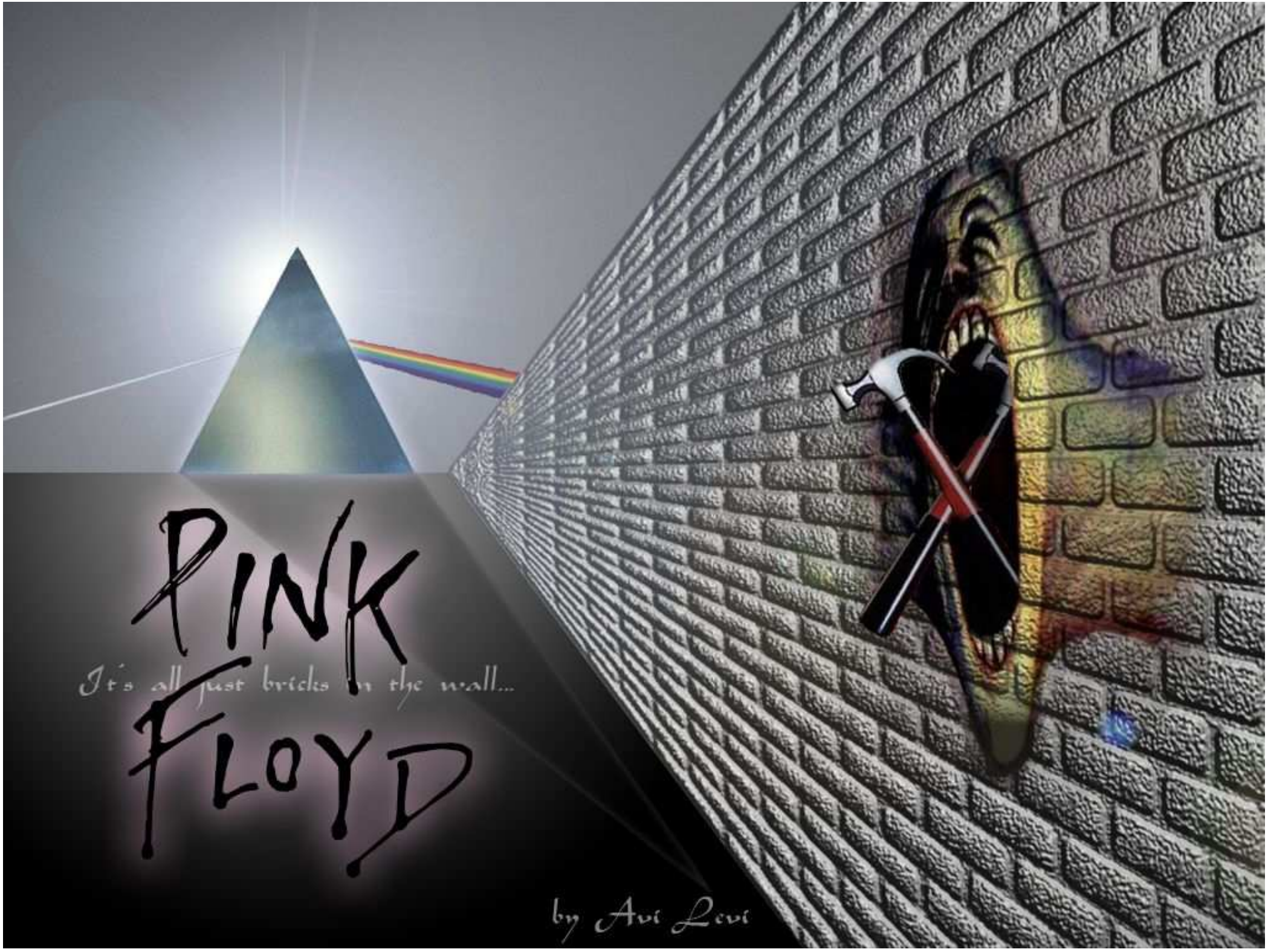
Learning models and new technologies: instrumental literacy vs. digital competencies

Panamá, October 17, 2011

Juan Freire
Universidad de A Coruña, España


PINK
It's all just bricks in the wall...
FLOYD
by Avi Levi

The fall of the wall …
is being advertised

> enterprises (1990s)> media (2000s)> políticy(2008)
> education (2010?)

1. Analogous institutions vs. digital learning

Universities continue being analog

Bubbles of higher education

> Low cost generic education: standardized knowledge for “mass” of students.

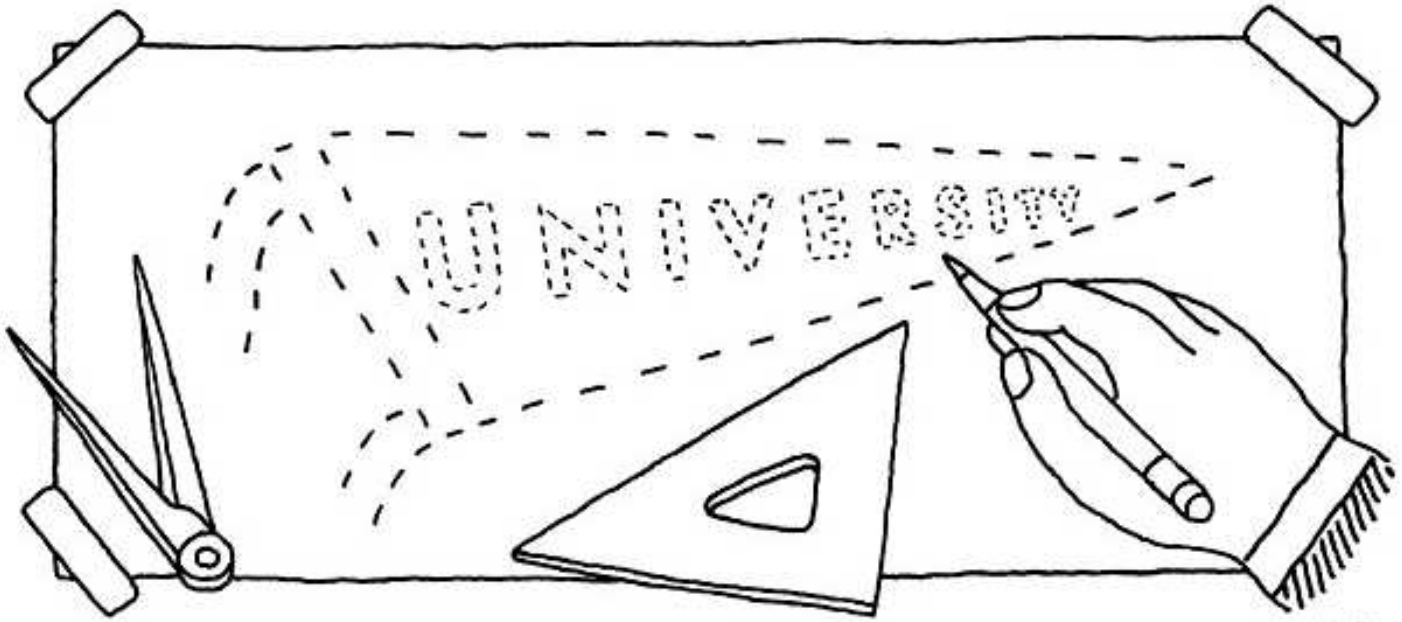
> High cost elitist education
(ej.; MBAs, Ivy League; 10-100s K€)

The New York Times

Opinion

OP-ED CONTRIBUTOR

End the University as We Know It



Alain Pilon

By MARK C. TAYLOR
Published: April 26, 2009

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GRADUATE education is the Detroit of higher learning. Most graduate programs in American universities produce a product for

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ON THE FUTURE OF INVENTION.

Is MIT Obsolete?

UNIVERSE IN 2009 / BY NEIL GERSHENFELD / FEBRUARY 3, 2009

PRINT SHARETHIS

Today's advanced research and education institutions are essential to tackling the grand challenges facing our planet, but they've been based on an implicit assumption of technological scarcity — advances in those technologies now allow these activities to expand far beyond the boundaries of a campus.

