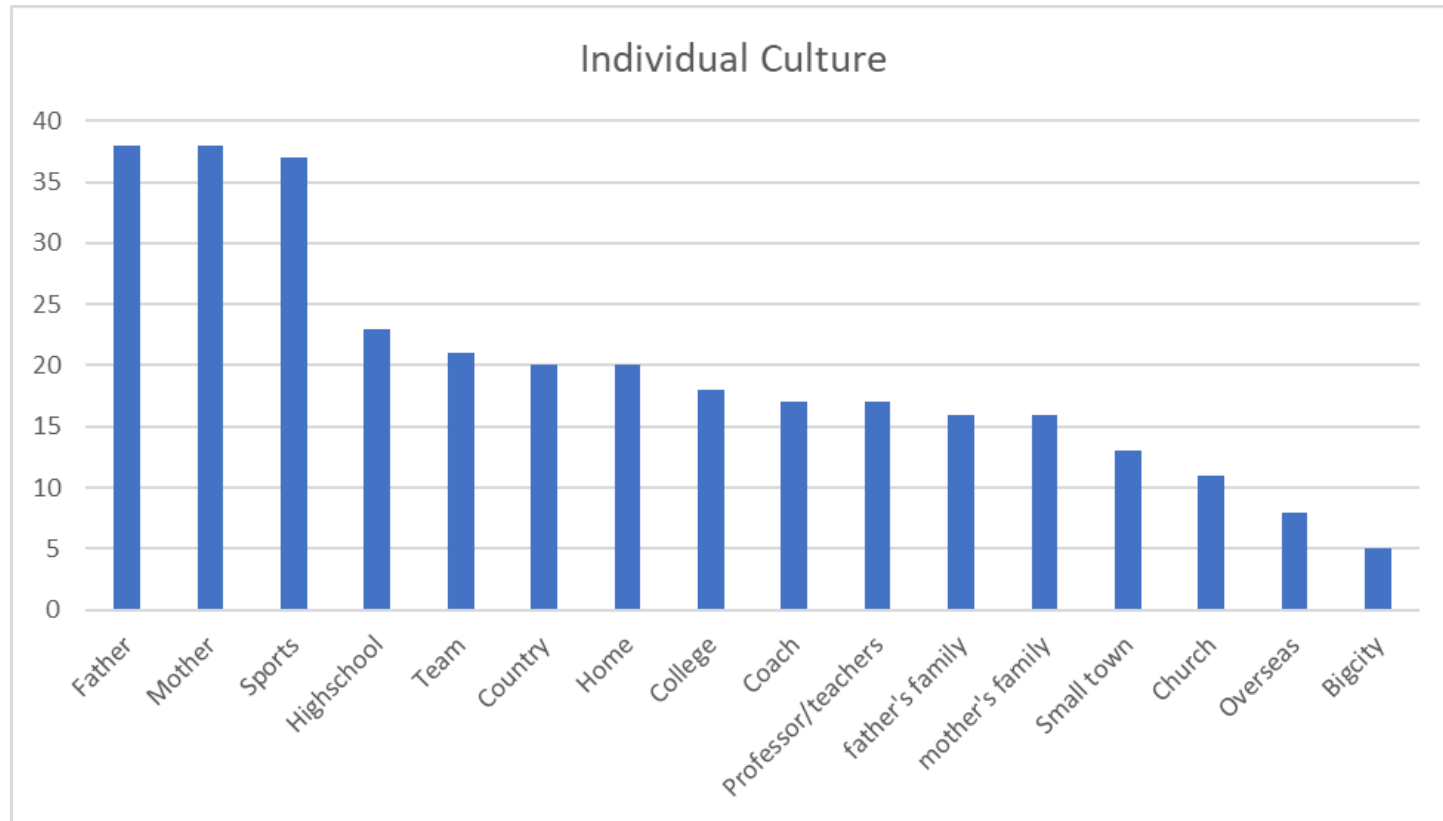
# January 21- Today's Activities:

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- Where we left off on Thursday
  - Culture Impacts on Business Operations
  - Factoid #2
  - Technology ??
- LEVELING ACTIVITY (25 mins)
- Worldwide Education (25 mins)
- Shifting Frames ???
- Global Footprint
- Reminders for Thursday

# Qualtrics Survey Results

Father	38
Mother	38
Sports	37
Highschool	23
Team	21
Country	20
Home	20
College	18
Coach	17
Professor/teachers	17
father's family	16
mother's family	16
Small town	13
Church	11
Overseas	8
Bigcity	5





# *Cultural* Impacts on Operations

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- History – prohibited multinational team members
- Gender Roles – women in the workforce
- Etiquette – proper and accepted behaviors
- Doing business – contracts and business practices
- Language and communications – multiple languages
- Ethnic Issues – accepted wardrobes and dress
- Spirituality and Religion – work hours, prayer times, and team members
- Economic Concerns – use of local currency requirements
- Traditions – holidays, meals and work breaks
- Education – capacity level of your workforce

# Cox Factoid #2

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**Dr. Cox has three children...can you guess their gender and ages?**

# Dr. Cox has three children... & 2 granddaughters (Evelyn 10 and Lydia 6)



Amber (34)

Sami (32)

Nash (10)





# Technology

<https://youtu.be/usXvCZQocWo>

The Jetsons began September 23, 1962



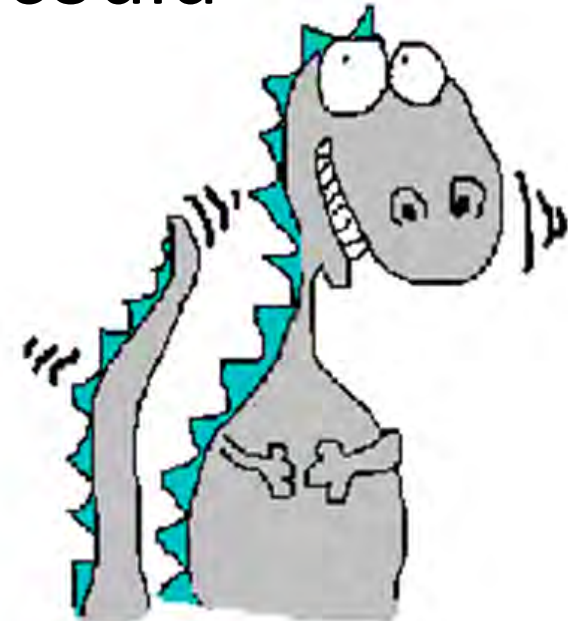


# Technology

<http://youtu.be/e8SC6bny1SA>

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McKinsey Global Institute researchers claim “73 percent of the time for which humans are now paid ... is spent in activities that could be automated with existing technology.”



