

Blowing Backwards into the Future of Higher Education?

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1) *Blowing backwards*...about a perspective on the future

2) *Future of higher education*...some of today's phenomena we think have changed until 2030

Isa Jahnke & Anders Norberg (2013). Digital Didactics – Scaffolding a New Normality of Learning. *Open Education 2030 - contributions to the JRC-IPTS Call for Vision Papers. Part III: Higher Education.*

Download from <http://blogs.ec.europa.eu/openeducation2030/category/vision-papers/higher-education/> pp. 129-134

Isa Jahnke & Anders Norberg (2013). Digital Didactics – Scaffolding a New Normality of Learning

Abstract

Higher education is like an old building that is being constantly augmented with new technological fixes, but the authors propose that it is time to radically question and rethink education, to build a new house from bottom up in order to construct a new normality, which we propose to call “Digital Didactics”.



“A Klee painting named *Angelus Novus* shows an angel looking as though he is about to move away from something he is fixedly contemplating. His eyes are staring, his mouth is open, his wings are spread. This is how one pictures the angel of history. His face is turned toward the past. Where we perceive a chain of events, he sees one single catastrophe which keeps piling wreckage upon wreckage and hurls it in front of his feet. The angel would like to stay, awaken the dead, and make whole what has been smashed. But a storm is blowing from Paradise; it has got caught in his wings with such violence that the angel can no longer close them. The storm irresistibly propels him into the future to which his back is turned, while the pile of debris before him grows skyward. This storm is what we call progress.”

Theses on the philosophy of history, IX (1940)

Walther Benjamin (Critical theorist / literary critic, Frankfurt School)



Paul Klee 1920, "Angelus Novus",

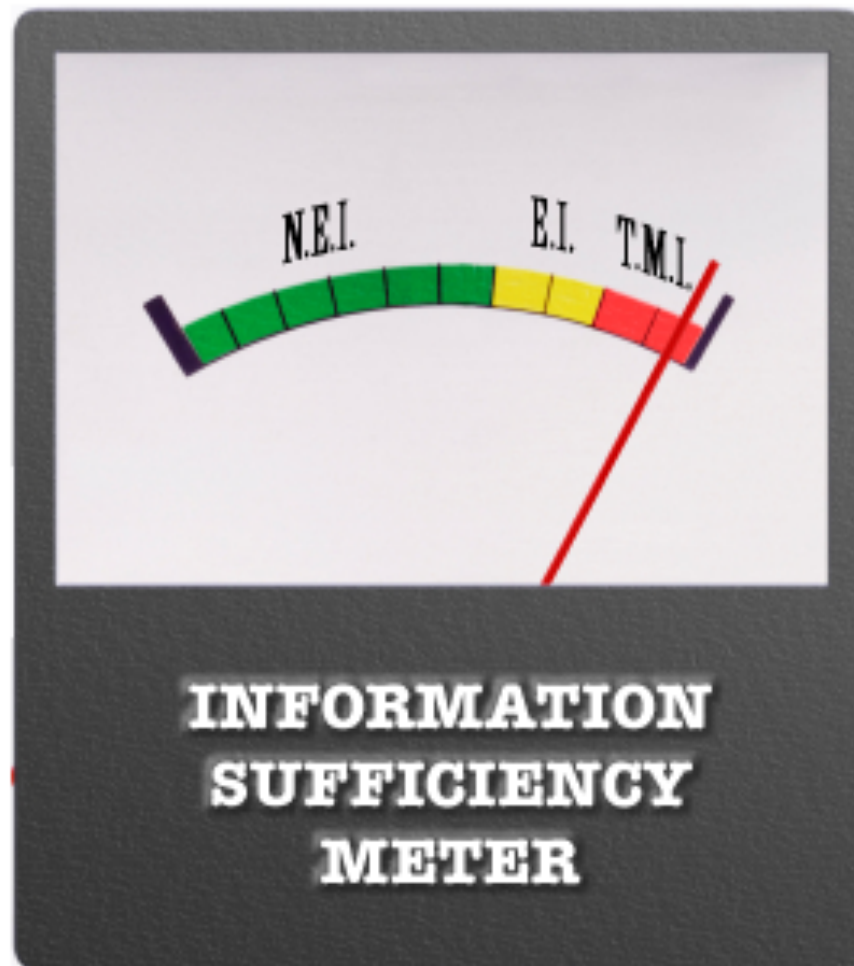
...search for the future in the
debris at the angels feet?