Money

25 APRIL 2011

MALCOLM HARRIS

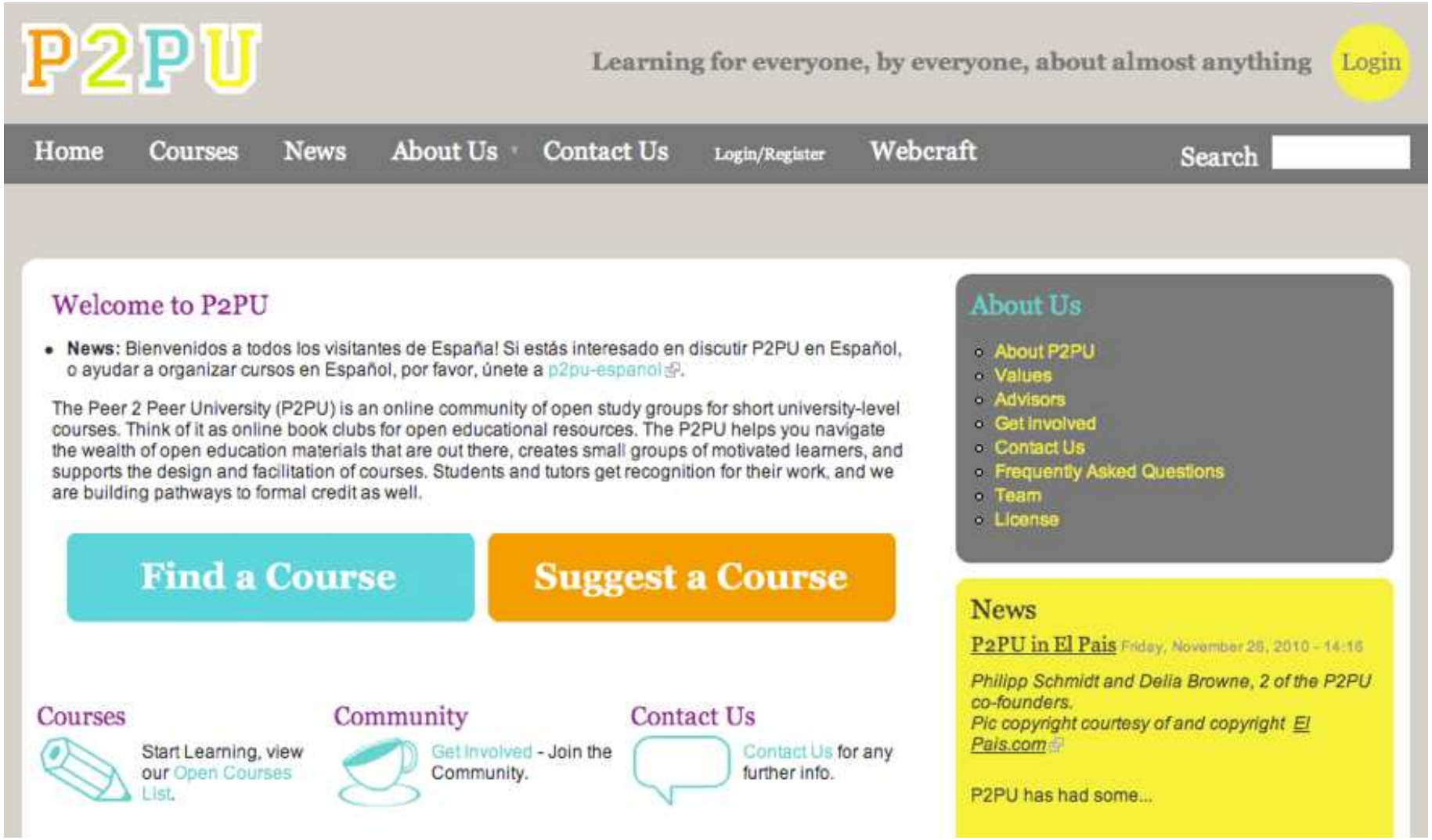
Bad Education

n+1

http://nplusonemag.com/bad-education

Reduction of “entry costs"

Innovation and experimentation is inexpensive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P2PU in El Pais Friday, November 26, 2010 - 14:16
Philipp Schmidt and Delia Browne, 2 of the P2PU co-founders.
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P2PU has had some...

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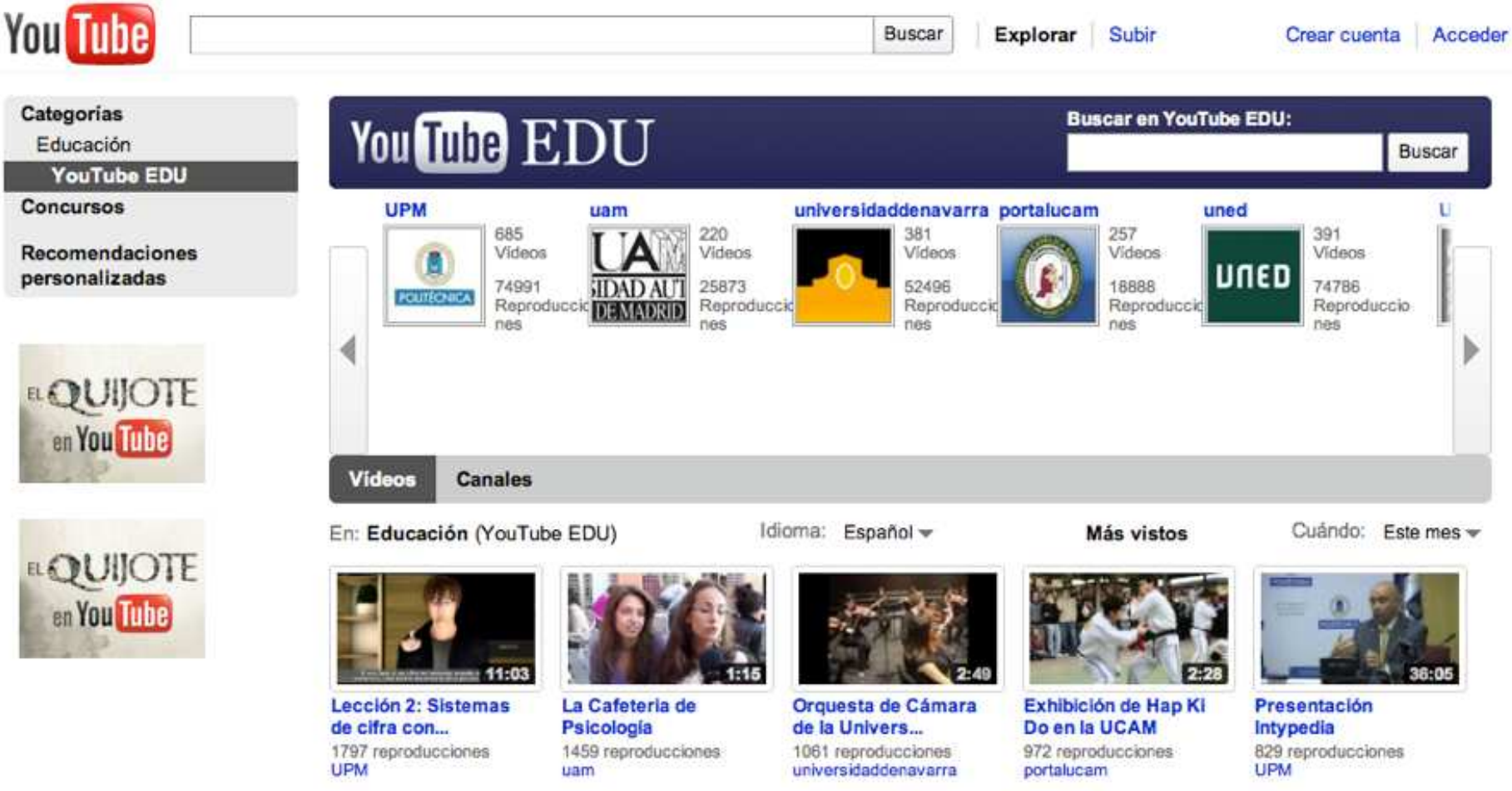
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Bienvenidos ›

Universitas Telefónica es el lugar de encuentro de los mejores profesionales de la compañía donde se vive la cultura y los valores de Telefónica, a la vez que se comparten inquietudes y puntos de vista en programas formativos. Esta iniciativa surge del compromiso de Telefónica con la formación y el desarrollo de sus profesionales. La oferta de programas y actividades se alinea con los pilares de bravo! que constituye el eje estratégico de la actividad de Universitas Telefónica para el 2010.