**8 global trends impacting higher ed** By Shalina Chatlani, Published Jan. 24, 2018  
<https://www.educationdive.com/news/8-global-trends-impacting-higher-ed/515272/>

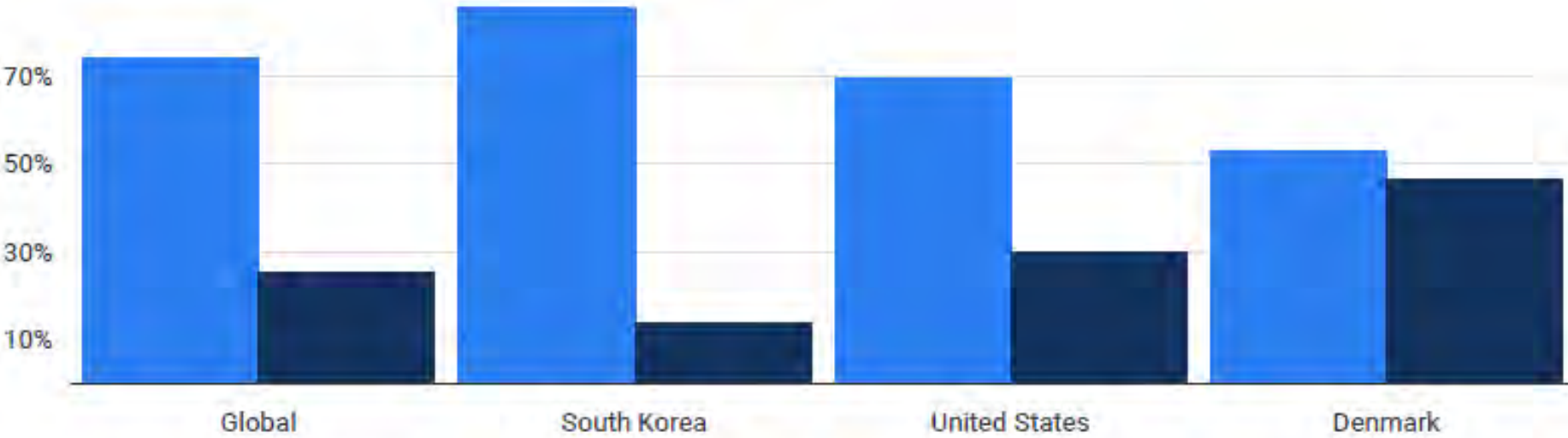
## Survey of 36 countries (n=20,000 over 18 yrs old)

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Roughly 74% of respondents say technology giants should see their powers limited. That sentiment is strongest among survey takers who are at least 55 years of age, and among respondents in [Australia](#), where 87% say Big Tech companies should face limits to their power. Survey respondents in the [United Kingdom](#) and [Canada](#) registered the second- and third-strongest levels of agreement, respectively, in the need for curbing big tech companies' power.

# Is Technology Displacing Our Jobs?

AGREE    DISAGREE



Source: U.S. News Best Countries 2020 Report • Created with Datawrapper



- 
- About 74% of respondents worldwide agree with this survey statement: "Technology is displacing our jobs."
  - Globally, about 77% say they worry that their internet privacy is at risk.
  - And 85% agree with the statement that "the world needs a global set of internet standards."

# ***INTERNET PRIVACY***

# Communications time bomb: Parents' smartphone use could be the new secondhand smoke

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## *Adults' digital habits could be hazardous to children's speech and language development. It's time to act.*

**Theresa H. Rodgers**  
Opinion contributor

We've all seen it, and many of us are guilty of it: A parent is preoccupied using a phone at the playground, in line at the supermarket, at a restaurant or in a doctor's waiting room as the child sits nearby.

<https://www.usatoday.com/story/opinion/2020/01/16/parents-smartphone-screen-time-new-secondhand-smoke-column/4448231002/>

January 16, 2020

# In-Class Exercise

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- COMPLETE THE RESPONSE FORM PROVIDED

"One of the most important books I've ever read—an indispensable guide to thinking clearly about the world." —Bill Gates

# FACT FUL NESS

New York Times  
Bestseller

Ten Reasons  
We're Wrong About  
the World—and Why  
Things Are Better  
Than You Think

**Hans Rosling** with Ola Rosling and  
Anna Rosling Rönnlund



**LEVELS GROUP**

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**ACTIVITY**

## ***Levels*** Group Activity – Level One

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- 1. Sit Quietly with your eyes closed and listen carefully while the professor reads the Level passage.**
- 2. After the passage has been read aloud, take one minute to reflect on what was just read.**



**LEVEL 1.** You start on Level 1 with \$1 per day. Your five children have to spend hours walking barefoot with your single plastic bucket, back and forth, to fetch water from a dirty mud hole an hour's walk away. On their way home they gather firewood, and you prepare the same gray porridge that you've been eating at every meal, every day, for your whole life—except during the months when the meager soil yielded no crops and you went to bed hungry. One day your youngest daughter develops a nasty cough. Smoke from the indoor fire is weakening her lungs. You can't afford antibiotics, and one month later she is dead. This is extreme poverty. Yet you keep struggling on. If you are lucky and the yields are good, you can maybe sell some surplus crops and manage to earn more than \$2 a day, which would move you to the next level. Good luck! (Roughly 1 billion people live like this today.)



# ***Levels* Group Activity – Level One Reflection**

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**As a group, answer the following questions and be prepared to share your answers with the class:**

- **How did this make you feel?**
- **What emotions could you identify?**
- **If you were living at Level 1, what would be your priorities?... motivations?**
- **How would you try to double your income and move to Level 2?**
- **What technology would you desire to obtain?**

**LEVEL 2.** You've made it. In fact, you've quadrupled your income and now you earn \$4 a day. Three extra dollars every day. What are you going to do with all this money? Now you can buy food that you didn't grow yourself, and you can afford chickens, which means eggs. You save some money and buy sandals for your children, and a bike, and more plastic buckets. Now it takes you only half an hour to fetch water for the day. You buy a gas stove so your children can attend school instead of gathering wood. When there's power they do their homework under a bulb. But the electricity is too unstable for a freezer. You save up for mattresses so you don't have to sleep on the mud floor. Life is much better now, but still very uncertain. A single illness and you would have to sell most of your possessions to buy medicine. That would throw you back to Level 1 again. Another three dollars a day would be good, but to experience really drastic improvement you need to quadruple again. If you can land a job in the local garment industry you will be the first member of your family to bring home a salary. (Roughly 3 billion people live like this today.)



# ***Levels* Group Activity – Level Two Reflection**

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**As a group, answer the following questions and be prepared to share your answers with the class:**

- **How did this make you feel?**
- **What emotions could you identify?**
- **If you were living at Level 2, what would be your priorities?... motivations?**
- **How would you try to double your income and move to Level 3?**
- **What technology would you desire to obtain?**

**LEVEL 3.** Wow! You did it! You work multiple jobs, 16 hours a day, seven days a week, and manage to quadruple your income again, to \$16 a day. Your savings are impressive and you install a cold-water tap. No more fetching water. With a stable electric line the kids' homework improves and you can buy a fridge that lets you store food and serve different dishes each day. You save to buy a motorcycle, which means you can travel to a better-paying job at a factory in town. Unfortunately you crash on your way there one day and you have to use money you had saved for your children's education to pay the medical bills. You recover, and thanks to your savings you are not thrown back a level. Two of your children start high school. If they manage to finish, they will be able to get better-paying jobs than you have ever had. To celebrate, you take the whole family on its first-ever vacation, one afternoon to the beach, just for fun. (Roughly 2 billion people live like this today.)





