As we were saying...
“The changes in the global economy calls for a discussion of the role of the education system, not only to respond to the employment market but to have a proactive influence. Education could play an active role rather than the thoroughly passive one it is accustomed to.”

Jòn Torfi Jonasson at the ECNAIS conference in Warsaw, November 2011
A shift in paradigm.
Society 1.0
The 1.0 Paradigm

- Interpreted data
- Hierarchical
- Siloed jobs and roles
- Chaos and ambiguity avoided at all costs
ca·reer  [kuh-reer]
–noun

1.
an occupation or profession, esp. one requiring special training, followed as one’s lifework.
Society 2.0
Knowledge Age

- Interpreted information
- Personally-constructed meanings
- Socially-constructed meanings
- Chaos and ambiguity are managed
ca·reer  [kuh-reer]
–noun

2.
a person’s progress or general course of action through life or through a phase of life, as in some profession or undertaking.
Citizen Journalists

Anti-War march gathering under war-like setting. Watch http://theuptake.org/ for live updates. Hoping for calm #RNC08 02:58 PM September 04, 2008 from web

Reports are that one of our CJs has been detained while filming the demonstrations. Working on confirmation. #RNC08 05:48 PM September 04, 2008 from web

All 3G cell phone service is out in demonstration area - no live streaming possible right now. #RNC08 06:05 PM September 04, 2008 from twirl

RT: @theuptake UpTake CJ Suzanne taken away in the paddywagon. #RNC08 06:32 PM September 04, 2008 from web
INTERNET
How do organizations make the most from a cut-and-paste society?
Society 3.0
The future is already here – it is just unevenly distributed.

– William Gibson
Innovation and Design Age

- Contextually applied knowledge
- Horizontalized diffusion of knowledge
- Heterarchical relationships
- Chaos and ambiguity are embraced and attended to
ca·reer  [kuh-reer]
–noun

3.
To be (re)defined.
Three drivers of Society 3.0

1. Accelerating change
2. Continuing globalization
3. Innovation society fueled by knowmads
Accelerating Change
The future is becoming impossible to predict

Level of Advancement

Technological Singularity

Time
Accelerating change impacts
the half-life of useful knowledge.

- The amount of information available is
  doubling at an exponential rate

- The half-life of knowledge is
  decreasing exponentially
INTELLECTUAL PROPERTY HAS THE SHELF LIFE OF A BANANA.

- Bill Gates
Sources of innovation in Society 3.0...
Everything is
OPEN
Boundless
Crowd sourcing
Pre 1.0 nomads
Knowmads...

• Are not restricted to a specific age.
• Build their personal knowledge through explicit information gathering and tacit experiences, and leverage their personal knowledge to produce new ideas.
• Are able to apply their ideas and expertise contextually in various social and organizational configurations.
• Are highly motivated to collaborate, and are natural networkers, navigating new organizations, cultures, and societies.
• Purposively use new technologies to help them solve problems and transcend geographical limitations.
• Are open to sharing what they know, and invite the open access to information, knowledge and expertise from others.
• Develop habits of mind and practice to learn continuously, and can unlearn as quickly as they learn, adopting new ideas and practices as necessary.
• Thrive in non-hierarchical networks and organizations.
• Are not afraid of failure.


KNOWMADS: NIEUWE WERKERS...
EEN WERKPLEK MET KOFFIE/THEE
EN EEN HEERLIJKE LUNCH?