Conoce los programas ›

Los programas de 2010 se han agrupado según las competencias principales del Nuevo Modelo de Liderazgo. Accede para conocer más acerca de ellos.

Instalaciones ›

El Campus Universitas Telefónica está situado en el Parque de Belloch, un entorno privilegiado a 40 kilómetros de Barcelona con unas instalaciones diferentes y únicas.

Comparte Universitas Telefónica

Únete a nuestros grupos en la redes Sociales.

Noticias

La delegación de China Unicom en el Campus Universitas Telefónica

El lunes 8 de noviembre, una delegación de China Unicom formada por 12 personas y encabezada por el Sr. Tong Kilu, Director Ejecutivo del Consejo y CFO visitaron el Campus Universitas Telefónica en Barcelona.

Leer ▸

New actors / organizations

> P2P University
> iTunes University
> Learning channels in Youtube
> Corporate Universities …

This history remembers of what has happened in other sectors (e.g. Music)

Learning is already digital …
values and practices of digital culture

Expanded learning

> New ways to produce**, communication and transfer of knowledge outside the educational institutional spaces**
> **Learning communities** (networks P2P)

ZEMOS98
11 edición
SIMPOSIO EDUCACIÓN EXPANDIDA
UN PROYECTO DE ZEMOS98 Y JUAN FREIRE // 23 A 28 DE MARZO DE 2009
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Expanded learning

What did you learn?

Where it happened?

How it happened?

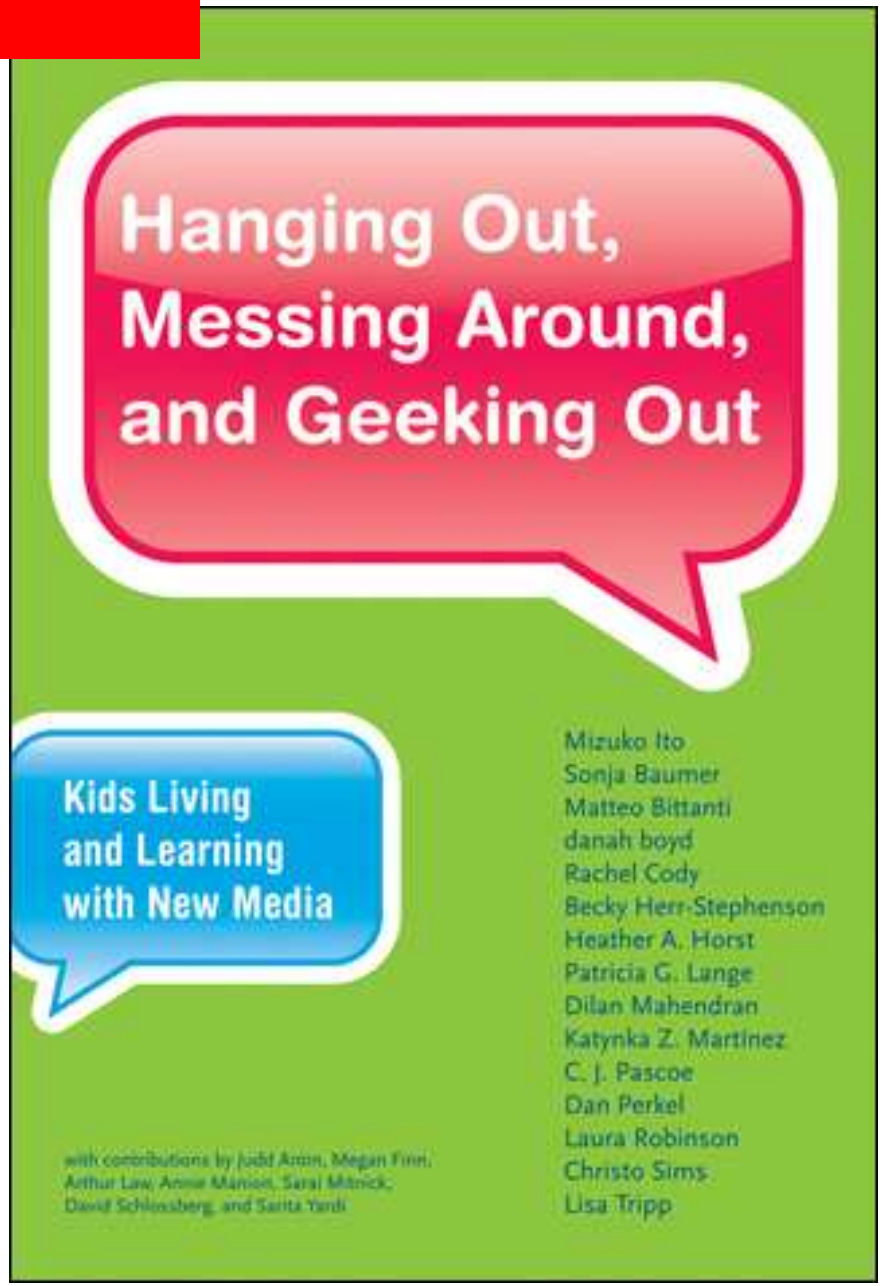
Fuente: http://flickr.com/photos/jespm/88213813/

It probably was not in a classroom

Probably you did not get a certificate

Fuente: http://www.flickr.com/photos/amigurumikingdom/141749914/

P2P networks and learning communities



“Two kinds of Internet”:

1.

"Internet is a great flash game junk space inundated with banners, sites full of inaccurate information, and companies trying to make money with the kids "

2.

Learning and socialization spaces

Learning as a research process

> participatory action learning/research"
> Problem based learning

“New education” and social technologies

Platoniq

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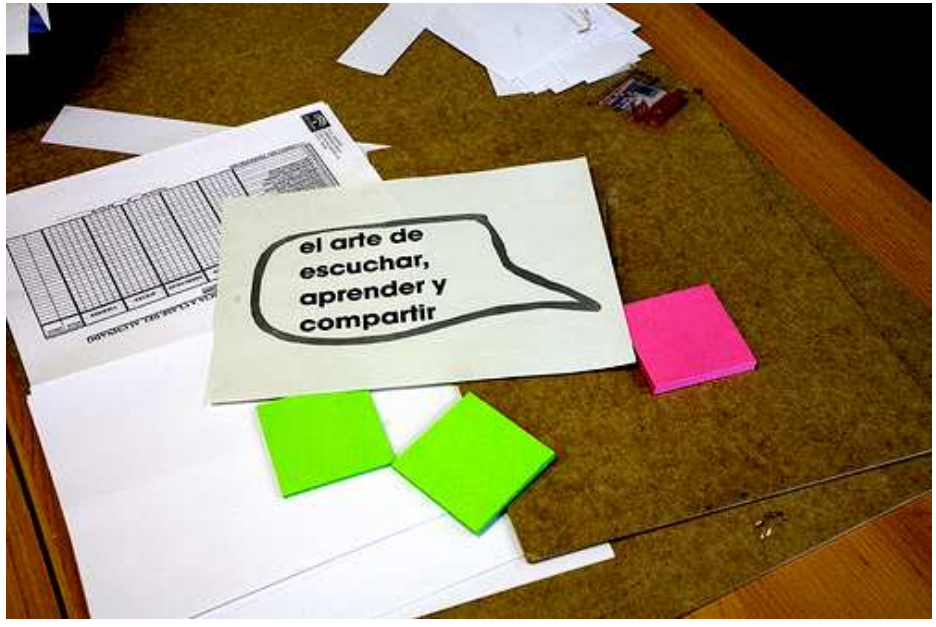

The people of Haiti desperately need your help. Please visit our page on how to donate

Lostpedia:About

About Lostpedia

Lostpedia was launched on September 22, 2005 one day after the Season 2 Premier episode "Man of Science, Man of Faith" aired on ABC, and one year to the day since the mysterious crash and disappearance of Oceanic Airlines Flight 815 somewhere in the South Pacific. The site, launched by Kevin Croy, was created in order to allow fans of the show to organize the massive amounts of theories, plotlines and cast information that was generated by the show's premise.

Since the launch of the site, over 80,000,000 page hits have been generated and 5,000 pages created that chart the progress of the survivors of Oceanic Flight 815, as they live day to day on the mysterious Island. This has made Lostpedia one of the most visited wikis on the web, outside of Wikipedia.