# ***Levels* Group Activity – Level Three Reflection**

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**As a group, answer the following questions and be prepared to share your answers with the class:**

- **How did this make you feel?**
- **What emotions could you identify?**
- **YOU MIGHT BE living at Level 3, what would be your priorities?.... motivations?**
- **How would you try to double your income and move to Level 4?**
- **What technology would you desire to obtain?**



**LEVEL 4.** You have more than \$64 a day. You are a rich consumer and three more dollars a day makes very little difference to your everyday life. That's why you think three dollars, which can change the life of someone living in extreme poverty, is not a lot of money. You have more than twelve years of education and you have been on an airplane on vacation. You can eat out once a month and you can buy a car. Of course you have hot and cold water indoors.

But you know about this level already. Since you are reading this book, I'm pretty sure you live on Level 4. I don't have to describe it for you to understand. The difficulty, when you have always known this high level of income, is to understand the huge differences between the other three levels. People on Level 4 must struggle hard not to misunderstand the reality of the other 6 billion people in the world. (Roughly 1 billion people live like this today.)

I've described the progress up the levels as if one person managed to move through several levels. That is very unusual. Often it takes several generations for a family to move from Level 1 to Level 4. I hope though that you now have a clear

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17%





















# ***Levels* Group Activity – Level FOUR Reflection**

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**As a group, answer the following questions and be prepared to share your answers with the class:**

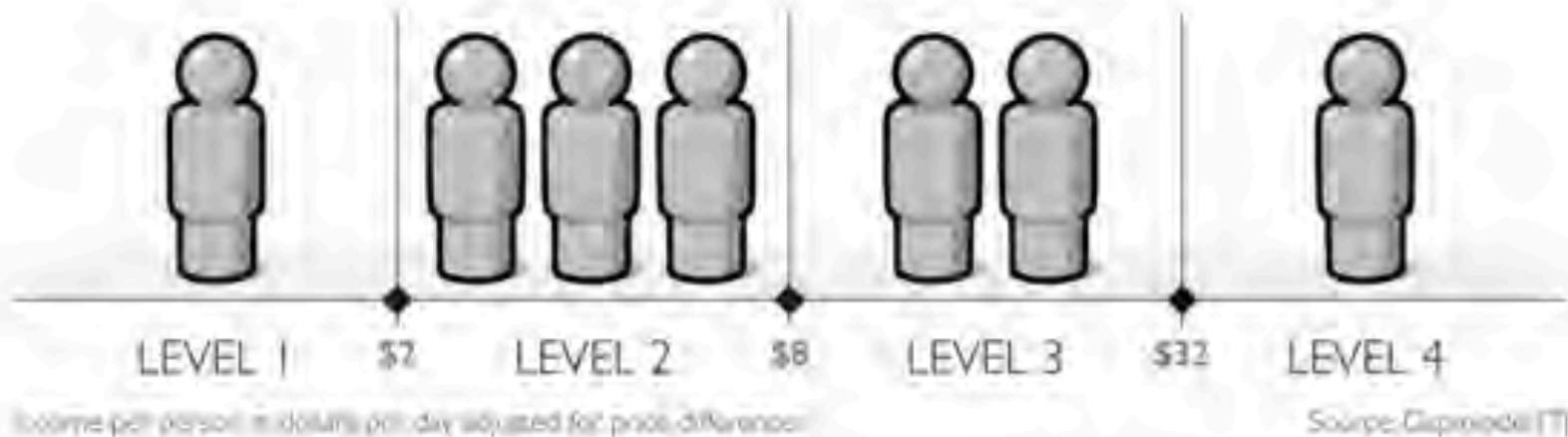
- **How did this make you feel?**
- **What emotions could you identify?**
- **YOU ARE living at Level 4, what are your priorities?.... motivations?**
- **How can you help those at Levels 1 & 2?**

# LIFE ON THE FOUR INCOME LEVELS

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
DRINKING WATER				
TRANSPORTATION				
COOKING				
EATING				
SLEEPING				

## FOUR INCOME LEVELS

The world population in 2017. Billions of people on different income.

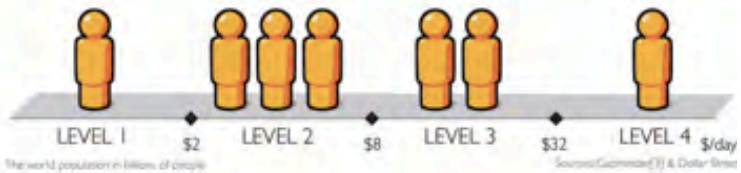
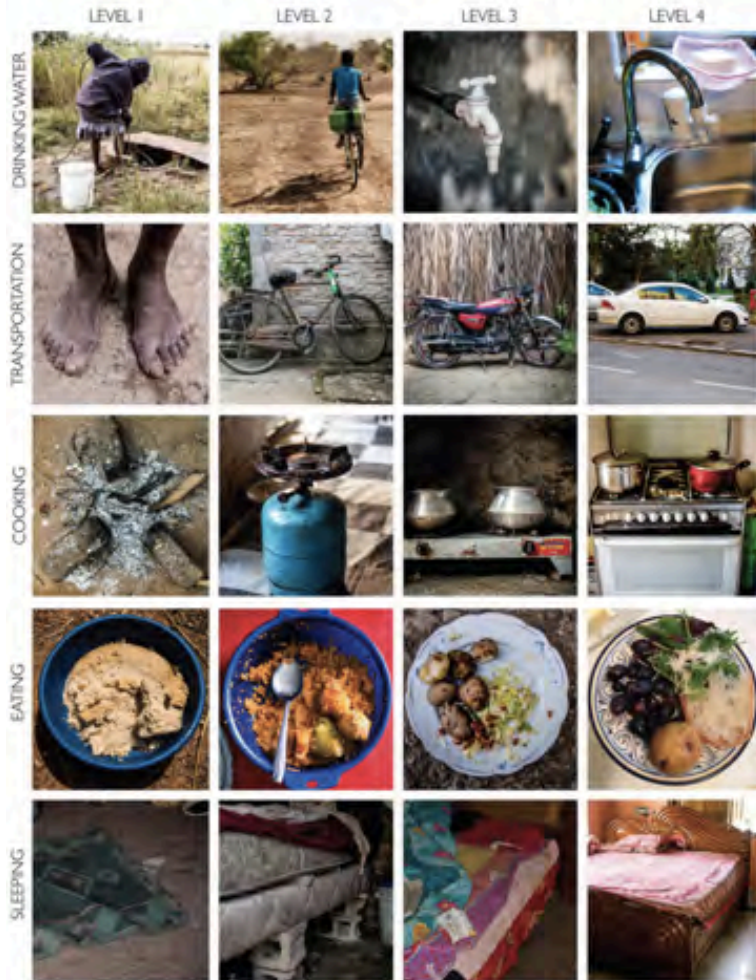


Each figure in the chart represents 1 billion people, and the seven figures show how the current world population is spread out across four income levels, expressed in terms of dollar income per day. You can see that most people are living on the two middle levels, where people have most of their basic human needs met.