BOEK JE WERKPLEK IN S2M030 DAN NU VIA
UTRECHT.SEATS2WORK.COM
Meet your seat-mate

Now expanded to include more routes, KLM Meet & Seat is a service that connects passengers with each other. Passengers can link their Facebook or LinkedIn profiles to the next intercontinental KLM flight they will be on. All passengers on a given flight who have signed up can see each other’s profiles and – if they see a connection – get in touch. For a demo video, visit youtube.com/klm and search ‘Meet & Seat’.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Paradigm</th>
<th>1.0</th>
<th>2.0</th>
<th>3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental relationships</td>
<td></td>
<td>Simple</td>
<td>Complex</td>
<td>Complex creative (teleological)</td>
</tr>
<tr>
<td>Conceptualization of order</td>
<td></td>
<td>Hierarchic</td>
<td>Heterarchic</td>
<td>Intentional, self-organizing</td>
</tr>
<tr>
<td>Relationships of parts</td>
<td></td>
<td>Mechanical</td>
<td>Holographic</td>
<td>Synergetic</td>
</tr>
<tr>
<td>Worldview</td>
<td></td>
<td>Deterministic</td>
<td>Indeterminate</td>
<td>Design</td>
</tr>
<tr>
<td>Causality</td>
<td></td>
<td>Linear</td>
<td>Mutual</td>
<td>Anticausal</td>
</tr>
<tr>
<td>Change process</td>
<td></td>
<td>Assembly</td>
<td>Morphogenic</td>
<td>Creative destruction</td>
</tr>
<tr>
<td>Reality</td>
<td></td>
<td>Objective</td>
<td>Perspectival</td>
<td>Contextual</td>
</tr>
<tr>
<td>Place</td>
<td></td>
<td>Local</td>
<td>Globalizing</td>
<td>Globalized</td>
</tr>
</tbody>
</table>
From Information to Innovation.

1.0 Information
What can you imagine?

2.0 Knowledge
What can you create?

3.0 Innovation
How can you contribute?
So?
Society 3.0 drives Education 3.0.
<table>
<thead>
<tr>
<th></th>
<th>Education 1.0</th>
<th>Education 2.0</th>
<th>Education 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning is...</td>
<td>Dictated</td>
<td>Socially constructed</td>
<td>Socially constructed and contextually reinvented</td>
</tr>
<tr>
<td>Technology is...</td>
<td>Confiscated at the classroom door (digital refugees)</td>
<td>Cautiously adopted (digital immigrants)</td>
<td>Everywhere (ambient, digital universe)</td>
</tr>
<tr>
<td>Teaching is done...</td>
<td>Teacher to student</td>
<td>Teacher to student and student to student (progressivism)</td>
<td>Teacher to student, student to student, student to teacher, people-technology-people (co-constructivism)</td>
</tr>
<tr>
<td>Schools are located...</td>
<td>In a building (brick)</td>
<td>In a building or online (brick and click)</td>
<td>Everywhere (thoroughly infused into society: cafes, bowling alleys, bars, workplaces, etc.)</td>
</tr>
<tr>
<td>Parents view schools as...</td>
<td>Daycare</td>
<td>Daycare</td>
<td>A place for them to learn, too</td>
</tr>
<tr>
<td>Teachers are...</td>
<td>Licensed professionals</td>
<td>Licensed professionals</td>
<td>Everybody, everywhere</td>
</tr>
<tr>
<td>Hardware and software in schools...</td>
<td>Are purchased at great cost and ignored</td>
<td>Are open source and available at lower cost</td>
<td>Are available at low cost and are used <em>purposively</em></td>
</tr>
<tr>
<td>Industry views graduates as...</td>
<td>Assembly line workers</td>
<td>As ill-prepared assembly line workers in a knowledge economy</td>
<td>As co-workers or entrepreneurs</td>
</tr>
</tbody>
</table>
3.0 schools

- **Produce** knowledge-producing students, not automatons.

- **Share**, remix and capitalize on new ideas.

- **Embrace** accelerating change rather than fighting it.
3.0 schools are not... 

...based on hardware  
...based on software
3.0 schools are built on mindware.
SCHOOLS NEED TO USE NEW TECHNOLOGIES PURPOSELY
DON'T USE NEW TECHNOLOGIES TO TEACH THE SAME OLD STUFF.
Some challenges?
Semantics

- Data
- Information
- Knowledge
- Innovation
In the “invisible,” experience-driven economy, awesomeness is the new currency.
But...

- “Awesome fatigue”: RT @edwardharran
  So much rich input prevents me (sometimes) from producing my own output

- We are not focusing on the broader use of ICT
THRILLIONAIRES?
Level of Advancement

Silicon

Meat

Time
So what?
1.0 schools cannot teach 3.0 kids.
HAVE SCHOOLS REACHED THEIR SINGULARITY?
We all co-invent the future.
We’re all white belts.
We can co-design the future.
“Innovate, baby, innovate!”