In 2007, Lostpedia expanded to include a discussion forum, IRC channel, and blog. As of June 2009, the discussion forums had over 32,000 members, and 1,600,000 posts within 25,000 threads.

Lostpedia is an **unofficial** Lost fan wiki and is not connected in anyway with ABC or Bad Robot Productions. In December 2008, Lostpedia was acquired by Wikia.

For press inquires regarding Lostpedia, please contact LostpediaAdmin at Press inquires or by emailing admin@lostpedia.com.

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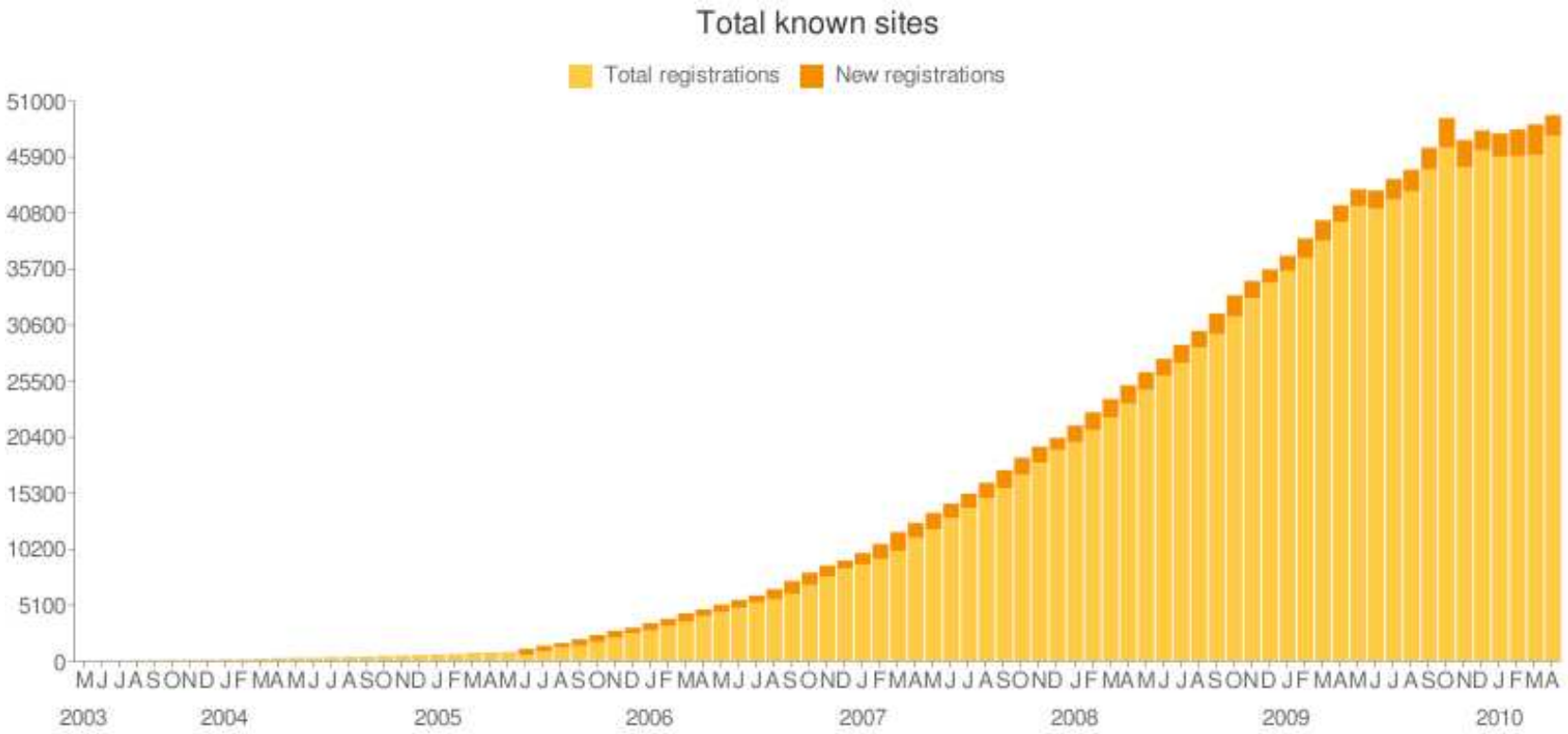
5,890 articles on this wiki

Jacob
A day ago by Lana hibner

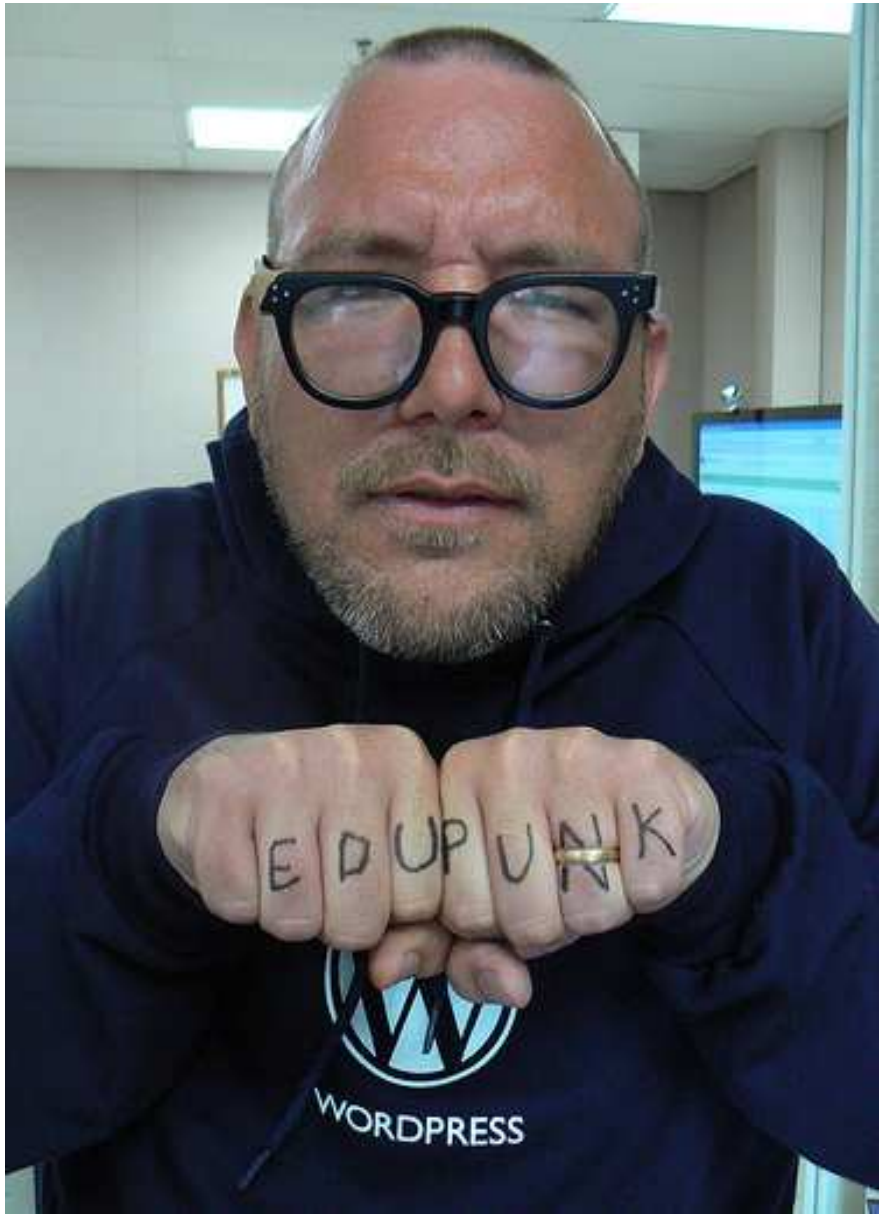
2. Evolution of learning platforms

> 1990s: **closed** (software and access), complex and expensive

> 2000s: access closed, software open, not expensive, medium complexity (**Moodle**)



> 2010s: opened and distributed (**web 2.0** model **/ social media**: blogs, wikis, social networks, etc)



Digital Chef for Hot & Spicy Courses

Fresh Ingredients

Libraries

Academic Journals

Blogs And Podcasts

Learning Objects

News

Digital Image Sources

Social Bookmarking

Online Aggregators

Web 2.0 Applications

In the Kitchen

aggRSSive

Pipes

Feed2JS

Grazr

Pageflakes / Netvibes

Bon Appétit!