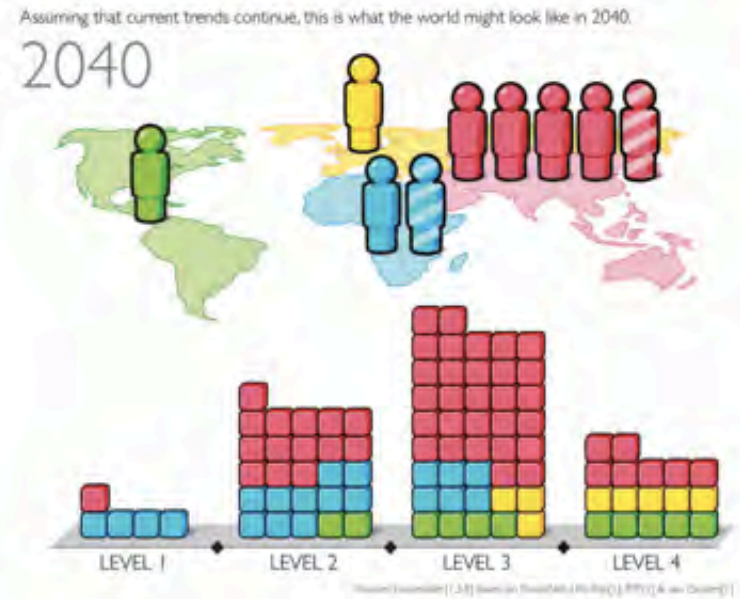
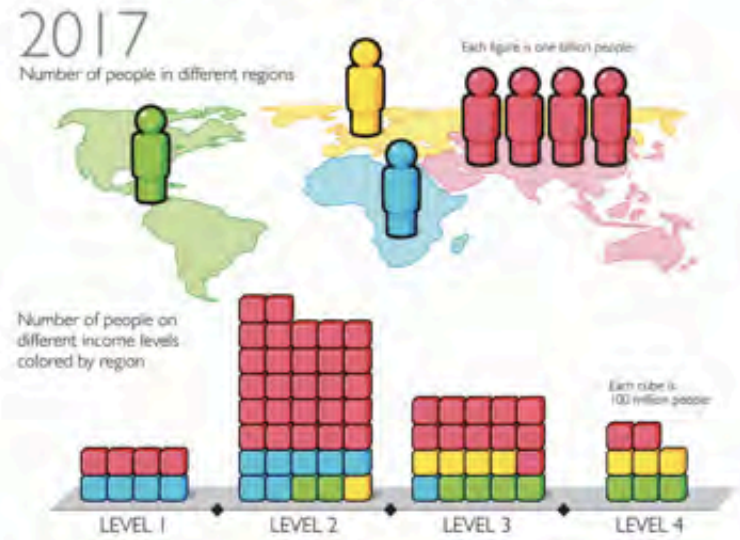
7 figures and 17 million left in book.



