

A New Culture of Learning
for a world of constant change

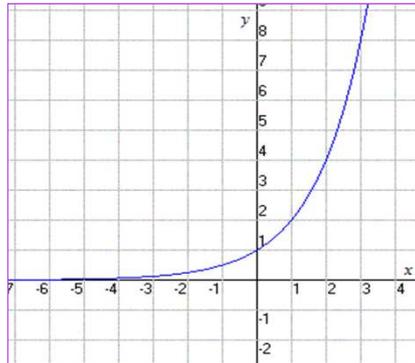
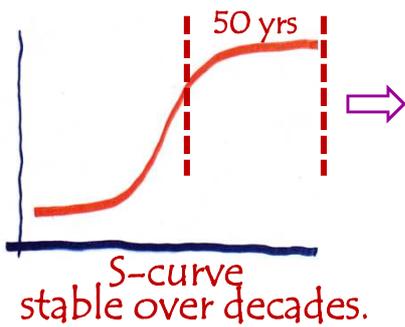


The Entrepreneurial Learner
in the Internet Age

Our Context

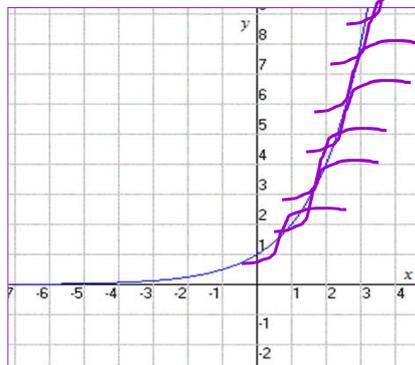
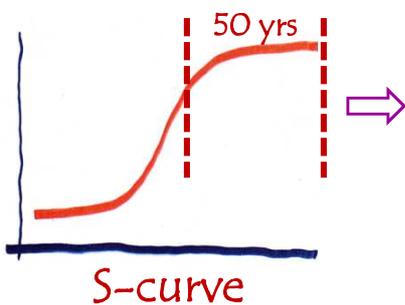
21st C infrastructure: no stability in sight
driven by continual exponential
advances in computation

20th C infrastructure



Skills, Social Practices & Institutions evolve
around new technologies

21st C infrastructure



rapid set of punctuated moves

In a world of increasingly rapid change,
the half life of a given stock/skill is
constantly shrinking.

Stocks =====> Flows

protecting/delivering
authoritative
knowledge assets



canons/genres
relatively fixed

participating
in knowledge flows



creating new knowledge
(strong tacit component)



genres fluid:
institutional warrants
less valuable



Carla Hesse:

“Knowledge is no longer that which is contained in space, but that which passes through it, like a series of vectors, each having direction and duration yet without precise location or limit.

In the future, it seems, there will be no fixed canons of texts and no fixed epistemological boundaries between disciplines, only paths of inquiry, modes of integration, and moments of encounter.”

Are we prepared?
Are we preparing our students?

This requires more than just the
skill of learning how to learn.

It requires new dispositions.



Warning: dispositions can't
be taught. But they can
be cultivated in the right settings.
(libraries, labs, seminar rooms,...)

Dispositions of an Entrepreneurial Learner

curiosity – pulling information on demand

And to afford curiosity
in a networked age.



Ages: 2 & 5

Dispositions of an Entrepreneurial Learner

curiosity – pulling information on demand

questing – seeking, uncovering, probing ...

connecting – listening to others, engaging...

Perhaps we need:

New approaches to learning

New practices

New approaches to thinking/acting



Maybe we need a new tool set

Cartesian View of Learning

Knowledge as substance

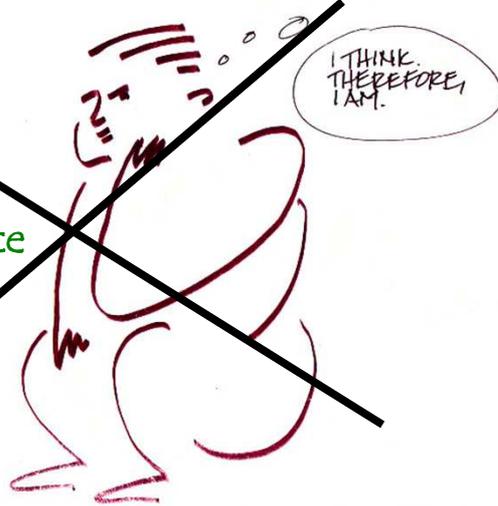


And pedagogy as knowledge transfer

What worked well for a the last century
Is probably not up to today's challenges

Cartesian View of Learning

Knowledge as substance



And pedagogy as knowledge transfer

The Social View of Learning

we participate
therefore we are



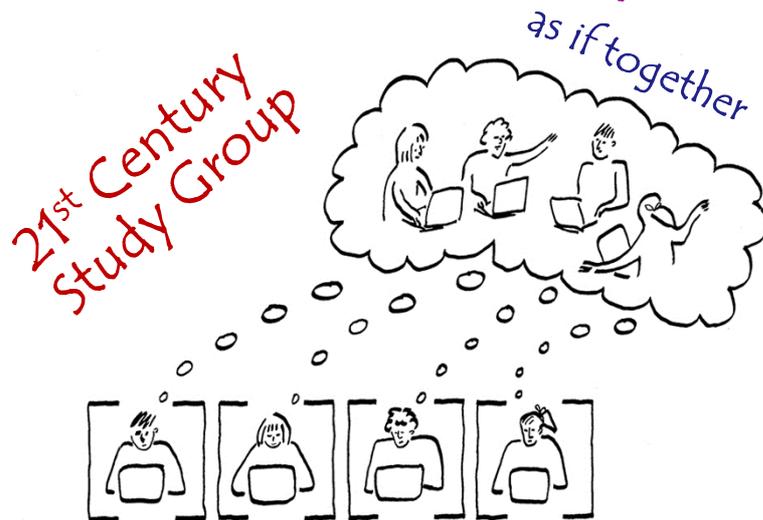
understanding is socially constructed.
making knowledge personal

Nothing Beats Collaborative Study Groups –
especially around homework
The social construction of understanding is real.



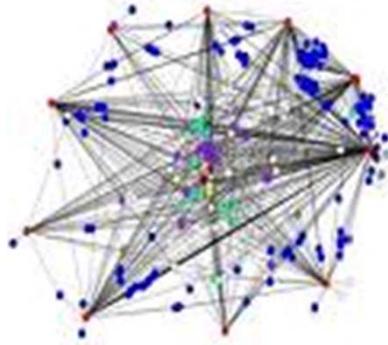
[and no better way to learn than to explain to others]

And this works virtually as well!



Distributed but connected via IM, iChat, FB, SL...

And in social networks across
students, teachers & global friends



Collectives: Blogs–Forums–Facebook –
Communities of interest

Some new practices

Authority vs. Timeliness (in a rapidly evolving world)



But that finesses the question of quality.

Key: new reading practices are called for!

We used to focus on content,
assuming context
was relatively stable.
But in the world of social media &
networked knowledge
context is more fluid.



Consider blogging & remix.

Blogging as joint context creation

“The blogger is—more than any writer of the past— a node among other nodes, connected but unfinished without the links and the comments and the track-backs that make the blogosphere, at its best, a conversation, rather than a production.”

Jazz and blogging are intimate, improvisational, and individual—but also inherently collective.
And the audience talks over both.

Andrew Sullivan – Atlantic Monthly/ The Daily Dish

Too Big to Know:

By david Weinberger (Jan, 2012)

We used to know how to know. We got our answers from books or experts. We'd nail down the facts and move on. We even had Canons.

But in the Internet age, knowledge has moved onto networks. There's more knowledge than ever, but it's different. Topics have no boundaries, and nobody agrees on anything.

Collectives

Collectives are made up of folks who share participation over belonging, catering to an individual's personal interests (e.g. gardening, astronomy). They make no demands on its users, no tests or lectures, yet learning happens all the time.

Collectives are focused on enabling individual agency. They are a site for both play and imagination where the personal can mesh with the collective, transforming/enriching both.

They have almost unlimited scale via social networks and at their core rest on peer & master mentoring.



Entrepreneurial Learners are master
makers and tinkers

But now they can easily
make contexts, not just content/things
And learn-on-demand via collectives

A Blended Epistemology



Given that meaning emerges
as much from
context as content
new dimensions
to the creation of meaning are opened.



Ah, the essence of remix..



Ah, let me change the music
of a film and I can alter
not only its meaning but also
what you actually "see".

Ah, in a fluid world judgment and
critical thinking is more important
than ever... and librarians as mentors
become even more important.

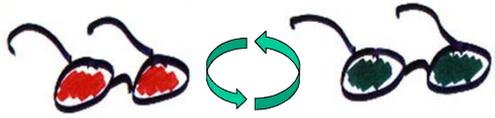




Yes –crafting context is important for scaffolding meaning creation but that doesn't help us 'see differently' and imagine new possibilities or new worlds.

A Belief

In a world of constant change entrepreneurial learners must be willing to regrind the conceptual lenses with which they make sense of the world.



And for this an essential thing is:
play

Homo Ludens

a highly nuanced concept of play

- as in freedom to fail, fail and fail again and then get it right: think of extreme sports...
- as play of imagination – poetry
- as in an epiphany – suddenly falling in place
as in solving a riddle.



Learning as riddles,
leading to a reframing or
re-registering of the world.