Any Web Environment Including:

HTML pages

WebCT

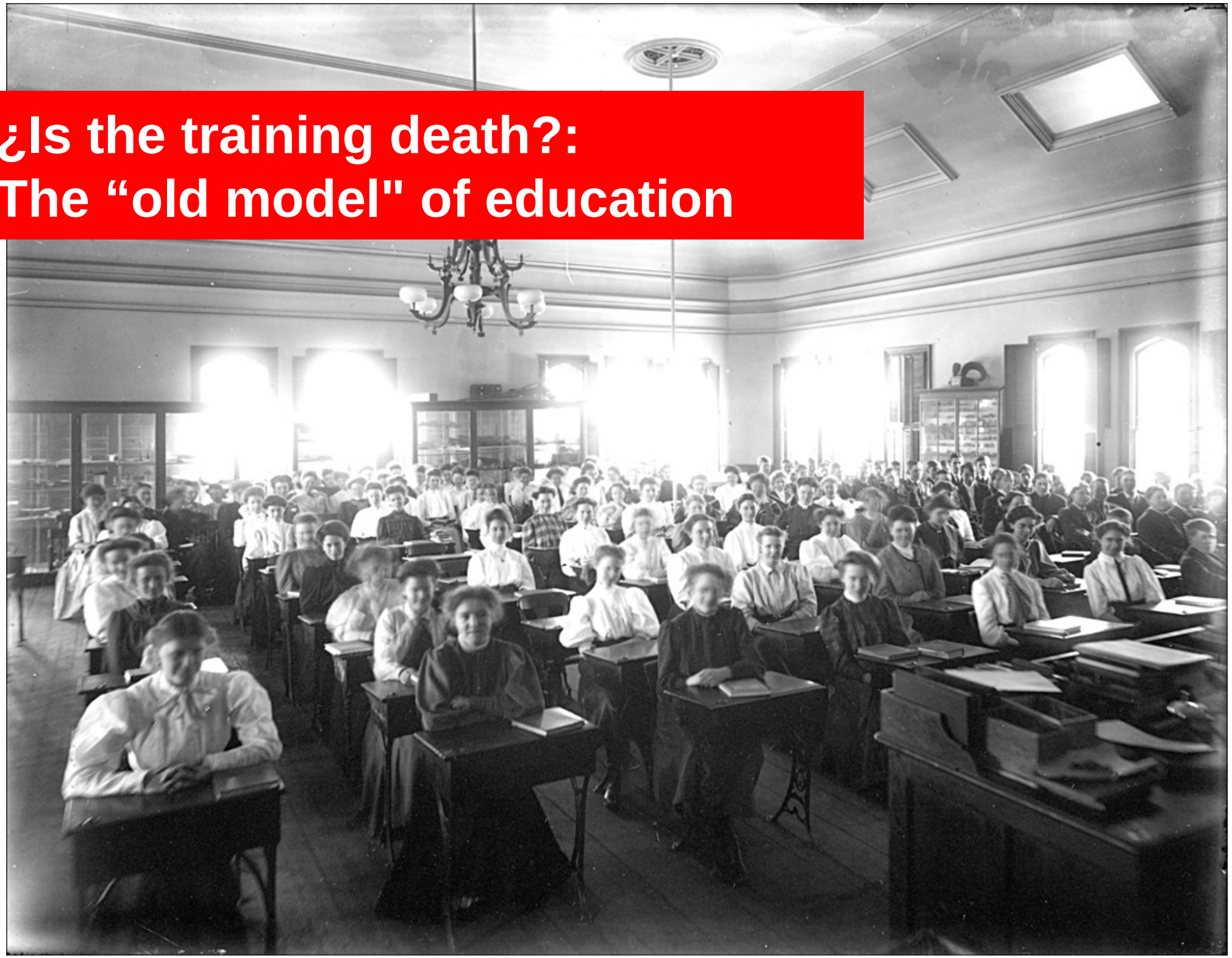
RSS Newsreaders

PDAs, Cellphones

Syndication Out (RSS, OPML, Json)

3. Re-thinking education

¿How? Learning process
¿Where? Learning spaces:
-public spaces- digital spaces
¿Who? Practice communities: -local networks- interest networks



¿Is the training death?: The “old model" of education

disciplinary, based on closed structures, linear processes and focused on content (knowledge transfer)

> unnecessary, is replaced by “self-learning” (learning communities)

> based on available digital resources and the interaction with pairs (social networks)

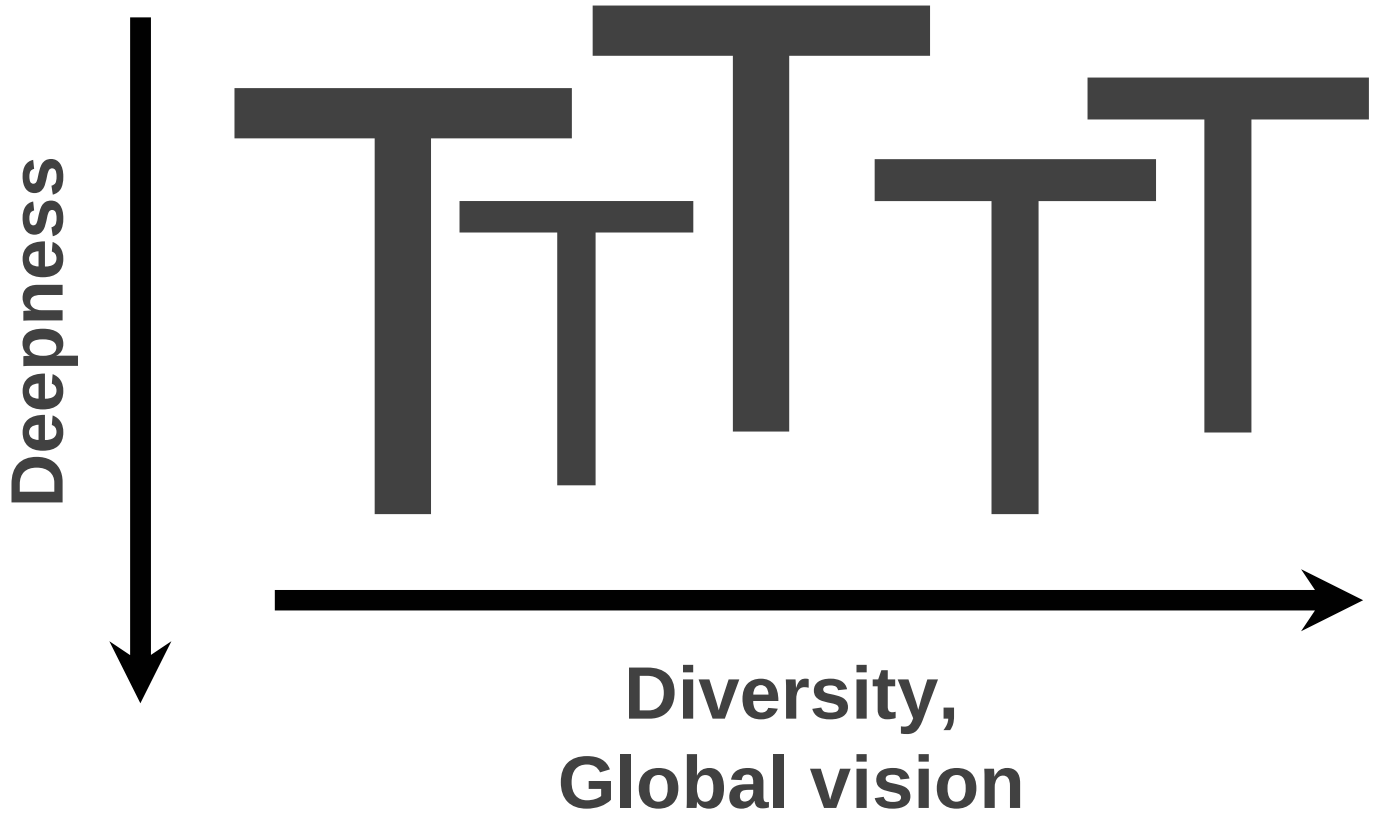
The “new model" of education

- an **open model**, **interdisciplinary**
- focused on **competencies** and skills