# LIFE ON THE FOUR INCOME LEVELS



# PEOPLE BY REGION AND INCOME



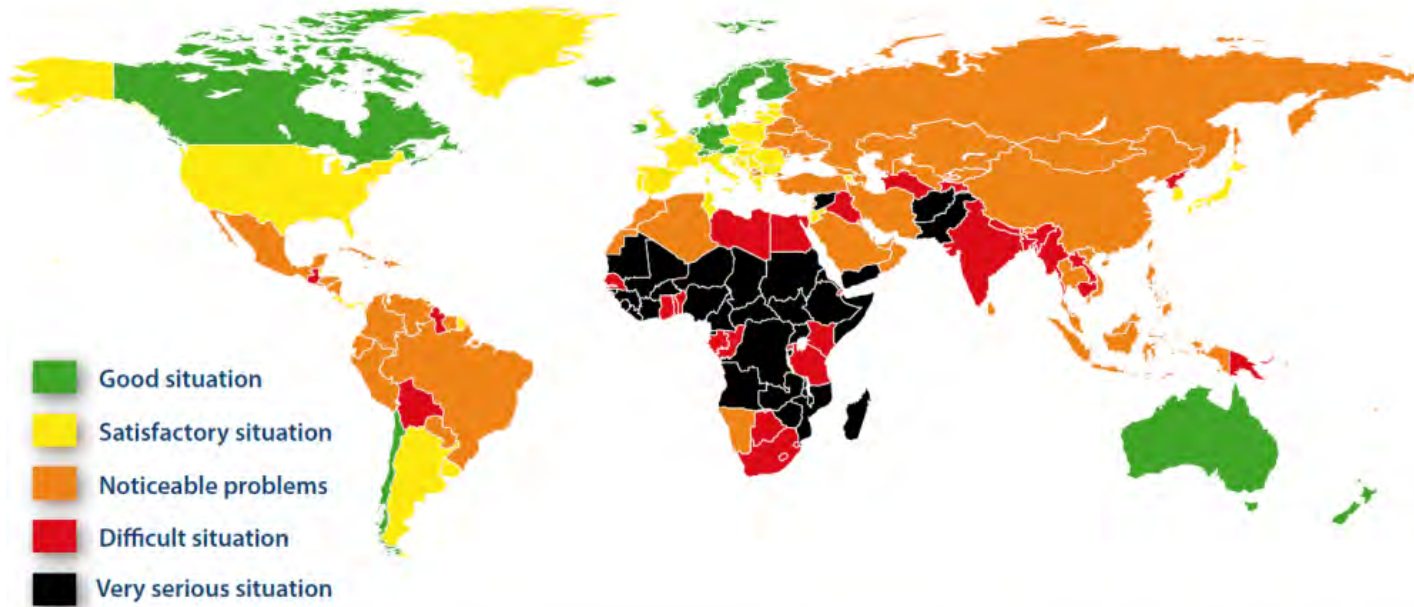
# Worldwide Education

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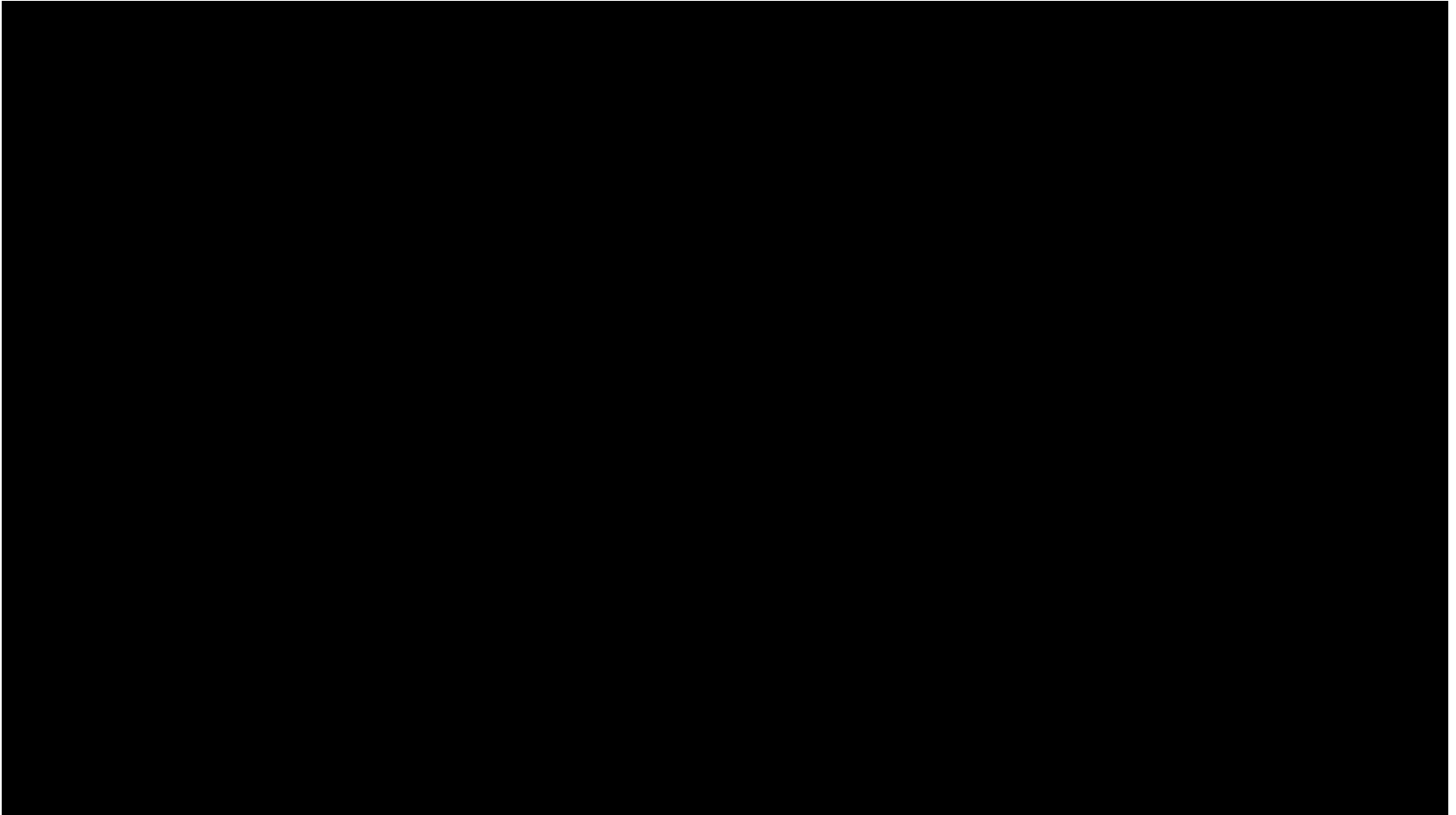
# Education – Privilege vs Right

## CHILDREN'S RIGHTS WORLDWIDE 2015



[www.humanium.org](http://www.humanium.org)

# *Education as a right* (48 secs)



# *Education as a right* (48 secs)

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<https://youtu.be/FN5cmmEAhOY>

# Education Challenges – top 10 Barriers to education around the world

source: [www.globalcitizen.org/en/content/10-barriers-to-education-around-the-world](http://www.globalcitizen.org/en/content/10-barriers-to-education-around-the-world)

1. A lack of funding for education
2. Having no teacher, or having an untrained
3. No classroom
4. A lack of learning materials
5. The exclusion of children with disabilities
6. Being the 'wrong' gender



# Education Challenges – top 10 Barriers to education around the world

source: [www.globalcitizen.org/en/content/10-barriers-to-education-aroundf-the-world-2/](http://www.globalcitizen.org/en/content/10-barriers-to-education-aroundf-the-world-2/)



7. Living in a country in conflict or at risk of conflict
8. Distance from home to school
9. Hunger and poor nutrition
10. The expense of education (formal or informal fees)

# Education Challenges specific to Females

According to UNESCO, of the 110 Million children out of school in developing nations, 60 percent are girls...  
More than 20 Countries do not provide females the right to education

**India – Cambodia- Pakistan\* – Palestine – Ethiopia- Turkey – Tajikistan- Yemen – Morocco – Rwanda – Guatemala – Benin – Ghana – Mali – Gabon – Niger – Liberia – Bhutan - Bangladesh**

***Afghanistan only 40% of girls attend elementary school and only 1 in 20 attend beyond sixth grade*** (less than one-half of one percent)

**Chad – 10% of females** complete elementary school. One of world's highest rates of underage marriage

**Iraq – 47% of women are considered illiterate**

**Nepal – Only 7% of all students reach 10<sup>th</sup> grade**

**Papua New Guinea – more than 60 % of females are illiterate**

***Haiti – 33% of girls over age of six never go to school; estimated annual total cost for education is \$131***

Egypt – recovering women's rights since Muslim Brotherhood take over in 2012. Prior to 2011 Egypt had some of the better education rights for women in the Middle East

- NOTE: Malala Yousafzai – 15 yr old shot by Taliban, Pakistan has world's 2<sup>nd</sup> lowest rate of female employment in society



# Group Activity

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- Do you consider education a “right” or a “privilege”?
- Explain why.
- What is the highest level of education obtained by any member of your family? By Whom?
- How does society put a value on education?
- How does culture affect the society’s value placed on education?
- Why did you decide to come to Purdue and pursue your degree?