The tornado that struck Joplin, Missouri, on May 22, 2011, left total destruction in its wake. (Credit: KOMUnews, via Wikimedia Commons.)

So, can we identify some debris at the angels feet?

- The mix up of information and knowledge?
- Learning as reproduction in school, creation elsewhere?
- The hi-jacking or parasitizing of the word "learning"?
- The "place" definition frame for all things Learning & ICT?
- The unexpected renaissance of the lecture?
- The concept of "digital dualism" as ontology?
- The lack of a theoretical frame and terminology for imagining a new normality of learning



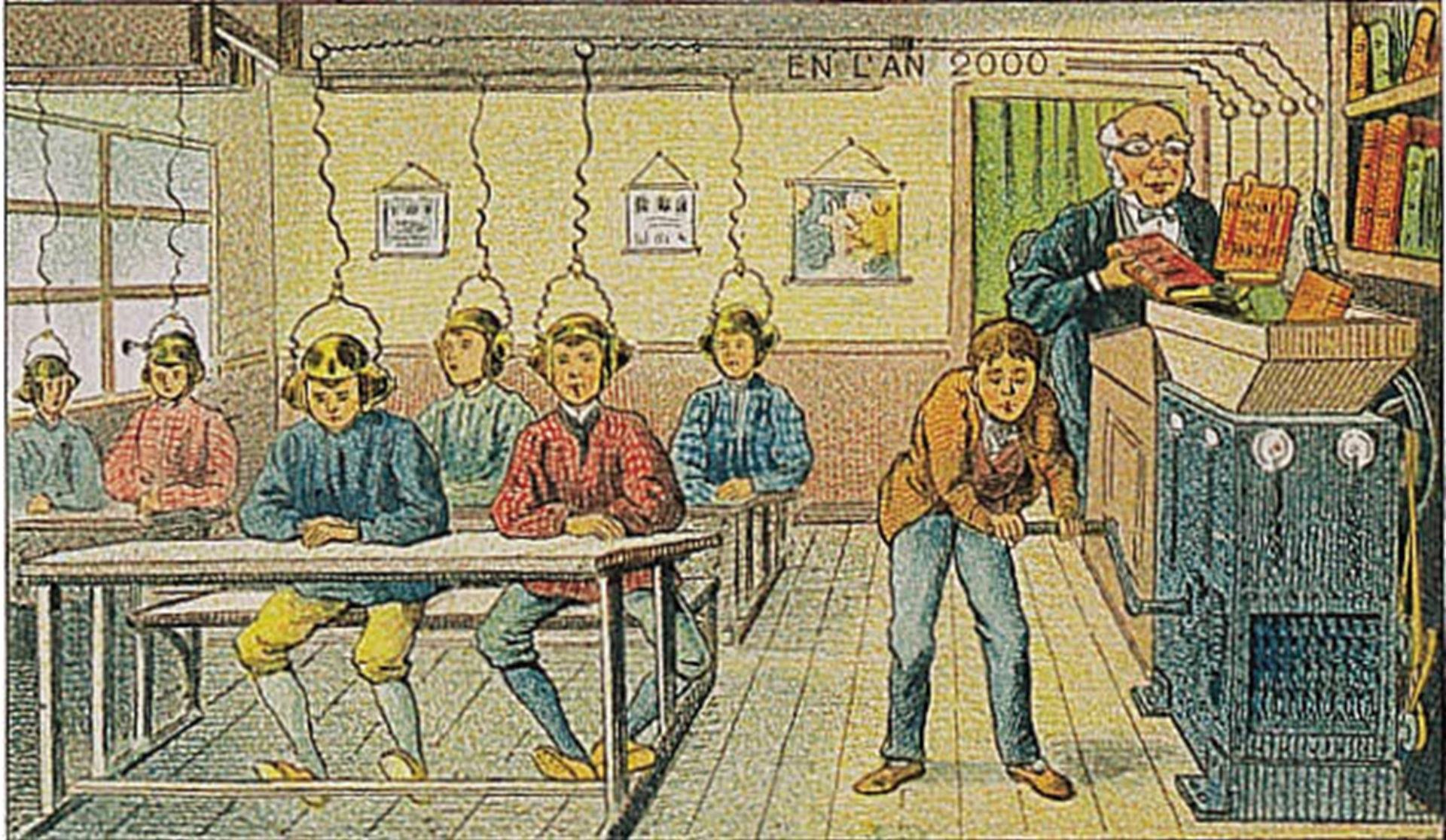
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Source: <http://knowyourmeme.com/memes/tmitoo-much-information/photos>