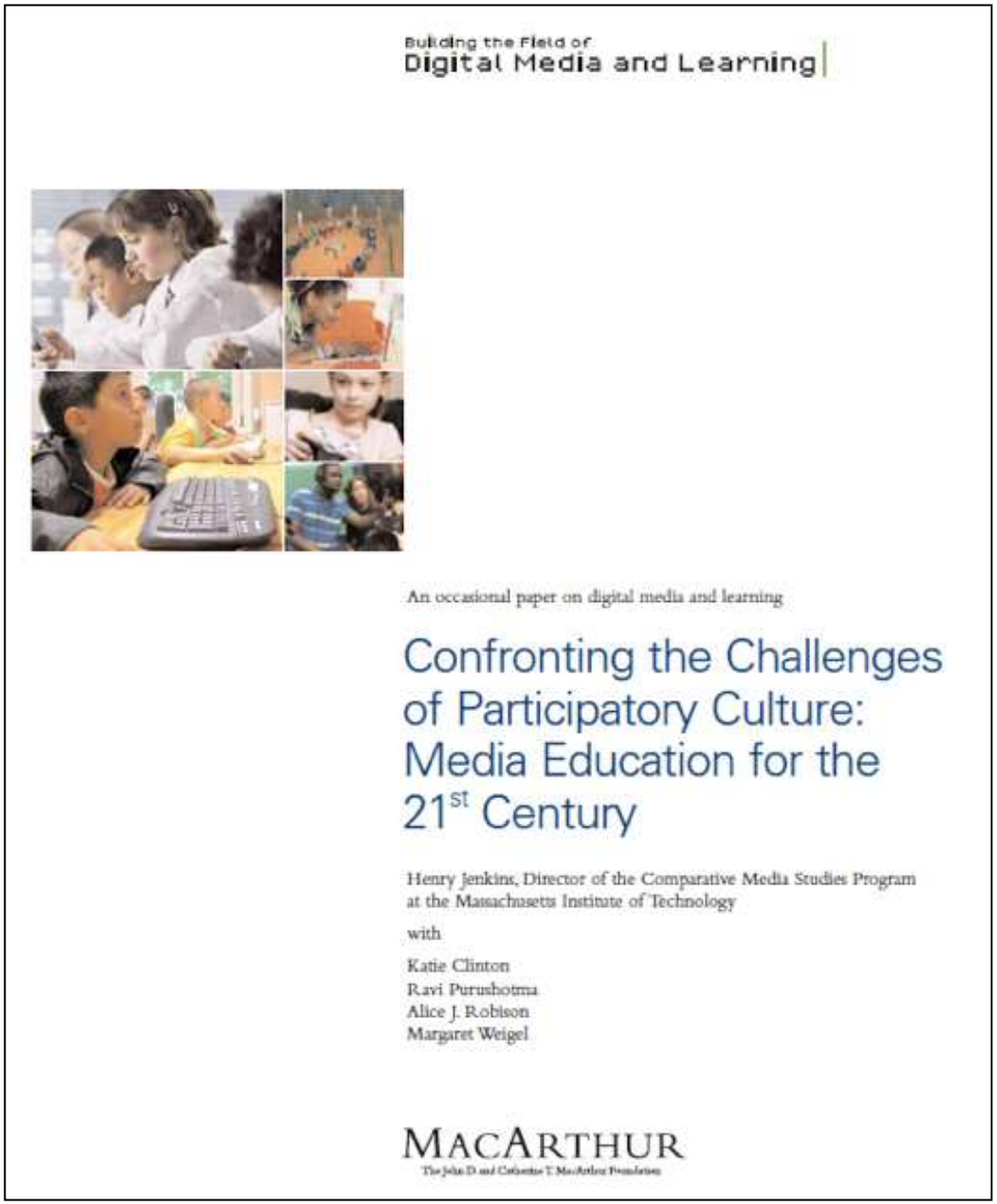
- “**learning by doing**": learning is more effective when it is based on problem solving and specific challenges

- **significant learning**: when the student tries to understand his daily environment and applies what he learns to solve real and immediate problems

“T” Professionals



Henry Jenkins (2008). Social skills and cultural competencies



Appropriation
Transmedia navigation
Negotiation
Play
Attention
Critical consumption
Multi task
Collaboration
Participation
Criteria
Collective intelligence
Network awareness
Representation
Networking
Distributed thinking

4. Rethinking educational institutions

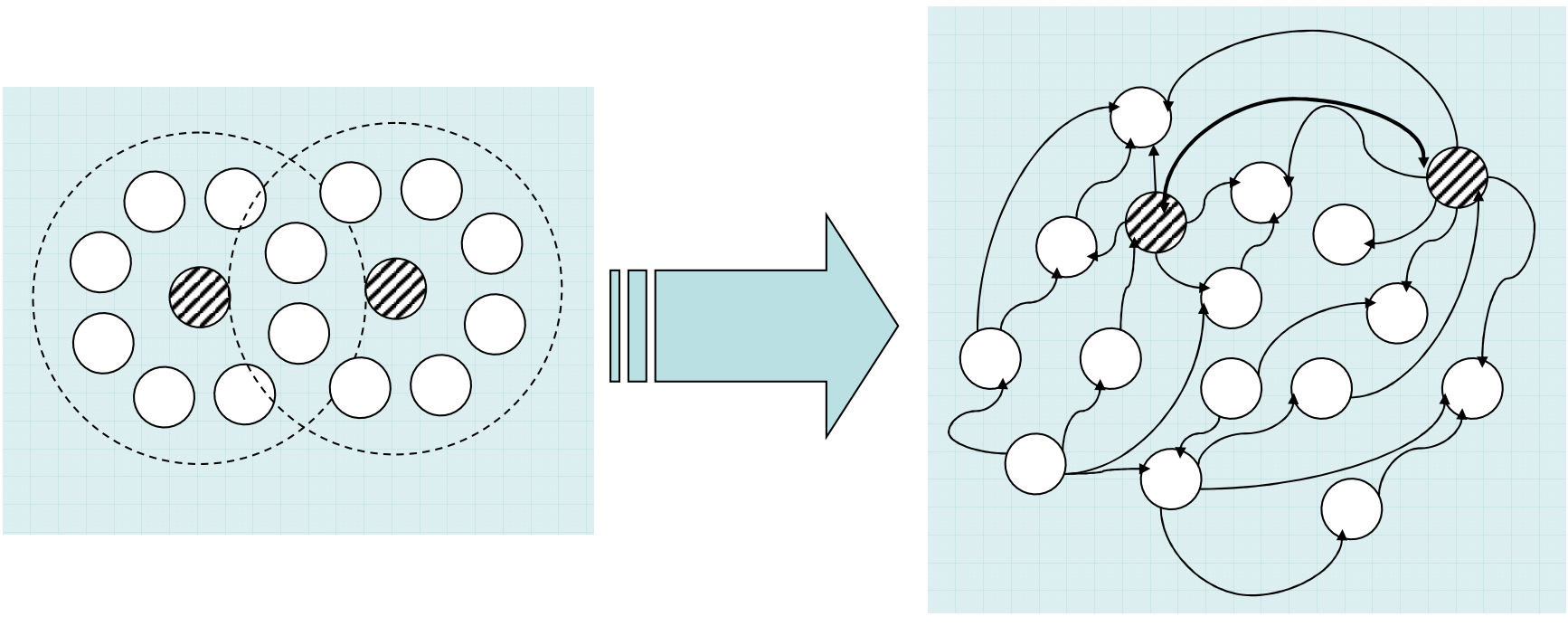
The new goals of educational institutions

> “**learning to learn**”> analytic and creative skills > develop critical thinking > collaboration skills

> **diversity**
> **personalization**
> **with reasonable cost**

Process to transform (or create) organizations

to create educational digital platforms
> Design activities for learning / training> create repositories of actions and practices
> Create and promote communities of practice



How to develop an educational (and organizational) platform?