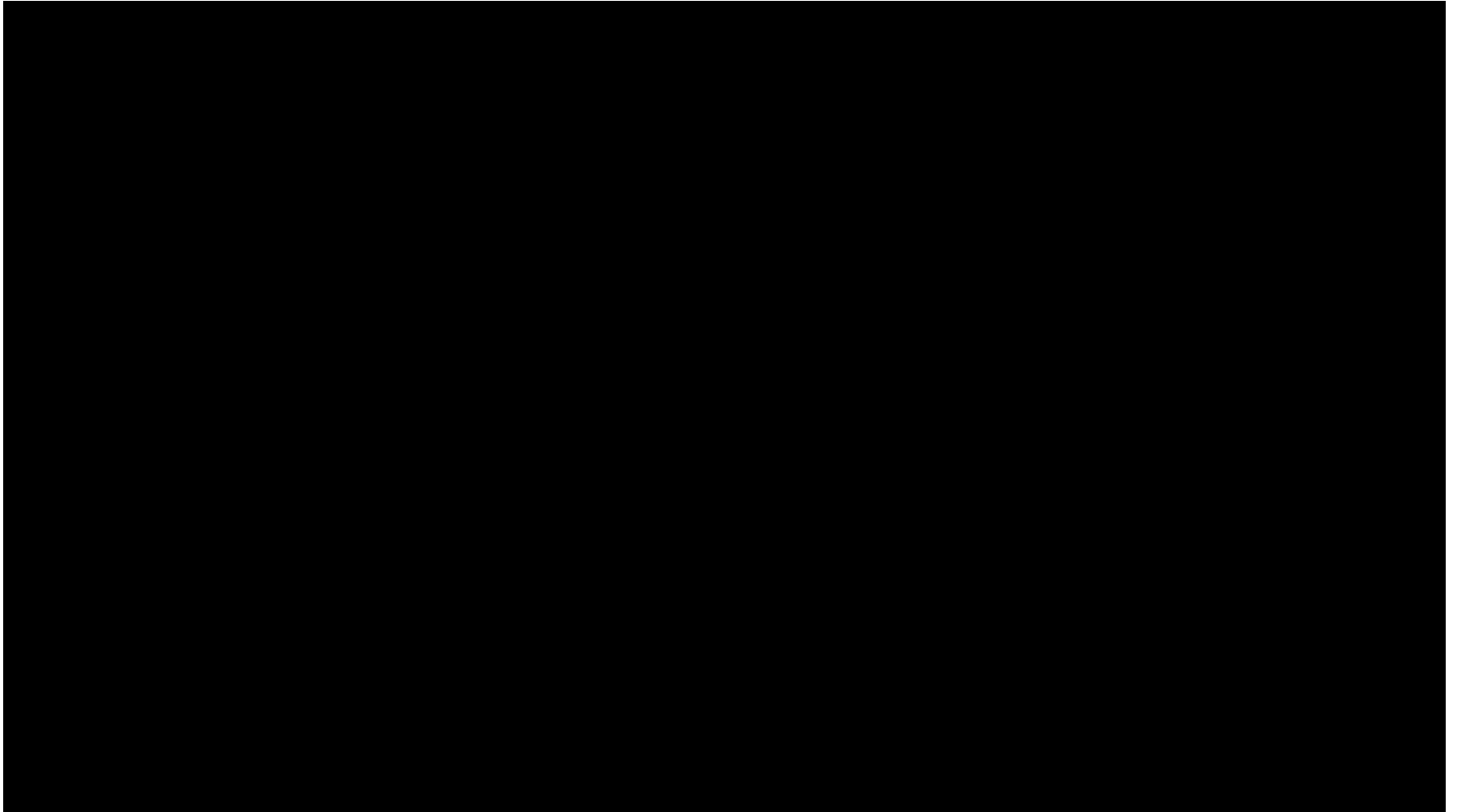
# Group Exercise

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Based on our class discussions, and your past experiences, please prepare a response to the following questions:

1. Discuss existing technology / systems that could increase worldwide educational opportunities and impact?
2. What are the major obstacles to these proposed technologies?

Learning World looks at how IT is boosting education worldwide - learning world (4 mins)

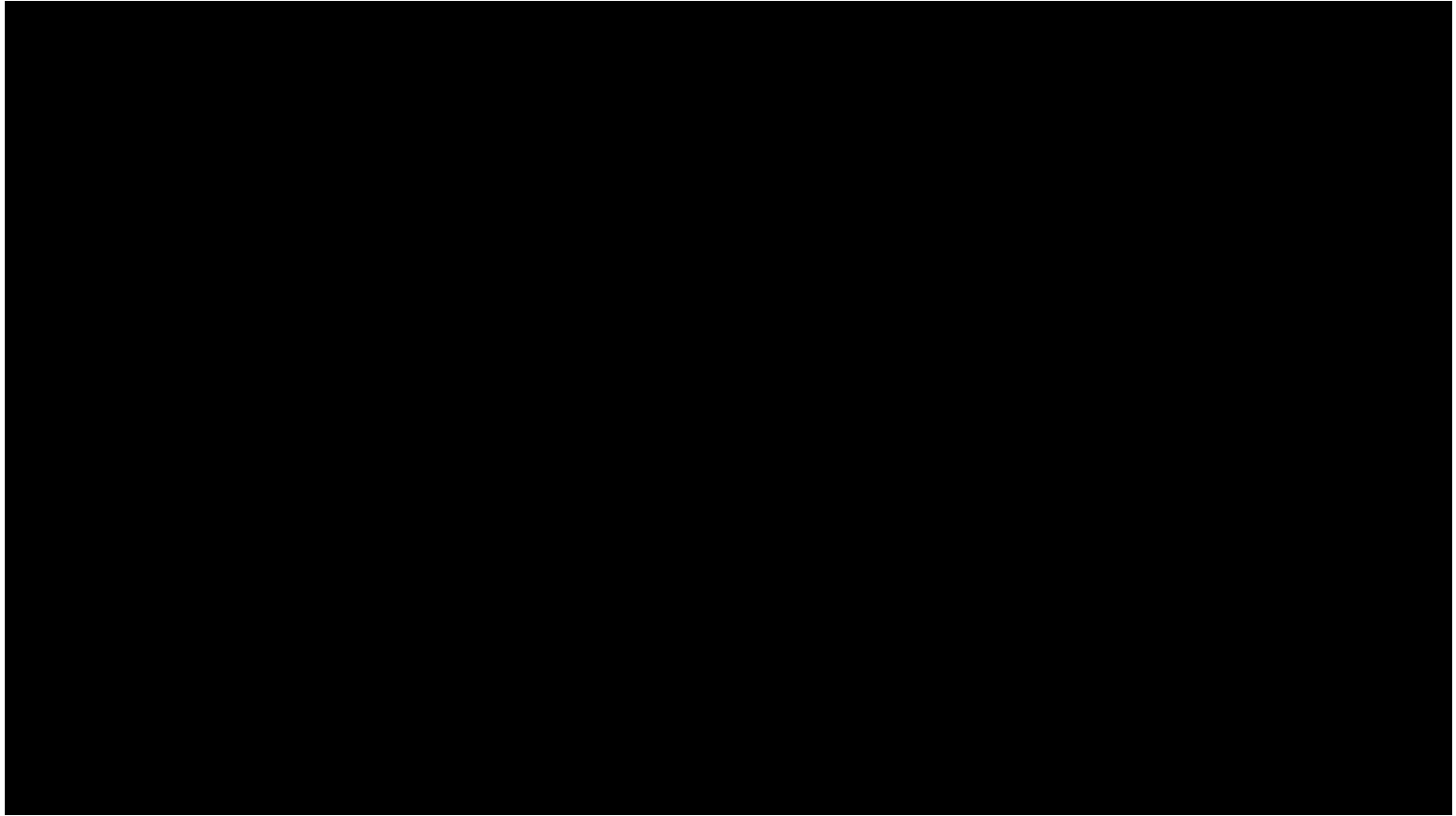


# Learning World looks at how IT is boosting education worldwide - learning world (4 mins)

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<https://youtu.be/GRt71WHHbqc>