Play is the progenitor of culture & innovation.

Johan Huizinga

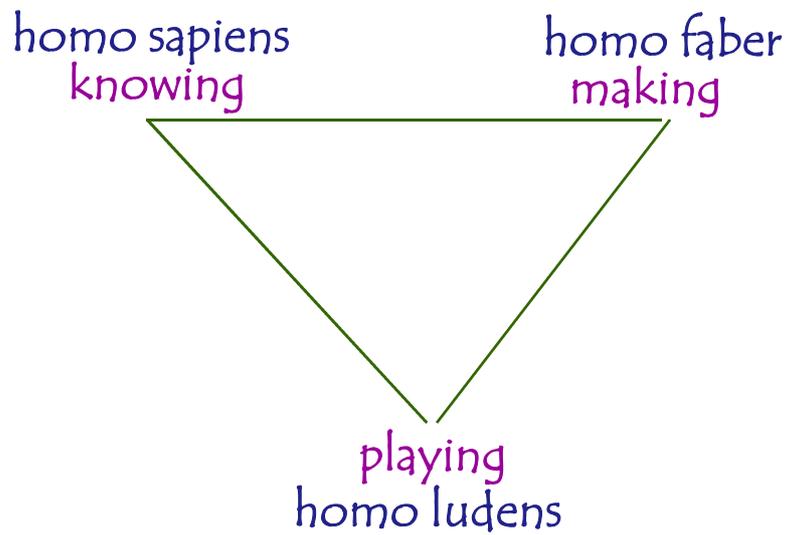
A Simple Reframing

A black dog is sleeping in the middle of a
black road that has no streetlights and
there is no moon.

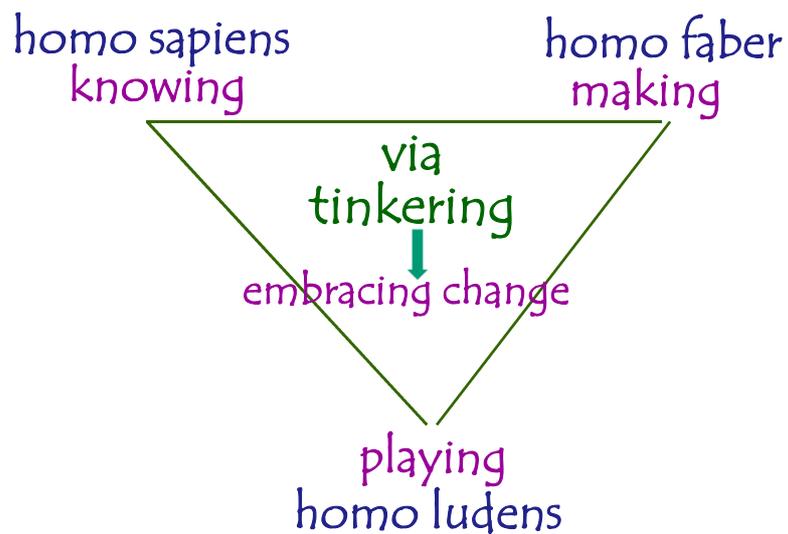
A car coming down the road
with its lights off steers around the dog.

How did the driver know
the dog was there?

Three different epistemologies



Blended Epistemologies



Blended Epistemologies

homo sapiens
knowing

homo faber
making

and
reframing

↓
thriving on change

playing
homo ludens

Our current weighting:

homo sapiens
knowing

homo faber
making

playing
homo ludens

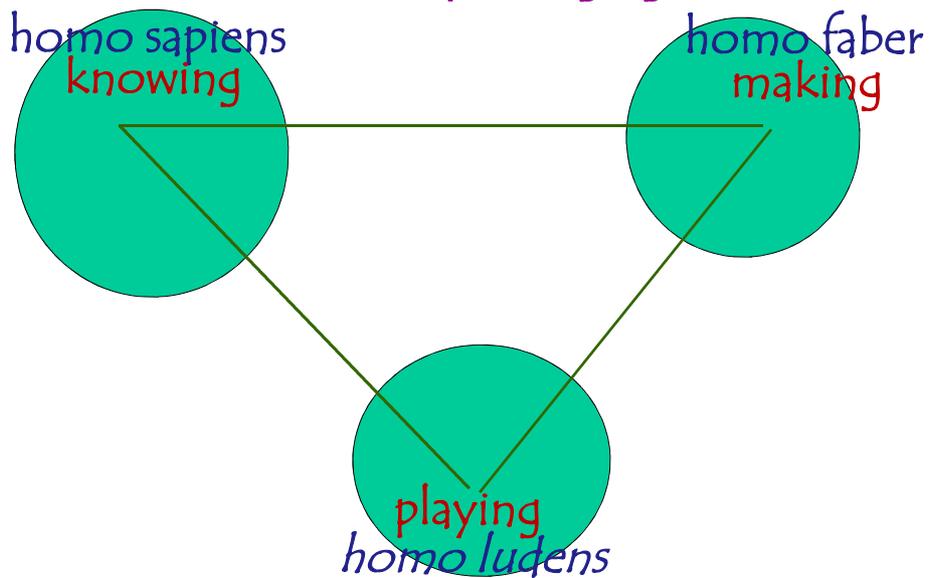
Important Shifts

what ^{knowing} -----> what + where

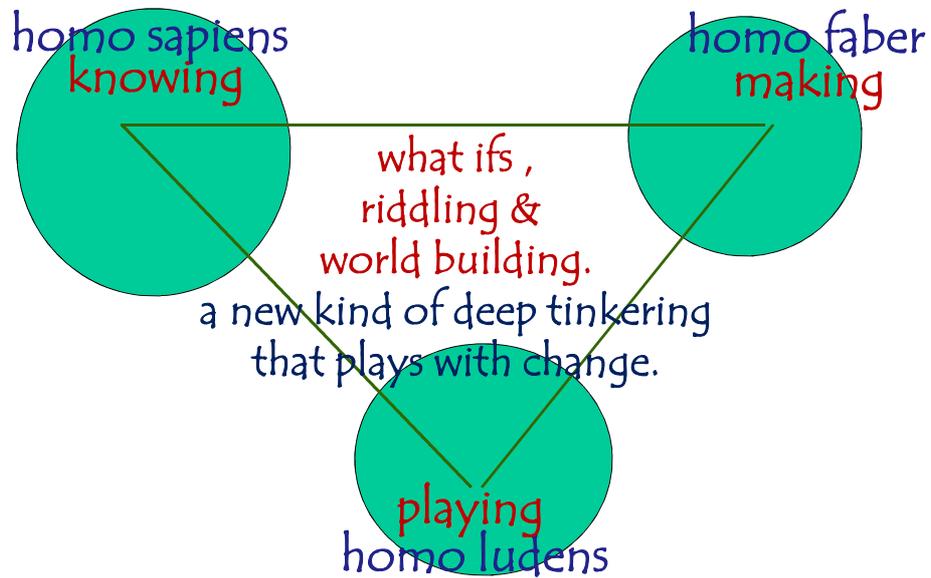
things ^{making} -----> things + context

sense making ^{playing} ----- reframing

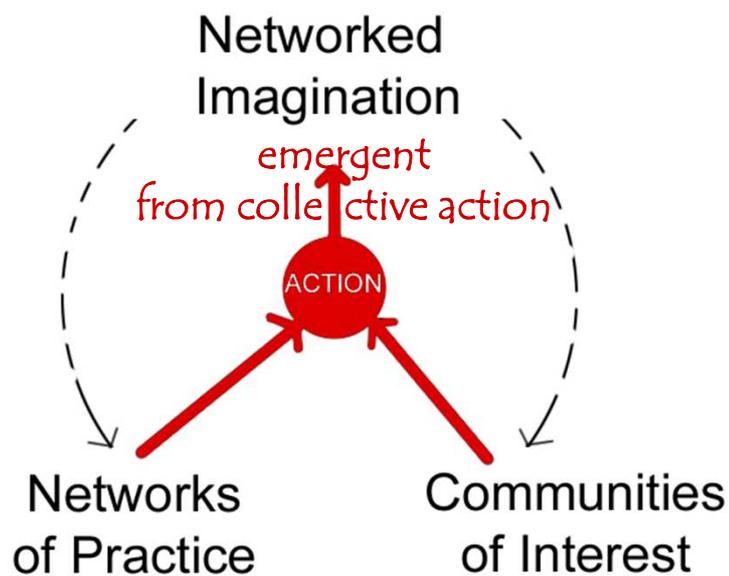
Suggested weighting:
for a constantly changing world



Cultivating the Imagination



Networks of Imagination



where imaginations play
learning happens!



A New Culture of Learning
(arc of life learning)

Brief Epilogue



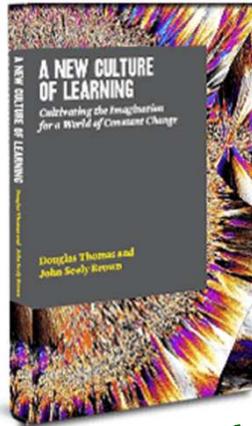
jsb – what are u doing? This is a
talk, not a book??

Back to the Future –
the one room school house



The global one-room school house:
Networks of Imagination





A New Culture of Learning
– cultivating the imagination
for a world of constant change.

Douglas Thomas & JSB

See: www.newcultureoflearning.com

Thank You



Sketches by
Susan Haviland