The mix up of information and knowledge?

- The "course" as a information package to transfer into student knowledge?
- Is information access really a problem for learning?
- Is "too much information"? a problem for learning?
- *...but design of information in teaching, to scaffold learning, is a problem*
- *2030 – Design questions in teaching and learning must have advanced far from questions about information volume and access?*



Visions de l'an 2000

Ces vignettes, très probablement destinées à accompagner des produits alimentaires, se présentent groupées en planches d'une douzaine de saynètes. Elles illustrent la façon dont nos grands-parents imaginaient l'an 2000 ! Les inventions destinées à améliorer la vie quotidienne côtoient celles à vocation plus savante ou exploratrice, mais curieusement la mode vestimentaire reste celle de la Belle Epoque !

Villemard, 1910

Chromolithographie Paris, BNF, Estampes.

Learning as reproduction, construction and/or creation?

- A transfer concept in school?
 - *Suffering from conservatism & half-life of knowledge?*
- & experiential learning outside school?
 - *Irrelevant for the school system?*
- ...and how to combine both in lifelong learning?
- *2030 – can we expect a more continuous and sustainable life of learning and recognition for the learner?*



Image source: <http://personalizinglearning.files.wordpress.com/2011/11/hijack1.jpg>

The hi-jacking of & parasitizing on the word "learning"?

- Why is teaching often called learning?
- Why "e-learning", "b-learning", "m-learning", "formal learning" etc?
- ...all kinds of prefixes and suffixes of learning...
- "...the word 'learning' (*should*) be rightfully returned to the learner" (OLIVER, M. TRIGWELL, K (2005) Can 'Blended Learning' Be Redeemed?, E-Learning and Digital Media, 2(1), 17-26.)

In 2030 – can learning have become more visible, better understood and handled in its own right?



Peter Tillberg, 1971, "Blir du lönsam lille vän?" (*"Are you becoming profitable, little friend?"*)

The “place” definition frame for all things education; Learning & ICT?

- Distance learning?
- Distributed learning?
- Decentralized education?
- Virtual classroom?
- Classroom 2.0?

In 2030 – may we associate “education”/“course”/“learning” to something else than presence and interactions in a room? (...and see the room just as another learning tool)?



Source: <http://thesocietypages.org/cyborgology/2012/08/14/a-brief-reflection-on-digital-dualism-for-social-researchers/>

The concept of "digital dualism" as ontology?