# Aksheta Kanuganti - Education for all (7 mins)



<https://youtu.be/Ujjppb7UiXI>

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**Published on Mar 18, 2015**

Aksheta Kanuganti captivates the audience with her passion and urges everyone to never take education for granted. (7 mins)





# Is the Internet a Right or a Privilege? (3.75 mins)

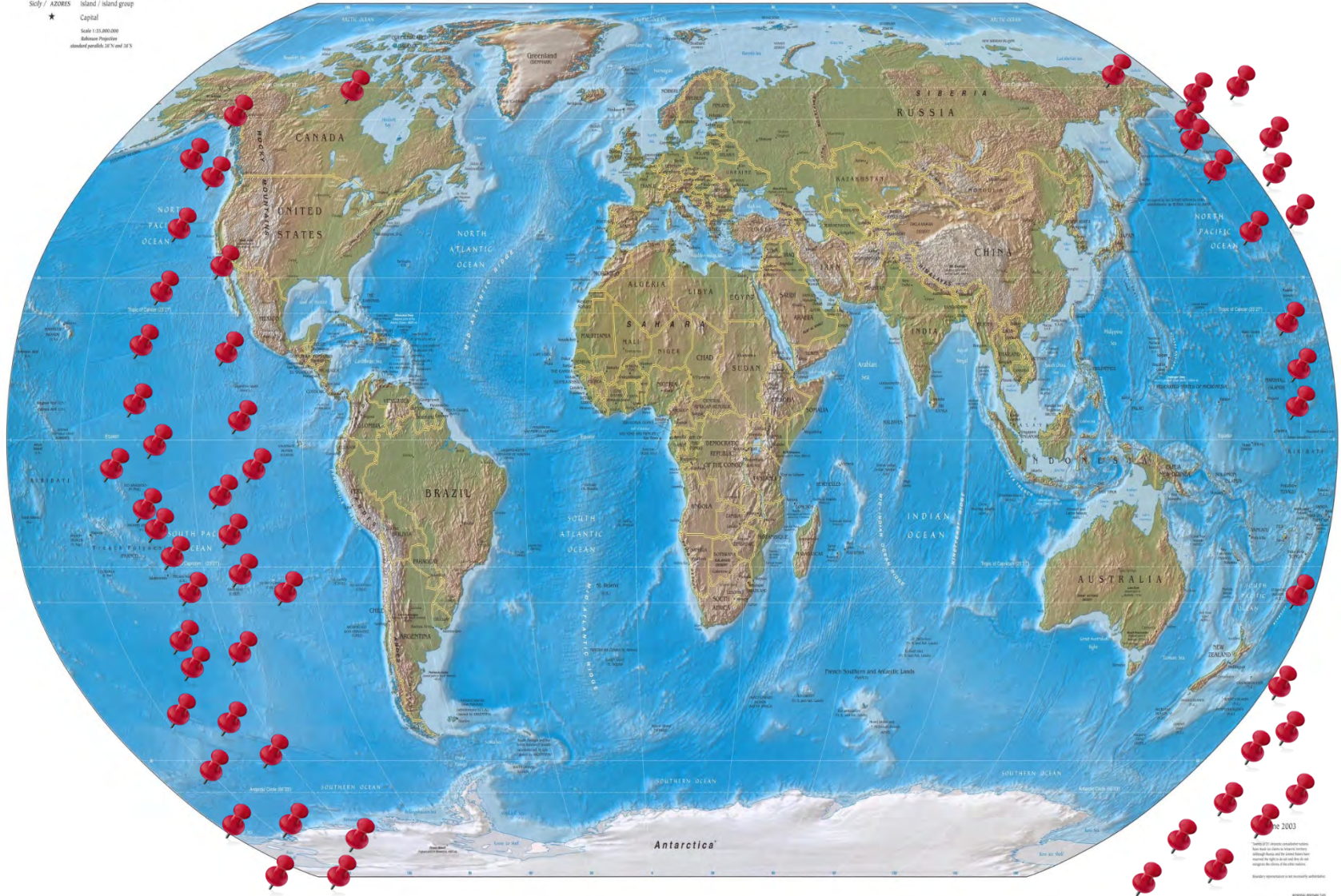






# TECH 330 Global Footprint

AUSTRALIA Independent state  
Bermuda Dependency or area of special sovereignty  
Sicily / AZORES Island / island group  
★ Capital  
Scale 1:125,000,000  
Reference: Equator  
standard parallels 30°N and 30°S