>experimental and adaptive process>
modular development: multiple small-scale projects

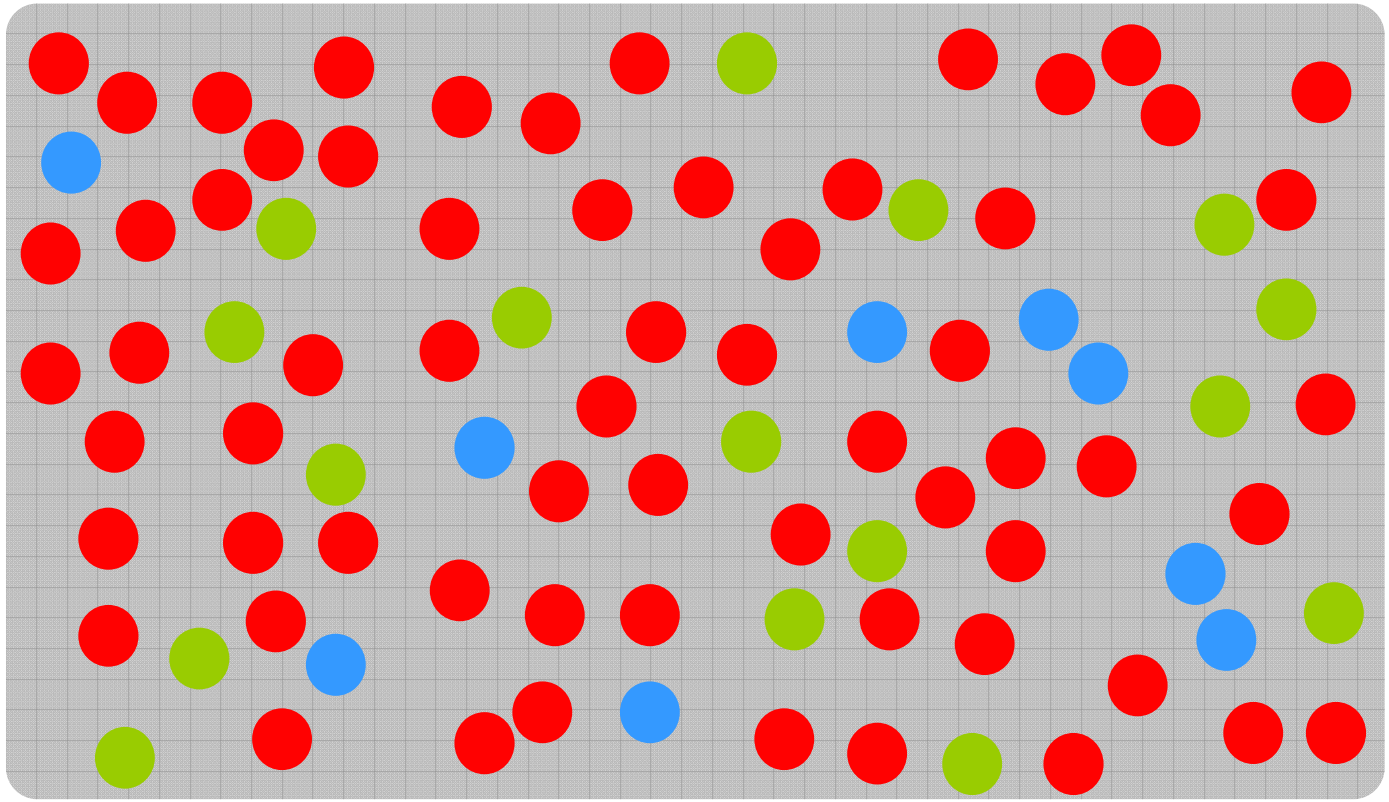
> open source paradigm
> flexible intellectual property licenses

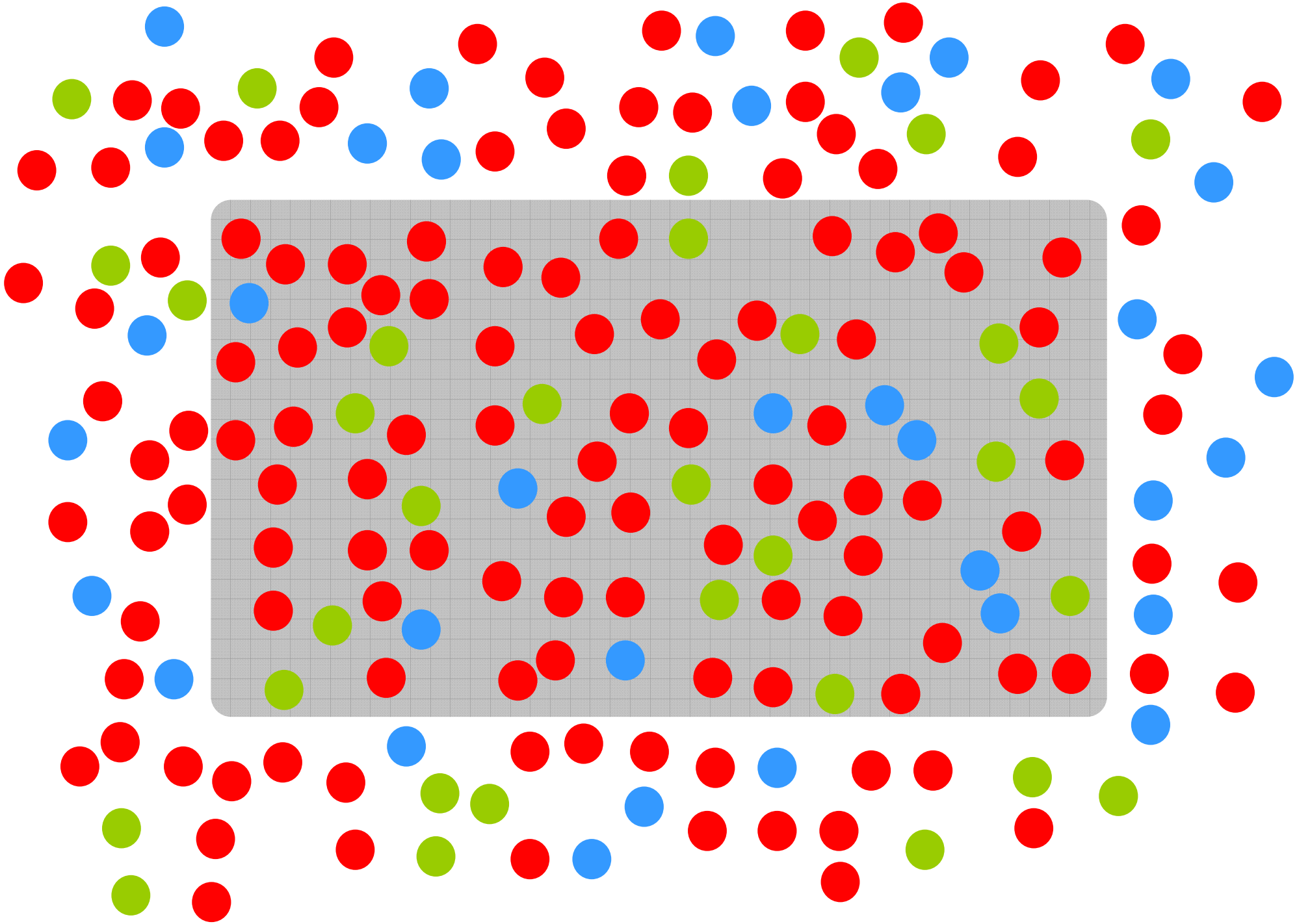
Web organizes/replicates the organization (and vice versa)

> Knowledge management (digital contents)> management relationships within learning communities > availability and resource management

Level 0. Digital objects

- Text
- Vídeo
- Photo
- ...