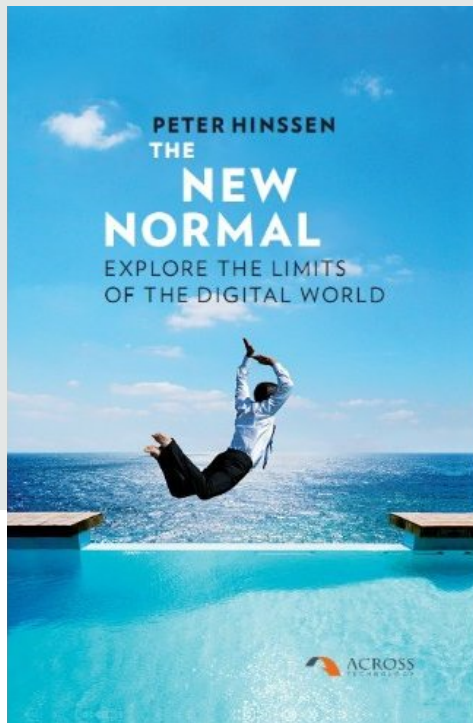
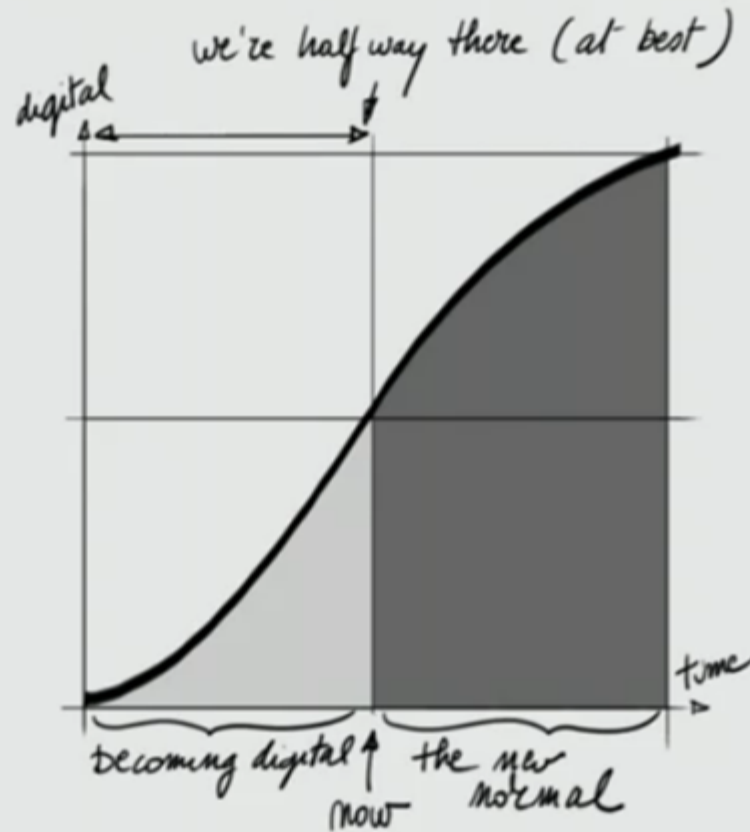
- Online world / off-line world?
- Real world / Digital world?
- We live in an ordinary, "real" physical life world...
...but visit sometimes a new "virtual" ICT world by login?

In 2030 – the world is seen as a one and only, with ICT as augmentations to human capacity?

Luciano Floridi on Digital Dualism

- “...we are probably the last generation to experience a clear difference between offline and online.”
- “...we are constructing the new environment that will be inhabited by future generations.”
- “As a consequence of such **re-ontologization** of our ordinary environment, we shall be living in an **infosphere** that will become increasingly **synchronized** (time), **delocalised** (space) and **correlated** (interactions).”
- “...it is now actually happening in our kitchen.”

THE NEW DIGITAL NORMAL



New normality?

- Beyond transportation from "here" and "there" – a new education logistics possible / needed?
- The conscious use of ICT for learning process and learning project enhancement?
- A more stable thinking on how to use ICT in education and why; quality, access, effectiveness?
- *...or are all normalities oppressive and contraproductive?*

The lack of common theoretical frame and terminology for a new normality

- Instructional technology/design?
- Didaktik / Fach-Didaktik / Hochschul-Didaktik
- CSCL, Computer-Supported Collaborative Learning
- TPACK, Technological-Pedagogical-Content-Knowledge

+ a Digital Didactics?

Thanks for listening!

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