<http://www.lib.utexas.edu/maps/world.html>

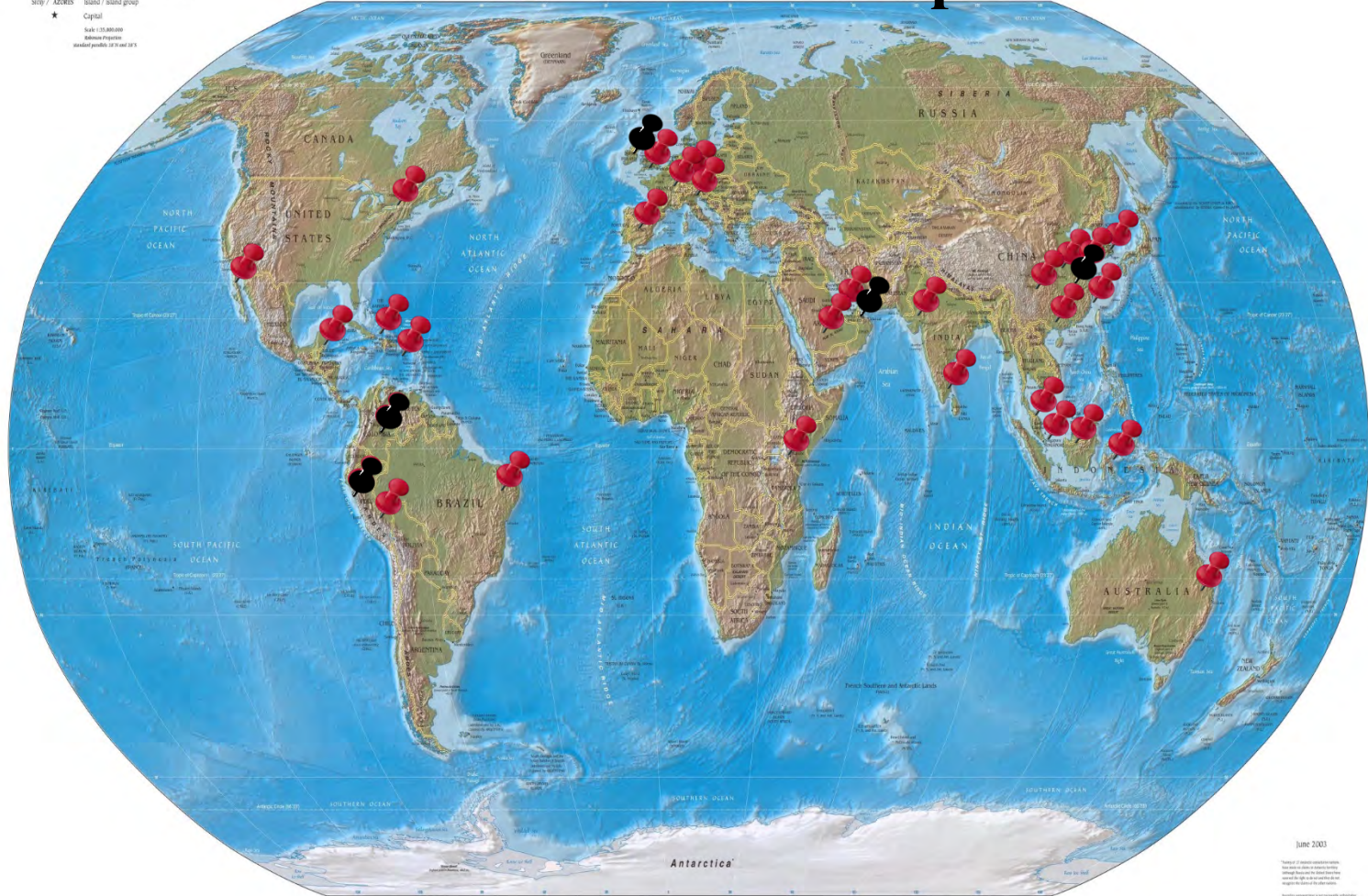
June 2003  
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Map data derived from the National Geographic Society's Digital Data Service.



Physical Map of the World, June 2003

▲ AUSTRALIA Independent state  
◻ Bermuda Dependency or area of special sovereignty  
▭ City / ADMED Island / Island group  
★ Capital  
☎ 1-15-800-000  
◻ Alaska Project  
◻ Alaska Project  
◻ Alaska Project

# Dr. Cox's Global Footprint



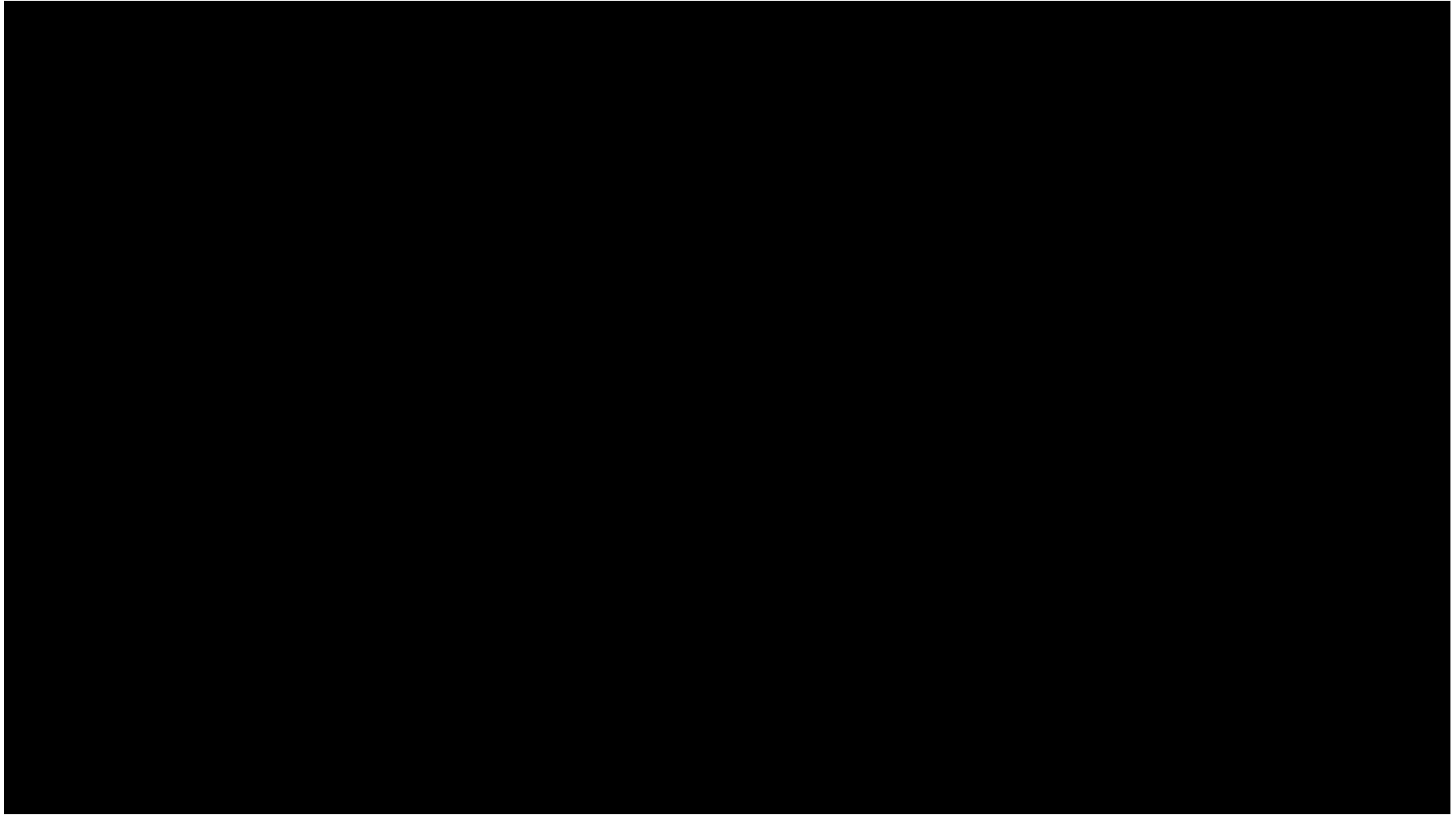
<http://www.lib.utexas.edu/maps/world.html>

June 2003

Number of pins: 100  
Red pins: 80  
Black pins: 20

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SMILE!





# SMILE!

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It's a two-minute Ted Talk which your students might enjoy – and learn from!

<https://www.youtube.com/watch?v=1K5SycZjGhI>

# Reminders

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- **Turn in Pre class HW and All In-Class Activity Responses**
  - HW #1 – Education
  - Education Group Activity
  - Levels Activity
  
- **FOR Thursday**
  - We will complete Worldwide Education Discussion

**Next Week – begin to deep dive into cultures**