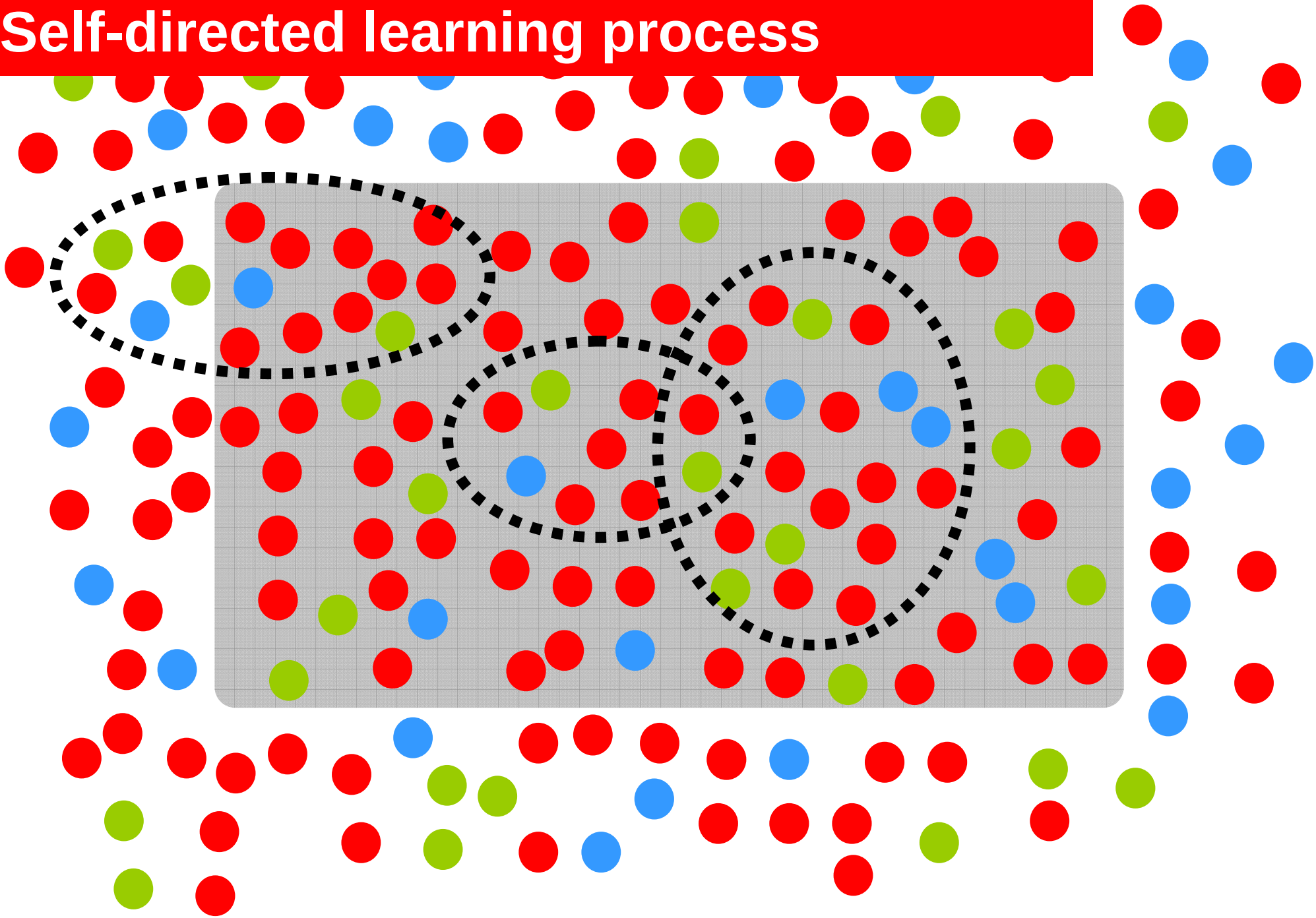


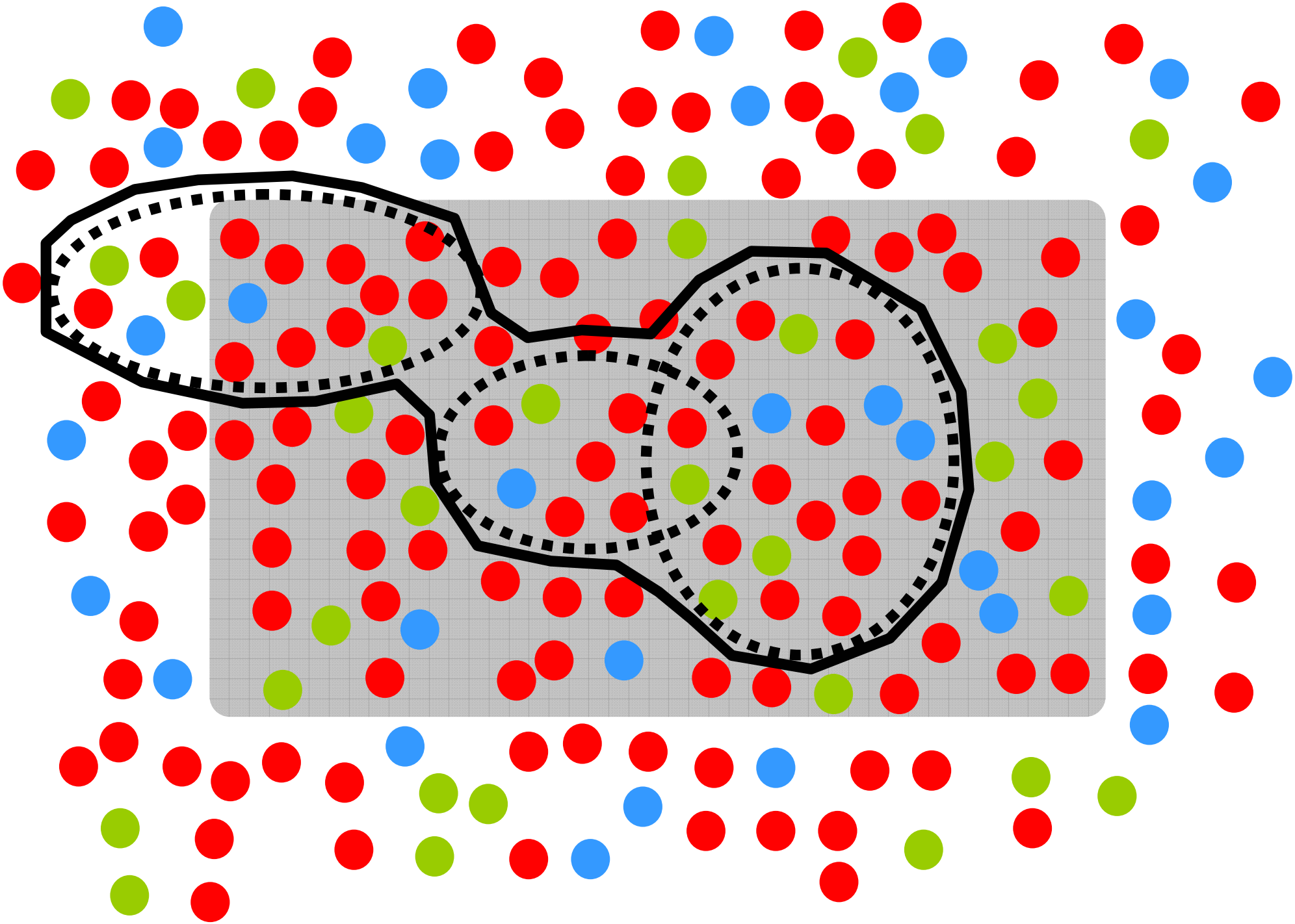
> **texts, audiovisual**> **own production** (equipment, users community)> **filtering/ aggregation** of contents produced by others> **labeling** (taxonomy of objects; navigation system)

Level 1.
Pure self learning process

- User with the ability to use digital objects in their own autonomous self learning process

Level 2.
Self-directed learning process





> “teachers" (facilitators) that suggest “courses” by aggregating and managing digital objects
> the same object could be used in various courses
> suggestion of “learning paths" through aggregation and management of courses

Level 3.
Facilitated learning / coaching

> **“teachers" assessed students individually or in small groups**
> **they suggest courses and paths** (self-learning). **Commissars of contents**
> specific courses are delivered> projects in workshops are developed

3. Facilitated learning/coaching

3. Facilitated learning/coaching

No students	but team entrepreneurs
No classrooms	but an open plan office
No teaching	but learning
No teachers	but coaches
No simulations	but real business
No control	but self-organizing

Learning/training actions typology

> "**master class**": presentation and discussion with relevant professionals
> **courses**: knowledge transfer
classes + readings + practice activities (mini-projects)
> **workshops**: projects development
> classroom - **blended** - online

"We must have dreams and be willing to take on risks with new ideas and work methodologies."
Mr. Juan Somavía, 2009,
ILO Director-General

Thank you for your audience

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